



# POLICY NO. 7 INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT

This Policy was adopted for the first time by Resolution Number 283-07 on October 30, 2001 and subsequently amended by resolution:

- 297-07 February 10, 2004
- 344-15 November 29, 2011
- 351-08 February 12, 2013
- 380-10 May 18, 2017

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## ARTICLE 1. GENERAL INTRODUCTION

The purpose of the John Abbott College Institutional Policy on the Evaluation of Student Achievement (IPESA) is to provide clear principles and procedures for the evaluation of student achievement. The IPESA provides teachers, students and the entire community with information about the academic expectations and standards of the College. Its overall goal is to ensure fair, equitable and effective evaluation of student learning with a full understanding that evaluation must be adapted to pedagogical contexts requiring different teaching and evaluation strategies.

## ARTICLE 2. OBJECTIVES OF THIS POLICY

This Policy provides departments and programs with a structure within which they can ensure that all teachers, for whom they have responsibility, are carrying out fair and valid evaluation. It serves to advise students, teachers and other members of the college community of their rights and responsibilities in regard to the evaluation of students' academic achievement.

Specific objectives are to:

1. ensure suitable and equitable methods of student evaluation;
2. establish and explain the principles to be followed in evaluating student learning;
3. ensure that students receive clear, timely and complete information regarding how they are evaluated in their courses;
4. articulate the rights and responsibilities of students, teachers, departments, program committees, academic administrators, the Academic Council and the Board of Governors with respect to the evaluation of student achievement;
5. ensure that an Exit Profile has been developed such that there is a clear understanding of the learning achieved by students upon graduation;
6. ensure that the Comprehensive Assessment (CA) has been developed, and implemented for every *Diplome d'études collégiales* (DEC) program in the College. The CA is part of the requirements for completion of all DEC programs. Refer to Article 7;
7. provide the college community and community at large with a clear understanding of learning evaluation at the College;
8. describe the College structures that are responsible for the application and review of the policy.

# ARTICLE 3. RIGHTS AND RESPONSIBILITIES CONCERNING THE EVALUATION OF STUDENT LEARNING

## 3.1 Teacher Responsibilities

A teacher's role in relation to this policy is to evaluate student learning fairly in relation to the course objectives.

Teachers have the responsibility to:

1. arrive on time and teach for the designated classroom period throughout entire semester;
2. respect the ponderation of the course (i.e. 3-2-3 would be 3 hours of class time, 2 hours of lab time, 3 hours of homework per week) in the case of blended-learning courses, expectations should be clearly indicated on the course outline (see Article 6.5);
3. provide an approved course outline to students by the first class and review it with their students, highlighting important points of information (Refer to Article 5). Throughout the semester, the outline should remain posted online;
4. provide electronic copies of each course outline to the Academic Administration by the end of the first week of classes or to the *Attestations d'études collégiales* (AEC) program coordinator prior to the start of the course;
5. ensure that any major changes to the evaluation plan made during the semester (i.e. weighting, type and number of assessments) be forwarded (on paper or electronically) to the department, the program dean (or the AEC Program Coordinator) for approval. All changes must have documented unanimous consent from the regularly attending students affected by the change(s) before submission. The approved major change will then be communicated to students on paper or electronically;
6. provide students with a clear understanding of what constitutes cheating and plagiarism with specific reference to the course (Refer to Article 9);
7. develop fair and appropriate evaluation tools;
8. provide, for all major evaluation tasks (10% or more), a written description and grading criteria (e.g. type of questions, rubric, etc.) when work is assigned and use this as the basis for feedback on the grade given;
9. establish and respect evaluation plans established by all teachers involved in multi-section courses to ensure that different sections of the same course are equitable in relation to course workload, the evaluation plan, the final evaluation task(s) and the grading criteria;
10. provide feedback before the course drop deadline of the semester (by a diagnostic assessment, formative assessment or summative assessment) in order that students have time to seek out the necessary help and support, if needed; exceptions apply for certain AEC programs and are subject to approval by the coordinator and Director of Continuing Education;
11. provide feedback (e.g. verbal instruction, graded work, samples, etc.) on an assignment before another is due (if similar), except for final evaluation tasks;
12. return graded evaluations, for regular day division courses, within two weeks after the due date or exam/test date, except in extenuating circumstances. A maximum of three (3) weeks may apply in certain circumstances (ex. major essays) if approved by the department and stated on the course outline. For evaluations at the end of the semester/course, the results must be given to the student by the grade submission deadline (see current Academic Calendar). Evaluations being returned should not be left in a non-secure, public area to ensure confidentiality of student grades. For intensive courses (i.e.: intersession, abridged courses) and AEC courses, timely feedback must be adjusted accordingly;

13. post grades on Gradebook in a timely manner, as assessments are graded throughout the duration of the course;
14. enter the minimum required percentage of their students' final grade by the deadline set in the ACADEMIC PROCEDURE: Academic Progress by Mid Semester. It is understood that due to pedagogical differences of courses in various programs and disciplines it may not be possible to input minimum required percentage of the final grade by week seven (7). In these cases, exceptions must be approved by the department and the program dean;
15. submit their students' final grades in accordance with the dates published in the Academic Calendar and the procedures provided by the Registrar's Office. In the case of AEC program courses, final grades must be submitted no later than five (5) working days after the last date of the course;
16. ensure that students who pass a course have adequately demonstrated achievement of the learning objectives of the course according to the standards set by the Ministry and clarified by the appropriate department;
17. allow a break of ten minutes in a class of over two hours in length and allow ten minutes at the end of the period in order that everyone may get to their next class on time and to allow the incoming teacher to prep the room for their course.

If students believe that they have a legitimate concern, they are urged to consult the COLLEGE PROCEDURE: Student Academic Complaints.

### 3.2 Student Responsibilities

It is the fundamental responsibility of each student to be a full and active participant in his or her education. Students have the responsibility to:

1. foster a classroom environment that supports learning by exhibiting civil, considerate and respectful behavior towards their classmates and teacher (Refer to COLLEGE POLICY 13: on Student conduct and Discipline Procedures);
2. follow the rules and regulations specific to their programs of study, included in their course outlines and found in this Policy;
3. respect their teachers' right to determine course content, methodology and evaluation within the guidelines set by the Ministry and constraints established by the academic departments and this Policy;
4. take action to solve academic difficulties by communicating with their teachers, department chair/ program coordinator or by seeking help through the many college services;
5. be honest and refrain from cheating, plagiarism and other dishonest or deceptive behaviour (Refer to Article 9);
6. attend class, in order to satisfy all academic objectives defined in the course outline;
7. arrive to class on time and remain for the duration of scheduled classes and activities (Refer to Article 4);
8. provide the required documents to the Registrar's Office as justification for a prolonged absence (Refer to Article 4.1);
9. bring themselves up to date regarding course content and expectations if they miss class or register late;
10. wait for the teacher for 15 minutes after the scheduled beginning of a class, unless they have been notified otherwise;
11. submit properly identified, neat, legible and coherent assignments;

12. ensure that assignments are submitted according to the teachers' instructions (due dates, etc.). Students are expected to retain a copy of work submitted as a protection against loss. All work being submitted outside of class time should be left in a secure location identified by the teacher;
13. inform teachers, in advance, of anticipated absences, including religious holidays. Students who wish to miss classes in order to observe religious holidays must inform their teacher of their intent, in writing, within the first two weeks of the semester. Students registered in intensive courses, including AEC programs, must inform the teacher in writing by the second day of class;
14. write tests and final examinations as scheduled by the teacher or the College;
15. in case of examination time conflicts, present themselves to the Registrar's Office to complete an Examination Conflict Form;
16. be informed of and respect all college examination practices and procedures (Refer to Student Responsibilities during Final Exams and the ACADEMIC PROCEDURE: Final Exams);
17. be available for examinations up to the last day of the final examination period as specified in the current Academic Calendar;
18. keep a copy of all assessed material returned to them and/or all digital work submitted to the teacher for at least four (4) weeks past the grade submission deadline (See current Academic Calendar) in the event that they request a Final Grade Review (Refer to Article 8).

### 3.3 Student Rights

All students have the right to:

1. receive a course outline that follows the criteria in the ACADEMIC PROCEDURE: Course Outline Checklist;
2. have their learning evaluated in a competent, professional and confidential manner;
3. be given clear expectations of what is being evaluated and the type of evaluation scheme being used;
4. receive feedback before the course drop deadline of the semester (see current Academic Calendar) by one of the following means: diagnostic assessment, formative assessment or summative assessment in order that they have time to seek out the necessary help and support, if needed. In the case of Continuing Education exceptions may apply for certain AEC programs and are subject to approval by the AEC program coordinator and the Director of Continuing Education;
5. for DEC students, receive at least one report on their progress during the semester, in accordance with the ACADEMIC PROCEDURE: Academic Progress by Mid Semester;
6. receive graded evaluations, for regular day division courses, within two weeks after the due date or exam/test date, except in extenuating circumstances. A maximum of three (3) weeks may apply in certain circumstances (ex. major essays) if approved by the department and stated on the course outline. For evaluations at the end of the semester/course, the results must be given to the student by the grade submission deadline (see current Academic Calendar). For intensive courses (i.e.: intersession, abridged courses) and AEC courses, timely feedback must be adjusted accordingly;
7. receive feedback (e.g. verbal instruction, graded work, samples, etc.) on an assignment before another similar one is due, except for final evaluation tasks;
8. discuss the results of an evaluation with the teacher;
9. see the actual evaluation scheme with specific written feedback for all major evaluation tasks (10% or more);
10. have access to all of their work that has been submitted for evaluation; work being returned should be left in a secure, non-public area;

11. have all evaluation results kept confidential;
12. equity of course workload and evaluation in all sections of the same course;
13. appeal a final grade to the Final Grade Review Committee (Refer to Article 8);
14. a transcript listing all the courses in which they have registered and the final grades obtained in each of these courses.

If students believe that they have a legitimate concern, they are urged to consult the COLLEGE PROCEDURE: Student Academic Complaints.

## ARTICLE 4. ATTENDANCE

Attendance is mandatory.

The College expects students to attend all class sessions. It is an essential requisite for their academic success and attainment of competencies. Excessive absences may have consequences affecting the final course grade, including possible failure.

If a department's attendance policy specifies a certain number, or percentage, of absences have grade consequences, records of attendance must be kept to document this.

Departments and AEC program coordinators must develop a policy, which is applied consistently, for the specific attendance requirements for the disciplines and courses that it represents. This will enable the teachers to monitor and deal with attendance issues in a fair, equitable and consistent manner. These policies may not contravene the IPESA and must be approved by their program dean or the Director of the Centre for Continuing Education and be included in the course outline.

### 4.1 Absences

1. A student's attendance in class shall be excused if they provide written proof of a valid reason for missing a class, test or an evaluation due date.
2. Teachers are not required to re-teach course material missed by absent students. Students with excused absences cannot lose grades for missing a minor evaluation.
3. Teachers must provide alternate major evaluations if students miss a major evaluation due to an excused absence.
4. If a minor evaluation cannot be made up, the evaluation can be redistributed as long as all elements of the competency are assessed.
5. Absences fewer than five (5) consecutive school days are addressed by the teacher and the student on a case-by-case basis.
6. Students who wish to observe religious holidays must inform their teachers, in writing, at the beginning of the semester so that alternative arrangements can be made between the teacher and student. See Article 3.2.13.
7. In cases of anticipated or planned absences for health or other reasons, students must request advance written approval for an excused absence from each teacher of their respective courses.



Students missing more than five (5) consecutive school days for justified reasons must provide a note to the Registrar's Office. The Registrar's Office will then advise the teachers of the date of return or if it is undetermined. Arrangements for submission of missed assignments, evaluations, etc., are to be made between the student and the teacher.

## **4.2 Authorized Absence**

For DEC students, absences of a period of three weeks or more for justified reasons or for an equivalent percentage of an intensive course (including AEC courses), students must complete a 'Request for Authorized Absence' which is available on the college website and at the Registrar's Office. If the request is made for medical or other extenuating circumstances and is supported with appropriate documentation, the student may receive a Permanent Incomplete (IN) instead of a failing grade from the Registrar's Office (see Article 11.3). The RO will communicate this decision to faculty implicated by this decision.

All students and teachers are provided, each semester, with a procedure document from the Registrar's Office outlining the different types of absences and how they are to be reported and dealt with.

## **ARTICLE 5. THE COURSE OUTLINE**

Course outlines are prepared by teachers in accordance with Ministry and College regulations and policies. The course outline is a contract between the teacher and the student. It should be a reliable and thorough guide to the course, clearly describing the expectations and requirements of the course.

### **5.1 Approval of Course Outlines**

After consultation with the program committee or the General Education Committee, each course outline must be approved, before a course is scheduled, by the department and Academic Council via the appropriate sub-committees. In the case of an AEC course, the course outline must be approved by a Continuing Education program Coordinator and Academic Council via the appropriate sub-committees.

Academic departments must review their course outlines each semester.

Prior to the first class of each semester, teachers are required to post an electronic copy of the approved course outline. The teacher must take time, during the first class, to review the course outline with their class, highlighting important points of information. An electronic copy must remain available to students for use and referral during the course of the semester.

For Continuing Education, teachers must provide an electronic copy of each course outline to the Academic Administration by the end of the first week of classes or to the (AEC) program coordinator prior to the start of the course;

## 5.2 Content of Course Outlines

The course outline must minimally include the following items:

- the course title and ministerial course number;
- the ponderation;
- the teacher's availability;
- the statement of competencies;
- the course content;
- the instructional methods;
- the evaluation plan: tasks, weights and approximate dates of evaluations;
- the rules on course work submitted late;
- the role of the course within the program;
- the required texts (if any);
- the approximate cost for textbooks and other material (if any);
- the departmental or program absence policy;
- a reference to the ACADEMIC PROCEDURE: Academic Integrity - Cheating and Plagiarism;
- an indication of the Comprehensive Assessment component of the course, where appropriate;

Please refer to The ACADEMIC PROCEDURE: Course Outline Checklist for the required content and format of course outlines.

## 5.3 Changes to Course Evaluation Plan

1. Major changes (i.e. weighting, type and number of assessments) can be made to the course evaluation plan (on the course outline) due to exceptional circumstances. To do so, the teacher must ensure that any major changes to the evaluation plan made during the semester (i.e. weighting, type and number of assessments) be forwarded (on paper or electronically) to the department, the program dean (or the AEC program coordinator) for approval. All changes must have documented unanimous consent from the regularly attending students affected by the change(s) before submission. The approved major change will then be communicated to students on paper or electronically.
2. Once a change has been approved, the students and the program dean or the Director of Continuing Education must be advised.
3. The program dean or the Director of the Centre for Continuing Education, may reject a change if it raises serious issues of equity between different sections of a course, contravenes the IPESA or means that an element of the competency will not be assessed. Appeal is to the Academic Dean.

Please refer to the ACADEMIC PROCEDURES: Course Approval for examples of major and minor changes.

## ARTICLE 6. EVALUATION

Evaluations should occur throughout the duration of the course. Before the course drop deadline (see current Academic Calendar), students must receive feedback, by one of the following means: diagnostic assessment, formative assessment or summative assessment. By mid-semester/mid-course students must be provided with sufficient graded material (See Article 3.1.14) in order that they be informed of how they are doing and seek help and support, if needed.

Please refer to the ACADEMIC PROCEDURE: Academic Progress by Mid Semester.

The evaluation of student achievement must be impartial, valid, reliable and consistent. Departments and course committees shall ensure that all sections of a multi-section course adhere to an equivalent/common evaluation framework. In the case of common competencies taught by several disciplines, program committees shall make recommendations to teachers and departments on the equivalency of evaluation.

Evaluation tasks, created by teachers, are directly related to the learning objectives of the course and the learning outcomes in the Exit Profile of the program. Examples of evaluation tasks include examinations, essays, problem-solving exercises, oral presentations, artistic productions, laboratory work, case studies, simulations, etc. It is understood that teaching and evaluation strategies are adapted to different pedagogical contexts.

The following evaluation rules must be applied:

1. No assignment of evaluated work will be given prior to the first day of class without explanation and approval from the department, the requisite program dean or the Director of the Centre for Continuing Education. This approval must be obtained each time a course requires it.
2. No single evaluation task will be worth more than 40% of the final grade for the course, except in the case of a final evaluation task based on all the principal competencies assigned to the course (i.e.: a final exam).
3. A total of up to 10% of the final grade may be awarded for participation. Participation must be clearly linked to course objectives, approved by the department and the specific criteria for participation must be included in the course outline. No grades may be given, or deducted, for attendance.
4. Teachers should evaluate and enter grades for a sufficient number of assessments in Gradebook in order that the College may advise DEC students of their progress by mid semester as per the ACADEMIC PROCEDURE: Academic Progress by Mid Semester; AEC students at risk of failure will be advised by the AEC program coordinator.
5. All components of the evaluation plan must be indicated in the course outline including the weight given to each component.
6. The grade value of each question or section must be clearly indicated on assignments, tests and exams;
7. Teachers may deduct grades for term work submitted late. If penalties for late student work are specified in the course outline, the teacher must apply them consistently as per departmental policy.
8. Students must be given sufficient time to prepare for and to complete examinations and assignments for their courses. For a task of more than 10% or more of the final grade, students must be given a notice of at least one week in semester long courses.
9. For semester long courses, the total value of all assessments due or scheduled in the last two (2) weeks of scheduled classes cannot exceed 30% of the final grade for the course.

10. The time allocated for the completion of in-class tests may not exceed the regularly scheduled class or lab time.
11. There must be an evaluation task (or tasks) in each course that allows students to demonstrate the achievement of the competencies assigned to that course.
12. Departments must have clear guidelines identifying how the objectives and competencies will be evaluated for the stage component of the course(s).

Any exception to the above must be explained to and approved by the program dean or by the Director of the Centre for Continuing Education.

## **6.1 Final Evaluations and Final Exams**

### **Final Evaluations**

Each course must have some form of final evaluation of sufficient weighting to attest the student's achievement of the competencies and the competency elements attached to the course. This evaluation should account for a minimum of 40% of the final grade and may include a combination of multiple evaluations over the course of the semester. The composition of the final evaluation will be specified in the course outline.

For Continuing Education AEC programs that lead to a certification exam, the return of final evaluations is at the discretion of the program coordinator and should be returned to the student whenever possible.

### **Final Exams**

A final exam is an assessment that takes place in the formal Final Exam Period as clearly defined for both fall and winter semesters in the college's Academic Calendar. Final Exams, in the formal Final Exam Period, are not required for all courses.

Students and faculty should refer to and follow the documents: Student Responsibilities during Final Exams and the ACADEMIC PROCEDURE: Final Exams, on the College Portal.

## **6.5 Students Requiring Accommodation for Evaluations**

Students requiring accommodation, who have registered with The Student Access Centre, may be entitled to special accommodation for evaluations. The Student Access Centre is responsible for administering the evaluation task, providing special examination facilities, when necessary, and ensuring that the accommodation is in compliance with college examination procedures. It is important that these identified students take the time to meet directly with their teachers and advocate on their own behalf with respect to their particular situation and evaluation needs.

Refer to the ACADEMIC PROCEDURE: Students Requiring Accommodation.

## 6.6 Blended Learning

A blended-learning course combines regular face-to-face classroom time with on-line learning. Teachers who offer blended courses are bound by the same conditions specified by academic policies and procedures for regular courses. The percentage of the on-line component of the course must be clearly stated in the course outline and cannot exceed 40% of the course time as defined by the ponderation. Faculty must clearly state the evaluation criteria of the on-line component of the course. The design of a blended-learning course must ensure that the students taking the course have similar workload, expectations and evaluations as the equivalent regular course.

For further details please refer to the ACADEMIC PROCEDURE: Blended Learning Guidelines.

## ARTICLE 7. THE COMPREHENSIVE ASSESSMENT

Every DEC program in the College must adopt an Exit Profile and implement a Comprehensive Assessment (CA). The CA is a requirement for completion of all DEC programs.

The CA requires a graduating student to demonstrate that integration of acquired competencies of a given program of studies has taken place. It allows the College to verify that the overall program outcomes, as defined in the program's Exit Profile, have been achieved by the student. It must be completed as part of the work done for one or more courses, but may not be the only work done within a course. It may be a research paper, portfolio, oral presentation, artistic production, project, work placement activity or any combination of these or other activities. Students must be informed about the nature of the CA and how it will be administered in their program.

Eligibility requirements for each program's CA must be recommended by the program committee and Academic Council and approved by the Academic Dean.

The CA for each program must be recommended by Academic Council to the Board of Governors in accordance with the ACADEMIC PROCEDURE: Comprehensive Assessment Approval and Review Guidelines.

The CA is graded using a (RE) pass / fail (EC) system. If numerical grades are used in the evaluation of the CA, the passing grade is 60% in accordance with Article 27 of the *Règlement sur le régime des études collégiales* (RREC). Students who fail their CA must be provided with appropriate feedback and be allowed to re-submit an assessment either in the current semester (if time permits) or in a subsequent semester or course in accordance with program policy and the Faculty Collective Agreement. It is the responsibility of the program dean to ensure that students have this opportunity in each program. The program committee will advise the Academic Dean on ways to ensure equity of evaluation of the CA.

Every five (5) years, or whenever a major program revision takes place, comprehensive assessments must be reviewed by the program committee and Academic Council in accordance with the ACADEMIC PROCEDURE: Comprehensive Assessment Approval and Review Guidelines.

## ARTICLE 8. FINAL GRADE REVIEW

Please refer to official Academic Calendars for the dates/deadlines mentioned in this section.

Students contesting a final grade must use the Final Grade Review process. The final grade review must be based on all of the work which was submitted and graded by the deadline for the submission of grades for the semester in question.

All student work which is not returned to the student must be retained by the teacher or the department for one month past the grade review deadline.

A student requesting a final grade review must:

- produce all graded course work that has been returned to them by the teacher;
- highlight any evaluations that they believe have not been fairly assessed; and
- complete the Final Grade Review Form.

The request for review must be submitted on a Final Grade Review Form available from the Registrar's Office. The Registrar's Office will notify the department chair or the Director of the Centre for Continuing Education that a completed form is available for pick up.

The deadline for a final grade review request is four (4) weeks after the start of the next regular semester.

For all courses, the review is conducted by the respective department's Grade Review Committee (GRC) in accordance with the Faculty Collective Agreement. A GRC is composed of the teacher of the course and two other teachers in the department or program. This committee may change (raise or lower) a student's final grade.

Students will be given an opportunity to appear before the GRC; they can be accompanied by a SUJAC representative if they choose.

The chair of the Grade Review Committee must submit the results of the review to the Registrar's Office within five (5) working days of the receipt of the request by the department or the Director of the Centre for Continuing Education. The student is notified of the outcome, in writing, by the Registrar's Office. If the outcome affects the student's registration process for the following semester, the student will be contacted directly.

### 8.1 Student Academic Complaints

The Student Academic Complaints Procedure exists to help student(s) resolve complaints or conflicts with faculty. Teachers are entrusted to manage class/student issues using their professional judgement. However, when a complaint or conflict arises that cannot be settled to the satisfaction of both parties, students may employ this procedure.

Students have a right to a fair and timely resolution of their academic complaints. In all cases an informal resolution is the first course of action; if unsuccessful, the student may file a formal academic complaint. Refer to the COLLEGE PROCEDURE: Student Academic Complaints for further details.

## ARTICLE 9. CHEATING & PLAGIARISM

Cheating and plagiarism are unacceptable at John Abbott College. They represent infractions against academic integrity.

Students are expected to conduct themselves accordingly and must be responsible for all of their actions. The Academic Administration and teachers have the responsibility to:

- inform students of cheating and plagiarism as outlined below;
- teach all students what cheating and plagiarism are and inform them of the resulting consequences;
- determine whether cheating and/or plagiarism has occurred and take action according to the **ACADEMIC PROCEDURE: Academic Integrity – Cheating & Plagiarism**.

### 9.1 Cheating

Cheating means any dishonest or deceptive practice relative to examinations, tests, quizzes, lab assignments, research papers or other forms of evaluation tasks. Cheating includes, but is not restricted to, making use of or being in possession of unauthorized material or devices and/or obtaining or providing unauthorized assistance in writing examinations, papers or any other evaluation task and submitting the same work in more than one course without the teacher's permission. It is incumbent upon the department through the teacher to ensure students are forewarned about unauthorized material, devices or practices that are not permitted.

### 9.2 Plagiarism

Plagiarism is a form of cheating. It includes copying or paraphrasing (expressing the ideas of someone else in one's own words), of another person's work or the use of another person's work or ideas without acknowledgement of its source. Plagiarism can be from any source including books, magazines, electronic or photographic media or another student's paper or work.

It is the responsibility of teachers to teach students (especially first semester students) how to paraphrase and cite and allow them to practice this skill.

For more information, please refer to **ACADEMIC PROCEDURE: Academic Integrity - Cheating and Plagiarism**.

## ARTICLE 10. ACADEMIC STANDING AND ADVANCEMENT

A basic level of academic achievement is required of each student in the college. In order to maintain sound academic standards, the college monitors each student's progress on a semester basis in relation to the criteria outlined below:

Each program, with the approval of the Board of Governors, may have specific program standing and advancement policies, in addition to 10.1 through 10.3 below. These program specific requirements may address dismissal due to failures in specific courses and may have policies with regard to dismissal on issues of safety and security. Refer to BY-LAW 8: To Promote Student Success and COLLEGE POLICY 13: on Student conduct and Discipline Procedures).

## **10.1 DEC Programs - Academic Probation**

Students who do not pass 50% of the courses that they are registered in for a given semester are placed on academic probation the following semester.

A student placed on academic probation is required to meet with a counsellor to sign a probation contract which clearly indicates the number of courses to be passed and recommended remedial activities. Successful fulfillment of the contract removes the student from probationary status and allows them to register as a student in good standing for the subsequent semester. Failure to sign the probation contract and meet with a counsellor (technology students) or return the signed contract (pre-university students) by the deadline (end of the second week of classes) will result in the student being deregistered from the college.

Failure to fulfill the requirements of the contract requires that the student be suspended from the day operations and fulltime status for at least one academic year. The student may discuss any extenuating circumstances with a counsellor and has the right to appeal.

Students may appeal their case in writing to the Probation Appeals Committee. This committee consists of a dean, a teacher, the chairpersons of the Academic Advising and Counselling departments, or their delegates, and a student in good standing representing the Student Union of John Abbott College (SUJAC). Final appeals are to the Academic Dean.

Those who are refused re-admittance are permitted to follow courses in the Continuing Education Division on a part-time basis, take summer courses or apply elsewhere to demonstrate improvement in their academic standing. In some cases, a student may be provided the opportunity to return after a half-year's absence. A student may not be on probation more than twice.

## **10.2 Technical Programs and Visual Arts**

Students in technical programs and the pre-university Visual Arts program must pass 50% of the courses that they are registered in for a given semester in order to remain in their chosen program. Students who fail the same program-specific course twice will be required to leave the program. Students may appeal the above requirement. Refer to BY-LAW 8: To Promote Student Success.

## **10.3 Pre-University Programs (excluding Visual Arts)**

Students in pre-university programs who fail the same (or equivalent) program specific or *mise-à-niveau* course twice require written permission from Academic Advising in order to enroll a third time. See REGISTRAR'S PROCEDURE: Repeat Failures on the College Portal.



Students who fail one of their courses three times will be required to leave their program. Students may appeal this requirement to the appropriate program dean.

#### **10.4 Transition Students (081.TR)**

Transition students are expected to pass 50% of the courses that they are registered in for a given semester.

#### **10.5 AEC Programs (Attestations d'études collégiales)**

Students in AEC Programs must pass all of their courses in order to graduate. The requirements are as follows: after one failure, the student is put on academic probation. Following a second failure, the student is required to leave the program. Particular additional requirements may apply to specific programs. These are published on the College website and/or in the Continuing Education Calendar. Students asked to leave a program may appeal this ruling to the Appeals Committee. The decision of the Appeals Committee is final. The Appeals Committee consists of the Director of Continuing Education, the AEC Coordinator of the program and a program teacher.

#### **10.6 Part-Time Students (Day Division & Continuing Education)**

Full-Time DEC students in Continuing Education will follow the same academic probation rules as full-time DEC students enrolled in Day Division courses.

Part-Time students (Day or Cont. Ed.) need to pass 50% of the classes they are taking (rounded up) in a given semester in order to remain in good academic standing. Should part-time students not pass at least 50% of their classes, they will be sent a Warning Letter by the Registrar's office informing them that failure to pass 50% of their course load in the following semester (if they continue to have part-time status) will result in their ineligibility to register as a student at the College for one semester. They will also be sent a list of college resources which could help with their studies. If they resume full time studies in the following semester, regular probation rules will apply.

Part-time deemed full-time students need to pass 50% (rounded up) of their course load in a given semester in order to remain in good academic standing. Failure to meet this requirement will result in the student being on academic probation in the following semester. Should the student continue to have part-time deemed full-time status, they will need to pass at least 50% (rounded up) of their course load in order to return to good academic standing. Failure to do so will prevent the student from registering as a day student for two (2) consecutive semesters.

#### **10.7 Recognition of Acquired Competencies**

Recognition of Acquired Competencies (RAC) is the official attestation that a person has already attained the objectives and standards of one or more courses in a program of studies. It permits an adult to obtain formal recognition of skills, knowledge and competencies attained outside of a formal educational setting through non-credited training, life experience or work experience. Normally a distinction is made between the recognition of scholastic equivalence and the recognition of acquired competencies.

For guidelines and guiding principles refer to ACADEMIC PROCEDURE: Recognition of Acquired Competencies.

## ARTICLE 11. GRADING SYSTEM

### 11.1 Numerical System

The final grade is expressed as a percentage which denotes the level of achievement of the learning objectives for the course. This calculation is based on the overall evaluation of the student's level of attainment of the course's learning objectives.

The College utilizes a numerical grading system in which the minimum pass grade is 60% as designated by the Ministry. This pass grade of 60% indicates that the student has demonstrated at least the minimal level of competence in the attainment of the objectives of the course. With a grade of 60% or greater in a course, the student is entitled to receive college credits for that course.

The following provides a definition of the levels corresponding to numerical grades achieved by students. While the definition may be open to individual interpretation, it provides the student and the general public with an understanding of the meaning of the numerical grade.

The levels are defined as follows:

90-100%	A	Excellent attainment of the objectives of the course
80-89%	B	Very good attainment of the objectives of the course
70-79%	C	Good attainment of the objectives of the course
60-69%	D	Fair attainment of the objectives of the course
0-59%	F	Failure to attain the objectives of the course

### 11.2 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. Its purpose is to reduce the impact of bias in grading within a group of students.

For more information see: <http://www.crepuq.qc.ca/>

### 11.3 Coding System

In addition to numerical grades the student transcript provides a notation, if required, which follows a specific coding system and the credits attained for each course.

The codes are as follows:

#### **DI – Dispensation/Exemption**

A DI is given when the College exempts a student from taking a course which is part of their program. An exemption is only given when a student is unable to enroll in a course and if the course cannot be replaced by another course. The exemption does not entitle the student to the credits provided by this course. The number

of credits required by the program is reduced by the number of units provided by the course for which the exemption has been given.

In order to receive a medical exemption, the student must provide a doctor's note, which allows the College to exempt the student from a particular course or group of courses.

For an exemption from a course which has been removed from a program, it is necessary to show that there is no replacement course which allows the student to meet the same learning objectives.

The College does not exempt (DI) courses that contribute to the Comprehensive Assessment.

### **EC – Échec/Fail**

The EC comment accompanies any failing grade (59% or below).

### **EQ – Equivalence**

An Equivalence is given when the College, after consultation with the appropriate department chair and program dean, recognizes that an individual has previously attained the objectives of a course. An equivalence gives the student the credit for a course which need not then be replaced by another course.

This measure is applied when a student demonstrates to the satisfaction of the College that they have attained the objectives and standards of the course for which the "Equivalence" is requested. Such attainment can be demonstrated by previous studies: studies outside of a college, in courses at either the secondary or post-secondary level and given by an institution from either inside or outside Quebec.

The conditions required in order to be granted an Equivalence (EQ) for a course are as follows:

1. Equivalences may be granted for secondary school courses if the student has acquired the competency at the level and standard expected, usually those which cover material present in an area of collegial technical training;

or

2. Equivalences may be granted for post-secondary courses other than CEGEP courses taken inside or outside Quebec, which have learning objectives closely corresponding to those of the student's collegial program;

or

3. Equivalences may be granted on the basis of prior learning acquired outside an educational institution. The evaluation may require the student to present a portfolio, take a challenge examination or otherwise demonstrate competencies at an appropriate level or standard. The College will determine how students are to demonstrate the acquired competencies.

**The College does not provide equivalence (EQ) to courses that contribute to the Comprehensive Assessment.** Refer to Article 7.

### **IN – Incomplet/Permanent Incomplete (IN)**

Permanent Incompletes may be awarded for serious medical or other reasons that prevented the student from completing the normal requirements of a course. Students must provide documentation to support the request from a qualified medical or mental health professional. Granting of Permanent Incompletes is the responsibility of the Registrar.

### **IT - Incomplet temporaire/Temporary Incomplete**

The Temporary Incomplete extends the normal evaluation period for the course. There must be a written agreement (Incomplete Contract) between the instructor and the student regarding the completion of the course work submitted to the Registrar's Office. A numerical grade representing grades earned to date must be assigned with the IT comment. The official deadline for the submission of the completed grade is published in the Academic Calendar.

### **RE - Réussite/Pass**

When the student has completed the work for a course in a satisfactory manner and has attained the required competency for the course

or

has demonstrated that they have completed the Comprehensive Assessment for a program (CA) successfully:

The notation RE (*réussi* : passed) will be entered on their transcripts.

### **SU - Substitution**

A Substitution allows a student to substitute a CEGEP course normally required in their program of study by a CEGEP course with similar objectives and standards.

The College does not substitute (SU) courses that contribute to the Comprehensive Assessment.

Substitutions may be given in three instances:

1. When a program revision has resulted in the discontinuation of certain courses. In order to obtain the number of credits necessary for the granting of a diploma, the discontinued courses can be replaced by courses in the new program or sometimes by courses with similar objectives in another program;
2. When a student changes programs and has already achieved essentially the same learning objectives in a course of the previous program that are required in the subsequent program. For example, a student changing from the Social Science program to the Science program would be able to substitute a Social Science course passed in the previous program for the complementary course in the Science program;
3. When a student requires a course identified as a university pre-requisite for a clearly defined educational path but that course is not included in the student's program. The student may substitute the university pre-requisite for a required course in that program where applicable (concentration or complementary).

The substitution of a course may be granted to a student under the following conditions:

1. The student has already attained essentially the same learning objectives of the course or courses concerned in one or several college courses which have been previously passed;
2. There is no other course which can be taken because of program revision;
3. For students who transfer from a French language CEGEP to John Abbott College, the mother tongue French courses completed at a French CEGEP will be substituted for an English course (Language of Instruction and Literature);

4. Second-language English courses completed at a French CEGEP will be substituted for French second-language courses.

Procedures to request a Substitution (SU) or Equivalence (EQ) or an Exemption (DI):

1. A student must first meet with an Academic Advisor who will complete the Request for Course Evaluation Form. If necessary, the student will be referred to the appropriate department chair (or delegate) for the evaluation and approval. The department chair, will evaluate the requests and render a decision. The department chair may require the student to furnish copies of graded evaluations, course outlines or other documents in support of the request,;
2. The student is obliged to present the completed form to the Registrar's Office and pay any required fees. In the case of EQ's, the student must have the prior institution forward an official copy of grades to the Registrar's Office. In the case of SU's, official grades are in the college records, but in cases when grades are missing, students may be required to provide a copy of their transcripts;
3. Some substitutions are carried out automatically for certain first or second language courses where students have transferred from a French language CEGEP or for certain concentration courses when program revisions have occurred.

If the request is not approved by the department chair, the student may appeal to the appropriate program dean who will consult with the chair and an academic advisor, as appropriate. The chair will be informed, in writing, by the program dean of any decision that is contrary to the chair's recommendation.

## ARTICLE 12. THE MINISTERIAL EXAMINATION OF LANGUAGE OF INSTRUCTION

### 12.1 English Exit Exam

Most students in programs that lead to a *Diplôme d'études collégiales* (DEC) are required to take, and pass, the Ministerial Examination of Language of Instruction (English Exit Exam) in order to graduate. This examination, prepared by the Ministry in collaboration with college English teachers, is uniform across Quebec. The Ministry may impose uniform Exit Exams in other General Education disciplines.

Students may write this examination once they have passed two of the three common ministerial English courses and are in the process of completing the third or have passed the third, when they register for the examination.

### 12.2 French Exit Exam for Transfer Students

Students who transfer from a French language CEGEP to an English language CEGEP or vice versa, who have taken and passed at least one of the Language of Instruction and Literature 601 courses that are part of the General

Education component common to all programs, may write the examination in that language. The list of students eligible for the Exit Exam will be verified in the student information system to ensure that the student writes the correct exam.

In consultation with Academic Advising and/or the chair of the English department, the decision as to which (English or French) exit exam the CEGEP transfer student must write will be as follows:

- The student will sign a declaration form confirming his or her decision.
- The form will be scanned to the student's file and a code will be indicated on the student's electronic file in the student information system.

Refer to **ACADEMIC PROCEDURE: English Exit Requirements for CEGEP Transfer Students**.

## ARTICLE 13. AWARDING OF DIPLOMAS AND ATTESTATIONS

Prior to recommending to the Minister that a DEC be awarded or prior to the college awarding an AEC, the Registrar's Office will verify that all requirements for the credential have been met including that the student has:

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 standards of the program; and
4. earned the required credits, taking into account substitutions (SU), exemptions (DI), and equivalencies (EQ); and
5. if in a DEC program, been a full-time student and has completed a minimum of one full semester of program-specific courses (a minimum of 4 courses or 180 hours) at John Abbott College\*; and
6. if in a DEC program, passed, where applicable, the exit examination(s) as set by the Ministry; and
7. if in a DEC program, passed the program's Comprehensive Assessment at John Abbott College.

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 DEC be awarded to the student and to the College for an AEC. The government will only award diplomas to students upon receipt of the Board's recommendation.

Diplomas are generally received within three months of completion of studies and the College recommendation. Attestations are received immediately upon successful completion of the AEC program.

\*In order to be eligible to receive a DEC from John Abbott College, a transfer student must have been a full-time student at John Abbott College in either the graduating semester or in the semester prior to graduation.

## ARTICLE 14. COLLEGE ROLES AND RESPONSIBILITIES CONCERNING THE EVALUATION OF STUDENT LEARNING

The IPESA outlines the main responsibilities of all members of John Abbott College in matters that involve student academic achievement. The Policy must be implemented and applied consistently to ensure the quality of education to which our attestations and diplomas attest.

### 14.1 The Teacher

Please refer to Article 3.1.

### 14.2 Academic Departments

The academic department is responsible to ensure the quality of the courses in its discipline(s) by overseeing the teaching methods used and ensuring that appropriate evaluation tools are used to measure student learning. This may be carried out by establishing course/curriculum committees.

The academic department has the responsibility to:

1. ensure that Ministerial objectives are incorporated into course objectives and taught ;
2. establish a mechanism for the collection, review and approval of course outlines and appropriate learning activities for each course;
3. ensure that evaluation tasks, grading criteria and weights in all sections offered conform to departmental guidelines;
4. ensure that different sections of the same course are equitable in the amount of work required of the student, the evaluation plan, the final evaluation task(s) and the grading criteria;
5. verify that all the evaluation tasks and criteria used by the teachers are fair, follow accepted standards and are equitable for students in all sections;
6. guide and assist new teachers in preparing and organizing courses and related evaluation tasks and/or strategies;
7. ensure the quality of the courses in its discipline(s);
8. adopt a department attendance policy which is equitable and applied in a consistent manner;
9. adopt a department (or discipline) policy that ensures issues relating to late submission, or re-submission, of work be dealt with in an equitable manner;
10. conduct final grade reviews in accordance with Article 8;
11. adopt each year, a work plan and an annual report which indicates how it fulfills its responsibility to guarantee the quality and content of its courses.

### **14.3 The Academic Department Chair**

The academic department chair is responsible for:

1. ensuring that course outlines are approved and course committees are established, as required;
2. reporting to the department on meetings;
3. submitting proposed course outlines developed or revised by the department to the program committee for its advice (where appropriate) and to Academic Council or its appropriate subcommittee according to its procedures and deadlines for approval by the College – ACADEMIC PROCEDURE: Course Outline Approval;
4. ensuring follow-up and implementation of departmental decisions that affect the courses offered;
5. preparing an annual report used to guarantee the quality and content of courses.

### **14.4 The Program Committee**

Program committees are responsible for the overall management of programs. Related to the IPESA, program committees have the responsibility to:

1. participate in the development and revision of program Exit Profiles that build on the program goals and objectives provided by the Ministry and recommend them, through their program dean, to the Academic Dean and Academic Council;
2. participate in the development and revision of program planners that respect the rules provided by the Ministry and that ensures competencies within the Exit Profile are taught and assessed; recommend the program planners, through their program dean, to the Academic Dean and Academic Council;
3. submit any proposed changes or additions to programs by the deadlines established by the College – ACADEMIC PROCEDURE: Program (Planner) Changes;
4. participate in the development and revision of the Comprehensive Assessments (CA) that equitably assess whether the student has integrated the program objectives as defined in the Exit Profile and recommend them along with a make-up policy in the event of failure of the CA, through their program dean, to the Academic Dean and Academic Council – ACADEMIC PROCEDURE: Comprehensive Assessment Approval and Review Guidelines;
5. make recommendations to departments and to the Academic Dean, through their program dean, concerning course outlines;
6. make recommendations to departments and to the Academic Dean, through their program dean, concerning generic course outlines and equity of evaluation between different courses having the same competency being taught in different departments;
7. monitor and make recommendations with regard to student success in the program, based on the reports and data provided to them.

### **14.5 Program Deans**

Under the leadership of the Academic Dean, program deans ensure that teachers, departments and program committees carry out their responsibilities under this Policy.

After reviewing department and program annual reports, the program deans will report to the Academic Dean on the status of the application of the IPESA in the programs and departments under their responsibility.



## **14.6 Continuing Education Program Coordinators**

Program coordinators in the Centre for Continuing Education coordinate credited and/or non-credited academic activities in the Centre, including the following responsibilities:

- participating in program and course development and revision;
- scheduling of courses and teachers;
- meeting with teachers and students as required;
- monitoring of student progress;
- ensuring that academic policies and procedures are followed.

## **14.7 The Dean of Academic Systems - (The Registrar)**

The Registrar is responsible for systems that are used to execute a range of procedures such as equivalences, substitutions and exemptions which affect, verify or certify students' academic status in the College.

Some of the key responsibilities include:

- maintaining records of students' grades;
- application of procedures regarding cheating and plagiarism (Refer to Article 9);
- verifying of official registration in courses and authorization of withdrawals;
- administration of final examination procedures;
- awarding of diplomas and attestations;
- referral of requests for final grade reviews to departmental committees (Refer to Article 8).

## **14.8 Academic Council**

The function of the Academic Council is to advise the Board of Governors (College) on any matter concerning the programs of studies dispensed by the College and the evaluation of learning achievement, including the procedures for the certification of studies. It advises the College on changes to the IPESA and program evaluations.

Academic Council also receives advice on course outlines from departments (via its sub-committee) and makes recommendations on them to the Academic Administration. Refer to BY-LAW 5: Concerning Academic Council.

## **14.9 The Academic Dean**

The Academic Dean has the responsibility for the quality, consistency and coherence of education at the College and coordinates the academic activities. The Academic Dean is responsible for presenting this Policy to the Board of Governors and for the implementation of this Policy as per BY-LAW 1: Concerning General Administration. of the College.

Taking into account recommendations from Academic Council and the departments' annual reports, the Academic Dean will report to the Board at least every five (5) years on the extent of compliance with the Policy and recommend any necessary changes based on review and re-evaluation.

It is also the responsibility of the Academic Dean to provide innovative, timely mechanisms that would ensure that all students, faculty and staff are sufficiently informed about the IPESA and the elements of the policy that directly affect them.

The Academic Dean will ensure that this Policy and the related Academic Procedures are made available to all via the College Portal.

#### **14.10 The Director of Continuing Education**

The Director of Continuing Education oversees all credited and non-credited academic activities in the Centre for Continuing Education and is responsible for ensuring that all credited offerings comply with the IPESA and all other Academic Procedures

#### **14.11 The College's Board of Governors**

The Board of Governors must ensure that the IPESA is adopted, has been implemented and is revised as required. Refer to BY-LAW I: Concerning the General Administration of the College.

### **ARTICLE 15. EFFECTIVE DATE OF THIS POLICY**

This policy will come into force when enacted.