



CÉGEP HERITAGE COLLEGE
POLICY #5

THE EVALUATION OF STUDENT ACHIEVEMENT

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Preamble^{1, 2}

Regular and ongoing evaluation is important in the academic education process, and it serves an essential function in learning, the support of student achievement, and the attestation and validation of attaining competencies across one's experience of a program of study.

ARTICLE 1

Overview

1.1 Purpose

The purpose of the CEGEP Heritage College Institutional Policy on the Evaluation of Student Achievement (IPESA) is to outline the principles, standards, and mechanisms by which evaluation will be carried out, supported, and monitored within a [competency based education](#) and [program approach](#) and the College's mission and values.

1.2 Scope

This policy applies to programs that lead to either a DCS (Diploma of College Studies; Diplôme d'études collégiales, DEC) program of study, and an ACS (Attestation of College Studies; Attestation d'études collégiales, AEC) program.

The policy and its associated procedures are carried out within the provisions set by the government and other external bodies in documents including the following:

- [College Education Regulations \(RREC\)](#)
- [General and Vocational Colleges Act](#)
- [Act Respecting the Commission d'évaluation de l'enseignement collégial](#)
- [CEEC publications](#)
- [Fédération nationale des enseignantes et des enseignants du Québec \(FNEEQ-CSN\)](#)

1.3 Objectives of the Policy

The objectives of the CEGEP Heritage College IPESA are to ensure that the following are made available and transparent to all participants in the community:

1. The requirements, structures, and processes of the evaluation of student achievement at CEGEP Heritage College.
2. The clear, reliable, and complete information about the program and course structure, including the required [competencies](#), [standards](#), objectives, [ponderation](#), requirements, evaluation activities, content, evaluation methods, achievement structures, and responsibilities of the program, teachers, and students.
3. The roles and responsibilities of all stakeholders in the evaluation of learning.
4. The mechanisms for the development and application of coherent, fair, and equitable evaluation for student achievement.
5. The guidelines for evaluations, complaints and appeals.
6. The principles, requirements and mechanisms for the granting of course equivalences, substitutions, and exemptions.
7. The principles, requirements and mechanisms used by the College in granting diplomas and attestations.
8. The mechanism for validating that the ministry graduation requirements have been met.
9. The mechanisms, roles and responsibilities of individuals and groups involved in applying, and monitoring the application of, the policy.

¹ In the present document, the use of gender-neutral language is used solely for the purpose of simplifying the text and by no means is intended as discriminatory. The singular shall include the plural and the plural the singular in each case as the context may require.

² See the Glossary for explanations of frequently used terms.

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ARTICLE 2

Guiding Principles of Student Evaluation

The Evaluation of student learning at CEGEP Heritage College is founded on three guiding principles:

1. **Coherence**

- Evaluations cohere to the elements of the [competency](#) (standards) and [performance criteria](#) (objectives) as defined by the Ministry in the [cahier](#) for the program and the learning outcomes for the course.
- Evaluations attest to the competency within the [ponderation](#) defined for the course.

2. **Fairness**

- Evaluations are transparent, impartial, accurate, reliable, and without prejudice.
- Evaluations must be a valid measure of the elements of the competency, including the [performance criteria](#) (standards), and [learning outcomes](#) (objectives) of each course of study.
- Students will be informed of the objectives, evaluation criteria, weighting, and timing before an evaluation.
- Students will be provided with feedback to enhance student learning.
- Students will be provided access to review processes that allow them to seek help if they are not being treated equitably or fairly.

3. **Equity**

- Equity is the removal of barriers impeding the equal opportunity of students to demonstrate acquisition of a [competency](#).
- All students are given the opportunity to learn and demonstrate competencies through a safe, supportive, and inclusive learning experience that recognizes and respects student diversity.
- Equity recognizes teacher disciplinary expertise and [academic freedom](#).

ARTICLE 3

Evaluation

Evaluation in courses and the content of assessments must be grounded in principles of coherence, fairness, and equity.

Continuous evaluation will occur throughout every course and students will be asked to submit work regularly. Evaluation in all courses will encompass both formative and summative evaluations. Evaluation tasks, created by teachers, are directly related to the [competencies](#) and [learning outcomes](#) of the course and the learning objectives in the Program Exit Assessment.

The number and type of evaluations, their weighting and dates are specified in the course outline. All evaluations will be scheduled so students have sufficient time for preparation and opportunities to receive feedback.

3.1 Types of Evaluations

The evaluation of student achievement is a gauge of the extent to which a course's learning outcomes and competencies have been met. The evaluation of student achievement may be diagnostic, formative, or summative. Formative and summative evaluations are required in all courses.

3.1.1 Diagnostic Evaluation

Diagnostic evaluations are tools or activities used to gauge students' prior or current level of knowledge, skills, and attitudes necessary to meet the course competencies. They provide students with an understanding of their readiness to acquire the knowledge, skills, and attitudes to meet the course competencies. They provide the teacher with an understanding of students' prior knowledge and help the teacher determine appropriate learning strategies and evaluations. Diagnostic evaluations can be done throughout the semester.

3.1.2 Formative Evaluation

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Formative evaluations are tools or activities directed towards helping students advance their learning through feedback from teachers and/or peers. They assist students in identifying their strengths and weaknesses towards attaining competencies and identify the target areas that need attention. For teachers, formative evaluations identify misunderstandings and learning obstacles, and provide information for clarifying and enhancing the learning process. Formative evaluations can be ongoing and informal.

3.1.3 Summative Evaluation

A formal, graded tool or activity that assesses the progress or attainment of one or several learning outcomes of the course, or some of its components. Summative evaluation gives students a grade that identifies how they stand regarding the attainment of the course learning outcomes and competencies. For teachers, it measures the degree to which students have achieved one or more course learning outcomes or competencies. Summative evaluations should be placed strategically to lead students to successful completion of the course learning outcomes and competencies.

3.2 Evaluation Rules

1. Evaluations must respect the course [competencies](#), [standards](#) and [learning objectives](#) for each course.
2. Evaluations must respect the homework [ponderation](#) for the course.
3. Evaluations must adhere to the principles of [coherence](#), [fairness](#), and [equity](#).
4. No evaluation may be worth more than 40% of the final grade for the course. Exceptions to this rule, including the redistribution of marks due to student accommodation, must be approved by the Academic Dean.
5. With the objective of preventing work overload and minimizing undue stress in students, no evaluation (or combination of evaluations) counting for more than 40% of the final grade will be completed in its entirety over the last 15% of the course, including the exam period. For an uncompressed course in a 15-week DCS program, this translates to the last full week (5 days) of class plus the exam period. This does not apply to courses where final evaluations are scaffolded, and the work is clearly distributed and completed throughout the semester. Exceptions must be approved by the Academic Dean.
6. As required by the Ministry, all competencies must be [summatively](#) evaluated. The summative evaluations in a course must attest to the student's overall attainment of the course competencies. Teachers may choose to scaffold their summative evaluations. The form of evaluation is specified in the course outline.
7. At the time an evaluation is released, a detailed breakdown of evaluation criteria/rubric and a statement of the evaluation's overall value towards the final grade must be given to the student.
8. Evaluations and their evaluation criteria must be comparable in workload between course sections and follow the department guidelines for course equity and fairness. Equitable evaluation does not necessarily require identical assessments across course sections or courses.
9. Giving additional evaluations to increase grades for an individual student or awarding bonus points to the class are not permitted in a course. Providing the opportunity for a class to resubmit or redo an evaluation is permitted.
10. Teachers must provide a reasonable and representative view of student work by the midterm assessment, as described in [Section 5.4](#).
11. Attendance cannot be used for evaluation, as described in [Section 3.3](#).
12. In the course outline syllabus, evaluations cannot be due on days that are not school days in the Academic Calendar, including Study Days. This does not apply to accommodation or late submissions. It also does not apply to clinical reflections due after a clinical day.

3.3 Attendance and Participation

Regular attendance in course learning and evaluation activities is essential for student success. The final grade received in a course measures the extent to which the student has met the course competencies and not whether the student was present in class. As a result, grades cannot be granted solely for being present nor

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deducted solely for being absent. Grades can be assigned to learning activities that require student presence to complete.

Criteria for learning activities requiring presence and participation must be clearly defined and connected to the course's learning outcomes and competencies, follow department policies, and the evaluation weighting must respect the course outline. The evaluation of student achievement in their learning activities must be grounded in the principles of coherence, fairness, and equity.

Students with a valid reason for their absence and who have been given accommodation must not be penalized for their absence.

In specific courses (for example, Nursing, Fieldwork, or internship placements), attendance may be essential to achieving one or more competencies and absence may result in course failure. These critical evaluations must be clearly stated in the course outline.

3.4 Group Work

Each student must be evaluated individually on their contribution to a group project however a component of group work can be a common mark for the shared work. The team's ability to work together may also be assessed as a component of the mark, for example through individual reflections, peer assessment or teacher assessment. Criteria for grading group work must be clearly defined in the course outline and evaluation rubrics.

3.5 Late Penalty

Teachers may, according to a consistently applied department policy documented in the course outline, deduct marks for course work submitted late.

3.6 Student Proficiency in the Language of Instruction

In accordance with Policy #36 Concerning the Promotion of the English Language and Policy #34 Concerning the French Language, the quality of the language of instruction (English or French) forms part of the evaluation criteria for both written and oral work. Students are required to complete evaluations in the language of instruction and may lose marks for errors in language use.

Teachers must ensure that all academic work conforms to a recognized standard style that adheres to their discipline and specifying, among other things, that:

- assignments are to be written in professional, academic, and formal language to prepare students for their discipline and professional life.
- when required, sentences are to be constructed properly, writing is to be properly punctuated, words are to be used accurately, and words are to be spelled correctly.

Each teacher is responsible for establishing and adopting appropriate language requirements for each course delivered in English or French. This includes identifying the types of language proficiency skills to be developed in each course (e.g. reading, writing, listening, speaking, and in some cases, technical terms), how they will be taught and learned, and how they will be evaluated. Those elements will be stated in the course framework.

In all cases, teachers must provide clear marking criteria for written and oral language usage for all student evaluations. These criteria must be communicated to the students in a timely fashion. Refer to [Appendix IV for Language Evaluation Guidelines](#). A minimum of 5% of the total grade of an evaluation must be allotted to proper language usage.

In the rare case that an evaluation does not require the use of English or French, no grade need be assigned for language quality.

ARTICLE 4

Course Outlines

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The course outline is the formal mechanism prepared by the teacher which outlines the way in which a course will be taught and evaluated according to the ministerial, college and departmental standards and expectations and founded on the principles of coherence, fairness and equity. It forms a contract between the teacher and student, allowing the student to plan their work for the course.

Departments (for DCS programs) and the Coordinator of Continuing Education (for ACS programs) ensure that all sections of a course adhere to the principles of coherence, fairness, and equity in their pedagogy and evaluations based on department guidelines.

Outlines are to be provided to students electronically on or before the first day of class and reviewed with the student in the first week of class. Adjustments to the outline may be made during the first two weeks of class for DCS courses (see article 4.3).

4.1 Content of Course Outlines

The course outline must be based on the course framework and contain the following information:

Course information:

- Course title, ministerial course number and section number
- Year and semester
- Department/program for the course
- Course ponderation (theory, lab and homework hours), credits and course hours
- Pre-requisite and co-requisite requirements
- Course description
- Course placement in the program
- Competencies and learning outcomes

Teacher information

- Teacher's name, contact information and availability
- Description of the pedagogical approach, teaching methods and platforms used
- Evaluation type, weighting and date for each evaluation
- A schedule of evaluation activities, dates and course content
- Special conditions for passing the course (if any)
- Class participation requirements (if applicable) including information about the grading criteria
- Required materials and any associated fees

Policies/Procedures:

- The learning outcomes related to language proficiency and how they will be evaluated
- Classroom management rules and student expectations including rules regarding late submission of evaluation
- The mechanism to obtain accommodation for evaluation activities, including accommodation of religious observances and Indigenous Nation-based ceremonies
- The mechanism to file an academic complaint
- A statement regarding all pertinent College policies including IPESA, Academic Integrity, Language, Attendance, Religious Observances, and Student Code of Conduct.
- A statement indicating any modifications to planned course activities resulting from the teacher's own religious observances
- Policies and rules specific to a department or program

Teachers are required to refer to and use the Course Outline Template for the required format of course outlines.

4.2 Approval of Course Outlines

In DCS programs:

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- Teachers submit their course outlines and a checklist verifying compliance with this policy to the Department Coordinator before the first day of class.
- The Department Coordinator submits the course outlines with a checklist verifying compliance with this policy to the Associate Academic Dean by the third week of class, ensuring the course equity department guidelines are respected.
- The Associate Academic Dean reviews and archives the course outline.

In ACS programs:

- Teachers submit their course outlines and a checklist verifying compliance with this policy to the Coordinator of Continuing Education before the first day of class.
- The Coordinator of Continuing Education reviews and archives the course outline.

Refer to the Course Outline Checklist Template for DCS and ACS programs.

After completing a course, the outline is available to students by Academic Services (administration fees may apply).

4.3 Changes to Course Outlines

Changes to the course outline will respect the principle of fairness and an understanding of students' workloads across other courses. All changes must be communicated to students in writing, through one of the college's learning management systems, as early as possible (including extended assignment dates).

- Minor changes can be made to the sequencing of teaching and learning activities, or to formative evaluation dates, or evaluations worth 5% or less of the final grade.
- Major changes include changes to the weight, number or type of evaluations or significant changes to course content or pedagogical approach which do not benefit the student. These changes are to be made under pedagogical circumstances only, and with the approval of the Associate Academic Dean/Coordinator of Continuing Education. An updated course outline must be provided to students and Academic Services, along with corresponding changes to the online gradebook.

The Associate Academic Dean or Coordinator of Continuing Education may reject a change if it raises concerns of equity between different sections of a course, contravenes the IPESA or the [course framework](#).

- Evaluation date changes: It is expected that [summative](#) evaluation dates will not change, unless under pedagogical circumstances.

When there are interruptions to the Academic Calendar, guidelines for changes will be provided by Academic Services.

ARTICLE 5 Support for Student Learning

5.1 Online Gradebook

Teachers are responsible for determining the evaluation structure of their course in their course outline and for setting up a complete online gradebook with due dates by the end of the second full week of classes (DCS) or second day of the course (ACS).

A complete gradebook enables students to plan their work across multiple courses and allows support services to identify and support struggling students.

Teachers are expected to post grades to the online gradebook regularly throughout the course, as grading is completed.

5.2 Attendance Tracking

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Regular attendance in course learning and evaluation activities is essential for student success. Teachers must take attendance for all courses and record it regularly in the online grade book. Support services in Student Services will follow up with students who are frequently absent, based on the online grade book, but teachers are also encouraged to do so.

5.3 Evaluation Feedback

Feedback is ongoing, and must be coherent, fair, and equitable. Effective, meaningful, timely feedback in all types of evaluation is crucial to student learning.

Feedback and access to graded work must be provided within a reasonable time after each evaluation, except in extenuating pedagogical or personal circumstances. Departments will determine the window for the timely return of evaluations to students in their department equity guidelines and course outlines. Feedback (for work submitted on time) must be provided at least one week before the due date of a related evaluation. For compressed courses and ACS courses, timely feedback must be adjusted accordingly.

Students have the right to see all evaluations and feedback and learn from their own mistakes. They do not have to be allowed to keep their marked evaluations, but they must be given the opportunity to review them and ask for feedback. Students may make an appointment with their teacher to review final exams/evaluations. Final exams/evaluations are not given to students without the consent of the teacher.

Students must be given evaluations and course activities that reflect the course's pedagogy and content. Students will receive effective and meaningful feedback before the course withdrawal date so that they may make an informed decision about their status in the course.

5.4 Mid-Term Assessment of Student Progress

At the midpoint of the semester identified in the academic calendar, students must be given a general indication of their current standing in each of their courses. Students must be provided with sufficient graded material and a rating indicating progress to determine if they need help and support. For DCS courses on a regular schedule, this is formally done through the mid-term assessment (MTA) process, as documented in the Mid-Term Assessment Procedure. For ACS courses the feedback and referral process are continual due to the compressed nature of the courses.

The mid-term 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 and the engagement in class. 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.

5.5 Final Grades

Teachers must submit their students' final grades in accordance with the dates published in the Academic Calendar and the Procedure for Reporting Final Grades, provided by the Registrar's Office.

The passing grade in any course is 60% as designated by the Ministry. The final grade confirms the student's achievement of the [course learning outcomes](#) and associated [competencies](#), in relation to identified [standards](#) and [performance criteria](#). Failure results if the course [learning outcomes](#) and [competencies](#) are not achieved. With a grade of 60% or greater in a course, the student is entitled to receive college credits for the course.

In certain courses, students may be required to achieve a minimum grade in each of multiple components to pass the course (e.g., theory component and clinical component). Such a requirement must be stated in the course outline and the maximum possible grade that can be achieved in the course when this condition is not met must also be specified.

ARTICLE 6

Academic Integrity

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Academic integrity is to act honestly and truthfully in preparing one's work and to not represent the concepts, ideas, positions, phrases, language, results, expressions of AI, or the process and work of others as one's own.

Cheating and plagiarism are violations of academic integrity and are considered serious academic offences which undermine learning and erode trust within the academic community. In keeping with the principles of coherence, fairness, equity, trust, and honesty, the College is committed to promoting and protecting academic integrity.

6.1 Expectations

The academic value of the diplomas and attestations granted by the College rests upon the integrity of students' work. All members of the College community are responsible for ensuring that a student's work is considered and assessed in a context where academic integrity is both an expectation and a requirement.

Teachers are expected to model academic integrity, teach students about academic expectations in their work and in the classroom, ensure students are forewarned about unauthorized material, devices or practices that are not permitted, and help students learn to accept responsibility for the integrity of their work. They must ensure consistent, fair, and equitable treatment of all students when academic integrity infractions occur and act according to the Academic Integrity Procedure.

Each department or program is responsible for setting guidelines and monitoring academic integrity in instructions, evaluations and reporting infractions. The guidelines must be appropriate to the curriculum of their discipline(s) and respect the implementation of this Policy. The course outline must identify the specific consequences of academic integrity violations.

Students are expected to understand the importance of academic integrity, and refrain from cheating, plagiarism, and other dishonest behaviours.

6.2 Violations of Academic Integrity - Cheating and Plagiarism

Cheating: Cheating includes any dishonest or deceptive practice related to evaluations including but not limited to:

- Copying or attempting to copy another's work.
- Sharing work with other students who may use it as their own.
- Performing a course-related task with artificial intelligence, or submitting academic work generated by artificial intelligence, without explicit permission from the teacher.
- Obtaining or attempting to obtain unauthorized assistance of any kind during an evaluation.
- Providing or attempting to provide unauthorized assistance of any kind during an evaluation.
- Possessing unauthorized material during an evaluation, regardless of whether the student uses this material. This includes items which can be used as storage or retrieval devices. Detection may occur during the evaluation or during the marking of the evaluation.
- Taking or completing an evaluation for someone else or having someone take or complete an evaluation in your place.
- Unauthorized communication of any kind during an evaluation.
- Falsifying data or any facts or sources in an evaluation.
- Re-using one's work in a course for another course or in the same course without the teacher's permission.
- Claiming to have submitted work which was never submitted.
- Making false representations which may affect a grade, such as provision of medical notes, language-proficiency level, attendance, etc.

Plagiarism: Plagiarism is to take credit for someone else's work or ideas as one's own, including AI generated work. This includes directly quoting, summarizing, translating, or paraphrasing another's work, in whole or in part, without acknowledgement of the source. Citations must conform with the guidelines provided by the teacher. Teachers are responsible for teaching students how to paraphrase, summarize, cite their sources (including for images and music), and to practice this skill.

6.3 Academic Integrity Sanctions

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Academic integrity violations are detected by teachers and are reported to their Associate Academic Dean or Coordinator of Continuing Education following the Academic Integrity Procedure. Every academic integrity violation leading to a resolution that impacts a student's grade must be reported.

The severity and nature of the academic integrity violation, and any prior or concurrent violations, are considered when determining the sanction. Sanctions are incremental when multiple offences occur. Sanctions may include a teachable moment, a grade penalty or grade of zero on the evaluation, failure in the course, removal from the program, suspension, and/or expulsion from the College. A grade of zero cannot be given in a course as student grades already received in a course cannot be removed.

6.4 Academic Integrity Appeals

A student may appeal the sanction due to significant new information or concerns regarding the process followed to the Academic Dean as described in the Academic Integrity Procedure. The Academic Dean will meet with the student and if warranted will convene an Appeal Committee. The Appeal Committee decision is communicated to the student by the Academic Dean and is final.

ARTICLE 7

Final Exams

A final exam is an evaluation that takes place in the formal final exam period defined in the college's Academic Calendar. Final exams are not required for all courses. Final [summative](#) evaluation activities (e.g. presentations) may take place during the final exam period providing they do not interfere with the student's formal exam schedule.

A copy of each final exam must be submitted to Academic Services in advance, and the corrected exams returned to Academic Services for archiving. The Final Evaluation Activity Procedure details the expectations of teachers and deadlines.

Students must be available for the entirety of the final exam period, in the event that exams must be rescheduled. No accommodation will be provided due to personal time conflicts or vacations.

ARTICLE 8

Authorized Absences

8.1 Authorized Absences

Regular attendance in course learning and evaluation activities is essential for student success. Students are responsible for ensuring that they are available throughout the semester, including the final examination period, as defined in the Academic Calendar (posted on the college's website). Absences due to vacation will not be authorized.

Students who have a justified reason for missing an evaluation or an evaluation due date can be provided accommodation and an alternate evaluation plan. It is the student's responsibility to follow up with their teacher to determine the alternative evaluation plan if the accommodation is approved.

Important:

- Prescheduled activities (e.g. competitions, medical appointments) must be reported as far in advance of the event as possible and are not accommodated after the fact.
- Critical unforeseen absences must be reported to teachers on the same day as the absence (except under exceptional circumstances).

Absence of 1 – 5 days: Students with a justified reason for an absence of 1-5 days (DCS programs) or 1 day (ACS programs) may request accommodation for a missed evaluation directly through their teacher.

Absence of more than 5 days/Final exams: Students with a justified reason for an absence of 5 or more days (DCS programs) or 2 or more days (ACS programs), or students missing a final exam, must request accommodation for a missed evaluation through their Academic Advisor with supporting documentation.

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Justified Absences: Justified absences may include, but are not limited to, physical/mental health illness, medical appointments (doctor/dentist/psychologist), death of a family member, participation in competitions, prescheduled tests outside of the college (such as driving tests), university visits, [religious observances](#) and [Indigenous Nation-based ceremonies](#).

Extended Absences: Students who are unable to attend their classes for an extended period of 3 or more weeks or 20% of the course for compressed, ACS or summer courses (flexibility for Alliance Sport-Etudes students) may not be able to be accommodated sufficiently to pass the course. In such cases students must contact their Academic Advisor to discuss their options.

Clinical or Fieldwork Absences: Students unable to attend the clinical or fieldwork placement hours must contact their teacher immediately. It is not always possible to accommodate a student in a placement. If a student cannot demonstrate that they have consistently met the course's competencies within the allocated time for the placement, they risk failing the course.

General Guidelines:

- If it is not clear whether an absence can be accommodated or not, or if there is a disagreement about the accommodation, the teacher or student may contact their Academic Advisor.
- If the student does not wish to disclose their reason for being absent to their teacher, they may contact their Academic Advisor.
- In the absence of supporting documentation, teachers should use their professional judgement.
- Teachers are not required to re-teach course material missed by absent students. It is the student's responsibility to catch up on the material they missed to meet the requirements of the alternative evaluation plan provided by the teacher.
- Students with an authorized absence cannot lose grades due to their absence.
- A student's unauthorized absence on the date of a scheduled evaluation may result in a grade of zero on the planned evaluation.
- If a student cannot demonstrate that they have consistently met the course's competencies within the allocated time for a fieldwork or clinical placement, they risk failing the course.

Refer to the Authorized Absence Accommodation Procedure for further details.

8.2 Religious Observances

Teachers are encouraged to consider religious observances when developing their evaluation plan. A list of religious observances is published each year as a companion to the academic calendar.

Students observing religious holy days not formally recognized in the academic calendar must notify their teachers in writing of the date(s) of the observance at the start of the semester (within the first two weeks of classes for DCS students, or on the first day for ACS students). When the date is undetermined, students must inform the teacher of the name of the observance and provide the date as soon as it has been confirmed.

Support required by teachers or students regarding religious accommodation can be addressed to the Academic Dean.

8.3 Indigenous Nation-based Ceremonies

Indigenous students whose Nation-based ceremonies and events require them to be absent from the College may seek accommodation. In addition to Indigenous Peoples Day and National Day for Truth and Reconciliation, a five-day absence for DCS students may be accommodated for Moose Break in the fall semester and Goose Break in the winter semester. Accommodation for ACS students will be evaluated on a case-by-case basis. Students must advise their teachers of their participation at the start of the semester (within the first two weeks of classes for DCS students, or on the first day for ACS students). When the date is undetermined, students must inform the teacher of the event's name and provide it as soon as it is confirmed.

8.4 Alternative Evaluation Plans for Authorized Absences

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Alternative evaluation plans may include a make-up date for the same or an alternative assessment, or a re-weighting of grades (although the final exam or any individual assessment cannot be worth more than 40% unless approved by the Academic Dean). Make-up evaluations will be scheduled by the teacher in consultation with the student and must not interfere with the student's attendance in other courses.

The teacher is responsible for determining and providing the alternative evaluation plan in a timely manner, in line with the course framework, this policy and paying particular attention to equity. The alternative evaluation must measure the achievement of the same course learning outcomes. Credit cannot be given for work that has not been performed.

ARTICLE 9

Adapted Measures: AccessAbility Students

Students requiring ongoing adapted measures for their learning must register with the Student AccessAbility Centre (SAC) before the start of the semester. Valid documentation attesting to their learning disability or other medical condition making learning challenging is required. Requests received after the start of the semester may result in delays in obtaining needed adapted measures. The Student AccessAbility Centre determines the adapted measures learning plan based on the student Individual Education Plan (IEP) and supporting documentation, in accordance with ministerial guidelines.

Teachers must respect and implement the adapted measures outlined by the Student AccessAbility Centre, while ensuring student confidentiality in all communication and interactions. In good faith the student may have to remind their teacher of their adapted measures. Teachers are to verify their class list often as new students requiring adapted measures may be added.

It is the student's responsibility to schedule each class evaluation requiring adapted measures at least four (4) working days in advance through Omnivox. The Student AccessAbility Centre administers the evaluation and provides the resources and space to meet the student's needs.

Refer to the AccessAbility Intake Process and Adapted Measures Procedure.

ARTICLE 10

Academic Complaints

Students have the right to express their concerns about their learning experience and have them addressed in a fair, equitable and timely manner. Students are encouraged to address their concerns informally with their teacher at first. If the matter is not resolved satisfactorily, or the student does not feel able to address the issue directly with their teacher, they may submit a formal complaint to the Associate Academic Dean or Coordinator of Continuing Education through the Academic Complaint Procedure. Confidentiality of all involved parties is respected.

Academic complaints are defined as concerns related to any matter covered in this policy and which may impact student achievement. For example, the student thinks that the teacher is not:

- adhering to the course outline
- providing criteria for evaluation
- returning corrected work to students in a timely manner
- providing availability to students or respecting pre-determined office hours
- treating students equally in evaluations
- responding to student communication in a timely manner
- following or properly implementing aspects of IPESA

Both the teacher and student have the right to request the presence of an advocate at any time during this process. This advocate may communicate with the teacher/student and may request clarification but may not speak on their behalf.

The student or teacher may appeal against the outcome of the complaint investigation to the Academic Dean if they contest the process followed.

Refer to [Appendix III](#) for a list of all complaint paths available to students.

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ARTICLE 11

Grade Review

It is important that students understand the grade they receive for each evaluation to assist their learning in a course. A student may request a review of [summative](#) grades achieved during the course as they receive them. Only the final exam/evaluation activity can be reviewed at the end of the course, and not the grade in its entirety.

Students who believe a grade is unfair must contact their teacher to address their concerns within seven (7) days of receiving a grade during the semester and within two (2) days of receiving a final exam/evaluation activity grade, except in extenuating circumstances.

If, after reviewing their evaluation with the teacher, the student believes that their grade is unfair (based on the evaluation criteria and the work performed) they may contact their Academic Advisor to initiate a formal grade review. The Formal Grade Review Procedure is followed, and the student is notified of the grade review's outcome. The student may appeal against the grade review's outcome to the Academic Dean within seven (7) days of receiving the results if they contest the process followed.

ARTICLE 12

Course Notations

Special circumstances may allow the granting of the following course notations on the student's transcript in accordance with the processes described below. Relevant documentation is required before the request is assessed and the documentation becomes part of the student's permanent file.

Students can request a course notation by contacting their Academic Advisor for notations that are not automatically applied.

12.1 Course Substitution (SU)

This notation is used when a student has achieved a course's competencies through another CEGEP course. When granted, all competencies associated with the course are deemed achieved. The course the student completed (and final grade), and the substituted course (with SU notation), will both appear on the student's transcript. Courses substituted into a program are not included in the program R Score calculation.

Substitutions are typically processed automatically and approved by the Registrar when a student changes programs or CEGEPs. Students can also request a substitution by contacting their Academic Advisor who will complete a Request for Substitutions Form. A student transferring from a French language college to CEGEP Heritage College must demonstrate achievement of the competencies specific to each language and literature course for which a substitution is being requested.

12.2 Course Equivalence (EQ)

An equivalence may be granted by the College when a student demonstrates (through appropriate documentation) that they have attained the learning objectives and competencies for a course required in their program of studies, through previous post-secondary studies or out-of-school training, learning, or experience. An EQ notation gives the student the credit for the CEGEP course, the EQ notation is not accompanied by a grade on the student's transcript. If the equivalence is sought based on out-of-school training, learning, or experience, the student will be required to demonstrate the achievement of the objectives of the course through successful completion of an examination, or other appropriate academic activity. Academic Advisors complete an Equivalence Evaluation Form and work with Department Coordinators on these matters. The decision to grant the equivalence is made by the Academic Dean.

12.3 Course Exemption (Dispensation) (DI)

An exemption is granted by the College when a student is deemed unable to participate in a course, over the duration of their studies, and if the course cannot be replaced by another course. The exemption does not entitle the student to the credits of the course, but the competencies attached to the course are deemed to have been achieved enabling the student to meet their graduation/certification requirements.

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An exemption may only be granted under exceptional circumstances and is requested by completing the Request for Exemption Form. Documentation must be provided to support the exemption. The exemption is generally granted to students who, for medical reasons, cannot complete their physical education requirements over the duration of their program. They are approved by the Registrar and Academic Dean.

12.4 Temporary Incomplete (IT)

This notation is used when a teacher recognizes that a student, for a legitimate reason, is temporarily unable to complete the course competencies by the end of the semester. The Temporary Incomplete extends the normal evaluation period for the course. The Temporary Incomplete is changed to a final grade by a prescribed deadline defined in the Academic Calendar, usually before the beginning of the next semester. If the work is not completed by the deadline, or the new grade is not updated by the teacher before the deadline, the IT notation is converted to the grade accumulated by the end of the course following the Procedure for Reporting Final Grades.

12.5 Abandoned (AB)

The Ministry has established two official course withdrawal deadlines. Withdrawal by the first deadline removes the course from the student's record and transcript. Withdrawal between the first and second deadline leaves the course in/on the student's record/transcript but replaces the final grade with an AB notation. Students follow the Procedure for Abandoning a Course.

12.6 Incomplete (IN)

An Incomplete Notation is granted when the college recognizes that a student was unable to participate in a course for a period of three or more weeks in DCS courses or 20% of the course for compressed, summer or ACS courses for serious reasons beyond their control (e.g., illness, accident, illness or death of an immediate family member) and the student could not be accommodated to complete the course.

An IN application can only be made after the abandonment deadline and before the end of the formal class period. If the situation arises before the abandonment deadline, the student should withdraw from or abandon the course. Under exceptional circumstances, a student may apply for an IN after the deadline. Supporting documentation from a recognized body is required in support of an IN application.

The Incomplete notation (IN) does not give entitlement to the credits related to that course and the course will need to be repeated.

Refer to the Procedure for Incomplete Notation Request Overview for details.

12.7 Échec (EC) and Réussite (RE)

The following letter notations are used on a student transcript to denote a pass or fail:

- EC (échec) accompanies any grade below 60% and denotes a failure. It is also used to signify a failure in the PEA, English Exit Exam or French Exit Exam.
- RE (réussite) accompanies any grade of 60% or above and denotes a pass. It is also used to signify a pass in the PEA, English Exit Exam or French Exit Exam.

12.8 R-Score

The Cote de rendement au collégial (CRC) is a score calculated by the Ministry to compare a student's grade with those of other students to look at the student performance relative to the group. Its purpose is to reduce the impact of bias in grading within a group of students and is used to determine, in whole or in part, admission to most university programs in Quebec. For more information see: <https://www.bci-que.ca/collectivites/cote-r/>

The College determines the evaluation groups for the calculation of the R Score with the objective of ensuring fairness for the overall student population at the College. For multi-section courses, all sections of the same course are usually grouped together to reduce statistical distortions.

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The R score is calculated for all courses or groups of courses except:

- High-school mathematics and science make-up courses and remedial English and French courses.
- A course or group of courses with fewer than 6 students in it.
- A course or group of courses in which fewer than 6 students have a grade of at least 50%.

All grades generate an R score, including failures. Passing a course that previously resulted in failure does not negate the failure in the R score – both the failing grade and the passing grade are included in the calculation.

ARTICLE 13 Recognition of Acquired Competency (RAC)

Recognition of Acquired Competencies (RAC) is a process that allows candidates to obtain an official academic credential, such as those set out in programs of study, for competencies they have acquired through out-of-school experiential learning. At the end of the process, recognition is recorded in an official document (a transcript, attestation or diploma) that attests to the attainment of the competencies associated with a program of study and indicates the credits awarded in the program. RAC candidates may also be granted substitutions and equivalencies.

The RAC process is modeled after the belief that adults have the right to be recognized for their achievements and skills, and that a person should not have to relearn what they already know. The RAC process can be used to receive credit for individual courses or a complete program. Refer to the RAC Procedure.

The RAC process:

- complies with the principles outlined the [Quebec Government Policy](#) on Adult Education and Continuing Education and Training.
- maintains an individualized approach for candidates.
- guarantees the right of individuals to be evaluated in a fair and equitable manner.
- ensures that diplomas and attestations awarded to candidates as a result in part or in whole of the recognition of acquired competencies are valid and equitable.

The RAC process is overseen by a Pedagogical Counsellor, working in collaboration with the Registrar's Office and in consultation with content specialists. A RAC candidate must fulfill the conditions for recognition established by the College (such as tests, interviews, projects, and/or portfolio submissions) that will allow them to demonstrate that they have acquired all the competencies in the program and that their performance meets the minimum required standards established for those competencies. Upon completion of the RAC process, the recommendation to grant credit is made by the Academic Dean, or when outstanding competencies exist, the candidate receives a formal training plan for completion.

The College will only offer the RAC service for programs where the resources and tools are available, as listed in the RAC Procedure.

ARTICLE 14 Program Exit Assessment (PEA)

Each program leading to a DCS requires students to successfully complete a comprehensive program exit assessment (PEA), designed to demonstrate achievement of the program learning outcomes and associated competencies by integrating the knowledge and skills acquired in their program of studies, including the general education component.

The PEA is a Ministry requirement to graduate from the program. The program will be grounded in the principles of coherence, fairness, and equity, and it is required to be structured in a way that prepares the students for the PEA by scaffolding their learning, providing opportunities for feedback, and providing them with a fair chance to succeed.

The format of the PEA and its evaluation criteria is provided to students in a course in the first semester of their program.

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The PEA should be integrated as a component of a course scheduled in the program's final semester, but the work completed as part of the PEA can be scaffolded throughout the program. The PEA can take various forms appropriate to the program such as an integrative project, a research paper, a portfolio, or a practicum, or other appropriate academic activity. The PEA is graded using a pass / fail system. Students who successfully complete the PEA will have the notation "RE" (réussi; passed) entered on their transcripts. Those who do not pass the PEA will be informed in writing of what is lacking in their work and will be given the opportunity to resubmit their work.

The PEA is developed by the Program Committee, which determines the prerequisite courses needed for students to be eligible to complete it and establishes the conditions and criteria for redoing the PEA in cases where students fail.

The PEA for each program is recommended by Academic Senate to the Board of Governors for approval. The PEA is reviewed by the Program Committee and Academic Senate when there is a major program revision or during a comprehensive program evaluation. Refer to the PEA Procedure for further details.

ARTICLE 15

The Ministerial Exam of Language of Instruction

All students in programs leading to a diploma (DCS) are required to pass a uniform Ministerial language exam to graduate. This examination is uniform throughout Quebec and is provided and graded by the Ministry of Education.

All DCS students must pass the French Exit Exam to graduate unless they have a Certificate of Eligibility to study in English (or specific exemption criteria) in which case they must pass the English Exit Exam to graduate. Refer to Bylaw 3 – Conditions for Admission.

ARTICLE 16

Certification of Studies

16.1 Maintaining Satisfactory Academic Standing

In addition to meeting the competencies of a program, all students must meet the college and program specific academic standing and advancement criteria to maintain their right to study and graduate, as defined by Bylaw 5: Concerning Student Success.

16.2 Awarding Diplomas/Attestations

Prior to recommending a student to the Ministry for a graduation diploma (DCS), or granting an attestation (ACS), the Registrar's Office verifies that all requirements leading to a diploma, or an attestation have been met. Specifically, the verification process will confirm that the student:

1. Earned a secondary school diploma or equivalent training or education; and
2. Met the specific admission requirements of the program and the standing and advancement requirements; and
3. Met the objectives and competencies of the program; and
4. Earned the required credits, including substitutions (SU), exemptions (DI), and equivalencies (EQ), as they appear in the program profile; and
5. In a DCS program, has successfully completed the language exit examination as set by the Ministry; and
6. In a DCS program, has successfully completed the Program Exit Assessment.
7. In an ACS program, has successfully been certified for having achieved a provincially required level of French.

Upon completion of verification of criteria by the Registrar's Office, the Academic Dean will seek a recommendation from the College's Board of Governors to the Ministry that a DCS be awarded to the student and to the College for an ACS. The government will only award diplomas to students upon receipt of the Board's recommendation.

DCS Sans Mention

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In exceptional circumstances, where a student is deemed unable to complete all courses in the program of study, the student may request a General Diploma DCS Sans Mention. While every effort should be made to complete a DCS in a program, a student who is unable to do so may contact their Academic Advisor about the possibility of requesting a DCS Sans Mention and they will complete the DCS Sans Mention Form. A student who has completed all the following requirements may request a DCS Sans Mention:

- passed all general education courses;
- passed a minimum of 28 credits in a program specific area;
- passed the language exit examination as set by the Ministry; and
- does not already possess a DCS, and
- is not currently registered in a DCS program.

ARTICLE 17

Roles and Responsibilities

17.1 Students

Students have the right to:

- an education that adheres to the Ministerial Requirements of a Program, as set out in the Cahier/MELS by the Office of the Minister of Education to prepare them for further studies, for their professional endeavours, and to be well rounded and informed citizens.
- an education that is coherent, fair, and is equitable in each course in their studies.
- treat others, and to be treated with reciprocity, non-maleficence, beneficence, autonomy, equality, and confidentiality, as outlined in Policy #24 - Student Code of Conduct.
- an experience of the college, and its bylaws, policies, and procedures, that is founded on dignity, care, integrity, justice, and transparency.

Students are responsible for:

- actively participating in their studies to complete the competencies of their courses.
- attending class and being available throughout the semester (including the entire exam period).
- understanding the program graduation requirements (course eligibility, program exit assessment, language exit exam).
- understanding the course learning and evaluation requirements and associated rules, regulations, and procedures (evaluation criteria, deadlines, academic integrity, late penalties, accommodation).
- learning the procedures, requirements, and deadlines for registration, student status, and course changes.
- reviewing the course outline at the start of each course and asking questions to the teacher about anything which is unclear.
- meeting all requirements of a course, including deadlines for the submission of work, punctuality, attendance, and behaviour.
- understanding the importance of academic integrity, and to refrain from cheating, plagiarism, and other dishonest behaviours.
- catching up themselves on any material they missed due to an absence from a class.
- receiving and integrating information about policies and procedures that govern and pertain to evaluating student learning, including their required formative and summative evaluations in each course, submission requirements, late penalties, and penalties for cheating, plagiarism, and the use of technology in their personal and intellectual development as a student of the College.
- seeking help from teachers, department coordinators, program coordinators, and Colleges services, when needed.
- Conducting themselves appropriately within the classroom and college as outlined in Policy #24 - Student Code of Conduct.
- Notifying teachers of their absence, requesting accommodation for evaluations for authorized absences and following up on work missed during their absence.

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- formally expressing their concerns if course material and evaluations are not coherent, fair, equitable, or returned in a timely manner through the [Academic Complaints Process](#), as outlined in this policy, and in accordance with the Student Academic Complaints Procedure.
- engaging with the Formal Grade Review Procedure when the student believes that their grade is unfair (based on the evaluation criteria and the work performed) through their Academic Advisor, and in accordance with the [Formal Grade Review Policy](#).
- meeting the French language requirements for the program (ACS).

17.2 Teachers

Teachers are responsible for:

- ensuring that their learning activities are coherent with teaching to the Competencies (Standards, and Learning Outcomes) and Ponderation (hours-labs-homework) for each course.
- determining the appropriate learning strategies and evaluations in meeting the competencies by creating pedagogical activities that are grounded in coherence, fairness, and equity in their professional practice as educators.
- ensuring that continuous evaluation occurs throughout every course formatively, and summatively.
- ensuring that all evaluation activities are directly related to the competencies and learning objectives of the course.
- ensuring that all evaluation activities contribute to the course and learning outcomes of the Program Exit Assessment.
- scheduling evaluations so that students have sufficient time for preparation and opportunities to receive feedback.
- creating evaluations in accordance with the [Evaluation Rules](#) of this policy.
- preparing the course outline following department, program, and College policies.
- submitting their course outlines and a checklist verifying compliance with this policy to the Department Coordinator before the first day of class.
- providing a course outline in electronic format on or before the first day of class.
- revising and adjusting the outline within the first two weeks of class.
- making students aware of the finalized course outline and its contents by the end of the second week of class.
- communicating any changes to the course outline to all students electronically, and in accordance with this policy.
- receiving approval for any major changes to the course outline from Academic Services.
- providing students with their online gradebook before classes begin and making any changes throughout the semester based on the requirements of this policy.
- providing feedback to students and posting the results of their evaluations regularly throughout the semester, as grading is completed, and before the due date of a related evaluation.
- providing effective, meaningful, ongoing, consistent, and transparent feedback regarding a student's performance or understanding in all types of evaluation so that students may use this to develop and learn from their mistakes.
- submitting a general indication of the student's current standing in their courses at the midpoint of the semester for DCS courses, and through the mid-term assessment (MTA) process for AEC and Continuing Education courses so that students may be referred to the relevant resources and supports for success in their studies.
- submitting final grades in accordance with the dates published in the Academic Calendar and the procedure provided by the Registrar's Office.
- Providing Academic Services with the final examination(s) for each course, and with copies of the student's final examination work and feedback from the teacher.
- providing students with a clear understanding of what constitutes plagiarism and cheating in the context of the course.

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- giving students advance notice in course outlines when a teacher's religious holiday falls on a teaching day. Academic Services must also be informed in advance about the arrangements.
- demonstrating fairness and respect for students and colleagues and adhering to their proper roles as intellectual guides.
- promoting the free exchange of ideas between themselves and students.
- Teachers are encouraged to consider religious observances when developing their evaluation plan. A list of religious observances is published each year as a companion to the academic calendar.

Teachers have the right to:

- be afforded the legal protection of their professional obligations, including their [academic freedom](#) to choose material and evaluations that meets the competency(s) and ponderation of the course(s) they teach.

17.3 Departments

The Department has the responsibility to:

- Ensure the Guiding Principles of the Evaluation of Student Achievement are [coherent](#), [fair](#), and [equitable](#).
- Document department course equity guidelines.
- Document department guidelines on late penalties, proficiency in the language of instruction, marking timelines, and alternate evaluation accommodations.
- Ensure that all sections of a course adhere to equitable evaluations based on department guidelines.
- Provide each teacher with a [course framework](#) that clearly defines the competencies, elements and performance criteria; the course's intended learning outcomes, achievement context and suggested summative evaluation activities; and, a general description of the course and how it fits within the program.

17.4 Department Coordinator

The Department Coordinator has the responsibility to:

- Ensure that course outlines correspond to the present policy.
- Review and submit course outlines to Academic Services with a complete course outline checklist.

17.5 Program Committee

The Program Committee has the responsibility to:

- Ensure the quality and coherence of the program, the integration of learning, and interdisciplinary consistency.
- Ensure that the [course frameworks](#) are consistent with course [competencies](#).
- Implement, monitor and revise the Program Exit Assessment.
- Document program specific implementation guidelines and student guidelines for the Program Exit Assessment.
- Inform students about the Program Exit Assessment at the outset of the program
- Establish the eligibility criteria for the Program Exit assessment

17.6 Pedagogical Counsellor

The Pedagogical Counsellor has the responsibility to:

- Provide teachers with support, guidance, and resources to enhance their teaching practice, including with formative and summative evaluations.
- Support teachers on the guiding principles of student evaluation including coherence, fairness, and equity.
- Provide individual feedback and coaching to teachers on classroom challenges and teaching techniques.
- Provide professional development opportunities for teachers.

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- Coordinate and guide candidates through the RAC process.
- Provide pedagogical support and guidance to faculty and content specialists regarding the RAC process.
- Maintain current information on research, changes and innovations related to RAC, develop tools and procedures to provide RAC services and monitor current trends in RAC.

17.7 Academic Advisor

The Academic Advisor has the responsibility to:

- Advise students regarding Cégep admission, course enrollment, course and College withdrawal, academic regulations and procedures, academic progression, graduation requirements, university admissions.
- Manage student records regarding progression and graduation requirements.
- Provide academic support to students.
- Assist students with formal requests (accommodation, grade review, academic complaints) and submit requests to Academic Services on behalf of a student.
- Manage requests for course notations (course withdrawal, equivalency, exemption, incomplete, abandoned) from students and submit requests to Academic Services.

17.8 Student Success Advisor/Education Technician

The Student Success Advisor and Education Technician has the responsibility to:

- Monitor and support student success including attendance, mid-term assessment rating and grades during the semester, in accordance with Bylaw 5 – Support for Student Success.
- Meet with probation students to provide guidance.
- Provide academic support to all students.

17.9 Adaptive Measures Counsellor

The Adaptive Measures Counsellor has the responsibility to:

- Assess required documentation for AccessAbility students and determine and implement appropriate adapted measures.
- Assist students with formal accommodation requests if their reason for their request is linked to their condition.

17.10 Registrar

The Registrar has the responsibility to:

Monitor the probationary status of students and offer support in accordance with Bylaw 5 - Concerning the Support of Student Success.

Prepare final exam procedures and schedules.

Ensure that final grades are submitted in accordance with college procedures and timelines and transmit to Ministry respecting timelines.

Approve student requests for course remarks.

Provide a list of students eligible for Program Exit Assessment to departments.

Administer the Language Exit Exam, transmit exams to the Ministry according to defined timelines and communicate results to students.

Administer the SRAM process for RAC, schedule info sessions, and manage the registration process for RAC applicants.

Work in cooperation with the Pedagogical Counsellor for RAC and archive results.

Verify that students have met all requirements leading to a diploma, or an attestation.

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17.11 Associate Academic Dean/Coordinator of Continuing Education

The Associate Academic Dean/Coordinator of Continuing Education has the responsibility to:

- Review and archive the course outline, ensuring compliance with this policy and department course equity guidelines.
- Approve major changes to course outlines. Change may be rejected if concerns of equity between different sections of a course, IPESA compliance or course framework compliance exist.
- Review and determine sanctions for academic integrity violations submitted by teachers. Communicate the results of an academic integrity violation to teachers and students and archive the results.
- Provide student accommodation for authorized absences, communicate accommodation to teachers and archive the results.
- Oversee the process for addressing academic complaints from students and ensure fair, equitable, and timely resolution of academic complaints.
- Approve grade review requests and organize a grade review committee.

17.12 Academic Dean

The Academic Dean has the responsibility to:

- Ensure this policy is implemented, disseminated to all participants and that support and training are provided to all participants.
- Attest to the quality of student achievement evaluation ensuring that assessment criteria and processes are coherent, fair, and equitable.
- Approve departmental guidelines pertaining to evaluation.
- Review and, if necessary, revise the present policy.
- Ensure that the program exit assessment set by the Program Committee complies with the PEA guidelines.
- Approve evaluations that violate the weighting of evaluations specified in this policy.
- Receive and rule on academic integrity appeals from students and convene an appeal committee when required.
- Handle appeals of academic complaint procedure violations and grading disputes.
- Approve course equivalency requests from students.
- Receive the results of the evaluations conducted to recognize acquired competencies and recommend students eligible for DCS and ACS certification through RAC to the Board of Governors.
- Recommend students eligible for DCS and ACS certification to the Board of Governors.

17.13 Academic Senate

Academic Senate has the responsibility to:

- conduct the annual monitoring of this policy's implementation and effectiveness through the IPESA Subcommittee of Academic Senate, including recommending revisions to this policy.
- advise the Board of Governors on any matters concerning pedagogy, programs of study, and the procedures for the certification of studies.
- advise the Board of Governors of any matters concerning the present policy.
- receive all course frameworks, exit profiles, and Program Exit Assessments (PEAs)
- approve Program Exit Assessments, as required.

Revisions to the IPESA policy may be initiated by the Senate in response to:

- changes as communicated by the Board of Governors
- changes in related policies or procedures
- results of monitoring the policy and its utility in areas of pedagogy
- results of an evaluation of the Policy

Refer to [Appendix II for the Legislation Governing the Academic Senate](#).

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17.14 Board of Governors

The Board of Governors has the responsibility to:

- approve an Institutional Policy on the Evaluation of Student Achievement and communicate the Policy to the Minister of Education.
- approve any revisions to the Policy, as recommended by Academic Senate.
- approve the Program Exit Assessment of a program, after consultation with the Academic Senate.
- recommend the granting of the DCS to students to the Ministry, in accordance with this policy.
- grant the ACS to students in accordance with this policy.
- Approve the transmission of the list of graduating students to the MES.

Revisions to the IPESA policy may be initiated by the Board of Governors in response to:

- changes in the law
- changes in Collective Agreements
- requests or recommendations from the Commission d'évaluation de l'enseignement collégial (CEEC)

The General and Vocational Colleges Act charges the Board of Governors with the responsibility to ensure the implementation of the Institutional Student Evaluation Policy, and to submit it to the Commission d'évaluation de l'enseignement collégial.

Refer to [Appendix II for the Legislation Governing the Board of Governors](#).

17.15 Minister of Education

The Government requires that the College:

- Establish an Institutional Policy on the Evaluation of Student Achievement and communicate the Policy to the Minister of Education through the Board of Governors at the College.

ARTICLE 18

Policy Monitoring, Evaluation and Revision

The Academic Dean must ensure this policy is implemented and attest to the quality of student achievement evaluation.

18.1 Ongoing Policy Monitoring

By collecting feedback provided from those impacted by this policy, the IPESA Subcommittee of Senate will ensure the annual monitoring of the implementation and effectiveness of the policy based on the CEEC criteria of comprehensiveness, coherence, relevance, effectiveness and conformity of application. This monitoring may result in a recommendation to proceed with a revision of the policy, in whole or in part.

In addition to ongoing policy monitoring, revisions to this policy may also be initiated in response to internal or external factors including:

- Changes in the law
- Changes in collective agreements
- Requests or recommendations from the CEEC
- Changes in related policies or procedures

The Academic Dean may initiate an unscheduled policy revision based on the results of ongoing policy monitoring by the IPESA Subcommittee of Senate.

18.2 Evaluation of IPESA

A formal evaluation of the policy will be scheduled at least once every five years. An evaluation may also be requested by the CEEC, Board of Governors, Academic Senate, and/or the Academic Dean.

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18.3 Revision of IPESA

The Board of Governors is responsible for approving revisions of the policy after receiving advice from Academic Senate.

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Related Documents

This document is to be used in conjunction with:

- [Law on Access to Documents held by Public Institutions and on the Protection of Personal Information](#) (L.R.Q. c. A-2.1, a.53.)
- [College Education Regulations \(RREC\)](#)
- [General and Vocational Colleges Act](#)
- [Fédération nationale des enseignantes et des enseignants du Québec \(FNEEQ-CSN\)](#)
- [CEEC publications](#)
- CÉGEP Heritage College Bylaw #3 Concerning Conditions for Admission
- CÉGEP Heritage College Bylaw #5 Concerning Support for Student Success
- CÉGEP Heritage College Policy #24 Standards of Student Conduct
- CÉGEP Heritage College Policy #34 Concerning the French Language.
- CÉGEP Heritage College Policy #36 Concerning the Promotion of the English Language

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Glossary

AccessAbility Student:	A student who has been granted ongoing learning accommodations.
ACS:	Attestation of College Studies
Cahier:	The program description created by the Ministry. It contains the program's goals and general aims, along with the General Education and program-specific competencies.
CEEC:	La Commission d'évaluation de l'enseignement collégial
Coherence:	Evaluations cohere to the elements of the competency (standards) and performance criteria (objectives) as defined by the Ministry in the cahier for the program and the learning outcomes for the course. Evaluations attest to the competency within the ponderation defined for the course
Competency:	A set of knowledge, skills, and attitudes deemed essential by the Ministry. Each Ministry approved program has a set of required competencies which the student must achieve to graduate.
Course:	A set of learning activities for which credits are attributed and comprising at least 45 periods of instruction, or, in the cases determined by the Minister, the number of periods of instruction set by the Minister.
Course Framework:	A required program document that describes a given course's role and place in a program. It includes the competencies covered by the course, the learning outcomes, the essential knowledge, skills and attitudes to be developed, and the integrative assessment and its evaluation criteria. It may also include any other element deemed essential to the program approach's success. The course framework forms the basis from which teachers develop their course outlines.
Course Outline:	A local document prepared by the teacher, based on the Course Framework held by the department, to give their students the essential information needed to be successful in the course.
DCS:	Diploma of College Studies
Element of the Competency:	An element of an objective formulated in terms of a competency specifies its essential components. They include only what is necessary to understand and master the competency.
Equity:	Equity is the removal of barriers impeding the equal opportunity of students to demonstrate acquisition of a competency.
Evaluation:	The judgment made about student learning achievement against a set of established criteria and standards required to satisfy course/program learning outcomes and competencies. Evaluations must be coherent, fair and equitable.
Fairness:	Fairness means that evaluations are transparent, impartial, accurate, reliable, and without prejudice. Evaluations must be a valid measure of the elements of the competency, including the performance criteria (standards), and learning outcomes (objectives) of each course of study.
Final Grade:	The grade the student has earned based on the summative evaluation activities (equaling 100%) listed in the course outline.
Formative Evaluation:	Ongoing, informal feedback teachers give students on their progress.
Inclusive Learning:	Recognizes all student's entitlement to a learning experience that respects diversity, enables participation, removes barriers, and anticipates and considers a variety of learning needs and preferences.

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IPESA:	Institutional Policy on the Evaluation of Student Achievement – Policy 5
Learning Outcomes:	Describe what students should know and be able to do at the end of the course / the end of the program. They are locally determined, based on the required competencies. Outcome statements are the central expectations from which all learning and evaluation activities are derived.
Performance Criteria:	The competency, skills or knowledge, to be acquired or mastered. The performance criteria define the requirements for recognition of the standard. All performance criteria must be respected for the competency to be obtained.
Ponderation:	The weekly hours of class/lab/homework hours designated for a course.
Program:	An integrated set of learning activities leading to the achievement of Ministry determined competencies, and locally determined intended learning outcomes, based on set standards.
Midterm Assessment (MTA):	An indication of standing in a course given to students at the semester's midpoint. Students are provided with sufficient graded material and a rating indicating progress to determine if they need help and support.
Program Approach:	An approach that ensures the integration of learning activities from various disciplines into a defined program, which is focused on the program's locally defined student learning outcomes.
Program Committee:	A committee established for each program in accordance with College guidelines (with representation from Program-specific and General Education departments) to coordinate the development and ongoing evaluation of programs.
Program Exit Assessment (PEA):	A final evaluation activity, or a set of activities, that attests to the student's achievement of the program learning outcomes and associated competencies in programs of study leading to a DCS. It requires students to integrate and synthesize the knowledge and skills gained throughout the program.
Recognition of Acquired Competencies (RAC):	A process that allows candidates to obtain an official academic credential for competencies they have acquired through out-of-school experience.
R-Score:	A score calculated by the Ministry of Education to compare a student's grade with those of other students to look at the student performance relative to the group.
SAC:	Student AccessAbility Center
SOBEC:	Système d'objets d'études collégiales. The system used by the Ministry of Education to collect and disseminate data on programs, courses, competencies and the relationships between these elements.
Standard:	The performance level at which a learning outcome or competency is considered achieved.
Summative Evaluation:	Formal evaluation that measures the degree to which students have achieved the course/program outcomes and competencies.

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Appendix I – The CEGEP Model

Competency Based Education

CEGEP programs are designed to teach students to attain competencies throughout their chosen program of study.

A Competency is “a set of targeted skills”, as demonstrated by the successful completion of the course, and will be attained through a series of Elements of the Competency (standards) and their Performance Criteria (objectives). (*compétence*)

In the context of development and official presentation of each course component in a program of study, each objective in the Cahier is formulated in terms of a competency and includes a Standard of the Competency and a Performance Criteria for each of its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level competencies.

The Program Approach

A program is defined as “an integrated set of learning activities leading to the achievement of educational objectives based on set standards”, which are designated through the competencies for each course in a program. (*programme*)

The MES establishes DCS (Diploma of College Studies; *Diplôme d'études collégiales, DEC*) programs of study, and approves ACS (Attestation of College Studies; *Attestation d'études collégiales, AEC*) programs, which are both articulated in a program *cahier*.

The full scope and expression of the Program on offer at CEGEP Heritage College can be found in the [Heritage Viewbook](#), and on the [Heritage Website](#).

The College actively maintains the integrity of each program in relation to the ministerial requirements, as outlined in the Cahier/Mels for each program, and evaluates the success of each program through [Policy #17, Concerning Program Evaluation](#).

According to the General Vocational Colleges Act (chapter C-29, s. 18), and the Québec’s Ministère de l’Enseignement supérieur ([MES](#)):

- A **Program** is defined as “an integrated set of learning activities leading to the achievement of educational objectives based on set standards”, which are designated through the competencies for each course in a program. (*programme*)
- A **Competency** is “a set of targeted skills”, as demonstrated by the successful completion of the course, and will be attained through a series of Elements of the Competency (standards) and their Performance Criteria (objectives). (*compétence*) “The statement of the competency is a result of an analysis of the needs of general education.” In the context of development and official presentation of the general education component, each objective is formulated in terms of a competency and includes a Standard of the Competency and a Performance Criteria for each of its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level competencies.
- An **Element** “of an objective formulated in terms of a competency specify its essential components. They include only what is necessary in order to understand and master the competency”.
- A **Standard of the Competency** (standard) is “the level of performance at which an objective is considered to be achieved. (*standard*) The standard is the level of performance at which an objective is considered to be achieved. It is by attaining the objectives and standards that the students acquire or master the college-level general education competencies.
- A **Performance Criteria** (objective) is “the competency, skills or knowledge, to be acquired or mastered” (*objectif*). “The performance criteria define the requirements for recognition of the standard. All the performance criteria must be respected for the objective to be attained.” The objectives of general education determine the results expected of the students.
- A **course** is “a set of learning activities for which credits are attributed and comprising at least 45 periods of instruction, or, in the cases determined by the Minister, the number of periods of instruction set by the Minister”. (*cours*)
- A **credit** is “a unit equivalent to 45 hours of learning activities”. (*unite*)

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- A **Learning Activity**, “which the minister can determine in whole or in part, are the field of studies, the discipline or disciplines, the course weighting, the number of contact hours, the number of course credits and such specific indications as are deemed essential.”

The local expression of the program Cahier presents:

- the program courses and sequence in a grid to attain a program’s aims, goals, and competencies,
- the course frameworks that govern the role and expression of each course in the program, and
- the exit profile, which presents a coherent, unified expression of the learning, and
- the Program Exit Assessment (PEA)

Evaluation in a competency-based education model designate the required level of the mastery of the learning outcomes for each course in the progression of the Program.

The **learning outcomes** are the successful completion of recognizable and measurable activities that show the attainment of competencies within their program of study to prepare them for their future studies and professional opportunities.

Teaching methods, learning activities, and assessments are **coherent** with the course competencies, ponderation, and the variety of participating discipline requirements in their program of study.

Academic Freedom

Academic Freedom, is “Higher-education teaching personnel have the right to teach without any interference, subject to accepted professional principles including professional responsibility and intellectual rigor with regard to standards and methods of teaching.” (UNESCO) According to FNEEQ (2019), teachers have the right to “freedom of teaching, particularly with regard to the content to be taught and educational methods, freedom of research and creation, particularly with regard to its independence and source protection, freedom of expression regarding their educational institution or any other subject”. In the 2020-2023 Collective Agreement (Annexe VII-V), Academic Freedom is defined as:

- *“freedom of teaching and research and expression inherent to its role and responsibilities within an institution of public higher education; their rights cannot be affected by the college as long as these freedoms are exercised in compliance with its obligations opposite this one.*
- *For the purposes of clarification, these freedoms imply in particular:*
 - *The freedom to determine the essential knowledge and content to be taught in the same way as determining the pedagogical approaches and evaluation activities for students;*
 - *The freedom to carry out research activities and disseminate the results, as well as the freedom to perform and disseminate creative works;*
 - *Freedom of expression, which includes the freedom to criticize society, institutions, paradigms and opinions, laws, policies, regulations and public programs;*
 - *Autonomy to determine its development of professional activities.*
- *These freedoms are exercised:*
 - *With professionalism, discernment and intellectual rigor;*
 - *Taking into account the state of knowledge;*
 - *In the recognition by the teacher of continuing their professional development intrinsic to the exercise of the activities inherent to its teaching task.*
- *This professional development falls within the following spheres:*
 - *disciplinary, educational, language and digital;*
 - *In the mutual recognition and respect of the responsibilities devolved to teachers, departments, program committees, College and the Ministry;*
 - *In compliance with the Civil Code of Quebec and other applicable laws, and in respect for the rights of others.”*

^[1] Each Principle is equally important to student evaluation, and therefore all evaluation must adhere to all three.

^[2] Convention Collective 2020-2023, Sec. VII, VII-5, «Annexe relative à la liberté académique »

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Appendix II – Legislation Governing Academic Senate and Board of Governors

Academic Senate

The General and Vocational Colleges Act, in 17.0.1., requires “the Academic Council (Commission des études) to advise the Board on any matter concerning the programs of studies dispensed by the college and the evaluation of learning achievement, including procedures for the certification of studies” and that “The council may, in addition, make recommendations to the board in respect of these matters. (1993, c. 25, s. 8)”.

The General and Vocational Colleges Act, in 17.0.2. requires that the following must be submitted to the Academic Council (Academic Senate) before being discussed by the Board, including the development of (a) the “proposals for institutional policy on the evaluation of learning achievement and procedures for the certification of studies; (b) proposals for institutional policy on the evaluation of programs of studies; (c) proposals for programs of studies envisaged by the college; (d) the selection of learning activities that are within the jurisdiction of the college; (e) any draft by-law or policy relating to the rules, procedures and criteria governing the admission and registration of students; [and] (f) the draft strategic plan of the college as regards matters within the jurisdiction of the council. 1993, c.25, s. 8; 2002, c. 50, s.3”.

Board of Governors

Under 6. (a) and (a.1), respectively, the General and Vocational Colleges Act requires the Board of Governors to “implement the programs for which it has received the authorization of the Minister, who may revise such authorization”, and “make, in accordance with general norms which may be determined by the Minister, agreements with any educational institution or other body respecting the instruction which the college is designated to provide;”. Under these clauses, as per 16.1., the Board of Governors administers the implementation of a “strategic plan [...] as established by the Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie, and will state the objectives and the measures that are implemented to fulfil the mission of the college. The strategic plan shall include a success plan, which is a special plan to improve student success.”

The [CEGEP Heritage College Strategic Plan \(2023 – 2028\)](#) states that “Heritage College will support academic excellence with a focus on equity and essential learning outcomes for academic, career sustainability and personal fulfillment by providing world-class pedagogical curricular and extra-curricular programming”.

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Appendix III – Summary of Student Complaint Paths

Complaint Type	Process
<p>Related to a course:</p> <p>For example, the student thinks that the teacher is not:</p> <ul style="list-style-type: none"> • adhering to the course outline; • providing criteria for evaluation; • returning corrected work to students in a timely manner; • providing availability to students or respecting pre-determined office hours; • treating students equally in evaluations; • responding to student communication in a timely manner; • following or properly implementing aspects of IPESA. 	<p>Academic Complaint Process</p>
<p>Related to a mark or final grade:</p> <ul style="list-style-type: none"> • For example, the student thinks that the mark was incorrectly entered or that they were marked unfairly. 	<p>Grade Review Process</p>
<p>Related to Academic Integrity measures:</p> <ul style="list-style-type: none"> • For example, the student does not agree with an academic integrity sanction relating to cheating or plagiarism. 	<p>Academic Integrity Appeal Process</p>
<p>Related to discrimination and student conduct:</p> <ul style="list-style-type: none"> • For example, the student thinks that they have been discriminated against or harassed. 	<p>Refer to Policy #6 and procedure #16 related to a Respectful Environment free of discrimination and harassment.</p>
<p>Related to sexual violence</p>	<p>Refer to Policy #44 Concerning Prevention of Sexual Violence.</p>

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Appendix IV – Language Evaluation Guidelines

The College recognizes that not all evaluation activities are equal. Therefore, the following broad characterizations can be employed to help evaluate the proper English or French usage for any given activity:

A. A formal essay, or prose exposition.

- i. In this type of evaluation activity, the correct use of language is intricately bound up with the accurate expression or explanation of complex or abstract ideas, systems, or arguments.
- ii. For this type of evaluation activity, the correct use of grammar, mechanics, vocabulary, and spelling may be assessed as a category of the evaluation activity.

B. Other written evaluation activities, such as reports, reviews, proposals, business letters, journal entries.

- i. In these evaluation activities, the clear reporting of fact or explanation of phenomena is of uppermost importance, and the correct use of language plays a supporting role.
- ii. For this type of evaluation activity, the correct use of grammar, mechanics, vocabulary, and spelling may be assessed as categories of the total mark for that evaluation activity.

C. Oral Presentations

- i. Although it is not possible to grade mechanics and spelling in this type of evaluation activity (unless it is also typed and handed in, in which case it would become a type of evaluation listed above), it is possible to assess the correct use of grammar and vocabulary as the presentation is given.
- ii. This type of evaluation activity may be assessed for grammar and vocabulary usage.