

Grade Policy Policy No: 1021			
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1. Purpose

This policy establishes consistent, transparent, equitable, and academically sound requirements for evaluating student learning, assigning grades, communicating results, and maintaining grade records at Focus College.

2. Scope

This policy applies to all credit courses, programs, students, instructors, academic administrators, and other employees involved in assessment or grade administration, unless an approved exception is stated in a program-specific or regulatory requirement.

3. Guiding Principles

- Grades reflect demonstrated achievement of published course learning outcomes.
- Assessment methods and grading criteria are communicated in advance and applied consistently.
- Students receive timely, constructive feedback and reasonable opportunities to understand their progress.
- Grading decisions are based on academic evidence and are free from bias, conflict of interest, retaliation, or irrelevant considerations.
- Academic integrity, accessibility, privacy, and procedural fairness are upheld throughout grading.

4. Definitions

Assessment: A method used to gather evidence of student learning.

Final grade: The official result recorded for a course after applying the approved assessment and calculation rules.

Formative assessment: Assessment primarily intended to provide feedback and support improvement.

Summative assessment: Assessment used to evaluate achievement for grading purposes.

Grade change: An authorized amendment to a grade after it has been submitted or recorded.

Incomplete: A temporary grade or standing assigned under defined conditions when course requirements remain unfinished.

Academic misconduct: Conduct addressed under [Academic Integrity Policy], which may affect an assessment or course result only through the authorized process.

Reasonable accommodation: An approved adjustment that provides equitable access without altering essential academic requirements.

Progression: A student's advancement through the courses, terms, levels, practicum placements, or other requirements of a program based on meeting published academic and non-academic requirements.

5. Grading Scale and Academic Standing

Focus College uses the following approved grading scale.

Grade Point	Grade	Definition	Percent Equivalent
4.0	A+	<i>Exceptional Achievement</i>	90-100
3.7	A	<i>Outstanding Achievement</i>	85-89
3.3	A-	<i>Excellent Achievement</i>	80-84
3.0	B+	<i>Very Good Achievement</i>	76-79
2.7	B	<i>Good Achievement</i>	72-75
2.3	B-	<i>Good Achievement</i>	68-71
2.0	C+	<i>Satisfactory Achievement</i>	65-67
1.7	C	<i>Satisfactory Achievement</i>	60-64
1.3	C-	<i>Marginal Achievement</i>	56-59
1.0	D	<i>Minimal Achievement</i>	50-55

0.0	F	Unsatisfactory Achievement (Fail)	<50
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The minimum passing grade for a course is 50%, unless a higher threshold is approved and published for a program or course, prerequisite, accreditation, or regulatory requirement. All course outlines shall provide the passing grade percentage for each course. Grade Point Average (GPA) is calculated per term and for the overall program. In the case of a repeated course, the highest grade attained is used for GPA calculation.

6. Academic Progression

Students must meet the published progression requirements for their program and remain in satisfactory academic standing to advance to the next course, term, level, practicum placement, or other required program component.

- Progression requirements, including minimum course grades, prerequisite and co-requisite requirements, master of essential skills, practicum or work-integrated learning requirements, and any accreditation or regulatory standards, must be approved and communicated to students before they take effect.
- Unless a higher standard is published for a program or course, a student must achieve at least the minimum passing grade established in this policy and successfully complete all required prerequisite courses before progressing.
- A student who does not meet a progression requirement may be required to repeat a course or program component, complete an academic improvement plan, undertake remediation, reduce their course load, pause progression, or withdraw from the program.
- Progression decisions must be based on verified academic records and other published program requirements. Students must receive written notice of the decision, its reasons, any conditions or deadlines, available supports, and applicable review or appeal options.
- Where a course is repeated, the treatment of attempts and grades for progression, Grade Point Average calculation, transcript notation, and maximum completion time must follow this policy.
- Approved accommodations may affect how a requirement is completed but do not remove essential academic or program requirements.

- Any exception to a progression requirement requires written approval from the Vice President, Academic & Provost and must comply with accreditation, regulatory, immigration, funding, and other applicable requirements.

Program-specific progression standards must be reviewed by the Director of Academic Administration annually and/or whenever curriculum, accreditation, or regulatory requirements change.

7. Course Outline and Assessment Plan

Before or at the start of the course, students must receive an officially approved course outline and course syllabus, where the following information will be available:

- course learning outcomes and essential requirements;
- each graded assessment and its weighting;
- grading criteria, rubrics, or performance standards;
- the grading scale and minimum passing requirements;
- rules for attendance or participation where these affect grades;
- submission methods, deadlines, late penalties, and extension processes;
- requirements for passing individual components, where applicable;
- rules for missed assessments, make-up work, resubmission, and group work;
- permitted and prohibited uses of technology, collaboration, and generative artificial intelligence;
- relevant academic integrity, privacy, and appeal policy and procedures; and
- instructor contact information and expected communication response times.

Material changes to the course assessment plan after the course begins requires the instructor to seek approval from the Director Academic Administration and timely written notice to students. Changes must not unreasonably disadvantage students.

8. Assessment and Grade Calculation

- Assessments must align with course learning outcomes and use methods suitable to the level and nature of the course.
- The number, timing, and weighting of assessments should provide sufficient and reliable evidence of achievement and avoid undue concentration where practicable.

- Grades must be calculated according to the published assessment plan as stated on the official course outline. Rounding, weighting, dropped-score, bonus-mark, and curving practices must follow approved institutional guidelines.
- No single assessment may exceed 35% of the final grade without approval from the Vice President Academic and Provost.
- Participation or attendance may affect a grade only when it is linked to a published learning outcome or essential course requirement and is assessed using stated criteria.
- Group assessments must identify how group and individual performance are evaluated.
- Extra-credit opportunities, if permitted, must be academically relevant, reasonably accessible, and administered consistently.
- Grades may not be reduced for conduct unrelated to demonstrated learning except where another approved policy expressly authorizes an academic consequence.

9. Feedback and Communication of Grades

Instructors must provide students with meaningful feedback within 10 business days or within a timeframe appropriate to the assessment and course format. Students should receive sufficient graded feedback before the deadline to withdraw without academic penalty, where practicable.

Grades must be communicated through the Learning Management System platform. Student results must not be posted or shared in a manner that identifies students to others.

Students may request an explanation of how an assessment was evaluated and how the final grade was calculated from their instructor. Requests should be addressed within 5 business days.

10. Late, Missed, Deferred, and Incomplete Work

Late penalties and consequences for missed work must be stated in the course syllabus and applied consistently, subject to approved accommodations and documented exceptional circumstances.

An extension, deferred assessment, or incomplete standing may be granted when a student has provided sound a rationale for their request with advance notice. In the case of

emergency resulting in not being able to meet advanced notice, as stated in the course syllabus, appropriate evidence to substantiate a request for extension, deferred assessment or incomplete standing may be submitted later. The student and the instructor or authorized decision-maker must document the outstanding work, completion deadline, interim standing, and consequence if requirements are not completed. The maximum completion period is up to 10 business days, unless an approved exception applies.

When an assessment cannot be completed in its original form, an alternative must assess substantially the same learning outcomes at a comparable level of rigor.

11. Accommodation and Accessibility

Approved accommodations must be implemented in accordance with Accessibility and Accommodation Policy and Procedure # 1017 while preserving essential academic requirements. Instructors must not require students to disclose diagnoses or other information beyond what the authorized office communicates as necessary to implement an accommodation.

Where an assessment format creates an access barrier, the instructor and the Director of Academic Administration will identify an appropriate alternative consistent with the course learning outcomes.

12. Academic Integrity

Suspected academic misconduct must be addressed under Academic Integrity and Responsibility Use of Artificial Intelligence Policy #1020. An instructor must not impose an unauthorized grade penalty or alter a course grade outside the reporting process. Any academic consequence must be documented, proportionate, and communicated to the student with information about available review or appeal options.

13. Final Grade Submission and Verification

- Instructors must submit final grades through Learning Management System (LMS) by 5 business days from the last day of classes.
- Before submission, instructors must verify calculations, required components, approved accommodations, authorized academic-integrity outcomes, and the correct application of the grading scale.

- Director of Academic Administration will review grade distributions or records for completeness, consistency, or apparent error but may not alter an instructor's academic judgment except through an authorized process.
- Final grades become official when recorded by the Director of Academic Administration and reported to the Vice President Academic and Provost.

14. Grade Changes and Records

A recorded grade may be changed only to correct a clerical or calculation error, implement an authorized decision, reflect completion of an approved incomplete or deferred assessment, or address another reason permitted by Focus College.

Grade changes require an official grade change authorization form, a written rationale, supporting documentation, and approval by Director of Academic Administration. Requests must normally be submitted within 20 business days from submission of final grades. Changes after a credential conferral require additional approval from the Vice President Academic and Provost.

Instructors must retain grading records and relevant student work for 2 year retention period in accordance with Focus College Privacy Policies. Access is limited to authorized purposes.

15. Questions, Reviews, and Appeals

A student who has a question or concern about a grade should first seek clarification from the instructor within 5 business days of receiving the result. If the issue is not resolved, the student may pursue a formal appeal under Grade Appeal Policy and Procedure #1002 and submit to the Director, Academic Administration the Student Grade Appeal Form.

Permitted grounds, filing deadlines, decision-makers, evidence requirements, and further appeal rights must be defined in the related appeal procedure. No person may experience retaliation for raising a concern or participating in a review or appeal in good faith.

16. Roles and Responsibilities

Students are responsible for reviewing course requirements, completing assessments, monitoring results, seeking clarification promptly, and using review or appeal processes within stated timelines.

Instructors are responsible for designing aligned assessments, communicating requirements, evaluating work consistently, providing feedback, safeguarding records, submitting grades on time, and correcting verified errors.

Director of Academic Administration is responsible for academic oversight, maintaining official grade records, monitoring implementation, and making decisions assigned by this policy or related procedures and reporting to Vice President, Academic and Provost.

Student Affairs Lead is responsible for controlling authorized changes, publishing deadlines, and supporting grade-related processes.

17. Exceptions and Non-Compliance

Exceptions must be approved in writing by the Vice President, Academic and Provost before implementation and must identify the rationale, duration, affected courses or programs, and any student-notification requirements.

Concerns about non-compliance may be reported to the Director of Academic Administration. The College may require corrective action, grade review, training, or other measures consistent with applicable policy.

18. Related Documents

- Grade Appeal Policy and Procedure
- Academic Integrity and Responsible Use of Artificial Intelligence (AI) Policy
- Accessibility and Accommodation Policy
- Course Outlines
- Course Syllabus
- Privacy and Confidentiality Policy
- Academic Standing and Progression Policy and Procedure
- Student Code of Conduct Policy

19. Monitoring and Review

Focus College Compliance Officer will monitor implementation in consultation with the Director of Academic Administration and review this policy at least every 2 years, or sooner when legislation, regulation, accreditation requirements, institutional systems, or academic governance needs change.