

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

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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. 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

The IPESA provides teachers, students and the entire community with information about the academic expectations and standards of the College. 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 duties, 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. provide information that will allow students to understand their rights more fully and exercise them in the educational process;
4. ensure that students receive clear, timely and complete information regarding how they are evaluated in their courses;
5. 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;
6. ensure that a Comprehensive Assessment (CA) has been developed and implemented for every DEC program in the College. The Comprehensive Assessment is part of the requirements for completion of all DEC programs;
7. provide the college community and community at large with a clear understanding of learning evaluation at the College;
8. describe the College's 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

Teachers have the responsibility to:

1. distribute a printed copy of an approved course outline to students during the first class and review it with their students, highlighting important points of information (Refer to Article 4). Throughout the semester, the outline should be available online;

2. provide electronic copies of each course outline, that is to be used during the semester, to the Academic Administration or the AEC (*Attestations d'études collégiales*) program coordinator;
3. design appropriate and fair evaluation tools;
4. provide a written description and marking criteria for all major evaluation tasks (10% or more) when or before it is given;
5. provide the results of at least one graded evaluation task before the drop deadline of the semester so that they can seek extra help, if necessary;
6. provide DEC students with a Mid-Semester Assessment (MSA) in accordance with College procedure; and submit their students' final grades to the Registrar's Office in accordance with the dates published in the Academic Calendar. The Registrar provides the instructions for the submission of grades;
7. 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 of Education, Leisure and Sports (MELS) and clarified by the appropriate department;
8. provide the reasons for the mark. Students are entitled to see the actual evaluation instrument with written feedback;
9. return all assigned work promptly (within 2 weeks for full-semester courses, unless there are extenuating circumstances). This does not apply to work completed in the final two weeks of the semester or in the final exam period; work being returned should be left in a secure, non-public area to ensure confidentiality of student grades;
10. ensure that any changes to the evaluation plans be forwarded (in paper or electronic form) to students, Department Chairs and Program Deans or AEC program coordinators for approval. All changes must have unanimous consent from the students in each course affected by the change(s) prior to being forwarded to Department Chairs and Program Deans or AEC program coordinators for approval.

Although some of the responsibilities listed below are contractual in nature, it is important to state them as they can directly affect or influence student achievement. In this light, teachers have the responsibility to:

1. teach during the designated classroom periods;
2. arrive on time and teach for the entire period;
3. allow a break of ten minutes in a course 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;
4. provide students with a clear understanding of what constitutes Cheating and Plagiarism with specific reference to the course (Refer to Article 8).

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. follow the rules and regulations specific to their programs of study, included in their course outlines and found in this Policy;
2. respect their teachers' right to determine course content, methodology and evaluation within the guidelines set by the Ministry of Education, Leisure and Sport (MELS) and constraints established by the Academic Departments and this Policy;
3. take action to solve academic problems, which they may encounter in their courses, by communicating with their teachers or by seeking help through College services such as the Student Union of John Abbott College (SUJAC);
4. be honest and refrain from cheating, plagiarism and other dishonest or deceptive behaviour;
5. attend class, in order to satisfy all academic objectives defined in the course outline;
6. arrive to class on time and remain for the duration of scheduled classes and activities (Refer to Article 7);
7. be informed of what takes place in their regularly scheduled classes even when they are absent;
8. provide the appropriate documents as justification of a prolonged absence (Refer to Article 7);
9. take the necessary measures to make up missed assignments due to absence;
10. wait for the teacher for 15 minutes after the scheduled beginning of a class, unless they have been notified otherwise;
11. submit neat, legible and coherent assignments within the assigned deadlines with appropriate identification;
12. ensure that assignments are submitted according to the teachers' instructions and retain a copy of work submitted as a protection against loss. All work being submitted should be left in a secure, non-public area;
13. be informed of procedures and deadlines for registration and course change provided by the College;
14. inform teachers, in advance, of anticipated absences, including religious holidays. Students who wish to observe religious holidays must inform their teacher of their intent, in writing, within the first two weeks of the semester;
15. write tests and final examinations at the times scheduled by the teacher or the College;
16. in case of examination time conflicts, present themselves to the Registrar's Office to complete an Examination Conflict Form;
17. be informed of and respect, all College examination practices and procedures (Refer to Article 5.1);
18. be available for examinations up to the last day of the final examination period as specified in the current Academic Calendar;
19. keep all assessed material returned to them for at least one month past the grade submission deadline in the event that they would want to request a grade review (Refer to Article 11.3).

3.3 Student Rights

The yearly Student Agenda is a valuable source of information for students. It is strongly recommended that students check the [John Abbott A to Z](#) section in their agenda at the beginning of the semester and refer to it whenever they have questions or concerns.

All students have the right to:

1. receive a printed course outline that follows the criteria in the [Course Outline Format Procedure](#);
2. have their learning evaluated in a competent, professional and confidential manner;
3. be informed of what is being evaluated and the type of evaluation scheme being used;
4. diagnostic feedback on basic skills within the first three weeks of the course;
5. receive the results of at least one graded evaluation task before the drop deadline of the semester so that they can seek extra help, if necessary;
6. for DEC students, receive a Mid-Semester Assessment (MSA) in accordance with College procedures;
7. receive the results of evaluation, for regular day division courses, within two weeks. For evaluations at the end of the semester/course, the results must be given to the student by the grade submission deadline. For intensive courses (i.e.: intersession, abridged courses), timely feedback must be adjusted accordingly;
8. receive feedback on an assignment before the next assignment is given (if similar), except for final evaluation tasks;
9. discuss the results of an evaluation with the instructor;
10. see the actual evaluation scheme with specific written feedback for all major evaluation tasks;
11. have access to all of his/her work that has been submitted for evaluation; work being returned should be left in a secure, non-public area;
12. have the results of evaluation kept confidential;
13. equity of workload and evaluation procedures (including marking criteria and grade apportionment) in all sections of the same course;
14. appeal a final grade to the Grade Review Committee (Refer to Article 11.3);
15. a transcript listing all the courses in which s/he has registered and the final grades obtained in each of these courses.

ARTICLE 4 - THE COURSE OUTLINE

Course outlines are prepared by teachers in accordance with MELS 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.

4.1 Approval of Course Outlines

After consultation with the program committee (where appropriate) each course outline must be approved, before a new course begins, by the specific Department and Academic Council via 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 should review their course outlines each semester.

During the first class of each semester, teachers must distribute a printed copy of the approved course outline to every student. The teacher must take time, during the first week of the course, to review the course outline with their class, highlighting important points of information. An electronic copy must be made available to students for use and referral during the course of the semester. as well as to the Academic Administration or the AEC program coordinator.

4.2 Content of Course Outlines

The course outline must minimally include the following items:

- the course title and ministerial course number;
- the ponderation (MELS);
- 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 College Policy on Cheating and Plagiarism;
- an indication of the Comprehensive Assessment component of the course, where appropriate;
- a statement to the student informing them that students who wish to observe religious holidays must inform their teacher of their intent, in writing, within the first two week of the semester;
- a statement as to the expectations of classroom behaviour, including use of cell phones, laptops and other technology.

Please refer to The [COURSE OUTLINE FORMAT PROCEDURE](#) for the complete content and format of the course outlines.

4.3 Changes to Course Outlines

- If any changes are to be made to the course evaluation plan due to exceptional circumstances, **all** students in the course must be consulted and must agree to the changes. Students reserve the right to maintain the original evaluation plan.
- The Dean or the department may reject the 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.

Departments 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 marking criteria.

ARTICLE 5 - EVALUATION STRATEGIES

Evaluation tasks and strategies, 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 exams, artistic productions, laboratory work, case studies, simulations, etc. It is understood that teaching and evaluation strategies are adapted to different pedagogical contexts.

The evaluation of student achievement must be impartial, valid, reliable and consistent. Departments and course committees shall ensure equivalency in evaluations and 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 shall take place throughout the course. Evaluations should be planned throughout the semester to ensure that:

1. students receive feedback on their basic skills prior to the course drop deadline;
2. students have a clear idea of how they are doing by mid-semester;
3. students who need extra help may seek it in time to avoid possible failure.

Diagnostic assessment is used to establish where the students are, in relation to the objectives of the course; whether it is at the beginning of the course or the beginning of a learning unit. It is used by the teacher to tailor the instruction.

The following evaluations strategies 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 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 mark 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). These principal elements having previously been assessed with appropriate feedback to the student;

3. a total of up to 10% of the marks in a course may be awarded for participation. Participation marks must be clearly linked to course objectives, approved by the Department and the specific criteria for the marking of the participation portion must be included in the course outline. No marks may be given, or deducted, for attendance;
4. teachers must advise students of their progress by mid-semester or midway through the course; teachers must complete a Mid-Semester Assessment in accordance with College procedure;
5. marks in a course may be allotted for specific or superior linguistic quality in which case specific criteria linked to program objectives must be approved by the Department or the AEC program coordinator and included in the course outline;
6. all components of the evaluation must be indicated in the course outline including the weight given to each component;
7. the grade value of each question or section must be clearly indicated on assignments, tests and exams;
8. teachers may deduct marks 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;
9. 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% of the final grade, students must be given at least one week's notice; in the case of semester long courses;
10. for semester-long courses, the total value of all assessments assigned in the last 2 weeks of the semester cannot exceed 30% of the final mark for the course;
11. the time allocated for the completion of in-class tests may not exceed the regularly scheduled class time;
12. 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.

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

5.1 Final Exams

A final exam is an evaluation task that takes place at the end of the course which evaluates all the competencies learned over the entire course. For DEC programs, final exams take place during the final examination period, clearly defined for both fall and winter semesters in the College's Academic Calendar. Students should refer to the document: [Student Responsibilities During Final Exams](#) - located on the College website.

Faculty should follow the [Final Exam Procedure](#) document which is available at the Registrar's Office or on the College website.

5.2 Special Accommodation For Evaluations - Students with disabilities

Students with identified disabilities, who have registered with The Learning Centre, may be entitled to special accommodations for evaluations. The Learning Centre is responsible for administering the evaluation task, providing special examination facilities, when necessary, and ensuring that the

accommodations are in compliance with college examination procedures. It is important that these identified students take the time to meet with their teachers personally and explain the situation and their needs. Students need to manage their own situation with their teachers.

Refer to [Academic Policies and Procedures: Policy for Students with Disabilities](#), on the College website.

ARTICLE 6 - THE COMPREHENSIVE ASSESSMENT

An objective of the IPESA is to ensure that a Comprehensive Assessment (CA) has been developed and implemented for every DEC program in the College. The Comprehensive Assessment is part of the requirements for completion of all DEC programs.

The Comprehensive Assessment must be part of the work done for one or more courses. It may not, however, be the only work done within a course.

The Comprehensive Assessment requires graduating students 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 by means of the Exit Profile, have been achieved by the students.

The eligibility requirements for the Comprehensive Assessment are such that students must have completed the appropriate pre-requisites for the Comprehensive Assessment as defined by their program. Specific eligibility requirements must be recommended by the Program Committee and Academic Council and approved by the Academic Dean.

The Comprehensive Assessment task may be a research paper, portfolio, oral presentation, artistic production, project, work placement activity or any combination of these or other activities. For new programs, a detailed description of the Comprehensive Assessment Task with its performance criteria will be presented to Academic Council for advice, in the semester prior to its implementation, by the Program Dean. Students will be informed about the nature of the Comprehensive Assessment and how it will be administered. Information describing this evaluation will be distributed along with the course outline and explained to the students, as part of their program orientation. A description will also appear in the College Calendar. Specific details will be provided to students at the beginning of the term in which the assessment takes place.

The Program Committee will advise the Academic Dean on ways to ensure equity of evaluation of the Comprehensive Assessment. Every five (5) years or whenever a major program revision takes place, comprehensive assessments will be reviewed by the Program Committee. The Academic Dean will then present the review to Academic Council.

The Comprehensive Assessment is graded using a (RE) pass / (EC) fail system. If numerical grades are used in the evaluation of the Comprehensive Assessment, the passing grade is 60% in accordance with Article 27 of the [Règlement sur le régime des études collégiales \(RREC\)](#).

Students who fail a Comprehensive Assessment will be provided with appropriate feedback and be allowed to re-submit the assessment (once); either in the current semester, if time permits, or in a subsequent semester 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.

ARTICLE 7 - ATTENDANCE

The College expects students to attend all class sessions. It is an essential requisite for their academic success and their mastery of competencies. The level of mastery of these competencies can greatly increase through regular attendance as it allows sufficient time to demonstrate the complete understanding and performance of certain competencies. Although attendance cannot be used as a component of the final grade, excessive absences may have consequences affecting the final course grade.

It is essential that departments develop a policy 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 included in the course outline.

Since marks recognize the extent to which competencies are met, no marks can be given for attendance alone or deducted for absence.

7.1 Authorized Absences

Absences fewer than five (5) days are handled by the teacher and the student, while following the guidelines laid out in the departmental policy.

Students must be excused if they provide written proof of a valid reason for missing a class or an evaluation due date. Teachers are not required to re-teach course material missed by these students. Such students cannot lose marks for missing an evaluation. In this case, the marks for that evaluation may be assigned to another evaluation even if the guidelines in Article 5 are exceeded. However, teachers must provide alternate major evaluations if students miss a major evaluation due to an excused absence.

In cases of planned absences for a special reason (athletic, chronic illness or cultural event), students must obtain advance approval from each teacher of their respective courses.

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.

Students missing more than five 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.

For absences of a period of three weeks or more for justified reasons or for an equivalent percentage of an intensive course, 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 (OIN) instead of a failing grade from the Registrar's Office.

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 8 - CHEATING & PLAGIARISM

Cheating and plagiarism are serious infractions against academic integrity which is highly valued at the College; they are unacceptable at John Abbott College. 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 the Cheating and Plagiarism Policy;
- teach all students what cheating and plagiarism are and inform them of the resulting consequences;
- deal with those students who are involved in cheating and/or plagiarism.

8.1 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.

8.2 Plagiarism

Plagiarism is a form of cheating. It includes the intentional 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 show students (especially first semester students) how to paraphrase and cite and allow them to practice this skill;

Please refer to [Academic Policies and Procedures](#) (College Website): Cheating and Plagiarism.

ARTICLE 9 - COLLEGE ROLES AND RESPONSIBILITIES CONCERNING THE EVALUATION OF STUDENT LEARNING

9.1 The Teacher

Commitment by faculty to honour this policy is absolutely essential to its application.

Teachers are expected to develop the evaluation criteria for students, which effectively assess the course goals, objectives and competencies. In multiple sections of the same course, cooperation

between colleagues is required to ensure fairness and equity. Regular feedback to students about the quality of their work is essential.

Course objectives are more specific statements that guide actual instructional decisions. Faculty within academic departments teach and evaluate learning outcomes that are specified in the exit profile. Learning activities are designed to support an ever-increasing level of complexity, transfer and integration. The student's evaluations are designed by the teachers and are used to determine whether the course objectives have been attained to the required standard. Faculty teaching the same course use predetermined, clearly defined and announced marking criteria to ensure equity of evaluation.

Please refer to Article 3.1.

9.2 Academic Departments

An Academic Department ensures 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.

The Academic Department has the responsibility to:

1. clarify the Ministerial objectives so that they are understood in the same manner by every member of the department;
2. ensure that Ministerial objectives are taught and evaluated in its courses;
3. establish a mechanism for the collection, review and approval of course outlines and appropriate learning activities for each course prior to the start of each semester;
4. ensure that evaluation tasks, marking criteria and weights in all sections offered conform to departmental guidelines;
5. 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 marking criteria;
6. 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;
7. establish course/curriculum committees whose role includes guiding and assisting new teachers in preparing and organizing courses;
8. work with Program Committee (where appropriate) to oversee the development of the courses under its responsibility. After consultation with the Program Committee and/or the General Education Committee, departments will direct course outlines to the appropriate subcommittee of Academic Council which will forward a recommendation to Academic Council;
9. ensure the quality of the courses in its discipline(s);
10. adopt a department (or discipline) attendance policy which is equitable and applied in a consistent manner;
11. adopt a department policy that ensures: issues relating to late submission, or re-submission, of work be dealt with in an equitable manner;
12. conduct grade reviews in accordance with Article 11.3;

13. 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.

9.3 The Academic Department Chair

The Academic Department Chair is responsible for:

1. coordinating departmental activities and reporting on them to the College;
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;
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.

9.4 The Program Committee

Program Committees are responsible for the overall management of programs.

Program Committees make recommendations to the College (teacher, department, Academic Dean and Academic Council or Board of Governors) on anything having to do with the management, implementation or delivery of its program of studies.

Program Committees have the responsibility to:

1. participate in the development of program exit profiles that build on the program goals and objectives provided by MELS and recommend them, through their Program Dean, to the Academic Dean and Academic Council;
2. participate in the development of program planners that respect the rules provided by MELS and that ensures 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;
4. participate in the development of 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;
5. ensure the quality and pedagogical harmonization of the program, the integration of learning and interdisciplinary consistency by making recommendations to the departments and to the Academic Dean;
6. make recommendations regarding the learning activities developed by departments to ensure that they are consistent with the needs of the students, the goals of the program and are coherent with those of other departments contributing to the program, including the General Education departments, by making recommendations to the departments;

7. make recommendations to departments and to the Academic Dean, through their Program Dean, concerning course outlines;
8. 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;
9. monitor and make recommendations with regard to student success in the program based on the reports and data provided to them.

9.5 Program Deans

Under the authority 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.

9.6 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.

Responsibilities also include:

- maintaining records of students' marks;
- application of procedures regarding Cheating and Plagiarism (Refer to Article 8);
- verifying of official registration in courses and authorization of withdrawals;
- administration of final examination procedures;
- awarding of diplomas and attestations;
- referral of requests for grade reviews to departmental committees (Refer to Article 11.3).

9.7 Academic Council

The function of the Academic Council ([By-Law 5](#)) is to advise the 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.

9.8 The Academic Dean

The Academic Dean has the responsibility for the quality of education at the College and co-ordinates the academic activities of the College. In this manner, s/he ensures the highest level of quality,

consistency and coherence. S/he is responsible for presenting this Policy to the Board of Governors and for the implementation of this Policy.

9.9 The College's Board of Governors

The Board of Governors must ensure that the Policy is adopted, has been implemented and is revised from time to time following a change in regulations internal or external (MELS).

9.10 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 as required;
- monitoring of student progress;
- ensuring that academic policies and procedures are followed.

9.11 The Director of Continuing Education

Under the authority of the Director General, the Director of Continuing Education oversees all credited and non-credited academic activities in the Centre for Continuing Education.

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 following criteria:

10.1 DEC Programs - Academic Probation

Students who do not pass 50% of the normal course load in their programs 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 him/her to register as a student in good standing for the subsequent semester.

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 is able to discuss any extenuating circumstances with a counsellor and has the right to appeal.

The student may appeal his/her case in writing to the Probation Appeals Committee. The Review Committee is a College committee and consists of a Program Dean, a teacher, the Chairpersons of Academic Advising and the 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 encouraged to follow courses in the Continuing Education Division on a part-time basis, take summer courses or apply elsewhere to improve their academic standing. In some cases, a student may be provided with the opportunity to return after a half-year's absence. A student may not be on probation more than twice.

Pre-University

Students in pre-university or entry programs (Pathways) who fail the same (or equivalent) Program specific or *mise-à-niveau* course twice require written permission from Academic Advising in order to enrol a third time (See Academic Policy 27 on the College website). Students who fail one of their courses three times will be required to change their program. Students may appeal this requirement in extenuating circumstances to the appropriate Program Dean.

Exception for Fine Arts: Fine Arts students must pass 50% of their program courses in any given semester in order to remain in their chosen program. Students are not permitted to fail the same program specific course twice. If they do, they will be required to leave the program. Students may appeal the above requirement in extenuating circumstances to the appropriate Program Appeal Committee with a final appeal to the Academic Dean. The Fine Arts Program, with the approval of the Board of Governors, may have additional program standing and advancement policies, which address dismissal due to failures in specific courses and may have policies with regard to dismissal on issues of safety and security.

Professional Programs

Students in professional programs must pass 50% of their program courses in any given semester in order to remain in their chosen program. Students are not permitted to fail the same professional program, or program specific, course twice. If they do, they will be required to leave the program. Professional program students may appeal the above requirement in extenuating circumstances to the appropriate Program Appeal Committee with a final appeal to the Academic Dean. Professional programs, with the approval of the Board of Governors, may have additional program standing and advancement policies, which address dismissal due to failures in specific courses and may have policies with regard to dismissal on issues of safety and security.

10.2 Pathways (Accueil) Programs

Students in Pathways (Accueil) programs are admitted under the following conditions:

1. Students are required to demonstrate their suitability for their anticipated (DEC) program by passing a designated college preparatory course such as:
 - 360-902-85 Learning Techniques or
 - 360-103-AB Career Explorations
2. Pathways students are required to pass any pre-requisite courses attempted that are normally required for the intended program such as any make-up or pre-requisite courses.
(See the College Math and/or Science Placement charts in the College Calendar on the College website)
3. Pathways students must pass at least 50% of the regular course load (six courses).

Failure to meet with any one of these conditions will result in the student's dismissal from the Pathways program and their ineligibility to apply to their intended program.

As an alternative, students may apply to any other program, if space permits, provided they have the necessary program pre-requisites and a suitable overall academic record. If readmitted to another program then the regular College DEC (Article 10.1) rules will apply. They would then be readmitted on probation if they had not passed at least 50% of the regular workload (six courses).

They may also appeal their dismissal in writing to the Pathways Probation Review Committee. (Chaired by the Pathways Co-ordinator).

10.3 Transition Students (081.03)

Students in Transition are expected to pass 50% of the regular course load (six courses).

10.4 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 Coordinator of the program and the Program teacher.

10.5 Recognition of Acquired Competencies

Recognition of Acquired Competencies (RAC) may be defined as 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.

The evaluation of an application for Recognition of Acquired Competencies must adhere to the following principles:

- An adult has the right to recognition of extra-scholastic learning, when the evaluation process determines that it is warranted.
- As with other forms of student assessment, the applicant has the right to be evaluated in a fair, equitable and transparent manner.
- The evaluation tools must be valid and reliable and must be applied rigorously.

The College will evaluate requests for Recognition of Acquired Competencies insofar as it has the tools and resources in place to do so. Those programs of study for which recognition of prior learning is available will be posted on the College website. Recognition of Acquired Competencies may be undertaken by an individual or by a group of people.

Refer to [Academic Policies and Procedures](#) (College website): Recognition of Acquired Competencies.

ARTICLE 11 - MARKING 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 professional evaluation of the student's level of attainment of the learning objectives based on criteria established by the department and approved by the Program Committee.

The College utilizes a numerical grading system in which the minimum pass mark is 60% as designated by MELS. This pass mark 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 mark 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
80-89%	B	Very Good
70-79%	C	Good
60-69%	D	Fair
0-59%	F	Fail

11.2 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 – Dispense/Exemption

A DI is given when the College exempts a student from taking a course which is part of his/her program. An exemption is only given when a student is unable to enrol 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 and Program, 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 s/he has attained the objectives and standards of the course for which the "Equivalence" is requested. Such attainment can be demonstrated:

1. 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.

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 for the evaluation and approval. The department chair or his/her delegate, will evaluate the requests and render a decision. The student may be obliged to furnish copies of marks, course outlines or other documents in support of his/her request, if required by the Chairperson;
2. The student is obliged to present the completed form to the Registrar's Office and pay any fees, if necessary. In the case of EQ's, the student must have the prior institution forward an official copy of marks to the Registrar's Office. In the case of SU's, official marks are in the college records but in some cases when marks 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 Chairperson, the student may appeal to the appropriate Program Dean who will consult with the Chair and an Academic Advisor, as appropriate. The Chairperson will be informed, in writing, by the Program Dean of any decision that is contrary to his/her recommendation.

IN – Incomplet/Permanent Incomplete (OIN)

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.

If the teacher is giving a student a Temporary Incomplete (IT), s/he must provide a copy of the Incomplete Contract to the Registrar's Office, signed by the teacher and the student. The teacher will then enter the grade earned to date on Omnivox and the Registrar's Office will enter the IT beside that grade. The deadline for submission of the final grade is published by the Registrar.

IT - Incomplet temporaire/Temporary Incomplete

A numerical grade, even if it is a zero, must be assigned with the IT comment. The Temporary Incomplete extends the normal evaluation period for the course. There must be a written agreement between the instructor and the student regarding the completion of the course work submitted to the Registrar's Office. The official deadline for the submission of the completed grade is published in the Academic Calendar.

RE - Réussite/Pass

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

or

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

Will have the notation RE (réussi: passed) entered on their transcripts.

SU - Substitution

A Substitution allows a student to substitute a CEGEP course normally required in his/her program of studies 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.

11.3 Grade Review

A student 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 any documentation that has been returned to them by the teacher with the review request.

The review request must be submitted on a Final Grade Review Form available from the Registrar's Office. The Registrar will send the completed form and submitted documentation to the Department Chair for students taking courses leading to a DEC.

AEC requests will be sent to the Director of the Centre for Continuing Education Continuing Education. The Registrar's Office will keep a copy of the Grade Review Request.

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

For all courses, the review is conducted by the Grade Review Committee in accordance with the Faculty Collective Agreement. Grade Review committees may change a student's grade. The Committee is composed of the teacher of the course and two other teachers in the department or program. The student will be given an opportunity to appear before the Committee. The department 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 informed by telephone.

ARTICLE 12 - THE MINISTERIAL EXAMINATION OF LANGUAGE OF INSTRUCTION (English Exit Exam)

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 MELS in collaboration with college English teachers, is uniform across Quebec. MELS 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 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 courses that are part of the General Education component common to all programs, may write the examination in that language. The college will, with the students concerned, determine which examination (English or French) they will write. The lists 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 Policies and Procedures](#) (College Website): 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;
2. met the specific admission requirements of the program and the standing and advancement requirements;
3. met the objectives and standards of the program;

4. earned the required credits, taking into account substitutions (SU), exemptions (DI), and equivalencies (EQ);
5. 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. in a DEC program, passed, where applicable, the exit examination(s) as set by the Ministry; and
7. 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. 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 graduating semester or the semester prior to their graduation.

ARTICLE 14 - AUTO-EVALUATION OF THIS POLICY

Problems with this Policy can be directed at any time to the Academic Council or its designated committees. Department chairs should also mention any problems encountered with the IPESA to the Academic Dean on an annual basis.

Academic Council, after advice from a designated committee, will report on the suitability of this Policy to the Board of Governors at least once every five years and the Board will authorize changes as required

ARTICLE 15 - REVISION OF THIS POLICY

All of the practices and procedures set forth in this document are subject to review and re-evaluation. Taking into account recommendations from Academic Council and the departmental chairs' annual reports, the Academic Dean will report to the Board at least every five years on the extent of compliance with the Policy and recommend any necessary changes.

ARTICLE 16 - RESPONSIBILITY FOR THE APPLICATION OF THIS POLICY

The Academic Dean is responsible for this policy.

ARTICLE 17 - ACCESSIBILITY OF THIS POLICY

It is the responsibility of the Academic Dean to provide innovative, timely mechanisms that would ensure that students are sufficiently informed about the IPESA and that all regular and Continuing

Education students are provided with the details of those elements of the policy that directly affect them.

It is also the Academic Dean's responsibility to ensure all employees affected by the policy are provided with access to the full text of the policy and that they understand and are aware of how they are implicated in the policy.

ARTICLE 18 - EFFECTIVE DATE OF THIS POLICY

November 30, 2011