



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. 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 relevant, equitable, and effective evaluation of student learning while considering the diverse realities of all students, including, those with particular learning needs, varying socio-economic statuses, and linguistic diversity.

Evaluation must be aligned to pedagogical contexts requiring different teaching and evaluation strategies, and it must align with principles of fairness, equity, and effectiveness. These principles apply in all learning contexts such as those leading to diplomas of collegial studies (DCS/DEC)*, attestation of collegial studies (ACS/AEC)* and the recognition of acquired competencies (RAC).

The IPESA reflects the College's commitment to fostering an inclusive learning environment that promotes student success by addressing diverse learner needs, supporting mental health, and responding to the evolving landscape of education, including the responsible use of emerging technologies.

As per the [Quebec Colleges Act C-29.a.25](#); all colleges are required to have an institutional policy on the evaluation of student achievement.

**DCS is English translation of DEC -diplôme d'études collégiales
ACS is the English translation of AEC - Attestation des études collégiales.*

Please note this document uses the French acronyms.

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 evaluations that are relevant (linked to a competency), equitable (taking into consideration different student realities), and effective (useful to measure learning and providing meaningful feedback). An IPESA informs students, teachers, and other members of the college community of their rights and responsibilities regarding the evaluation of student learning.

Specific objectives are to:

1. ensure relevant, equitable, and effective 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. communicate attendance expectations to ensure optimal student achievement.
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 an Exit Profile has been developed and that it clearly defines the learning to be achieved by graduation.
7. ensure that the Comprehensive Assessment (CA) has been developed in line with the Exit Profile and implemented for every DEC program in the College. The CA is part of the requirements for completion of all DEC programs (refer to Article 7 in this policy).

8. provide the college community and the community at large with a clear understanding of evaluation of student achievement at the College.
9. 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 Student Responsibilities

It is the fundamental responsibility of each student in relation to this policy to be a full and active participant in their education. Students have the responsibility to:

1. attend classes to attain all course competencies listed in the course outline;
2. arrive to class on time, remain for the duration of scheduled classes and activities, and communicate planned late arrivals or early departures with their teacher (Refer to Article 4 below);
3. wait for the teacher for 15 minutes after the scheduled beginning of a class, unless they have been notified otherwise;
4. inform teachers in advance of any anticipated absences within the first two weeks of the semester where possible. If absence dates are not known at the beginning of the semester, students are expected to advise the teacher as soon as possible. Students registered in intensive courses, including AEC programs, must notify the teacher in writing by the second day of class;
5. take responsibility for missed classes by catching up on missed material and activities (Refer to Article 4.1.7 below). In the case of a missed evaluation, the student must contact the teacher as soon as possible, within 48 hours, barring exceptional circumstances;
6. provide the required documents to the Registrar's Office as justification for a prolonged absence of more than five consecutive school days. (Refer to Article 4.2 below).
7. foster a classroom environment that supports learning by exhibiting considerate and respectful behaviour towards their classmates and teacher;
8. respect classroom expectations regarding classroom behaviour, as defined in the course outline and [COLLEGE POLICY 13: on Student Conduct and Discipline Procedures](#);
9. follow the rules and regulations included in their course outlines and found in this Policy;
10. 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.
11. take prompt action to address academic difficulties by communicating with their teachers, department chair/program coordinator, or by seeking help through the many college services.
12. demonstrate academic integrity and refrain from cheating and plagiarism; adhere to written instructions as to the proper use of AI (Refer to Article 9 below);
13. submit properly identified and legible assignments according to the teacher's instructions (e.g., due dates, file formats). Students must retain a copy of their work as a safeguard against loss. Assignments submitted outside of class time should be left in a secure location identified by the teacher;
14. be informed of and respect all college final examination practices and procedures. In case of final examination time conflicts, present themselves to the Registrar's Office. Refer to the RO document: Student Responsibilities during Final Exams and the [ACADEMIC PROCEDURE: Final Exams](#);
15. be available for examinations up to the last day of the final examination period as specified in the current [Academic Calendar](#);
16. keep all assessed material returned to them and/or all digital work submitted to the teacher for at least four (4) weeks following the start of the next semester in the event that they request a Final Grade Review (Refer to Article 8 below).

3.2 Student Rights

All students have the right to:

1. receive a course outline that follows the criteria in Article 5.2 below.
2. equity of course workload and evaluation in all sections of the same course.
3. be informed of their teacher's availability, either online or in their office, to address student questions or receive support.
4. be given clear written expectations of what is being evaluated and the type of evaluation criteria being used.
5. have their learning evaluated in a competent, professional, relevant, equitable and effective manner.
6. receive individualized and constructive feedback on an assignment before another similar one is due, except for final evaluation tasks.
7. discuss the results of an evaluation with the teacher.
8. receive specific written feedback for all major evaluation tasks (10% or more).
9. have access to their work after it has been evaluated.
10. have all evaluation results kept confidential.
11. receive graded evaluations and have grades posted on the College's official learning management system within two weeks after the due date or exam/test date, except in extenuating circumstances. A maximum of three weeks may apply in certain circumstances (e.g., major assignments). For evaluations at the end of the semester/course, results must be received by the grade submission deadline (see the current [Academic Calendar](#)). For intensive courses (e.g., intersession, abridged courses) and AEC courses, feedback must be adjusted accordingly.
12. receive feedback before the course withdrawal deadline* of the semester (see current [Academic Calendar](#)) by one of the following means: diagnostic assessment, formative assessment, or summative assessment, so that they have time to seek out the necessary help and support, if needed. For intensive courses (e.g., intersession, abridged courses) and AEC courses, timeline for feedback must be adjusted accordingly. **the course withdrawal deadline is approximately in week 4 of the semester.*
13. receive an Academic Progress Letter during the semester if they are at academic risk in DEC studies, in accordance with the [ACADEMIC PROCEDURE: Academic Progress by Mid-Semester](#).
14. appeal a final grade to the Final Grade Review Committee (Refer to the [ACADEMIC PROCEDURE: Final Grade Review](#).)
15. 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](#).

3.3 Teacher Responsibilities

A teacher's role in relation to this policy is to evaluate student learning in a relevant, equitable, and effective manner. Teachers have the responsibility to:

1. Develop 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 grading criteria.
2. Develop relevant, equitable and effective evaluation tools that are explicitly linked to course competencies as well as instructions that provide clarity on timing, length, and other pertinent evaluation criteria. Instructions should be posted electronically, when possible, for student referral.
3. Administer and weigh evaluations with consideration of overall student workload.

4. Foster a classroom environment that supports learning by exhibiting considerate and respectful behaviour.
5. Upload an approved course outline on the College's official learning management system by the first class and review it with students, highlighting important points of information (Refer to Article 5 below). Throughout the semester, the outline should remain posted online.
6. Respect the ponderation of the course (e.g., 3-2-3 would be 3 hours of class time, 2 hours of lab time, and 3 hours of homework per week).
7. Arrive on time and teach for the designated classroom period throughout the entire semester. Courses are expected to be delivered in-person, for the designated classroom period, and in an approved teaching space, unless otherwise specified in the course outline. For Day Division, there is to be no online, synchronous teaching, even for oral examinations.
8. Allow a break of ten minutes in a class lasting over two hours and allow ten minutes at the end of the period so that everyone may get to their next class on time and to allow the incoming teacher to prep the room for their course.
9. Provide availability to students to address questions and offer support.
10. Provide students with a clear understanding of what constitutes cheating and plagiarism, with specific reference to the course. (Refer to Article 9 below)
11. Provide, for all major evaluation tasks (10% or more), a written description and grading criteria (e.g., type of questions, rubric, etc.) when the evaluation task is assigned or given, and use this as the basis for feedback on the grade given.
12. Provide feedback before the semester's course withdrawal deadline via a diagnostic assessment, formative assessment or summative assessment enabling students to seek the appropriate help and support, if needed. This may vary in AEC programs and requires approval from the program coordinator and Director of Continuing Education. For intensive courses (e.g., intersession, abridged courses) and AEC courses, feedback must be adjusted accordingly.
13. Provide feedback (e.g. verbal instruction, graded work, samples, etc.) on an assignment before another is due (if similar), except for final evaluation tasks.
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 always be possible to input the minimum required percentage by week seven (7). In these cases, exceptions must be approved by the department and program dean.
15. Return graded evaluations and post grades on the College's official learning management system for regular Day Division courses within two weeks after the due date or exam/test date. A maximum of three weeks may apply in certain circumstances (e.g., major assignments). Any exceptions due to extenuating circumstances must be communicated to the students, the department Chair and the Program Dean/AEC Coordinator. For evaluations at the end of the semester/course, results must be given to the student by the grade submission deadline (see the current Academic Calendar). For intensive courses (e.g., intersession, abridged courses) and AEC courses, deadlines must be adjusted accordingly.
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. Submit final grades in accordance with the dates published in the Academic Calendar and the procedures provided by the Registrar's Office. In AEC program courses, final grades must be submitted no later than five (5) working days after the last date of the course.
18. Retain work that has not been returned to the students for one month after the final grade review deadline to prevent potential loss and safeguard against claims, (See current [Academic Calendar](#)) in the event that a Final Grade Review is requested (Refer to Article 8 in this policy or to the [ACADEMIC PROCEDURE: Final Grade Review](#).)
19. Securely destroy kept materials immediately following the one-month period mentioned in 3.3.18.

3.4 Student Academic Complaints

The Student Academic Complaints Procedure exists to help student(s) resolve complaints or conflicts with a teacher that involve:

- Treatment of students;
- Coverage of course material;
- Adherence to the course outline;
- Adherence to College policies;

Students are encouraged to first speak with their teacher to resolve any academic concerns before resorting to filing a complaint.

Resolution is a shared responsibility between students and teachers, and respectful behavior is expected from all parties. Students have the right to a fair and expeditious resolution of their academic complaints.

For full procedural details, refer to the [COLLEGE PROCEDURE: Student Academic Complaints](#).

ARTICLE 4. ATTENDANCE

The College expects students to attend all scheduled learning activities, including class sessions, labs, internships, and fieldwork. Attendance plays a critical role in their academic success and attainment of competencies.

While evaluations are based on the demonstration of competencies rather than attendance alone, repeated absences may impede the ability to achieve required competencies.

Departmental Attendance Policy

For specific attendance requirements directly tied to course objectives/competencies, safety, in-class activities, stage and work placement expectations, etc., departments must develop a policy that is included in each course outline and applied consistently. Such departmental policies must be approved by their program dean or the Director of the Centre for Continuing Education.

When attendance influences grades through activities like in-class quizzes, presentations, or participation-related evaluations, teachers should maintain records of attendance to ensure equity.

4.1 Absences

1. Students are expected to attend all scheduled classes and evaluations.
2. When an absence is anticipated, the student must inform the teacher in advance. An absence will be excused when the student provides a valid reason to the teacher as soon as possible, within 48 hours, barring exceptional circumstances. The teacher will determine whether a reason is valid, with consideration to equity and in accordance with Student Responsibilities (Article 3.1), Student Rights (Article 3.2), and Departmental Attendance Policy (Article 14.2.9) where applicable. If the conditions of article 4.1.2 are met, the teacher will provide a make-up for a major evaluation (10% or more of the final grade). Such evaluations must be scheduled in consultation with the student, not during the student's other courses, and completed within a reasonable timeframe as stipulated in the course outline. Students are responsible for being available at the rescheduled time.
3. A department may develop a departmental policy for the make-up of missed major evaluations that is included on the course outline and applied consistently, subject to the approval of the Program Dean or the Director of Continuing Education.
4. Minor evaluations (those worth less than 10%) may be redistributed if they cannot be made up, provided that all elements of the competency are assessed.

5. Teamwork and In-Class Activities: If an in-class teamwork activity cannot be rescheduled for absent students, alternate evaluation methods or redistribution of team responsibilities may be provided as long as the steps in Article 4.1.2 have been followed. This ensures that team-based learning and assessments remain equitable while acknowledging the challenges posed by absences.
6. Students are responsible for obtaining notes, materials, and information related to any classes or evaluations that they miss. While students are encouraged to make use of teacher availability, an absence does not require the teacher to re-teach course material.
7. Students who anticipate being absent must inform their teachers, in writing, within the first two (2) weeks of the semester so that alternative arrangements can be made between the teacher and student.

4.2 Duration of Absences

The categories for absences are outlined below; more details can be obtained in the document *Student Absences* published by the Registrar's Office on the Portal and found in the Registrar's Office community. [Student Absences](#).

1. ABSENCES OF FEWER THAN FIVE (5) DAYS

Absences for a period of missing one class to missing less than five (5) consecutive school days are to be addressed by the student and the teacher.

2. ABSENCES OF FIVE (5) DAYS OR MORE

Students missing five (5) consecutive school days or more must provide required documentation to the Registrar's Office in order to have the absence validated. The Registrar's Office will then advise the teachers of the date of return or if the date is undetermined.

3. EXTENDED ABSENCES FOR MORE THAN 3 WEEKS/20% of the Course

An extended absence can be deemed an Authorized Absence by the Registrar's Office. An authorized absence request is possible only for students who are absent for a period of three weeks or more for justified reasons beyond the student's control, e.g. medical. The student must have been unable to complete the course for serious reasons independent of the student's will and beyond their control. These requests are usually made for medical reasons or other extenuating circumstances and must be supported with appropriate documentation.

For regular DEC courses, an extended absence is three weeks (20%) or more. For intensive courses (including AEC courses), an extended absence is an equivalent percentage.

In such situations, a student may apply for an authorized absence by filling out the form "Request for Authorized Absence," available on the College website and at the Registrar's Office.

If a request is approved, the student may receive an Incomplete (IN) grade instead of a failing grade, in accordance with the provisions of Article 11.3.

ARTICLE 5. THE COURSE GUIDELINE AND THE COURSE OUTLINE

Course development involves two documents:

1. **Course Guidelines** which provide the academic and regulatory framework for a course, and
2. **Course Outlines** which lay out the specific expectations and requirements of the course to students.

5.1 The Course Guideline

The Course Guideline document is a tool for teachers; it establishes the framework for course delivery and ensures alignment with Ministry and College regulations and policies. It provides the parameters within which courses are designed and delivered. This document contains all the required elements to produce an approved course outline for students.

Faculty and students benefit from course guidelines that are developed and implemented in a way that supports equity and coherence with the role of the course within programs (program-specific courses or the objectives of General Education).

New faculty can benefit from department guidance related to pedagogical approaches, learning activities and resources that are outlined in a course guideline document.

5.2 The Course Outline

The course outline is an essential tool for students; it serves as the formal agreement between the teacher and the student. It is reliable and comprehensive, and it clearly describes the learning objectives, expectations, evaluation methods, and requirements of the course and follows the Course Guidelines Template.

Course outlines are prepared by teachers in accordance with Ministry and College regulations and policies. They include all elements linked to the evaluation of students, the details of which can be found in the ACADEMIC PROCEDURE: [Course Guideline and Outline Approval Process](#) and the [Course Guidelines Template](#).

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.

5.3 Approval of Course Guidelines and Course Outlines

Academic departments must ensure that all Course Guidelines/Outlines are reviewed by Academic Council upon recommendation from the appropriate committee(s), before a course is scheduled. 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 committees prior to the start of the course.

ACADEMIC PROCEDURE: [Course Guideline and Outline Approval Process](#) and the [Course Guidelines Template](#).

Academic departments must ensure that course outlines align with the information in the corresponding Course Guidelines document and review their course outlines each semester (see article 14.2 Academic Departments).

5.4 Changes to Course Evaluation Plan

Changes to the course outline should only occur when there is a valid reason to do so. Valid reasons may be of pedagogical nature (e.g., improved student success) or related to unforeseen events (e.g., school closures or teacher illness).

Minor changes do not require approval. Examples of minor changes include rescheduling an evaluation task up to a week later. When a minor change is made, the teacher will communicate the change in writing, through one of the College's learning management systems, as early as possible. In the rare case of a change resulting in moving an evaluation earlier than stated in the course outline, ample notice must be given.

Significant changes (i.e., weighting, type, and number of assessments) require approval; these changes must:

- Be discussed with students, ensuring transparency and fairness.
- Have documented unanimous consent, ensuring confidentiality, from students participating in the vote.
- Maintain alignment with course guidelines and ensure that all competency elements are assessed.
- Be submitted to the department and program dean (or AEC program coordinator) for review and approval.

If a significant change is approved, it must be immediately communicated to students.

The department and/or 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 a required competency will not be assessed. Teachers may request an appeal of the decision to the Academic Dean.

ARTICLE 6. EVALUATION

The evaluation of student achievement must be impartial, relevant, effective and equitable. Departments and course committees shall ensure that all sections of a multi-section course adhere to an equivalent/common evaluation framework. This includes ensuring alignment between French and English sections of the same course to maintain consistent evaluation practices. 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. Teaching and evaluation strategies should be aligned with different pedagogical contexts.

6.1 Evaluation Parameters

Assessments should occur at regular intervals so that students can determine if they need to seek help and support.

The following evaluation rules must be applied:

1. Students must receive feedback, by one of the following means: diagnostic assessment, formative assessment, or summative assessment before the course withdrawal deadline* (see current [Academic Calendar](#)),
2. Students must receive graded evaluations that account for at least 10% of their final grade by week 7 of the semester. For AEC students must receive feedback before 20% of the total course hours have elapsed.
3. Grades must be entered on the College's official learning management system so 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.
4. For semester-long courses, the total value of all assessments due or scheduled in the last two weeks (ten(10) school days) of scheduled classes cannot exceed 30% of the final grade for the course.
5. No assignment of evaluated work will be given prior to the first day of class without explanation and approval from the department and the program dean, or the Director of the Centre for Continuing Education. This approval must be obtained each time a course requires it.
6. 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 competencies assigned to the course (i.e.: a final exam scheduled in the final exam period).
7. A total of up to 10% of the final grade may be awarded for participation. Participation grades must be clearly linked to course competencies and the specific criteria for participation must be included in the course outline. No grades may be given, or deducted, for attendance.
8. All components of the evaluation plan must be indicated in the course outline, including the weight given to each component.
9. The grade value of each question or section must be clearly indicated on assignments, tests, and exams.
10. Teachers may, according to a consistently applied departmental policy specified in the course outline, deduct marks for term work that is submitted late.
11. Students must be given sufficient time to prepare for and complete examinations and assignments for their courses. For a task worth 10% or more of the final grade, students must be given a notice of at least one week in semester-long courses.
12. The time allocated for the completion of in-class tests may not exceed the regularly scheduled class or lab time.
13. There must be an evaluation task (or tasks) in each course that allows students to demonstrate the attainment of the competencies assigned to that course.
14. Departments must have clear guidelines identifying how the objectives and competencies will be evaluated for the internship/field placement (*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.

* The course withdrawal deadline is approximately week 4 of the semester, for AEC courses this falls at 20% of the course hours.

6.2 Final Exam - Final Evaluation

Each course must have some form of final summative assessment. This final summative assessment can be a single final exam or a final evaluation which can be a combination of multiple evaluations over the course of the semester.

The final summative assessment should:

- be of sufficient weighting to attest the student's attainment of the competencies and the competency elements attached to the course. Departments shall determine what constitutes sufficient weighting to ensure equitable evaluation.
- account for a minimum of 40% of the final grade unless otherwise specified by the department.
- be specified in the course outline.

FINAL EVALUATION

A Final Evaluation can encompass a broad range of assessments that demonstrate the attainment of course competencies. The components of a Final Evaluation may include, but are not limited to, an end-of-term test, comprehensive projects, written reports, cumulative tests, or practical demonstrations.

FINAL EXAM

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 Evaluations](#) and the [ACADEMIC PROCEDURE: Final Exams](#) on the College Portal.

6.3 Students Requiring Accommodation for Evaluations

While students' needs are diverse, only students who have registered with the Student Access Centre will be granted accommodations for evaluations as defined by the Access Centre.

It is important that students with accommodations take the time to meet directly with their teachers and advocate on their own behalf with respect to their particular situation and evaluation needs.

Students must complete the online accommodation request via the Student Access Centre at least 7 days in advance of assessments that will be invigilated by the Student Access Centre (Exam Invigilation Centre).

Teachers are required to review and approve the exam accommodation request prior to the assessment being written with the Student Access Centre (Exam Invigilation Centre).

The Student Access Centre is responsible for administering the evaluation task, providing examination facilities and specialized equipment (when necessary), and ensuring that the accommodation is in compliance with college examination procedures.

Refer to the [ACADEMIC PROCEDURE: Students Requiring Accommodation](#).

6.4 Blended Learning

A blended-learning course refers to a combination of face-to-face teaching with asynchronous learning activities that will usually be conducted online. Teachers who offer blended courses must adhere the criteria as outlined in the [ACADEMIC PROCEDURE: Blended Learning @ JAC](#).

100% online courses and programs offered through Continuing Education are subject to additional procedural guidelines.

6.5 Recognition of Acquired Competencies

Recognition of Acquired Competencies (RAC) may be defined as the official process that recognizes skills and knowledge already acquired. In the event that a competency is not fully demonstrated, a RAC candidate may be required to complete training to acquire the elements of the competency.

For guidelines and guiding principles refer to [ACADEMIC PROCEDURE: Recognition of Acquired Competencies](#).

ARTICLE 7. THE COMPREHENSIVE ASSESSMENT

Every program in the College must adopt an Exit Profile, and all DEC programs must implement a Comprehensive Assessment (CA). Additionally, passing 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, early and often, about the nature of the CA and how it will be administered in their program.

The CA for each program must be recommended by Academic Council to the Board of Governors as part of the Program's Framework* (see [Policy I: Assessment and Revision for Quality Education](#)).

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).

Program committees are responsible for laying out the conditions for the awarding of a CA grade as well as the program stipulations regarding the re-take of the CA in the case of failure. These conditions are on the course outline of the course that contains a CA portion.

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 program revision takes place, comprehensive assessments must be reviewed by the program committee and Academic Council.

**All DEC Program Frameworks can be found on the College's Portal under ACADEMIC-Program Documentation.*

ARTICLE 8. FINAL GRADE REVIEW

The College is committed to an approach to final grade reviews that is reliable, equitable and effective. The purpose of a final grade review is to address student concerns around fairness.

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. Students must highlight any evaluations that they believe have not been fairly assessed. Before initiating a final grade review, students must first discuss their grades with their teacher.

A student has the right to have their final grade reviewed by the appropriate grade review committee and should refer to the [ACADEMIC PROCEDURE: Final Grade Review](#).

ARTICLE 9. ACADEMIC INTEGRITY

Honesty is one of the foundations of academic integrity and is a fundamental value of John Abbott College. Cheating and plagiarism are extremely serious academic offences which adversely affect this core value and are unacceptable at John Abbott College. Students are expected to conduct themselves accordingly and must be responsible for all of their actions.

With the rapid evolving nature of technology (such as AI), students must remain aware of unauthorized use of tools that would be considered dishonest.

With respect to the [ACADEMIC PROCEDURE: Academic Integrity – Cheating & Plagiarism](#), the Academic Administration and teachers have the responsibility to:

- teach all students what cheating and plagiarism are (including the rules around technology as per the course outline) and inform them of the resulting consequences;
- determine whether cheating and/or plagiarism has occurred and take action.

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 limited to,

- copying from another student's work,
- using unauthorized materials or devices during assessments,
- unauthorized use of AI,
- falsifying data, facts or sources in assessments,
- receiving or providing unauthorized assistance,
- submitting the same work in more than one course without having first received approval from the teacher.

Any form of dishonest conduct in academic activities undermines the trust essential to the learning environment. 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 involves presenting words, ideas, or work that are not one's own without proper acknowledgement of the source. This includes material taken from books, articles, websites, classmates, or generative AI tools. Students must cite all sources appropriately in every assignment.

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.

9.3 Artificial Intelligence

AI-generated work is prohibited in any instance where its use compromises the teacher's ability to properly evaluate the student's achievement of the competency or when its use has been prohibited by the teacher:

Students may use AI tools only when explicitly authorized by their teacher. In such cases, they must clearly disclose which tools were used and explain their specific contribution to the final work. Submitting AI-generated material as one's own original creation will be considered an act of plagiarism.

The use of any artificial intelligence tool must follow government principles, such as the [Énoncé de principes pour une utilisation responsable de l'intelligence artificielle par les organismes publics](#), College policies and procedures, departmental policies, and course rules as described in the course outline.

Failure to respect the departmental policy will be addressed through the [ACADEMIC PROCEDURE: Academic Integrity – Cheating & Plagiarism](#).

ARTICLE 10. ACADEMIC STANDING AND ADVANCEMENT

As outlined in the College [By-law 8: 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. Some programs may choose to set Individual Program Standing and Advancement Criteria which need to be approved by Academic Council and are outlined in the [Appendix to By-law 8](#).

The additional program criteria outlined in the Appendix to [By-law 8](#) must contain information with regards to dismissal due to other issues including, but not limited to, professional conduct, safety and security which may apply to all students regardless of full-time or part-time status.

ARTICLE 11. GRADING 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.

11.1 Numerical System

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. For more information see: <https://bci-qc.ca/services-et-informations/cote-r-la-cote-de-rendement-au-collegial-crc/>

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:

AE - Abandon Étudiant/Course Drop Without Failure (AE)

The acronym AE stands for Course Drop Without Failure and indicates that a student has officially dropped a course after the withdrawal deadline and no later than the published course drop deadline of the semester.

An annotation of AE will appear on the transcript in lieu of a final grade. The AE notation does not entitle the student to credits related to that course. Students are responsible for officially requesting to drop a course or courses before the deadline. Students can request an AE using the dedicated form provided by the Registrar's Office. This notation appears on the transcript but does not affect the student's R-score or status.

DI – Dispensation/Exemption

A DI is given when the college exempts a student from taking a course which is part of their program if the college considers that the student will not be able to attain the objectives of the course or to avoid causing serious detriment to the student. The exemption does not entitle a student to the credits attached to the course, which does not have to be replaced by another course.

To be eligible for a DI the student must provide the required documentation. The required documentation will depend on the student's specific situation.

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/or program dean, recognizes that the student has met 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 (i.e. normally 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 – Incomplete/Incomplete

Incompletes may be awarded for serious medical or other reasons beyond a student's control that prevented the student from completing the normal requirements of a course. An Incomplete does not entitle the student to the credits provided by the course.

To be granted an Incomplete (IN) for a course all of the following conditions must be met:

1. The absence must be for more than 20% of the course (3 weeks or more on 15 weeks)
2. The students must provide documentation to support the request from a qualified medical or mental health professional for medical cases, or from relevant authorities for other cases (e.g. court documents, police reports);
3. The student must demonstrate that the issue justifying an IN was identified after the course drop deadline and request the IN before the end of the semester, except in exceptional circumstances justifying an IN for up to two years after the end of the semester;
4. The student must be able to demonstrate that the issue was beyond the student's control and was sufficiently serious to prevent completion of the course.

The college may require documentation from a qualified medical or mental health professional to justify a return to studies and may take into account such documentation and/or past IN's in reviewing condition 2 above for any new IN requests.

IT - Incomplet temporaire/Temporary Incomplete

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 (Temporary Incomplete Contract, available at 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 successful completion of the Comprehensive Assessment for a program (CA) successfully: the notation RE (*réussi* : passed) will be entered on the student's 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. Students admitted to the College who have completed French and/or English courses in a French CEGEP may be eligible for course substitutions. To determine eligibility, these courses must be evaluated to ensure they meet the required competencies of the courses being replaced. The evaluation will also consider the student's program grid to ensure they meet the Ministère de l'Enseignement supérieur requirement of completing five courses in or of French in order to graduate.

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

1. An academic advisor will contact the student to explain the process for requesting a course evaluation. If the student chooses to proceed, the Academic Advisor 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 must present the completed form to the Registrar's Office, or the department chair may submit an electronic copy directly to the Registrar's Office. The student may be required to pay applicable 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 where courses carry the same course objective, 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 & Épreuve uniforme de français

All 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 (EEE) or the Épreuve uniforme de français (EUF)) in order to graduate. This examination, prepared by the Ministry of Education in collaboration with college English or French teachers respectively, 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 *formation générale commune* English or French courses and are in the process of completing the third or have passed the third, when they register for the examination.

ARTICLE 13. AWARDING OF DIPLOMAS AND ATTESTATIONS

Prior to recommending to the Ministry 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. met all of the French language objectives by completing the required number of courses; and
6. been a full-time student in a DEC program 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
7. passed, where applicable, the exit examination(s) as set by the Ministry for DEC programs; and
8. passed the program's Comprehensive Assessment at John Abbott College.

For AEC students: met the French language requirements for AEC certifications as stipulated under Law 14.

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 which our attestations and diplomas certify.

14.1 The Teacher

Please refer to Article 3.3.

14.2 Academic Departments

The academic department is responsible for ensuring 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 of multisection courses;
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 (or discipline) policy which is equitable and applied in a consistent manner for the following:
 - late submission, or re-submission, of work
 - artificial Intelligence (AI) usage;
9. adopt a department attendance policy which is equitable and applied in a consistent manner. This policy must be approved by the Program Dean or the Director of Continuing Education and are to appear on course outlines;
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:

- I. ensuring that course outlines are approved and course committees are established, as required;

2. reporting to the department on meetings;
3. submitting proposed course guidelines developed or revised by the department to the program committee for its advice (where appropriate) and to Academic Council or its appropriate committee according to its procedures and deadlines for approval by the College – [ACADEMIC PROCEDURE Course Guideline and Outline Approval](#) and the [Course Guidelines Template](#);
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

Related to the IPESA, program committees have the responsibility to participate in:

1. the development and revision of a program Exit Profile that builds on the program goals and objectives provided by the Ministry;
2. the development and revision of the Comprehensive Assessments (CA) that assesses whether the student has integrated the program objectives as defined in the Exit Profile. Both the Exit Profile and Comprehensive Assessment are to be submitted using the Program Framework document. The Comprehensive Assessment section of the Program Framework should include (amongst other requirements) a make-up policy, in the event of failure of the CA;
3. the development and revision of program grids and planners that respect the rules provided by the Ministry and that ensure competencies within the Exit Profile are taught and assessed.

All required elements of a program, including those listed above, are to be included in the Program's Framework* document and submitted for approval as per the procedures and deadlines found in [Policy 1: Assessment and Revision for Quality Education](#).

**All DEC Program Frameworks can be found on the College's Portal under ACADEMIC-Program Documentation.*

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 and chairing a minimum of 2 program meetings per cohort;
- 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 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.

14.8 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;
- application of the [By-law 8: Academic Standing and Advancement](#), [By-law 4: Concerning College Admission](#);
- administration of final examination procedures;
- awarding of diplomas and attestations;
- referral of requests for final grade reviews to departmental committees (Refer to Article 8).

14.9 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](#).

14.10 The Academic Dean

The Academic Dean is responsible for the Institutional Policy on the Evaluation of Student Achievement (IPESA), including its implementation, revision, and communication to the College community.

The Academic Dean is responsible for ensuring the quality, consistency, and coherence of education at the College and for coordinating the College's academic activities. In accordance with [By-law 1: Concerning General Administration of the College](#), the Academic Dean is responsible for presenting this Policy to the Board of Governors and for overseeing its implementation.

Considering recommendations from Academic Council and various annual reports, the Academic Dean will report to the Board of Governors at least every five (5) years on the extent of compliance with the Policy and will recommend any necessary changes following a review and re-evaluation.

The Academic Dean is also responsible for ensuring that innovative and timely mechanisms are in place so that students, faculty, and staff are sufficiently informed about 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 accessible to all members of the College community through the College Portal.

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 1: Concerning the General Administration of the College](#).

ARTICLE 15. EFFECTIVE DATE OF THIS POLICY

This policy will come into force when enacted.