



2017–2018 Academic Calendar

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# 2017-2019 TERM CALENDAR

BLOCK 1	
BLOCK 2	
BLOCK 3	
BLOCK 4	
COMMENCEMENT	
ORIENTATION	
STATUTORY HOLIDAYS	

2017-2018 ACADEMIC YEAR							2018-2019 ACADEMIC YEAR								
	S	M	T	W	T	F	S		S	M	T	W	T	F	S
<b>2017 FALL TERM</b>								<b>2018 FALL TERM</b>							
SEP	3	4	5	6	7	8	9	SEP	2	3	4	5	6	7	8
	10	11	12	13	14	15	16		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		16	17	18	19	20	21	22
	24	25	26	27	28	29	30		23	24	25	26	27	28	29
OCT	1	2	3	4	5	6	7	OCT	30	1	2	3	4	5	6
	8	9	10	11	12	13	14		7	8	9	10	11	12	13
	15	16	17	18	19	20	21		14	15	16	17	18	19	20
	22	23	24	25	26	27	28		21	22	23	24	25	26	27
NOV	29	30	31	1	2	3	4	NOV	28	29	30	31	1	2	3
	5	6	7	8	9	10	11		4	5	6	7	8	9	10
	12	13	14	15	16	17	18		11	12	13	14	15	16	17
	19	20	21	22	23	24	25		18	19	20	21	22	23	24
DEC	26	27	28	29	30	1	2	DEC	25	26	27	28	29	30	1
	3	4	5	6	7	8	9		2	3	4	5	6	7	8
	10	11	12	13	14	15	16		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		16	17	18	19	20	21	22
	24	25	26	27	28	29	30		23	24	25	26	27	28	29
<b>2018 SPRING TERM</b>								<b>2019 SPRING TERM</b>							
JAN	31	1	2	3	4	5	6	JAN	30	31	1	2	3	4	5
	7	8	9	10	11	12	13		6	7	8	9	10	11	12
	14	15	16	17	18	19	20		13	14	15	16	17	18	19
FEB	21	22	23	24	25	26	27	FEB	27	28	29	30	31	1	2
	28	29	30	31	1	2	3		3	4	5	6	7	8	9
	4	5	6	7	8	9	10		10	11	12	13	14	15	16
	11	12	13	14	15	16	17		17	18	19	20	21	22	23
MAR	18	19	20	21	22	23	24	MAR	24	25	26	27	28	1	2
	25	26	27	28	1	2	3		3	4	5	6	7	8	9
	4	5	6	7	8	9	10		10	11	12	13	14	15	16
	11	12	13	14	15	16	17		17	18	19	20	21	22	23
APR	18	19	20	21	22	23	24	APR	24	25	26	27	28	1	2
	25	26	27	28	29	30	31		3	4	5	6	7	8	9
	1	2	3	4	5	6	7		10	11	12	13	14	15	16
	8	9	10	11	12	13	14		17	18	19	20	21	22	23
	15	16	17	18	19	20	21		24	25	26	27	28	29	30
	22	23	24	25	26	27	28		31	1	2	3	4	5	6
MAY	29	30	1	2	3	4	5	MAY	28	29	30	1	2	3	4
	6	7	8	9	10	11	12		5	6	7	8	9	10	11
	13	14	15	16	17	18	19		12	13	14	15	16	17	18
JUN	20	21	22	23	24	25	26	JUN	19	20	21	22	23	24	25
	27	28	29	30	31	1	2		26	27	28	29	30	31	1
	3	4	5	6	7	8	9		2	3	4	5	6	7	8
	10	11	12	13	14	15	16		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		16	17	18	19	20	21	22
JUL	24	25	26	27	28	29	30	JUL	23	24	25	26	27	28	29
	1	2	3	4	5	6	7		30	1	2	3	4	5	6
	8	9	10	11	12	13	14		7	8	9	10	11	12	13
	15	16	17	18	19	20	21		14	15	16	17	18	19	20
AUG	22	23	24	25	26	27	28	AUG	21	22	23	24	25	26	27
	29	30	31	1	2	3	4		28	29	30	31	1	2	3
	5	6	7	8	9	10	11		4	5	6	7	8	9	10
	12	13	14	15	16	17	18		11	12	13	14	15	16	17
	19	20	21	22	23	24	25		18	19	20	21	22	23	24
	26	27	28	29	30	31	1		25	26	27	28	29	30	31
<b>2018 SUMMER TERM</b>								<b>2019 SUMMER TERM</b>							
JUL	1	2	3	4	5	6	7	JUL	30	1	2	3	4	5	6
	8	9	10	11	12	13	14		7	8	9	10	11	12	13
	15	16	17	18	19	20	21		14	15	16	17	18	19	20
	22	23	24	25	26	27	28		21	22	23	24	25	26	27
AUG	29	30	31	1	2	3	4	AUG	28	29	30	31	1	2	3
	5	6	7	8	9	10	11		4	5	6	7	8	9	10
	12	13	14	15	16	17	18		11	12	13	14	15	16	17
	19	20	21	22	23	24	25		18	19	20	21	22	23	24
	26	27	28	29	30	31	1		25	26	27	28	29	30	31

# Table of Contents

<u>Term Calendar</u>	2
<u>Academic Calendar</u>	9
<u>Welcome to Quest University Canada</u>	10
<u>History of Quest University Canada</u>	10
<u>Mission Statement</u>	11
<u>University Governance</u>	12
<u>The President</u>	12
<u>The Board of Governors</u>	12
<u>The Chancellor</u>	12
<u>Academic Leadership</u>	13
<u>Degree Program Outcomes</u>	13
<u>General Information</u>	17
<u>Academic Terms</u>	17
<u>Categories of Students</u>	17
<u>Classification of Students by Year</u>	17
<u>Student Compliance</u>	18
<u>Instructional Hours</u>	18

<u>Block Break</u>	18
<u>Program Planning</u>	18
<b><u>Admission, Registration, and Graduation Requirements</u></b>	19
<u>Admissions</u>	19
<u>Deferred Enrolment</u>	23
<u>Registration</u>	24
<u>Change of Enrolment Status</u>	25
<u>Graduation Requirements</u>	28
<b><u>Fees and Financial Information</u></b>	31
<u>Services of the Finance Office</u>	31
<u>Payment of Fees for Tuition, Room, and Board</u>	32
<u>Enrolment Deposit</u>	33
<u>Residence Damage Deposit</u>	33
<u>Tuition Refunds and Credits</u>	34
<b><u>Scholarships and Financial Aid</u></b>	37
<u>Scholarships</u>	37
<u>Need-Based Aid</u>	41
<u>Student Loans</u>	42
<u>Leaves of Absence and Financial Aid</u>	43
<u>Work-Study</u>	44
<b><u>The Bachelor of Arts &amp; Sciences Curriculum</u></b>	45
<u>Overview</u>	45

<u>Foundation Program</u>	47
<u>Cornerstone</u>	47
<u>Rhetoric Course</u>	48
<u>Foundation Curriculum</u>	48
<u>The Question Course</u>	49
<u>Concentration Program</u>	50
<u>Principles Underlying the Selection of Focus Courses</u>	50
<u>Statement of the Question</u>	51
<u>Focus Course Plan</u>	51
<u>Touchstones</u>	52
<u>Keystone Project and Course</u>	52
<u>Experiential Learning</u>	53
<u>Rhetoric and Quantitative Reasoning Across the Curriculum</u>	54
<u>Rhetoric Across The Curriculum</u>	54
<u>Quantitative Reasoning Across The Curriculum</u>	55
<u>Sample Student Questions and Course Plans</u>	56
<b><u>Academic Policies</u></b>	60
<u>Course Change / Add / Drop and Waitlist Policies</u>	60
<u>Advisors and Mentors</u>	62
<u>Grading</u>	62
<u>Grade Point Average (GPA)</u>	65

<u>Course Syllabus</u>	65
<u>Course Attendance</u>	66
<u>Retaking Courses</u>	66
<u>President's List</u>	66
<u>Satisfactory Academic Performance</u>	67
<u>Academic Standing</u>	67
<u>Student Progress Groups (SPG)</u>	70
<u>Appeals of Grades on Individual Assignments</u>	72
<u>Appeals of Final Course Grades</u>	72
<u>Academic Dishonesty</u>	72
<b><u>Policies Governing Specific Courses</u></b>	73
<u>Foundation Program Policies</u>	73
<u>Foundation Requirement Substitutions</u>	74
<u>Study at a QUC Partner University</u>	74
<u>Language Study</u>	75
<u>Foreign Language Study Abroad</u>	76
<u>Experiential Learning</u>	77
<u>Independent Studies</u>	78
<u>Transfer Credit from Other Institutions</u>	78
<b><u>Academic Support Services</u></b>	80
<u>Library</u>	80
<u>Learning Commons</u>	80

<u>Bookstore</u>	81
<b><u>Student Services</u></b>	82
<u>Student Affairs</u>	82
<u>New Student Orientation and Convocation</u>	82
<u>Athletics and Recreation</u>	82
<u>Student Government</u>	83
<u>Clubs and Groups</u>	84
<u>International Student Services</u>	84
<u>Student Employment</u>	84
<u>Counselling Services</u>	85
<u>Health Services</u>	85
<b><u>Residence Policies</u></b>	86
<u>Residence Life</u>	86
<u>Residence Facilities</u>	86
<u>On-Campus Housing Requirement</u>	86
<u>Roommate Selection and Assignment Process</u>	88
<u>Meal Plan</u>	88
<u>Non-Academic Accommodation for Housing and Meal Plan</u>	88
<b><u>Administrative Services</u></b>	90
<u>Campus Security</u>	90
<u>Student ID Cards</u>	90
<u>Transcripts</u>	90

<u>Information Technology</u>	91
<u>Parking and Transportation</u>	92
<b><u>University Policies and Operating Principles</u></b>	93
<u>Academic Freedom</u>	93
<u>Human Rights Policy</u>	93
<u>Personal Information Protection Policy</u>	93
<u>Notice of Disclosure of Personal Information to Citizenship and Immigration Canada</u>	94
<u>Research Ethics Board</u>	94
<u>Drug and Alcohol Policies and Support Services</u>	95
<u>Limit of The University's Responsibility</u>	96
<u>Student Accommodation Policy</u>	96
<u>Quest Honour Principle and Protocol</u>	96

# Academic Calendar

## 2017–2018

Quest University Canada operates under the authority of the Sea to Sky University Act proclaimed into law by the British Columbia Legislative Assembly in 2002.

This program is offered under the written consent of the Minister of Advanced Education in effect since 2006, and renewed in 2011, having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).

The official academic year begins on September 5, 2017. Changes in Academic Calendar regulations normally take effect at the beginning of the Fall Term each year unless otherwise stated. Nevertheless, the University reserves the right to revise or cancel at any time any rule, policy, regulation, or schedule published in this Calendar or its supplements. The most current version of the calendar is available online at [www.questu.ca](http://www.questu.ca).

# Welcome to Quest University Canada

## History of Quest University Canada

Canada is a country of new beginnings, a place where history and tradition are respected, but where experimentation and change are embraced. Quest University Canada serves as the standard of excellence in creating new and innovative ways to educate students to meet the emerging demands of the 21st century.

Spearheaded by Dr. David W. Strangway, one of the pre-eminent educators, scholars, and administrators of his generation, the planning for this new independent, secular, not-for-profit liberal arts and sciences university took a decade. His vision of an innovative undergraduate university was first actualized by the proclamation of the Sea to Sky University Act in the British Columbia Legislative Assembly in 2002, followed by the acquisition of a 240-acre parcel of land in the Garibaldi Highlands area of Squamish in 2003.

With a newly constructed \$100 million state-of-the-art campus and a unique curriculum based on the one-course-at-a-time block plan, the University opened its doors in 2007. In the 10 years since, the University has expanded the size of its student body, faculty, and staff to create a truly invigorating and unique educational experience.

Quest University Canada was accredited by the British Columbia Degree Quality Assessment Board (DQAB) in September 2006, and renewed in 2011 and 2016. The DQAB has the sole legal authority to accredit universities in British Columbia.

In September 2007 the inaugural class of students enrolled in the Bachelor of Arts and Sciences (BA & Sc) Foundation Program. Our first graduation ceremony took place in April 2011.

## Mission Statement

Quest University Canada's Mission Statement, approved by the Board of Governors in August 2005, states:

*Intimate... integrated... international...  
our select liberal arts and sciences university goes  
beyond the boundaries of academic disciplines  
and geographic borders in the pursuit of  
knowledge and global understanding.*

In accordance with this mission, the broad purposes of a student's learning experience at Quest University Canada are:

- Personal and intellectual development
- Social engagement
- Preparation for further learning
- Employability

# University Governance

## The President

The President is the chief executive officer of the University and its representative to the outside world; he or she simultaneously holds the office of Vice-Chancellor. The President formally recommends the appointment and reappointment of all faculty to the Board but acts on the recommendation of the Chief Academic Officer and the elected Faculty Performance Review Committee and/or the relevant faculty search committees. The President is responsible for overseeing development of annual and long-term budgets and presents them to the Board for approval. He or she is also responsible for decisions on major capital investments and other long-term management issues. The President is the appeal of last resort for a number of situations and constituencies as specified in the relevant university policies. He or she is also a full voting member of the Board of Governors. The current President is Dr. George Iwama.

## The Board of Governors

The Board of Governors is the entity ultimately responsible for the operation of the University. The Sea to Sky Act specifies that the Board will consist of from three to 11 members who serve for five-year terms and can be re-elected once, following which at least one year of non-membership must elapse before they can resume a position on the Board. The Board is self-perpetuating; i.e., it elects its own members. The Board also elects its own Chair for a two-year term. The Board has fiduciary responsibility for the Institution and formally approves all faculty appointments, the university budget, and all university policies. A list of current members is available online, under About Quest - Board of Governors, at [www.questu.ca](http://www.questu.ca).

## The Chancellor

The Chancellor is the ceremonial head of the University. He or she formally grants degrees to its graduates and can represent the Institution in other capacities to external entities. The Chancellor is elected by the Board and serves for a three-year term; he or she is, simultaneously, a member of

the Board of Governors. The Founding Chancellor of Quest University Canada was Dr. David W. Strangway, FRSC, OC.

## Academic Leadership

The academic leadership team at Quest manages the planning, coordination, and day-to-day operations of the academic and co-curricular programs. The team consists of the Chief Academic Officer, who oversees all aspects of the academic program at Quest; the Dean of Students, who is responsible for the co-curricular program; and five Area Coordinators, who coordinate the courses that fall under one broad field of knowledge. Students are sometimes called upon to consult with members of this team when proposing changes to their degree requirements. For the 2017–2018 academic year, the academic leadership team consists of the following individuals:

Interim Vice President & Chief Academic Officer: Dr. James Byrne

Vice President & Dean of Students: Mr. Darren Newton

Coordinator for Arts and Humanities: Dr. Jeff Warren

Coordinator for Mathematics: Dr. Glen van Brummelen

Coordinator for Life Sciences: Dr. Meaghan MacNutt

Coordinator for Physical Sciences: Dr. Ian Picketts

Coordinator for Social Sciences: Dr. Mai Yasue

## Degree Program Outcomes

By encouraging the personal and intellectual development of its students, Quest University Canada aims to prepare them for the challenges of the 21st century. We strive to educate engaged, creative, and thoughtful leaders, fostering the skills that will guide our students to rewarding careers or advanced studies upon graduation. To that end, we have designed the curriculum with the following learning outcomes in mind. These outcomes serve as benchmarks by which to measure student success, inform our own self-assessment, and guide our efforts to continually improve the Quest program of study.

## Critical Thinking

Critical thinking is the ability to develop a sequence of arguments using linguistic, rhetorical, logical, mathematical, and other tools; to evaluate the work of others; to apply creativity, analogy, knowledge, modeling, and judgment to solve problems; and to reflect upon one's performance and the steps needed to improve upon it. Quest graduates will be able to:

- Evaluate texts and other works of the imagination;
- Analyze problems and contexts by breaking them down into their constituent parts, revealing elements, meanings, and relationships;
- Marshal evidence and develop arguments that build towards a thesis;
- Devise solutions to complex problems, applying knowledge, judgment, and imagination in the process;
- Apply quantitative reasoning skills where appropriate.

## Communication

Communication is the successful exchange of ideas and information. Quest graduates will be able to transmit thoughts using a variety of different media with consideration of their audiences, to listen to others with respect and discernment, and to facilitate effective dialogue. In particular, they will be able to:

- Identify excellence in writing and compose good English prose, as well as express themselves in various disciplinary settings and genres;
- Effectively present their ideas orally to peers and more general audiences;
- Use visual media such as physical models or technologies to aid comprehension;
- Listen effectively in one-on-one and larger discussions;
- Operate well in teams, building consensus and facilitating the exchange of ideas among members of a group;
- Recognize and treat with sensitivity gender and cultural differences.

## Integration / Breadth

Issues in the complex modern world demand the ability to think and work with many distinct methods, and to make connections across disciplinary boundaries. Quest graduates will be able to:

- Operate with the tools and approaches of a diversity of disciplines, including the Arts and Humanities, Social Sciences, Life Sciences, Physical Sciences, and Mathematics;

- Form and articulate connections between disciplines, phenomena, cultures, and societies;
- Bring a variety of perspectives to bear on a single problem;
- Incorporate experiential learning into their outlooks and decision-making;
- Understand and implement the processes of team building and the role of leadership;
- Understand the effect of human activity on the natural environment and recognize the implications of our place in it.

## **International Perspectives**

We are increasingly a global community; good world citizens should therefore respect, understand, and be able to work with communities different from their own. Quest graduates will be able to:

- Identify and work with the central ideas and practices of at least one culture or social group different from their own;
- Gain familiarity with a foreign language;
- Understand the importance of deliberation in the conduct of democracy;
- Identify and articulate their civic rights and commitments.

## **Research**

In a world characterized by the unprecedented availability of information, good research implies the ability to find what is relevant, to assess its reliability, and to process data to reach meaningful conclusions. Quest graduates will be able to:

- Use available search mechanisms (such as online databases) to find relevant data, opinion, or scholarly work on a subject;
- Make informed judgments concerning the value of sources;
- Synthesize acquired information, for example by writing a review paper, leading a seminar discussion, or preparing a presentation on the subject;
- Identify areas of uncertainty or unexplored questions that could lead to fruitful lines of inquiry;
- Recognize different approaches to inquiry in different disciplines, and plan and execute investigations within and across disciplinary boundaries.

## Ethics

The process of articulating beliefs and values, and making responsible decisions in a reasoned manner—in short, living the examined life—is at the heart of a sound education. Quest graduates will be able to:

- Give an account of their ethical principles;
- Analyze and discuss their own and others' ethical practices, applying critical thinking skills;
- Use ethical principles and processes as a basis for action on global and local issues;
- Act with academic integrity, follow the Quest Honour Principle, and justify their academic decisions.

# General Information

## Academic Terms

Quest University Canada offers a Fall Term (September to December) and a Spring Term (January to April), each consisting of four blocks, and an additional Summer Term (May to August) of two blocks. Refer to the 2017–2018 term calendar on page 2 for further detail regarding the precise dates for each block and term for the entire academic year.

## Categories of Students

### Degree Student

A student admitted to credit courses as a candidate for a degree. Normally, each student takes four courses per term, and not fewer than three to be classified as a full-time student.

### Non-Degree Student

A student admitted to credit courses but not as a candidate for a degree.

## Classification of Students by Year

Students are classified according to the number of blocks successfully completed.

- First Year: 0 to 7 blocks (or equivalent)
- Second Year: 8 to 15 blocks (or equivalent)
- Third Year: 16 to 23 blocks (or equivalent)
- Fourth Year: 24 blocks or more (or equivalent)

Note: Non-Degree students are not classified by year.

## **Student Compliance**

While enrolled at Quest University Canada, a student agrees to abide by the legislation, by-laws, policies, codes, and procedures of the University, which may be amended from time to time.

## **Instructional Hours**

Block courses typically consist of 54 hours of scheduled instruction. These block courses normally meet for a minimum of three hours per day, Monday to Friday, over a three-and-a-half week period. Additional activities such as field trips, labs, or group project work may be scheduled at other times of the day. Please consult the course syllabus for each block for further information regarding course requirements.

## **Block Break**

At the conclusion of each Quest block, students are granted a break from studies, typically at least four days in length. Block break officially begins at 5:00 p.m. on the last day of class and ends at 5:00 p.m. on the day prior to the first day of the following block. No mandatory coursework will be assigned during block breaks.

## **Program Planning**

Students are assigned faculty advisors who assist them with their program planning and monitor their progress towards graduation. However, students are ultimately responsible for the completeness and accuracy of their registration and for fulfilling the requirements of their program.

Students who plan to enter a graduate or professional program at another institution upon graduation from Quest are encouraged to consult their advisor as well as the appropriate individual(s) at the receiving institution in order to ensure that they meet the requirements for entry.

# Admission, Registration, and Graduation Requirements

## Admissions

For the most up-to-date admissions information, refer to our website, [www.questu.ca](http://www.questu.ca).

## Applying to Quest

To be considered for admission, a prospective student should submit the following required documents:

- A completed online Admission Application Form, which can be obtained from <http://applynow.questu.ca>. Students may apply to Quest by using the Common Application website, <https://www.commonapp.org/>.
- A current high school transcript. Admission decisions can be made with interim marks. Interim transcripts may be submitted by mail, email, or fax. Before the student starts classes at Quest, an official final transcript must be mailed directly from the guidance office of the student's high school. Electronic copies of the final transcripts are also accepted if sent directly from a state/provincially-approved electronic transcript system.
- A 300-word essay. An applicant may select to write on any one of the Quest essay topics. See website for details and instructions.
- An interview. Once your application is complete, a Quest Admissions Counsellor will review the application. If the application is deemed eligible, the Admissions Counsellor will contact the applicant to schedule an interview. Interviews are conducted either in person, by phone, or through peer-to-peer internet programs such as Skype.

Students are encouraged to submit any of the following optional documents:

- An original piece of work that demonstrates the student's interests, depth, and abilities. This may include a portfolio, photography samples, artwork, video, research projects, music CD, etc.;
- SAT/ACT test scores;

- Reference letters;
- A resume of the student's achievements;
- An additional writing piece (e.g., an assignment prepared in the context of a class).

All documents may be submitted to Quest Admissions by one of the following methods:

- Email: [admissions@questu.ca](mailto:admissions@questu.ca)
- Mail: Office of Admissions and Enrolment Services, Quest University Canada, 3200 University Blvd, Squamish, BC, Canada, V8B 0N8
- Fax: +1-604-815-0829 (Attn: Admissions)

## Important Dates

### December 1

#### **Early Action Deadline**

Prospective students wishing to receive an early admissions decision must complete an online Admission Application Form, submit their supporting documents, and interview with a Quest Admissions Counsellor prior to December 1. Early Action admission decisions are non-binding and will be sent out before January 1.

### February 1

#### **Recommended Admissions Application Deadline**

Students are encouraged to complete their Admissions Application by February 1. After this deadline, admission applications will be reviewed weekly on a rolling basis until the class fills.

### March 1

#### **Financial Aid Application Deadline**

It is recommended that all students applying for Financial Aid (scholarships and need-based aid) submit their applications with all supporting documents by March 1. Financial Aid will still be reviewed after March 1 (with the exception of the full tuition Strangway Scholarship), but priority will be given to those who applied before March 1.

Students wishing to be considered for the David Strangway Award for Excellence (full tuition), LEAP Scholarship, and/or other scholarships and/or need-based aid should complete the appropriate application form from the Quest website. Presidential and Athletic Scholarship applications must be completed within the online Admission Application Form.

### **Mid-April Admit Event**

Admitted students are invited to attend this on-campus event where they will have the opportunity to meet current students, faculty, and staff; attend classes; stay in residence; and have their questions answered. Space is limited for this event.

### **May 1**

#### **Enrolment Confirmation Deadline**

Students must pay the enrolment deposit before this date in order to secure their enrolment in the Fall Term. This deposit is non-refundable after May 1.

### **May 1**

#### **Deferral Deadline**

Students wishing to defer their Fall enrolment for up to one year must pay their enrolment deposit and submit a deferral request form before May 1. Financial Aid (scholarships and need-based aid) is not deferrable. Students can re-apply for scholarships within their re-confirmation of enrolment form and submit a new need-based aid application (both due the following March 1). Need-based aid must be reapplied for annually. Students submitting an application for admission to Spring Term cannot defer their acceptance to another term.

### **After May 1**

Admissions applications are reviewed on a rolling basis, if space is available.

### **Spring Term Deadlines**

Quest accepts students for Spring Term entry. Please consult an admissions counsellor for deadlines and details. Students commencing their studies in the Spring Term are able to apply for all scholarships and need-based aid. Applications will be reviewed weekly, on a rolling basis, until the class fills. Students submitting an application for admission to Spring Term cannot defer their acceptance or financial aid to another term.

## **English Language Requirements**

- The substance of Quest courses and the style in which they are taught demands a high degree of proficiency in reading, writing, speaking, and oral comprehension of English.

- Applicants whose native language is not English are required to submit the results of a TOEFL (Test of English as Foreign Language) or IELTS (International English Language Testing System). Students who achieve at least 580 (paper-based) or 90 (internet-based) with a score of 21 in each of 4 testing sections (internet-based) on TOEFL, or an IELTS score of 6.5 in each of the four areas (reading, speaking, listening, writing), are strongly encouraged to apply. Please ensure that Quest's institution code 8341 is included on the TOEFL sheet.
- Students who have completed schooling in English are exempt from English proficiency test requirements. Their transcript must indicate that they have completed at least one year of full-time study at a high school, university, or college at which English is the official language of instruction for at least 50% of their course work.
- If a student considers his or her English ability sufficient for study at Quest, and has not met the above requirements, he or she may challenge the English requirement by writing a letter to a Quest Admissions Counsellor. An interview will determine whether a student's English competency is acceptable.

## **International Baccalaureate, Advanced Placement, CEGEP, and A-Levels**

- Students may receive up to 4 blocks of credit for IB, AP, CEGEP, or A-Levels courses. Transfer credit is subject to final approval by the Transfer Credit Evaluation Committee. The Committee evaluates each course on a case by case basis, and there is no guarantee that a course will receive transfer credit.
- When approved, IB, AP, CEGEP, and A-Levels credits will count towards elective credits. Credit for Foundation or Focus courses is normally not given, but will be considered on a case-by-case basis.
- To be considered for transfer credit, a course must meet the following minimal requirements:
  - IB – Final grade must be 6 or 7 in a “higher level” (i.e. not standard) IB course;
  - AP – Final grade must be 4 or 5 in a discipline offered at Quest University Canada;
  - CEGEP – Final grade must be a ‘B’ or better, and the course must be a second year course;
  - A-Levels – Final received an ‘A’ mark, and the course must be full A-Levels (not AS-Levels).
- Please consult the section Transfer Credit from Other Institutions for details on procedures.

## **Transfer Admission from Another College or University**

- Transfer students from other universities and colleges are encouraged to apply for admission. Given the unique nature of the Quest curriculum and course of study, the previous coursework done by transfer students will be evaluated individually to determine its applicability and transferability to the Quest degree. Normally, only credits with a grade of 'B' or higher will be considered.
- Fifty percent of all coursework counting toward graduation requirements must be completed at Quest University Canada. This includes credits earned on Exchange or Academic Leave while enrolled at Quest.
- Students entering Quest with prior university experience may be granted at most 8 blocks (one year's worth) of transfer credit at time of entry.
- Please consult the section Transfer Credit from Other Institutions for details on procedures.

## **Mature Applicant**

- Mature applicants are those who have not attempted full-time studies in the last four years. While they may not meet all general admission requirements, Quest will consider their application based on their likelihood of success at the University.

## **Official Transcripts**

- Transcripts must be forwarded directly from the high school, college, and/or university to the Office of Admissions and Enrolment Services.
- International Baccalaureate students must arrange for final official IB results to be sent from the IB organization to Quest.
- AP results must be sent directly to Quest from the College Board.
- Students who choose to submit SAT or ACT results must arrange to have these results sent directly from the testing organizations (Quest's SAT code is 4798; ACT code is 5293).

## **Deferred Enrolment**

Admitted students wishing to defer their enrolment for the Fall Term must do so before May 1. Deferrals to Quest will be granted for a period of no more than one calendar year and only to students who have confirmed their enrolment by means of an enrolment deposit. Students may choose to defer their enrolment when submitting their Enrolment Confirmation Form and deposit. If a student chooses to defer after paying the deposit, they must submit a Deferred Admission Request Form to the Office of Admissions and Enrolment Services prior to May 1. Financial Aid (scholarships and need-based aid) is not deferrable. Students can re-apply for scholarships within their 'Re-Confirmation of Enrolment Form' and submit a new need-based aid application (both due the following March 1). All students are required to re-apply for need-based aid on an annual basis. If a student defers for a year and decides not to attend Quest, the enrolment deposit is not refundable. Students submitting an application for admission to Spring Term cannot defer their acceptance to another term.

## Registration

Registration, or change of registration, is the process of formally recording the enrolment of a student by the Registrar. Registration requires agreement by the student to be bound by the bylaws, policies, codes, and procedures of Quest, and acknowledging that these may be changed from time to time. The registration process validates the student's intent to participate in courses for each term of the academic year.

### Course Registration

First-year and transfer students will be automatically registered in Cornerstone for their first block and Rhetoric for their second block. They will register for the remainder of their courses during the next registration period.

Returning students select their courses online during the registration period held in the prior term. During this period students meet with their faculty advisors to plan their academic programs for the next term and complete the registration process. Registration priority is based on class level.

Students will not be permitted to register for subsequent terms if they have an outstanding balance on their account.

## Change of Enrolment Status

All students accepted into the University are expected to enrol on a full-time basis and make progress toward the degree unless arrangements for an exception are made with the Chief Academic Officer.

Normal progress toward a degree is defined as earning credit for at least three blocks per term in each of two terms in the same academic year (e.g., Fall and Spring Term; Fall and Summer Term; Spring and Summer Term). Failure to make normal progress may result in academic suspension. Students should also be aware that maintaining full-time status is frequently necessary for maintaining both outside and institutional financial aid.

### LEAVE OF ABSENCE

It is assumed that all students are registered for four blocks per term at Quest, for a total of eight blocks per Academic Year (September to April). While three blocks per term is considered full-time for enrolment purposes, any student registered in fewer than four blocks must complete a Leave of Absence request. Any block in which a student is not registered in a class must be recorded as "On Leave" and must be approved by their Academic Advisor, the Dean of Students, and the Registrar's Office. A student on-leave is not permitted to remain in residence unless express permission has been given by the Dean of Students or the Manager of Campus Living. All leave-related forms can be found on the Portal under the Registrar's Office website. If Leave is not requested, tuition will be charged even if the student did not attend classes.

#### Types of leave include:

##### Non-Academic Leave

- Student wishes to take one or more blocks off from studies for personal reasons;
- Student must submit a Non-Academic Leave request three weeks prior to the start of the first block away;
- Student is not permitted to stay on campus unless express permission is given by the Dean of Students or Manager of Campus Living;
- If Leave is not requested, tuition will be charged even if the student did not attend classes.

- Students may take up to one year of Non-Academic Leave. After one year, the student must re-enrol or withdraw from the University
- Once re-enrolled, students are expected to maintain normal academic progress and are not permitted to take another term or year of Non-Academic Leave;
- Students who do not re-enroll and do not formally withdraw, will be administratively withdrawn from the University after a term of inactivity;
- Please consult the Scholarships and Financial Aid section for policies governing awards and bursaries in the eventuality of a non-academic leave.

### **Academic Leave**

- Student applies to study at a different institution that is not an Exchange Partner with Quest (exchange programs have a separate policy);
- Student must submit an Academic Leave request three weeks prior to the start of the first block away;
- Academic Leave will be considered for Study Abroad programs or for admission to other academic programs that are considered complementary to a student's Focus Program for courses not available at Quest and not available at our partner institutions. All Academic Leave must be approved by the Chief Academic Officer.

### **Emergency / Medical Leave**

- Student finds it necessary to withdraw from a course, inside the three week deadline, for medical reasons or personal emergency;
- Emergency/Medical Leaves are reviewed on a case-by-case basis evaluating the student's grade options and tuition charges; No refund or credit is available for housing. Tuition credit is evaluated on an individual basis however no tuition credit will be given for leaves requested after Day 10 of the block.

*PLEASE NOTE – Academic and Non-Academic Leave requests must be submitted three weeks prior to the first day of the leave or the student will forfeit his or her tuition. Refer to the Tuition Refunds section of the Calendar for details of applicable credits.*

### **Withdrawal from the University**

All students who decide to end their education at Quest, or who apply for but do not qualify for a leave of absence, or who wish to transfer to another institution, are expected to formally withdraw from the University. Normally a student cannot stay on campus during a period of absence from

their studies. For extenuating circumstances requiring a student to stay on campus, the student must apply for permission from the Dean of Students.

A student who leaves the University without formally withdrawing or being approved for a leave of absence will be considered withdrawn without permission and may be administratively withdrawn at the discretion of the Registrar.

A student may withdraw from the University by submitting a completed Notice of Withdrawal to the Registrar. This form is available on the Office of the Registrar's Portal website. The date the completed forms are postmarked, e-mailed, or received in the Registrar's Office shall be considered the effective date of the withdrawal unless a later date is noted on the forms. Once withdrawn a student's access to their Quest email account will be terminated and they will no longer have access to the Self Serve and Portal platforms.

Tuition for courses dropped in the process of withdrawal will be refunded according to the tuition refund policy of the University. Refer to the Tuition Refunds section of the Calendar for more details.

If the student is receiving student loans from Canada or the United States, Quest is required by law to give notification to the appropriate bodies indicating the change in enrolment status. This may impact the loan disbursements already received, the student's ability to receive further loan funding, and more. Students are responsible for reviewing these policies from their lender. Further information for Canadians can be found at each provincial student assistance website, and for US students at <https://studentloans.gov>.

### **Re-admission to Full-Time Status**

Students who wish to return to Quest after withdrawing formally or without permission must reapply for admission, scholarship, and financial aid. Students who are re-admitted must follow the degree program and curriculum requirements in effect at the time of re-admission.

Students who have been suspended must apply to the Chief Academic Officer for re-instatement and must reapply for scholarship and financial aid. The academic record of the student remains unchanged upon re-instatement except under exceptional circumstances approved by the Chief Academic Officer. Such exceptions may arise due to medical or personal circumstances that are supported by a written statement from an appropriate health or social service professional stating

the problem, the treatment plan undertaken, and any recuperative or adjustment factors that might reasonably support the exception.

## Graduation Requirements

Graduation requirements for a Bachelor of Arts and Sciences degree (BA & Sc) include the successful completion of the 32 blocks described below; any exceptions must be approved by the Chief Academic Officer. A minimum of fifty percent (50%) of these blocks must be completed at Quest University Canada. In addition to achieving the specified grade point average (GPA) for each term (see Satisfactory Academic Performance), a student must, at a minimum, attain a cumulative GPA of 2.0 in order to be eligible to graduate. Potential graduates must also pay all outstanding fees. Students with outstanding fees will not be graduated, will not receive their diploma, nor will any transcripts be issued, until all fees are paid in full.

Students normally complete the degree program within four years; however, they may have up to six years from registering as a full-time student to complete the degree.

### **Foundation Program—16 blocks (normally constituting the first two years of study)**

- Cornerstone—1 block
- Rhetoric—1 block
- Arts and Humanities, Social Sciences, Mathematics, Life Sciences, and Physical Sciences—12 blocks
- Language Study—1 block
- The Question—1 block of directed research in preparation for the Focus Program
- A minimum grade of 'D' is required for all Foundation courses ('Pass' for Cornerstone and The Question).
- Where the Foundation course is a prerequisite for a Concentration course, a minimum grade of 'C' is required to enrol in the Concentration course.

### **Focus Program—a minimum of 6 blocks**

- The Focus Program consists of courses chosen by a student in consultation with their Academic Mentor and is aimed at investigating a Question related to a student's academic and career aspirations.
- A minimum grade of 'C' is required for all Focus courses. An exception may be made for specialty courses studied at an approved institution outside Quest.

- Normally, Foundation level courses may not be counted toward a student's Focus Program.

### **Electives—a minimum of 3 blocks**

- Electives are courses chosen by students to complement their area of focus or to enable them to pursue other academic interests. Normally these courses receive a letter grade, but students may request that electives be assessed on a 'Pass'/'No Pass' basis. See Grading section for details.

### **Experiential Learning—a minimum of 1 block to a maximum of 4 blocks**

- Experiential Learning is an off-campus, hands-on, supervised experience where a student explores a question that cannot be typically answered in a classroom setting. This mode of learning can take a variety of forms, such as work experience, an internship, volunteer work, or research in a laboratory.

### **Keystone Course—1 block**

- The culmination of the Focus Program, this course consists in participation in the Keystone seminar and presentation of a paper, report, lab project, etc to the Quest and larger community.

Quest University Canada confers degrees at the end of each term, normally each April, September, and December; Commencement (graduation) exercises, however, are held only in the spring. Students must file an application for graduation. Transcripts of work taken at other schools before September of a student's fourth (senior) year and statements of confirmation or exemption must be received by the Registrar before December 31 if they are to be credited toward the student's graduation during that academic year.

Candidates who are not enrolled in the year in which they expect to receive their degree must notify the Registrar's Office before March 1 of their intention to graduate. If there are any transcripts or other kinds of documentation needed to complete their degree requirements, the Registrar will specify the deadline. Fourth-year students on off-campus programs that do not issue final grades before this deadline must necessarily postpone their graduation until August. Even though a student may complete her or his requirements immediately after Commencement, the diploma will not be awarded until the next degree conferral period.

Students who are within three courses of completing their degree requirements, have earned at least 29 course credits, have a grade point average of 2.0 or higher, and have paid in full the

balance on their Quest account may participate in the Commencement exercises with their class. In such cases the student receives a blank diploma and is not considered a graduate. The student's diploma will be conferred at the degree conferral date following the completion of her or his remaining degree requirements. Students who participate in the Commencement exercises as non-graduates do not participate again when their diploma is actually conferred. To apply to participate as a non-graduate and to graduate in August, January, or the following spring, consult the Registrar before March 1.

Students who elect to participate in Commencement as non-graduates do so with the understanding that they will not be ranked within the graduating class of that or any other year and may not be eligible for certain honours conferred upon those seniors scheduled to be graduated in the spring. A student who believes that he or she may qualify for such honours should postpone graduation until the following spring and thereby retain his or her eligibility.

Non-graduates who elect to participate in Commencement have 12 months in which to complete their final requirements, either by returning to Quest or by transferring their final, pre-approved credit(s) to Quest. If the credits are not completed within that time period, students are considered to be withdrawn from the University and, if they wish to complete their degree at a later date, must meet the requirements in effect in the Calendar at that time.

# Fees and Financial Information

## Services of the Finance Office

The Finance Office manages all finance and accounting functions at Quest University Canada. This includes the collection, recording, and reporting of all revenues of the University, as well the receipt of donations when applicable. This office is also responsible for the payment, recording, and reporting of all expenses and payroll of the University.

The Finance Office manages all student account information and billing. This includes issuing student statements and the collection of student fees (tuition, room, and board). The Finance Office is also responsible for issuing annual T4s and student T2202As and T4As, as required by law.

### Estimated Cost of Attendance

Estimated Cost of Attendance<sup>1,7</sup> (2 Terms, 8 Blocks). Actual costs will vary depending on each student's selection of room, meal plan, and individual expenses.

Tuition	Canadian \$34,000	Non-Canadian \$34,000
Room and Board <sup>2,3</sup>		
• Double/Single	\$6,100 / \$7,500	\$6,100 / \$7,500
• Meal Plan (Half/Full)	\$2,675 / \$5,350	\$2,675 / \$5,350
Books	\$350	\$350
Student Association Fee	\$200	\$200
Medical Insurance <sup>4</sup>		\$800
<b>Subtotal</b>	<b>\$43,325 - \$47,400</b>	<b>\$44,125 - \$48,200</b>
Personal Travel	\$0 - \$2,500	\$0 - \$2,500
Personal Expenses <sup>5,6</sup>	\$2,000	\$2,000
<b>Total billed and unbilled costs</b>	<b>\$45,325 - \$51,900</b>	<b>\$46,125 - \$52,700</b>

- (1) All costs are listed in Canadian dollars.
- (2) A range of smaller meal plans are available after the first year of study, depending on a student's housing choices.
- (3) Meal plan funds expire only at the end of the Spring Term, so students should budget and use their funds accordingly.
- (4) The Medical Insurance fees for the year must be paid in full with the Fall Term fees.
- (5) All students are required to have a tablet or laptop computer.
- (6) Students who bring a vehicle to campus should plan for additional related expenses, including a fee for parking.
- (7) Note that there are a limited number of rooms and room styles available in each residence building. Please ensure that you complete your housing application, indicating your preferences, by the deadline indicated. We try to accommodate all requests, but cannot always do so. Please note that applications submitted after the deadline may have limited options in terms of building/floor preference. If you apply after the deadline, you may be required to take either a single or shared room, based on availability, and will be charged that amount for your housing.

## Payment of Fees for Tuition, Room, and Board

Students are required to pay all fees (including tuition, room, and board) prior to the payment due date listed on their billing statement for each term in which they are registered. The payment due date will generally be August 1 for the Fall Term, December 15 for the Spring Term, and April 24 for the Summer Term. Any unpaid balances will be assessed a 1.5% monthly (19.5% annually) interest charge beginning the 1st of the following month.

Please note that students cannot check into residence or begin class until fees are paid for the upcoming term. Students will not receive grades or any official transcripts, nor will they be able to access course registration for future terms, until fees have been paid in full.

After the payment deadline has passed, any student who has not paid, or made arrangements to pay with the Student Accounts Office, may be removed from their classes and selected housing.

If there are any questions or concerns about payments to the University, please contact the Student Accounts Office.

## Tuition Fee Schedule

Term	\$500.00 Enrolment Deposit Due	Statement Issued	Fees Due
Fall	April 1 (May 1 for Fall Term incoming students)	End of June	August 1
Spring	October 1	End of October	December 15
Summer	February 1	End of February	April 24

## Enrolment Deposit

All students are required to submit a \$500 deposit in order to secure their enrolment in each academic term and to be eligible for online course registration. The enrolment deposit deadline for returning students is generally April 1 for the Fall Term, October 1 for the Spring Term, and February 1 for the Summer Term. New students who are admitted to join the University in the Fall Term will be required to submit the deposit by May 1 (or within two weeks of admission for those admitted after this deadline). The enrolment deposit will be applied as a payment to subsequent term fees. Fees must be paid in full prior to registration into the following term.

Requests for enrolment deposit refunds must be made in writing and received by Quest or postmarked by the deposit deadline. After the deadline, enrolment deposits are non-refundable.

Please note: All students are required to pay the enrolment deposit by the due date regardless of tuition funding sources, e.g., student loans, scholarships, or external sponsorship.

## Residence Damage Deposit

All students living in on-campus residences are required to submit a \$500 damage deposit prior to move-in. Upon graduation or withdrawal, the deposit, less the costs of any required cleaning or damage repairs, is refundable, barring any other outstanding charges on the student's account.

# Tuition Refunds and Credits

## **Withdrawal Before Term Begins**

A student who withdraws from the University no later than one week prior to the start of any term will be eligible to receive a full refund of any tuition and other fees paid for that term with the exception of the enrollment deposit.

## **Withdrawal After Term Begins**

A student who withdraws from the University during the first block of the term, up to and including the two days of Block Break, is eligible for a tuition and meal plan refund for the third and fourth blocks of that term. Withdrawing after the end of the first block of the term will normally result in no refund. Fees for residential rooms are not refundable after the term begins.

## **Leave of Absence**

A student who intends to take a leave of absence for one or more blocks must submit a completed leave request, including all required signatures, three weeks prior to the start date of the leave to be eligible to receive a credit for tuition and meal fees paid toward the period of leave. A student who submits a leave request after this deadline will not be eligible for any credits for payments made toward the period of leave. For Non-Academic Leaves (including Medical and Emergency), any credit received applies only to summer blocks, and expires at the end of the Summer Term of that academic year; for Academic Leaves, any credit received expires within one calendar year. Fees for residential rooms are not refundable after the term begins. Normally, students who are not taking a class are not permitted to remain on campus, unless exceptional permission is given by the Dean of Students or Manager of Campus Living.

Please see the table below for a summary of refund eligibility for students taking blocks away from Quest for various reasons who have submitted all required paperwork by the respective deadlines.

<b>Reason for the Leave</b>	<b>Tuition</b>	<b>Housing</b>	<b>Meal Plan</b>
<b>Experiential Learning</b>	Paid to Quest	Non-refundable room credit <sup>1</sup>	Block meal credit
<b>Study at Partner School</b>	Paid to Quest	Paid directly to the partner institution <sup>2</sup>	Paid directly to the partner institution
<b>Approved Language Program (Academic Leave)</b>	Tuition credit with 3 weeks' notice (credit expires within one calendar year)	Non-refundable room credit <sup>1</sup>	Block meal credit
<b>Study at Another Institution (Approved Academic Leave)</b>	Tuition credit with 3 weeks' notice (credit expires within one calendar year)	Non-refundable if leave requested after term begins <sup>3</sup>	Block meal credit
<b>Suspensions, Expulsions, and Mandated Leaves of Absences</b>	Non-refundable	Non-refundable	Block meal credit
<b>Leave for Other Approved Reasons (Non-Academic Leave)</b>	Tuition credit with 3 weeks' notice; credit forwarded to Summer Term only (i.e. Fall credit will forward to Summer, not Spring)	Non-refundable	Block meal credit
<b>Medical or Emergency Leave</b>	If approved, credit forwarded to Summer Term only; no tuition credit for requests made after Day 10 of the Block	Non-refundable	Can be used as per meal plan policy

**IMPORTANT – If you are receiving any type of government Financial Aid, you must check your Federal and Provincial/State policies regarding leaves or a break in study period. For example some governments, such as British Columbia, require six weeks' notice. Failing to follow policy may jeopardize your future government Financial Aid applications.**

- (1) Credit will only be granted when the opportunity requires the student to live outside of the Squamish area, and up to a maximum of two blocks per academic year.
- (2) Unless other arrangements are in place for exchanges with the specific partner institution. Contact the Dean of Students for details.
- (3) The student is responsible for organizing and paying for their accommodation arrangements for the term at another institution.

### **Credit for Medical Emergency**

A student who cannot complete a course due to a documented medical emergency may be considered for a tuition credit. If approved the tuition credit will be forwarded to the Summer Term (i.e. Tuition credit from the Fall Term will forward to the Summer Term, not the Spring Term). The student must submit the Medical/Emergency Leave Form along with the mandatory medical documentation to the Registrar's Office within one week of withdrawing from class. The medical document must list the specific dates of medical treatment received and must be signed by the administering medical professional. If a medical note is not provided within one week of the beginning of the Leave, tuition credit will not be considered. Furthermore, tuition credit will not be considered for Medical Leave requests made after Day 10 of the Block. Requests made after Day 10 will still be considered for grade review ('W' for 'withdrawn' vs. an 'F') provided all required information and forms are submitted.

# Scholarships and Financial Aid

Quest is committed to helping make its unique education accessible and affordable to all qualified students. To lessen the difference between a family's resources and the cost of attending Quest, the University provides scholarships, need-based aid, and a Work-Study Program. Quest also requires that students take advantage of external funding opportunities. Quest is an approved institution to receive student loans from all provinces in Canada as well as from the United States Department of Education and the Sallie Mae Smart Option Student Loan Program.

## Definitions

**Financial Aid:** Money that is given or lent to students in order to help pay for their education.

**Scholarship:** A scholarship is non-repayable funding awarded to a student who meets defined scholarship criteria that takes into account a variety of achievements that may include high levels of academic excellence, leadership, volunteering, and other accomplishments.

**Need-Based Aid:** Also may be referred to as Bursary, need-based aid is non-repayable funding awarded to students who demonstrate unmet financial need as assessed by Quest through an application process.

## Scholarships

Quest scholarships are offered to entering first-year students and are renewable for up to four years or 32 blocks, provided students maintain scholarship-specific eligibility and do not have any outstanding fee payments owing to the University over \$100.00. Applicants may qualify for these scholarships based on academic merit, leadership qualities, talent, and other personal qualifications.

All Quest scholarships are considered Entrance Awards and, as such, must be applied for along with a student's application for admission to Quest, and not at a later date. If a student wishes to apply for funding from the University during the course of their studies, only need-based aid applications are accepted.

In addition to Quest's own scholarships, students should research outside external awards. Several online resources are available for such purposes; high school guidance offices can also be a good source of information and assistance.

## **Quest Entrance Scholarships:**

### **1. David W. Strangway Award for Excellence**

#### **Full Tuition**

Named for the University's first President and Founding Chancellor, the David W. Strangway Award for Excellence honours the extraordinary career of Dr. Strangway and his vision that created Quest University Canada. The award provides full tuition for four years. The goal of the award is to grant access to Quest's unique education to outstanding students regardless of their background, country of origin, or ability to pay. The recipients of this award will have achieved very high levels of academic excellence combined with an outstanding record of leadership and service. Students with a high school average above 90% (3.75 US or equivalent) are encouraged to apply.

Students applying for the David Strangway Award for Excellence must submit a maximum 300-word personal introduction to the Faculty Selection Committee. The Committee will begin reviewing applicants for this award after March 1. Winners will be notified no later than April 1. Up to six full tuition awards are offered each year.

## **2. Quest University Canada Presidential Scholarships**

**\$2,000 to \$18,000/year**

The Quest program is rigorous, and an important criterion for a scholarship is the applicant's academic record. This is not evaluated by strict numerical limits, however; we are more impressed by a student who has done well in the most challenging courses available rather than one who achieved the highest grades by choosing an easier route to graduation. We are also interested in extracurricular activities—not the number of different clubs a student joined, but the passion with which they pursued non-academic interests and the impact made on compatriots and community. Some ways that students have demonstrated this is through sports, community service, leadership, theatre, clubs, volunteering, and other expressed talents. Quest University Canada Presidential Scholarships are awarded to applicants who have demonstrated an eagerness to learn, an ability to lead, a willingness to contribute, and a passion for excellence. Students must submit their scholarship application within their online Admissions Application. Although optional, it is strongly suggested that students submit reference letters and a resume of personal achievements to support their scholarship application. Quest University Canada Presidential Scholarship applications submitted by the March 1 deadline are given priority.

## **3. Quest University Canada Athletic Scholarships**

**\$2,000 to \$18,000/year**

Quest University Canada Athletic Scholarships are awarded to incoming students who possess extraordinary athletic skills and have been selected to represent Quest on our varsity athletic teams—soccer and basketball. Students must submit their scholarship application within their online Admissions Application. Quest University Canada Athletic Scholarship applications submitted by the March 1 deadline are given priority.

#### **4. Quest University Canada LEAP Scholarships**

**\$10,000/year**

The Leaders in Elite Athletics & Performance Program (LEAP) allows athletes to pursue both an education and excellence in their athletic careers. The program specifically caters to athletes pursuing their sport at a professional or highly competitive level. Quest University Canada LEAP Scholarships are awarded to incoming students who are selected into the LEAP program at Quest. This scholarship recognizes their past achievement and future potential. Students must indicate within their online Admissions Application that they plan to apply for the LEAP program. A separate LEAP application must be submitted. LEAP applications submitted by the March 1 deadline are given priority.

#### **SCHOLARSHIP RENEWALS**

1. Renewable for up to four years or 32 blocks.
2. Enrolment in courses at Quest or Quest official partnering institution.
3. No outstanding fee payments owing on the student account over \$100.00.
4. Students must maintain Satisfactory Academic Progress. This is defined as a GPA in excess of 1.6 in the first semester, 1.8 after the first year, and 2.0 thereafter.
5. Meeting all other defined scholarship criteria specific to each scholarship type:
  - Athletic Scholarships- students must remain on the varsity team.
  - LEAP Scholarship- students must remain a part of the LEAP program.

Unless otherwise stated an annual scholarship is divided into two terms (fall/spring) and pro-rated based on course enrolment. Students with summer enrolment should contact the Financial Aid Office to discuss any summer funding opportunities.

## SCHOLARSHIP PROBATIONARY STATUS

**Satisfactory Academic Progress:** Students not meeting satisfactory academic progress as defined by the most recent Quest Academic Calendar will be put on scholarship probation for the next term of enrolment following the commence of this status. A student will be required in advance of the start of the term to have an interview with a designated member of the Financial Aid Office to review the terms and conditions of scholarship probation. Students not meeting satisfactory academic progress may be granted one 'grace' period (one term) without a reduced or revoked scholarship to help support their return to satisfactory academic progress. If satisfactory academic progress is not achieved, the Financial Aid Office can permanently revoke any further scholarship renewal.

## Need-Based Aid

Quest need-based aid (bursaries) are non-repayable funds provided to students who demonstrate assessed unmet financial need through our Quest Financial Aid application process. Students **must apply prior to each academic year** to be considered within published deadlines. There is no automatic renewal and need-based aid may fluctuate from year-to-year. Students receiving funding from government student loan programs, funding from a student line-of-credit or similar funding source to support their cost of attendance will be considered in greater financial need and students are expected to utilize external funding options.

### **The Quest Financial Aid Deadline for entering students is March 1.**

Students may apply for Financial Aid after this deadline, but priority is given to students who submit their applications by March 1.

### **The Quest Financial Aid Deadline for returning students will be late spring - check the Quest Portal regularly for updates and deadline.**

Unless otherwise stated annual need-based aid is divided into two terms (fall/spring) and pro-rated based on course enrolment. As need-based aid is primarily assessed on a student's financial information, the Financial Aid Office reserves the right to re-assess a student's application during the academic year if it is found that related information was not reported (e.g. external award, grants etc.). Students with summer enrolment should contact the Financial Aid Office to discuss any summer funding opportunities.

Students awarded need-based aid are also eligible for Quest Work-Study. See Quest Work-Study for details.

**Satisfactory Academic Progress:** Students not meeting satisfactory academic progress as defined by the most recent Quest Academic Calendar will be put on need-based aid probation for the next term of enrolment following the commence of this status. A student will be required in advance of the start of the term to have an interview with a designated member of the Financial Aid Office to review the terms and conditions of need-based aid probation. Students not meeting satisfactory academic progress may be granted one 'grace' period (one term) to receive need-based aid if applied for and eligible to help support their return to satisfactory academic progress. If satisfactory academic progress is not achieved, the Financial Aid Office may not accept future need-based aid applications.

**Appeals:** Appealing need-based aid once a decision is made by the Financial Aid Office is based on demonstration of a significant sudden change in financial resources from what was originally reported on the application that directly impacts the student. Contact the Financial Aid Office to request an appeal application.

## Student Loans

Student loans is financial assistance for eligible students provided by the federal/provincial governments. Funding may consist of loans, grants, or a combination of both loans and grants. Some loan programs are offered to students in both full-time and part-time study.

Within Canada each province or territory has its own student aid provider; for example, StudentAid BC. The Quest website contains a list of Canadian government student loan providers.

For the USA, Quest is a United States Department of Education Title IV-approved institution giving eligible applicants access to the Federal Student Aid funding through the William D. Ford Federal Direct Loan Program. The Quest University Canada institution code for this program is **G40753**. Applicants apply through FAFSA on the web (Free Application for Federal Student Aid). Following the submission of a FAFSA application the applicant must also complete a mandatory on-line interview as Quest is considered a foreign school and additional questions not captured on the FAFSA are required to be answered. Visit <https://questu.vfao.com/>

\*PELL Grants and some other types of benefits under the William D. Ford Federal Direct Loan Program are not issued to students attending study outside of the USA. It is strongly recommended that you check with FAFSA if assessed for a PELL Grant or other benefit as it may not actually be awarded.

It is strongly recommended that students interested in applying for student loans complete and submit their application a minimum of 8 weeks prior to the start of classes. Many loan program applications consider an assessment based on an academic year.

## Leaves of Absence and Financial Aid

A leave of absence of any type (e.g. academic or non-academic) and of any duration from Quest can impact a student's financial aid by way of re-assessment or ineligibility. Taking leave may impact government student loans, scholarships, and/or bursaries (need-based aid) whether Quest's or external, Work Study eligibility, and more. Decisions made by Quest academic faculty and/or staff regarding a student's leave may not necessarily reflect those of the Financial Aid Office as many financial aid programs are governed by their own policies.

It is strongly recommended that prior to any type of leave that the student contact the Financial Aid Office to review their type of leave and possible impacts to their financial aid. Unless extenuating circumstances present, this contact should be made no less than 15 business days prior to the leave. Even if a student does not consult the Financial Aid Office, a designated member of the Financial Aid Office reserves the right to follow financial aid policies applicable to the financial aid the student is receiving.

As most financial aid is awarded based on each academic year, Quest need-based aid is not transferrable to a future academic year if not used in full or part during the academic year in which awarded.

## **FINANCIAL AID APPOINTMENTS**

Due to the confidential and complex nature of student financial aid matters, it is preferred that students book an appointment with the Financial Aid Office so that a brief explanation of the matter to be discussed is determined in advance and the Financial Aid Office can prepare for your visit. Appointments are booked during regular business hours based on availability. Contact [financial.aid@questu.ca](mailto:financial.aid@questu.ca).

## **Work-Study**

The Quest Work-Study Program is designed as part of our financial aid system to assist students with the cost of their education while simultaneously meeting the operational needs of the University. Students with Work-Study allocations are not required to accept an on-campus position; they may choose to take an off-campus job or make up their stated need in some other manner. On-campus jobs will be offered to those granted Work-Study allocations, with other employment available by application for all Quest students.

All Work-Study campus employment positions pay \$11.28 per hour, meaning that the maximum allocation of \$1,354 would require working approximately four hours per week over the 32 weeks of classes in an academic year (minus the first week of each term). Some positions will have regularly scheduled hours, while others may involve specific projects. All students will be responsible to a staff or faculty supervisor who will evaluate their performance and reliability; students who fail to show up for scheduled work periods, or fail to perform satisfactorily may lose their work position and are not guaranteed a replacement position. A limited number of opportunities to work these hours in a full or part-time capacity may be available for students arriving early owing to their obligation to sports teams or based on operational needs, or their leadership positions on campus, as well as in May following the end of the Spring Term.

# The Bachelor of Arts & Sciences Curriculum

## Overview

The Bachelor of Arts and Science degree (BA & Sc) requires the completion of 32 blocks of instruction, divided evenly between the Foundation and Concentration Programs. A full block consists of 54 hours of classroom time. Each block contains 18 days of classroom instruction, and each day includes a minimum of three hours of formal meeting time. Block scheduling allows for considerable flexibility to accommodate a range of additional class-related activities, including field trips, laboratories, study groups, and peer tutoring. Normally, a student completes four blocks in an academic term, and attends two terms per calendar year, but could attend for all or a portion of a third term as well.

1. FOUNDATION PROGRAM REQUIREMENTS (1ST & 2ND YEAR)				
This mandatory program is comprised of 16 BLOCKS from across the disciplines and is meant to introduce students to the breadth of human knowledge.				
CORNERSTONE 	EVOLUTION 	TEXTS 	SOCIAL SCIENCES 	
RHETORIC 	BIODIVERSITY OF BRITISH COLUMBIA 	SCHOLARSHIP 	Select 3 of the 4: <ul style="list-style-type: none"><li>• POLITICAL ECONOMY</li><li>• DEMOCRACY &amp; JUSTICE</li><li>• GLOBAL PERSPECTIVES</li><li>• SELF, CULTURE, SOCIETY</li></ul>	
ENERGY & MATTER 	WHAT IS LIFE? 	CULTURE 		
EARTH, OCEANS, SPACE 	MATHEMATICS 	LANGUAGE Select one: <ul style="list-style-type: none"><li>• ANY LEVEL 2 OR ABOVE IN E.G. FRENCH, SPANISH, OR CHINESE OFFERED AT QUEST</li><li>• ANCIENT GREEK 1 AND CLASSICAL LATIN 1</li><li>• ANY APPROVED LANGUAGE AT LEVEL 2 OR ABOVE AT ANOTHER INSTITUTION</li></ul>	QUESTION 	

## **2. CONCENTRATION PROGRAM REQUIREMENTS (3RD & 4TH YEAR)**

The Concentration Program investigates one theme related to a student's individual Question, either in a single discipline or across multiple disciplines.

### **A. FOCUS COURSES**

The Focus Courses emphasize depth of understanding, sustained attention, and reflection on a Question of personal importance to the student. **MIN 6 BLOCKS**



### **B. EXPERIENTIAL LEARNING**

Experiential learning allows students to formulate and pursue a question, the answer to which is not available in a classroom setting. This mode of learning emphasizes hands-on experience in a variety of forms. The goal is for students to link knowledge with practical application, both by enriching practice with knowledge and by generalizing from practice so what is experienced becomes relevant in other contexts. **MIN 1 BLOCK / MAX 4 BLOCKS**



### **C. ELECTIVES**

Electives are courses chosen by students to complement their area of concentration or to enable them to pursue other academic and post-graduate interests. **MIN 3 BLOCKS**



### **D. KEYSTONE**

The last block at Quest in which students prepare the final presentation of their Keystone project. **1 BLOCK**



A list, with descriptions, of all active foundation and concentration courses is available in the Quest Portal in the Registrar's Office section.

## Foundation Program

The Foundation Program is a set of 16 courses that provide students with a broad base of knowledge, skills, and perspectives from across the liberal arts and sciences. The Foundation Program, typically comprising the first two years of study, gives students a solid intellectual base from which to build their Concentration Program in their final two years. The Foundation begins with two featured courses.

### Cornerstone

The Cornerstone block is the first course that students take upon entering Quest. As with all Quest courses, section size is limited to 20 students each. The question guiding the current Cornerstone course is, "What is knowledge?" To foster critical thinking on this question, the faculty have collectively designed the course to incorporate the insights and methods of a number of disciplines, including philosophy, literature, history, anthropology, psychology, mathematics, and the experimental sciences. Students will reflect on their assumptions about knowledge; evaluate knowledge claims in the experimental and theoretical sciences; consider what knowledge itself is; and engage in field research and outdoor activities in the spectacular natural surroundings of our campus.

The Cornerstone block is not simply a first course in a traditional field of study; it is a preparation for the unique educational journey provided by Quest.

This essential building block serves as:

- An introduction to the fast-paced and intensive one-block-at-a-time curriculum model;
- An orientation to the requirements of university-level study;
- An expansive investigation into the depths and subtleties of the course question;
- An exposure to the range of knowledge and skills students develop throughout their studies at Quest;
- A microcosm of the Quest education as a whole, built on multidisciplinary, integrative, inquiry-based learning and questioning.

## Rhetoric Course

All scholars read and write, make presentations of their findings, and engage in other rhetorical pursuits to participate in academic and public conversations. These conversations require that they make different kinds of compelling arguments—written, verbal, and visual—to particular audiences. Rhetoric at Quest is primarily designed to help to help students at all levels become better participants in these scholarly and community interactions.

Students who complete Quest's Rhetoric Course should be able to:

- demonstrate an emerging awareness of the conventions of academic discourse by using a particular style to create citations;
- develop strategies to overcome research-related barriers;
- write a Rhetoric Action Plan goal for incorporating feedback into drafts and revisions;
- attempt to escape the five paragraph essay pattern;
- develop critical reading strategies for engaging with academic readings;
- effectively incorporate diverse resources into a variety of arguments: (1) demonstrate the ability to summarize and paraphrase; (2) use quantitative information as evidence in an argument; (3) incorporate, interpret, or analyze images.

## Foundation Curriculum

Carrying forth from Cornerstone and Rhetoric, the Foundation Program has students acquire a breadth of skills and knowledge appropriate to a liberal education, not merely as an inherited tradition but as necessarily and actively applied to the modern-day world. In the Foundation, students "learn how to learn" through exposure to and the application of modes of thought as used by a wide range of academic disciplines. In particular, we consider it essential that students confront and work seriously with fields of knowledge outside of their own personal specialty or area of comfort; we do not want students to be able to "get by" without challenging themselves in disciplines they may initially prefer to avoid.

Six blocks of the Foundation have been set aside to examine significant ideas in the natural sciences and mathematics. In them, students will learn to understand the structure of mathematical proofs, conduct research in the field and the lab, model complex systems, and test theories. They will also develop basic familiarity with foundational theories such as conservation

of energy and evolution. In these Foundation blocks, students will become scientifically and mathematically literate citizens.

Six more blocks of the Foundation are devoted to the study of the arts, humanities, and social sciences. Students will learn to read closely, use qualitative and quantitative methods to understand their societies, and interrogate the political structures of Canada and other nations. They will also read major philosophical and literary works, as well as scholarly landmarks. In these Foundation blocks, students will become sharp and rigorous critics of themselves and their societies.

Intercultural questions emerge in a variety of courses, and through the presence of students from diverse nations. Students develop global civic skills by becoming familiar with a new language, either at Quest or through study at language immersion destinations all over the world. The Language Study requirement asks students to successfully complete a course in a language that is not native to them at an intermediate level (Level 2 or equivalent), or to take two introductory level courses in classical languages such as Latin or ancient Greek. Students for whom English is a second language may take one Quest Concentration block of literature in English to meet this requirement. Please consult the Language Study section of the Calendar (under Policies Governing Courses Which May Be Completed Off-Campus) for details on policies governing this requirement.

Our Foundation aims to be integrated and interdisciplinary, while respecting the individual strengths of different disciplinary approaches to uncovering and constructing knowledge. Liberally educated students need to be aware of these different modes of seeking knowledge, and respect the value of that diversity. They must know enough about them to be able to apply more than one mode of academic investigation to a question. In the Foundation, students learn from a variety of faculty members so that they can better choose an academic direction of focus and mentor for the Concentration Program. Thus, the Foundation Program prepares students for the advanced work they encounter in the Concentration Program of their final four terms.

## The Question Course

The students shift from the Foundation Program to their Focus Program by creating a Question that they use to frame their personal direction of study. This Question is formed during the Question course, which is one of the final courses they take in the Foundation Program. With the help of the course tutor and a prospective faculty mentor, students work independently in this block to structure the various aspects of their Focus Program for their third and fourth years of

study. The course considers the role of the Foundation courses, experiential education, co-curricular programs, language study, study abroad, and research methods in developing a plan for the final years at Quest.

## Concentration Program

The Concentration Program in the final four terms differs from the first four of the Foundation Program, shifting from breadth of knowledge to depth of understanding. We define “depth” as the sustained attention over a number of blocks to a question of personal importance to the student. Attaining a measure of depth means knowing what a good question is and knowing how to inquire into it. It is a skill for life and a preeminent achievement of a liberal arts and sciences education at Quest.

The Concentration Program consists of the individualized Focus Courses, Experiential Learning blocks, Electives, and the Keystone course.

Note that the term “Concentration Courses” refers to any course that begins with a number 3 or 4. These courses may be taken as Focus Courses or as Electives.

### Principles Underlying the Selection of Focus Courses

Over a minimum of six blocks, students work on a focused academic inquiry of their own creation, based on their own Question. Building from the broad base of disciplinary approaches encountered in the Foundation, each student designs a Focus Program that highlights and focuses their academic interests, approved and supervised by a faculty mentor. The student’s Focus Courses investigate one topic or theme (phrased as a question), either in a single discipline or across disciplinary boundaries.

Each student’s Focus Program, designed during the Question course and approved by at least two faculty members, consists of four elements:

1. Statement of the Question;
2. Focus Course plan;
3. List of related readings called “Touchstones;”
4. Keystone project.

Depending on the nature of the individual program, it may also include experiential learning components (service learning, an internship, etc) or a semester abroad. In principle, nothing limits the variety of Focus Programs that students develop at Quest—we expect our students to surprise and challenge us.

## Statement of the Question

The Question, created during the Question course (above) is formalized in a several-page proposal outlining the area of inquiry, a Focus Course Plan, and a list of Touchstone works. The faculty expect Questions to reflect the unique interests of each student; consequently, students have the opportunity—and the obligation—to shape their own education. Some descriptions of students' Questions, and their associated Focus Course choices, are provided below as examples.

The Question proposal serves as the focal point for an ongoing conversation between student and mentor over the next two years, and for the student's design and implementation of a Keystone project. Close work one-on-one between a student and his or her mentor is often the most demanding and rewarding aspect of an undergraduate education and is an integral part of the Quest experience.

## Focus Course Plan

The Question acts as a lens through which students select the courses they intend to take in the Focus Program. The Course Plan includes a minimum of six blocks directly relevant to the Question (i.e. the Focus courses), and a minimum of three elective blocks that may provide interesting sidelights on the student's topic. A minimum grade of C is required for Focus courses.

Quest's interdisciplinary approach aims to develop students' curiosity about the world. To do justice to the complexity of a good Question, we encourage students to develop a Focus Course Plan that crosses boundaries of traditional disciplines, takes advantage of relevant exchange opportunities at partner institutions, and includes experiential learning components. At the same time, it must remain coherent and rigorous, and focused on providing both depth and breadth in the area of the Question.

## Touchstones

As a constitutive part of the Focus Program, students and their mentors identify at least five Touchstone works that deepen their inquiry into their Question. These may be books, sets of articles, or works in other media, depending on the nature of the Question. They represent essential, definitive works that both educated members of the public and experts in a field might be expected to consult. These works may be studied as part of Focus courses, or they may be extracurricular materials that a student studies more independently. Together, the Touchstones provide students with a broader context for the issues underlying their Question, and form the basis of their continuing discussion with their mentors. By introducing students to the language and concepts used by thoughtful professionals who work in the field, studying these works prepares students to enter comfortably into an informed conversation about their topics of interest.

Although a good Question is never answered definitively, the Question proposal offers each student the opportunity to design a self-guided education and to craft a meaningful, nuanced, and global response to his or her Question that is alive to the world as we know it in the 21st century.

## Keystone Project and Course

The Question provides a springboard for the Keystone project—a serious and carefully planned focused expression of a student’s progress on his or her Question (akin to an advanced undergraduate or honours thesis). The Keystone project may take many forms. For example, the final work might be a documentary film, a research paper presented at a public symposium, the results of a lab research project, a policy brief, a poster presentation at a professional conference, a work of creative writing, and so on. By gradually preparing themselves over the course of four semesters, students will have acquired the necessary skills to make the project successful and rewarding.

In the Keystone course, the students’ final block at Quest, students reflect on their Quest education and prepare for the public presentation of their Keystone project. The course itself counts as one block, although the work on the Keystone project will be spread out over time. The Keystone project draws upon the methods and knowledge that have been acquired throughout the Focus Program. It incorporates a presentation of final work that not only displays mastery of content, but

also the skills to communicate the importance of the work to a group of external assessors. The public presentation offers the student the opportunity to describe the nature of the Question as well as the research and analysis that has resulted in the final work. It demonstrates the ability to think independently, critically, and creatively. The Keystone project is the culmination of one's undergraduate experience.

In summation, the Keystone project gives positive evidence that the purposes of a Quest education have been achieved: personal development, focused and deep intellectual inquiry, social engagement, and preparation for employment or further study. Most of all, it shows that the Quest graduate is well prepared for a lifetime of learning.

## Experiential Learning

Experiential learning is another dimension of the Quest principle of integrated learning. It allows a student to formulate and pursue a question, the answer to which is not otherwise available in a classroom setting. This mode of learning emphasizes hands-on experience in a variety of forms. The goal is for students to link knowledge with practical application, both by enriching practice with knowledge, and by generalizing from practice so what is experienced becomes relevant to other contexts.

The "extended classroom" of experiential learning is able to provide students with:

- Insight into how experts in a field of interest live and work;
- Preparation for employment or further study in a certain field;
- Learning about the composition and development of diverse communities;
- An opportunity for personal growth, networking, and civic engagement;
- Exposure to different cultures and travel throughout the world.

Experiential learning can take varied forms, including, but not limited to, the following:

- Employment in a field related to the area of Focus;
- Exploration of a career of interest via internships or volunteer work;
- Work in a non-profit community or organization;
- Study within the framework of a community-based project;
- Direct political activity or support of a political organization;
- Practical research as part of a scientific, practical, or artistic project.

Each Experiential Learning block must be supervised by the student's faculty advisor or, as appropriate, another Quest tutor. To undertake an Experiential Learning block, a student must propose a Learning Plan for the experience and have it approved by their faculty advisor. In the Learning Plan, students outline the learning objectives for the block and where the learning will take place. The Learning Plan serves as the basis upon which the student is assessed and graded.

Career and internship help is available for students in finding off-campus programs appropriate to their studies. Listings of opportunities are available on the Portal, and internship guides are available in the Library.

Please see the section Policies Governing Specific Courses for details on the policies governing Experiential Learning.

## Rhetoric and Quantitative Reasoning Across the Curriculum

### Rhetoric Across The Curriculum

The Rhetoric course at the beginning of the Foundation Program is but an introduction to Rhetoric. After this initial immersion, students are expected to continue the development of their rhetorical abilities in every course. Quest's Rhetoric Across the Curriculum Program engages students with rhetorical opportunities throughout their entire degree and prioritizes communication in university and beyond. Not only do all Quest students learn how to participate in professional and academic conversations, but they're empowered to engage in public discourse. What makes this cross-curricular program innovative is that it builds connections amongst all parts of an individual's rhetorical process, including research, critical reading and writing, as well as the analysis and creation of images, and finally, the sharing of ideas. Students and faculty participate in an experiential process of reflective adjustment that is based on concrete, discrete, and measurable program outcomes that are evaluated on a rolling basis. Quest's Rhetoric Across the Curriculum Program has the potential to transform students' communicative abilities and help them become the change they want to see in their world.

What kind of rhetorical assignments do students do at Quest? In addition to traditional forms of writing such as essays, lab reports, book reviews, and expository responses to exam questions, students also engage in a variety of shorter writing assignments in their classes. These may

include learning journals, action plans, exit summaries, problem analyses, and peer dialogues. Presentations often involve the preparation of slide shows, reports on group work, or even short documentary films. Because we want students to interrogate the world, we pay special attention to the conceptualization and expression of questions.

Peer Tutors in the Learning Commons are specifically trained to collaborate with students at all levels on rhetorical thinking, presentation skills, assignment analysis, and project completion. All students are invited to drop-in to talk about their rhetorical work and personal communication goals.

## Quantitative Reasoning Across the Curriculum

Numbers constitute a principal foundation of modern life. Decisions in science, economics, politics, and daily life rely on statistics, graphical representations of data, and quantitative analyses. The power of numbers to inform—and to misinform—means Quest graduates must be able to recognize and critique quantitative arguments and to construct valid analyses of their own.

Quest students will find opportunities in almost every course to develop and apply their ability to think logically and effectively with numbers, to question quantitative information, and to give and analyze quantitative evidence in a variety of contexts such as scientific research, political debates, international relations, even analyzing works of art and music. They will develop understanding of quantity through estimation and computation, learn to interpret and design effective visual representations of data, analyze and make statistical inferences based on data, and work with notions of probability to formulate good judgments and strategies.

In preparation for engaging with Quantitative Reasoning Across the Curriculum, all students participate in the Quantitative Skills Program (Q Skills). This program gives students the opportunity to review the skills which form the base for the techniques of quantitative reasoning developed throughout the Quest curriculum. Students can demonstrate their fluency in these skills by means of a diagnostic which has been designed specifically around the skills needed in the Foundation courses.

Different disciplines use quantitative information in different ways and so the skills are divided into four “strands”: Number, Graphs, Algebra, and Measurement. All Life Science and Physical Science Foundation courses and some Social Science and other Foundation courses require Q Skills

strands as prerequisites (see individual course descriptions in the Course Catalogue). Students will not be able to register for these courses until they have demonstrated the required level of competence in the prerequisite strands.

Some students will complete the Q Skills Program soon after arriving at Quest, whereas others may need longer to review the material thoroughly. Small group tutoring sessions are conducted through the Learning Commons throughout the year and there will be an opportunity each block to write a diagnostic for an individual strand. Those who require a more intense exploration of the material should take the Introduction to Quantitative Reasoning course, during which there will also be opportunities to write the diagnostics. Since about half the Foundation courses require Q Skills strands, the program should normally be completed within the first six blocks.

## Sample Student Questions and Course Plans

**Céline Allen** (alumna, class of 2015) – Ontario, Canada

*How can we ensure effective and responsible health care?*

Through my course selections and Touchstone readings, I have endeavoured to consider the many aspects involved in ensuring public health and distributing health care to diverse populations. Given that I am pursuing a career in health care, I feel that this broad perspective of the health care system is beneficial and even necessary. In order to appreciate the complexity of the issues involved, I drew from the fields of health science, anthropology, sociology, ethics, policy and politics, and economics. While fulfilling premedical requirements like *Organic Chemistry and Biochemistry*, I also took courses such as *Anatomy & Physiology*, *Social Determinants of Health*, *Epidemiology* and *Public Health Policy*. To gain research experience, I worked for a summer at the Pennington Biomedical Research Center's Institute for Dementia Research and Prevention. The longitudinal study I worked on introduced me to the field of clinical psychology and allowed me to develop my scientific writing and presentation skills. My Keystone project focused on the Affordable Care Act, a particularly controversial piece of American health care system reform legislation. In particular, I examined people's relationship with the Act, in terms of perception, knowledge, and lived outcomes.

**Kanaan Bausler** (alumnus, class of 2011) – Alaska, United States

*What is the atmospheric relationship between the oceans and mountains?*

In exploring the atmospheric relationship between oceans and mountains, I drew from a wide range of disciplines including but not limited to physical sciences, philosophy, and education. My Focus courses included *Great Bear Rainforest*, *Winter Hazards*, *Exploring the Ecological Self*, *Calculus I*,

*Chemistry I*, and *Physics I*. I also chose Touchstone readings on alternative expressions of knowledge, the limits of Western science, the natural philosophy of perception, and meteorological systems. For Experiential Learning blocks I interned with the Juneau Weather Service, worked as a weather forecaster, and created an avalanche forecast information-sharing network for Southeast Alaska. For my Keystone project I created and assisted in the delivery of a Quest course called “Exploring the Hydrological Cycle.”

**Jonathan Farmer** (alumnus, class of 2014) – Ontario, Canada

*How does story shape human experience?*

I believe that stories affect the way individuals and groups interpret and interact with the world, and I chose this Question to give me the tools to better educate individuals and to help to build healthy communities. Through anthropology, literature, history, and neuroscience I explored how stories shape individuals’ worldview and identity and how people use stories to communicate them. My Touchstone readings included the *Canterbury Tales* as a foundational literary work, a history textbook, works addressing the manner and role of indigenous storytelling, and a selection of essays by prominent literary critics. My Focus course selection ranged from African Literature (*Out of Africa*) and neuroscience (*Learning and Memory*) to history (*History, Historians and Historiography*) and performance to expose me to story in its many and varied forms. I used my Experiential Learning blocks to gain experience with storytelling in educational settings by studying story’s role in a Waldorf classroom and in historical interpretation at a museum. Lastly, I produced a storytelling performance piece called *Manologues* as my Keystone that synthesized my inquiry into “what it means to be a man.”

**Heather Harden** (alumna, class of 2013) – Alberta, Canada

*How does sex determine our behaviour?*

I focused my Question on sexual behaviour because it is a subset of behaviour that we don’t hear or talk about very often, and yet has a great impact on each of us. Sexuality is mysterious and emotionally charged, and I tried to approach the subject from a more objective stance. I read books on the biology of sexual orientation, the evolution of sexual behaviour, and methods for researching sexual behaviour in humans. I was particularly drawn to the challenges associated with researching sexual behaviour and decided to research the motivations and implications of casual sex for my Keystone project. To this end, I designed a survey to collect information about student “hookup” experiences, distributed it to about a third of the student community, and analyzed my results through the lens of evolutionary psychology to draw conclusions about human sexual behaviour. In addition to the academic knowledge that I’ve gained through this Question, the social experiences that come with studying sexuality have been both fascinating and rewarding. Some people were excited and curious about the topic, and others were blatantly uncomfortable.

Regardless of the type of reaction, I like to think that everyone who has talked to me about my Question has walked away with a new perspective on sex. I hope that discussing sex in an academic setting will promote future healthy conversations about an unnecessarily taboo subject.

**Bryn Knight** (alumna, class of 2012) – Yukon, Canada

***What is the relationship between symmetry and beauty?***

Finding myself interested in the notion of “beauty” from both an artistic and mathematical point of view, I centered my Question on the concept of symmetry. My Focus courses emphasized the mathematical aspects of this Question and included the *Spirit and Practice of Calculus*, *Multivariable Calculus*, *Linear Algebra*, *Real Analysis*, *Object-Oriented Programming*, *Math and Music*, and *Asymmetry*. My Touchstone works incorporated books on mathematical notions of beauty and symmetry, a work on music theory, and a set of art prints by M.C. Escher. For Experiential Learning, I studied architecture and symmetry as a participant in the Career Discovery Summer Program at Harvard University’s Graduate School of Design. My Keystone project was an exploration of hyperbolic geometry and its influence on M.C. Escher’s celebrated “Circle Limit” prints.

**Damalie Nabalongo** (alumna, class of 2011) – Kamuli, Uganda

***What are the policy options for the economic development of the third world?***

I chose to explore development policy by focusing on the African continent and approached my Question through economics and international relations. During my studies, I developed an interest in the importance of trade and foreign investment in African economies, and I’m interested in continuing to investigate the relationship between trade and development. My Focus courses included *Microeconomics*, *Macroeconomics*, *Development Economics*, *International Political Economy*, *Ecological Economics*, *International Development*, and *Anthropology*. I also studied at a Quest partner institution, Malmo University in Sweden, where I enrolled in the International Relations program. My Touchstone readings focused on economics and international aid. For Experiential Learning, I interned at the National Budget Office of the Parliament of the Republic of Uganda, transcribing and translating portions of the national budget for the public.

**Shannon Nordling** (alumna, class of 2012) – British Columbia, Canada

***What is paradise?***

I have always been interested in the relationship between people and nature. Many of my early classes at Quest focused on the environmental, social, and economic problems growing from a deterioration of this connection. My Question, therefore, focused on the ideal relationship between people and nature, or paradise. During my studies, my Question led me to the arts. I found that

paradise, as an ideal, is often found through artistic expression; it cannot exist in the world we know. I read poetry and prose about the human search for perfection, beauty, and connection with nature. The Romantic Poets (Coleridge, Wordsworth, and Keats), and Tolstoy's *Anna Karenina* taught me about the universal desire for perfection, for paradise. I also read multiple translations of *Genesis* and Milton's epic poem *Paradise Lost* to explore the theological perspective of my subject. I studied landscape paintings and their role in realizing and creating paradise for ourselves. I followed this idea of paradise through the *Out of Africa* literature class, *Communities and Conservation*, a painting class in New York, independent studies of art and poetry, an exchange in Berlin, and a class about permaculture. This last class solidified a crucial part of finding paradise for me: working with the land. Following this realization, I did an Experiential Learning on a small organic farm, where I learned about farm work and experienced the farming lifestyle. I realized that engaging with nature allows us to find a more tangible experience of paradise here and now. Through this intimacy, we are able to express and create paradise more effectively through art. For my Keystone project I explored this connection by studying Monet's paintings of his beloved gardens at Giverny. Paradise, it seems, grows from an intimate and loving interchange between man and nature—a beauty only captured through art.

# Academic Policies

## Course Change / Add / Drop and Waitlist Policies

### Change / Add / Drop

Course selection and changes may be completed online by the student through Quest's Self-Service system until the end of Day 1 of the block. Requests for course changes after Day 1 must be submitted to the Registrar's Office no later than 4:30 p.m. on the second day of the course.

Students should be aware that course changes are subject to space limitations in each course. Wherever possible, there should be minimal disruption to the start of a course. Exceptions to the procedure must be authorized by affected faculty members and the Chief Academic Officer.

A student who will be dropping a course and not enrolling in another one in that block must submit a Leave of Absence Request Form for the period of leave and will not receive a tuition credit unless three weeks' notice is given.

### Withdrawal

Student-initiated withdrawal from a course is normally allowed only until 4:30 p.m. on the 6th day of the block resulting in a grade of 'W' on the student's transcript. A grade of 'W' does not affect the student's GPA. Withdrawal from a course after the 6th day of the block will only be permitted in extraordinary circumstances, such as serious illness, and requires the authorization of the course tutor, the student's advisor, and the Registrar's Office. In these instances, if approved, a grade of 'W' is awarded and does not affect the student's grade point average. The student must complete the Non-Academic Leave (Emergency/Medical) Leave form found on the Portal under the Registrar's Office.

A student who withdraws from a course without authorization automatically receives a grade of 'F', which affects the student's grade point average.

A student who withdraws from a course forfeits the tuition for that block. In the case of Emergency/Medical Leave, tuition credit will only be considered if the leave is requested prior to Day 10 of the block. After Day 10 tuition credit will not be considered, however the student may still request to have their grade reviewed for a possible 'W'. Students should also be aware that course withdrawals may affect their status as full-time students and, hence, financial aid eligibility.

## **Waitlist**

Classes at Quest are normally capped at 20 students, but the Self-Service registration system allows students to place themselves on a waitlist for courses that are already full. Given the intensity and rapid pace of classes on the block schedule, it is imperative that students who are on a waitlist are rapidly notified when a spot opens up in their desired class. To this end, the following policy has been developed.

1. On the first day of the block, students should attend the class in which they are enrolled. Attendance is necessary in order to maintain their seat in the course. They will not advance on the waitlist by attending a class in which they are waitlisted.
2. If a student has contacted the tutor before 3:30 p.m. on the first day of classes and has a legitimate reason why he or she could not make it to campus for the first day of classes (e.g., illness or other emergency), and he or she is on the class list, the student remains enrolled in the class.
3. Immediately after the Community Update meeting on the first day of the block, an Add/Drop session will be held by the Registrar's Office. Students on a waitlist must meet with the Registrar to see if space has become available. Available seats will be filled on a 'first come, first served' basis until the maximum allowable number of students is reached.
4. When a student is added to a course from the waitlist, the change must be made known immediately to the tutor of the course in which he or she had previously been enrolled as well as to the tutor of the newly registered course. It is the responsibility of the student to contact the new tutor to obtain details of any missed assignments. In addition, the advisor approval system will be in effect.

## Advisors and Mentors

First-year students are arbitrarily assigned an advisor to help with course selection, transfer credits, and academic advice. Advisors also monitor student progress, as outlined in the section “Academic Review Process.” In addition to these roles, advisors must approve each course selection made by a student on the Self-Service system. This approval is a requirement for admission into a course.

Although advisors are willing to help students in any way they can, each student is responsible for seeking help when needed and managing the requirements for degree completion. Students are free to switch advisors at any time and must fill out an Advisor Change Request Form and submit it to the Registrar in order to do so.

Students in the Question block must find a Question mentor to replace their advisor for the subsequent Concentration years. Question mentors are generally chosen based on the student’s area of interest. Mentors and mentees work closely together to develop the Question and select appropriate courses and reading materials. Students must fill out an Advisor Change Request Form in order to change mentors/advisors.

## Grading

The majority of courses receive a standard letter grade ranging from ‘A’ to ‘F’. Quest does not use a percentage system nor does Quest have a standard conversion for letter grades to percentage. However, each letter grade is assigned a Grade Point Average, a table for which can be found in the Grade Point Average section below. Grades are assigned after the end of each block and can be viewed by students through the Self-Service online system.

A grade of ‘D’ is the minimum grade required to pass and receive credit for a course. However a ‘D’ is not considered sufficient where a course is a prerequisite or is part of a student’s Focus Program. A grade of ‘C’ or higher is normally required for courses intended to be used to satisfy prerequisites and the Focus requirements.

In addition to the standard letter grades, there are notations that may appear on a student's transcript. Below is an explanation of these notations as well as information on Narrative Evaluations.

### **P/NP (Pass/No Pass)**

The Cornerstone, Question, and Keystone blocks are automatically assessed by means of a Pass (P) or No Pass (NP) grade. Students wishing to have other courses, such as electives, receive a 'P' or 'NP' must complete the Change of Grading Option Request Form on the Portal. These requests are subject to the approval of the course tutor and the student's advisor. The grading option request must be submitted by 4:30 p.m. on the 6th class day of the block. A grade of 'P' is not factored into a student's GPA calculation; however, in case of a grade of 'NP', a grade point of 0.0 is calculated into the student's grade point average as is done with a grade of 'F'.

### **I (Incomplete)**

If a student is unable, because of illness, family emergency, or other circumstances beyond his or her control, to complete the work in a given block, a temporary grade of 'I' (Incomplete) may be awarded by the course tutor until the unfinished course requirements are completed. The student has until the date agreed upon with the Tutor (not to exceed two blocks from the end of the course in question) to complete all remaining course work, otherwise the student will be awarded a letter grade, which may be an 'F', based upon the work completed by the deadline. The student must fill out an Incomplete Grade Request Form. The signed request form must be submitted no later than 4:30 p.m. on the last day of class.

### **W (Withdrawal)**

A grade of 'W' (Withdrawal) is issued for a student-initiated withdrawal from a course (normally only within the first 6 days of a course) and does not affect the student's grade point average.

### **AU (Audit)**

A student may, with permission of the course instructor, audit a course. Prior to the third day of the block, the instructor and the student determine the requirements for attendance and participation, and whether the audit is to be recorded on the student's transcript. Audited courses, whether recorded or unrecorded, may not be used to satisfy graduation requirements.

### **Narrative Evaluation**

For any course, a student may request, in addition to a grade, a narrative evaluation, which tutors may give either orally in person or in writing. Written evaluations will become part of the student's record, but will not appear on the student's transcript. Students wishing to receive a narrative

evaluation must request this option by using the Narrative Evaluation Request Form which is found on the Registrar's Office page on the Portal by 4:30 p.m. on the sixth day of the block. Students will automatically receive a Narrative Evaluation for their Cornerstone block.

There are policies guiding the evaluation of specific courses. Here is a summary of these policies.

### **Grades for Foundation Courses**

All Foundation Program courses, except for the Cornerstone and Question blocks, are assigned a letter grade.

The Cornerstone and Question block are assigned a Pass (P) or No Pass (NP) grade.

### **Grades for Concentration Courses**

Courses that constitute a student's Focus Program must be assigned letter grades. A minimum grade of 'C' is required to satisfy the Focus requirements. Normally Elective courses receive a letter grade, but students may request that electives be assessed on a 'P' or 'NP' basis.

### **Grades for Experiential Learning and Independent Study Blocks**

Experiential Learning and Independent Study blocks may be assigned either a letter grade, or a 'P' or 'NP' grade. The assessment type is at the advisor's discretion and must be noted in the Experiential Learning Plan or Independent Study Form before the start of the block.

### **Grades for Keystone Course**

The Keystone course is assigned a 'P' or 'NP' grade.

## Grade Point Average (GPA)

Grade point average is calculated by dividing the total number of grade points earned for each block by the number of blocks carrying grade points. Excluded from the GPA calculation are all courses for which an 'I', 'W', 'AU', or 'P' grade is awarded. Quest uses the 4.0 grade point system and grade points are assigned to letter grades according to the following scale:

Grade	Grade Point
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0.0
P	N/A
NP	0.0
W	N/A
I	N/A
AU	N/A

## Course Syllabus

Tutors shall provide written guidelines to all students at the beginning of the course regarding assignments and the determination of grades for the course. Any information about testing practices, including make-up requirements for missed examinations because of short-term illness or other emergencies, must be clarified. This information may be provided through the course management system.

## Course Attendance

Students who expect to miss course activities because of religious or family considerations are advised to contact their course tutors well in advance of these planned absences, or as soon as possible thereafter in the case of an unanticipated absence. Quest is committed to supporting student learning when such an absence is unavoidable.

Because of the intensity of the block program, missing excessive amounts of class may result in a failing grade. Each tutor decides how many unexcused absences will constitute an automatic fail.

## Retaking Courses

Students may retake a course in which they did not receive a passing grade. This may be required if a student receives a 'D' or lower grade in a course in the Focus Program, or a prerequisite requirement. Students may also elect to retake a course in which they received a passing grade. Credit will be awarded only once and the highest grade in a course will be used in calculating the GPA. However, all courses attempted will be recorded on the student's transcript.

## President's List

Each term, Quest University Canada recognizes its best students by bestowing Presidential Honours on a group not to exceed 10% of the student body. The President awards this honour on the basis of outstanding academic achievement, considering grade point average achieved in that term, as well as contributions to the life of the University and the advancement of each student toward a position of leadership in his or her chosen field. Only full-time students (with three or more graded blocks) in good standing (as determined by Offices of Finance, Registrar, and Student Affairs) are eligible for this award.

## Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the progression towards meeting the graduation requirements of a student's academic program. The successful completion of 32 blocks is required for graduation, and at least 16 of these blocks must be completed at Quest University Canada. Satisfactory progress is assessed on the basis of all of the following criteria:

- Achievement of the minimum grade point average required for each term as specified below;
- Attainment of a cumulative grade point average of 2.0 in order to be eligible to graduate;
- Normally, completion of the degree within six years of registering as a full-time student.

A student must achieve the following minimum grade point averages in each term:

Term	Term GPA
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1	1.6
2	1.8
3	2.0
4	2.0
5	2.0
6	2.0
7	2.0
8	2.0

The student's Academic Advisor and/or the Registrar's Office review each student's SAP at the end of each term.

## Academic Standing

Academic standing refers to how well a student is meeting expectations in the fulfillment of the requirements for his/her degree. There are several categories of academic standing, listed below. In cases other than "Good Standing," there may be consequences and requirements set for a student; this procedure is outlined in the "Student Progress Group" section that follows.

## **Good Standing**

Students who are making satisfactory academic progress at the University, who are not on Academic Warning, Probation, Suspension, or Dismissal, who are not on Probation or Suspension for non-academic misconduct, and who are in good standing financially, are considered to be in Good Standing. Only students in Good Standing may participate in off-campus programs for credit, including, for example, study at a partner university, language immersion, or Experiential Learning outside Squamish.

## **Academic Warning**

Normally, this is the first level of intervention for students who are not making satisfactory progress toward the degree for academic or other reasons. It is intended to make the deficiencies in their academic performance clear, to put forward concrete proposals and requirements, and to allow students a reasonable amount of time to correct those deficiencies according to the terms of their Learning Contract. Students who fulfill all the requirements of their Learning Contract may be removed from Academic Warning.

Despite a determination that the student is not making satisfactory academic progress, once placed on Academic Warning a student who is receiving US Title IV financial assistance may continue receiving assistance for one payment period, or one term.

## **Academic Probation**

For more serious cases, this is the second level of intervention. It is intended to make students aware that the gravity of the deficiencies in their academic performance puts them at risk of losing the opportunity to study at Quest, either temporarily (Suspension) or permanently (Dismissal). Students who fail to meet all the requirements of their Academic Warning Learning Contract may be placed immediately on Academic Probation. A student on Academic Warning who does not meet the minimum grade point average for the term, or who receives an 'F' or 'NP' in one or more courses, may also be placed immediately on Academic Probation. Normally, when one of these required conditions is not met, triggering a move from Academic Warning to Academic Probation, a Student Progress Group (see below) will meet again and review the terms of the original Learning Contract, revising it as required, and re-submitting it if appropriate with their new recommendations to the Chief Academic Officer (CAO) for implementation. While on Academic Probation, a student must achieve a 2.0 grade point average for the term, and pass all course blocks with a 'C' or better. Students who fulfill all the requirements of their Learning Contract may be removed from Academic Probation.

A student receiving US Title IV funding who fails to meet their Academic Warning Learning Contract is still eligible to receive this aid during the following term they are on Academic Probation. Unless a student achieves Satisfactory Academic Progress at the end of this term or fulfills all the requirements of their Learning Contract they will be unable to receive additional Title IV funding.

### **Academic Suspension**

A student on Academic Probation who fails to fulfill all the requirements of his/her Learning Contract, or fails to meet the minimum GPA and pass all course blocks, may be placed on Academic Suspension. Suspensions are entered on the student's transcript as part of the academic record. The suspended student must meet with the CAO, who establishes the conditions that the student must meet prior to returning to the University. A student who is suspended must move off campus within 24 hours, unless they receive permission otherwise from the Dean of Students or their delegate. While on suspension, a student may not visit the Quest campus, unless with permission from the CAO or Dean of Students for the purposes of attending relevant meetings.

After an absence of at least two terms from the University, a student may apply for re-admission to the University. The student must include with his or her application for re-admission a letter that addresses the conditions imposed at the time of the Suspension. The re-admission decision is made by the CAO in consultation with the appropriate members of the faculty and staff. Suspended students must likewise re-apply for all types of institutional financial aid (scholarships and bursaries).

If a suspended student is receiving student loans from Canada or the United States, the University must notify the relevant bodies of a change in enrolment status. This may impact the loan disbursements received already, the student's ability to receive further loan funding, and more. The student is responsible for reviewing these policies from their lender. Further information can be found at each Canadian provincial student assistance website as well as <https://studentloans.gov> for US students.

### **Dismissal**

A student is subject to Dismissal from the University whenever the CAO decides that the student's academic performance is unsatisfactory to such a degree that it makes completion of the degree unlikely.

### **Appeal of SAP Decision**

A student not making, or in danger of not making, SAP should take the opportunity to state their case during the Student Progress Group meeting which normally precedes any SAP decision (Warning, Probation, Suspension, Dismissal). If, however, the student feels the decision was unfair, the student may appeal the SAP decision by submitting a letter (or email) of appeal to the Registrar's Office. The Registrar's Office will present the letter to the office of the Chief Academic Officer who will review the appeal. The decision made after the appeal is final.

Upon receipt of a successful appeal, a student may, at the option of the Financial Aid office be allowed to receive Title IV aid for one academic year while on Financial Aid Probation. Should a student be allowed to continue receiving Title IV aid while on probation, SAP must be met by the end of the academic year or aid eligibility will be lost until the provisions outlined in SPG are met. All decisions made by the Financial Aid Office are final and are not appealable.

## Student Progress Groups (SPG)

Students meet with their advisors on a regular basis to review their progress and receive advice, as necessary. In addition, at the end of each term of each academic year (or every four blocks), the Registrar reviews all students' academic records. A student's progress should be discussed with the faculty advisor on an ongoing basis, but there are several instances in which individuals beyond the advisor should also be involved:

- When the student's academic performance is in danger of qualifying for Academic Warning/Probation/Suspension/Dismissal;
- When a student has earned a repeated set of "No" or "Partial No" votes in response to the question "*Was this student an asset to your classroom, contributing positively to the class dynamic, and is this student benefiting from the Quest educational experience?*" collected from tutors by the Registrar at the end of each block;
- At the end of the Foundation Program, when the student's Question Plan needs to be approved;
- When either the student or the advisor feels it would be useful to solicit opinions on the student's progress or plans with a larger group.

In these cases, the relevant faculty member(s) will call a Student Progress Group (SPG) meeting. Normally, an SPG will consist of at least two faculty members familiar with or involved in the student's situation (typically including the advisor), and the student. In situations where matters

outside of academics are affecting the student's academic performance, relevant staff members who may have useful input into the particulars of the student's situation will be asked to join the SPG meeting as well. This may include the Dean of Students or their delegate or the Director of the Learning Commons, depending on the circumstances.

The SPG reviews how many blocks the student has completed in each academic year (Fall, Spring, Summer). If poor academic performance triggers the SPG, and the group decides that action needs to be taken, it will:

- Recommend to the Chief Academic Officer (CAO) whether the student be placed on Academic Warning, Probation, Suspension, or Dismissal; and
- Develop a Learning Contract with the student to address his/her academic deficiencies, which will normally include a requirement to meet a minimum GPA for the term of the contract. It may also recommend specific actions depending on the individual circumstances, which may include a schedule of mandatory meetings with the advisor, a counsellor and/or other relevant staff members, or a follow-up meeting of the SPG.

Upon recommendation from the SPG, the CAO may alter a student's academic standing and take the necessary steps to implement the Learning Contract with the student.

If the issue which has triggered the SPG is approval of the student's Question Plan, the SPG will approve, defer with suggested changes, or reject the Plan. In case of the non-approval of the Question Plan, the SPG will offer comments and suggestions to the student, set a reasonable deadline for rewriting the Question Plan, and meet again after the student has resubmitted his/her revised Question Plan and addressed identified shortcomings.

If the SPG was called simply to solicit opinions, no formal action is needed.

Minutes of the SPG meetings, especially the decisions taken, should be recorded by the advisor (or relevant faculty member) during the meeting and made available for future meetings. They will be available to the student, members of the SPG, the Registrar, and the CAO.

## Appeals of Grades on Individual Assignments

A student who believes that a grade awarded for coursework is unfair should first discuss the matter with the tutor of the course. If the matter remains unresolved, the student may appeal directly to the tutor's Area Coordinator who will provide a second assessment. The decision of the Area Coordinator shall be final.

## Appeals of Final Course Grades

A student who believes that a final grade awarded for a course is inaccurate or unfair should first discuss the matter with the tutor of the course. If the situation cannot be resolved in this way, then the student may file an appeal. Final grade appeals proceed as follows:

- The student must file a review of final grade request with the Chief Academic Officer (CAO) within seven days of release of the grade;
- Once having collected all relevant information from the student and tutor, the CAO will arrange for an independent evaluation of the grade;
- The grade determined by means of this review evaluation shall be recorded as the final grade, regardless of whether it is higher, lower, or the same as the original grade.
- In cases concerning the interpretation of a course policy, the CAO will defer to the course syllabus whenever possible, and otherwise make a final ruling on the matter.

## Academic Dishonesty

If a tutor finds that a student has committed an act of academic dishonesty with respect to participation or work in a course, the tutor will write a report of the incident and send it to the Chief Academic Officer (CAO). Should the matter require further investigation, the CAO will consult all relevant parties before making a final determination. Normally, a first incident of academic dishonesty at Quest results in failure of the relevant course assignment; a second incident results in failure of the course, and a third incident results in dismissal from the University.

# Policies Governing Specific Courses

## Foundation Program Policies

To assure that students obtain maximum benefit from our coherently designed curriculum, these policies stipulate when students take Foundation and Concentration classes over the course of their degree program.

- During their first 8 blocks of study, students may normally take at most one Concentration-level course (a course starting with a 3 or 4 number);
- Students may normally take no more than four Concentration-level courses before completing the Foundation program;
- All Foundation courses must be completed by the end of the third year of full-time study;
- Students normally must complete at least one Foundation course from each academic division (Humanities, Social Sciences, Mathematics, Physical Sciences, and Life Sciences) before taking the Question course.

From time to time, the faculty reviews the academic content of the Foundation program and may change individual courses and/or the program requirements. All entering students are expected to fulfill the requirements in place in September of the academic year in which they matriculate. In the case of courses being added to, or dropped from, the curriculum, class equivalencies between the former and new program requirements will be advertised to ensure that students can complete their Foundation program in 16 courses. Students who have successfully completed at least one term of study at Quest when a program change is made may fulfill either, in full or part, the old or the new requirements, contingent upon course availability or other limitations.

## Foundation Requirement Substitutions

In some situations students may substitute a Concentration block to take the place of a Foundation requirement (see list of applicable courses below). Students must obtain the approval of the Area Coordinator who oversees the area of Foundation requirement and fill out a Foundation Requirement Substitution Form (found on the Registrar's Office Portal website). These steps are necessary in order for the exemption to be officially recorded.

**Energy & Matter Exemption:** Students who successfully complete Physics 1 (PHY 3101) or Chemistry 2 (PHY 3202) may be exempted from the Foundation Energy & Matter requirement.

**Mathematics Exemption:** Students who successfully complete two MAT 31xx, or two Mat 32xx at Quest (but not at another institution), may be exempted from the Foundation Mathematics requirement.

**Political Economy Exemption:** Students who successfully complete Microeconomics (SOC 3001) and Macroeconomics (SOC 3002) may be exempted from the Foundation Political Economy requirement.

## Study at a QUC Partner University

Quest has a growing number of partner universities around the world. These institutions provide an exciting opportunity for study abroad for which students will also receive Quest credit.

Students must apply to be nominated to an exchange program at one of Quest's participating partner universities for one or two semesters, and normally apply for up to four or eight block credits for qualifying courses, respectively. To be a candidate for nomination, students must fill out a Student Exchange Application Form, available on the Portal website under Academics / Off-Campus blocks. A Quest committee reviews the student applications and selects students for nomination based on criteria such as number of blocks completed, GPA, and learning objectives. Normally, students must be in their third or fourth year to be eligible to study at a partner institution, however students who have completed three semesters of study may be considered if they complete their Question block and/or discuss their application with a potential faculty mentor.

prior to leaving on exchange. Only students in good academic, non-academic, and financial standing may go to another institution for study.

Exchange students pay Quest tuition and receive all normal Quest financial aid. Exchange students are responsible for their own room and board, visa fees, health insurance, travel costs, incidentals, as well as any costs associated with submitting the application. In some cases, partner universities require students to live in residence.

If the student is receiving US Federal Student Aid, he/she may only study abroad at a QUC partner university that is also approved for Title IV funding by the US Department of Education, and cannot study at a QUC partner university in the United States. For more information please refer to the Quest website, [www.questu.ca](http://www.questu.ca).

## Language Study

All students must take the equivalent of one block of a language not native to them at Level 2 or higher, or two Level 1 blocks of a classical language. "Classical language" means a language of antiquity with a significant body of literature, including—but not limited to—Ancient Greek and Classical Latin.

Students who have previously studied a language and wish to continue must take the appropriate language diagnostic to determine level (for French and Spanish), or receive permission from the instructor (for Chinese, Latin, or Greek).

Students for whom English is not a native language may take one block of a literature (or similar) course in English at the Concentration level. Students must submit the Language Requirement Substitution Form, have it approved by a member of the language faculty, and submit it to the Registrar.

Credits taken at another university before a student enrols at Quest will be reviewed by the Transfer Credit Committee. Language credit may be granted for successful completion of one university-level course beyond Level 1. All transfer requests must be made in a student's first semester at Quest.

Students can study a language at Quest, at a partner institution while on exchange, or from an approved institution in an immersion destination. The current list of approved institutions is available on the Portal website under Academics/Registrar's Office/Off Campus Blocks, and additional options can be discussed with the Dean of Students. The purpose of maintaining the list is to protect students from fraudulent providers and to ensure academic rigour. This list may be updated without notice.

## Foreign Language Study Abroad

Language study at other institutions is governed by the same policies as Study at a QUC partner university.

For a course taken outside of Quest, the first 48 class hours (minimum three weeks) of a beginning course constitute Level 1. If that single course exceeds 96 hours and is at least six weeks long, the student is considered to have completed a Level 1 and a Level 2 course. Students may transfer up to two language blocks from a language program at an immersion destination, with one counting as the language requirement and the other as an elective. Students are responsible for paying all fees to the other program/institution (i.e., room and board, travel expenses, support, health insurance, etc.). Quest tuition and financial aid will normally not apply for language study at another institution or program, unless it is undertaken at a partner institution.

Students must petition for language credit before attending the course and submit the online Language Immersion Application Form (available on the Portal website under Academics/Registrar's Office), at least three weeks before the block in which the program will be taken. The application requires the approval of the faculty advisor. Students must have a minimum 2.5 GPA to qualify, and otherwise be in good standing—academically, non-academically, and financially. Before receiving credit for the program, students must complete a feedback and reflection survey, and submit a transcript and a syllabus from the program. The language requirement is satisfied only by a course at the equivalent of Level 2 or higher. In order to obtain credit for a non-Quest language program, students must earn a minimum grade of 'C' (65%), but the transfer credit is registered as credit only.

If the student is receiving student loans from either Canada or the United States, there are limitations as to when and where language blocks may be taken. For Canadian and US loan recipients the student must undertake his or her language immersion blocks at US and Canadian

government-approved institutions, or take their language block(s) during a month(s) that will not impact their financial aid. For more information refer to the Scholarships and Financial Aid section of this Calendar.

## Experiential Learning

Students must take a minimum of one, and may take up to four blocks of Experiential Learning as part of their degree. They are encouraged to integrate an Experiential Learning block as part of their Question proposal. Students may take no more than one Experiential Learning block before they have completed their Question proposal.

Each Experiential Learning block must be approved and supervised by the student's faculty advisor or, as appropriate, another Quest tutor. Students must complete an Experiential Learning Application Form and submit an approved Experiential Learning Plan three weeks prior to the block in which the Experiential Learning program is to be taken. For example, students intending to complete one of these programs during the October block would be required to submit their signed learning contract three weeks in advance of the first day of October block. After that deadline, a rush application fee of \$100 applies, and Quest cannot guarantee approval. Students who fail to complete and sign a learning contract and waiver will not be considered to be enrolled for those blocks.

The form and instructions for developing the Learning Plan are available on the Portal website under Academics/Registrar's Office/Off-Campus Blocks. The supervisor(s) faculty advisor, and the student must sign the Learning Plan, and the Dean of Students must sign the Experiential Learning Application after reviewing for health and safety concerns. The tutor supervising the experiential block indicates whether the experiential block will be graded or Pass/No Pass.

Only students in good academic, non-academic, and financial standing may take additional Experiential Learning blocks beyond the required minimum.

The Experiential Learning block may, on occasion, extend over more than a one-block period. In all cases, a student must receive the prior approval of her or his faculty advisor.

Students receiving US Federal Student Aid are not able to pursue their Experiential Learning blocks inside the United States. Current details are available from the Director of Financial Aid.

## Independent Studies

Independent studies are for students who wish to take a specialized class that Quest does not normally offer. They are not for students who want to take a class that Quest already offers at a different time. In some situations, if enough students express interest in the course, an Independent Study block may evolve into a new course offered at Quest. Note that no tutor is obliged to teach an independent study.

Independent studies must be done in-residence so that students can spend time with their tutors one-on-one. In order to register for an independent study, students must receive approval from the independent study tutor, the student's advisor, and the Chief Academic Officer; students must also submit an Independent Study Application Form (available on the Portal website under Academics/Registrar's Office) and a syllabus with assignments and due dates to the Registrar.

## Transfer Credit from Other Institutions

Students enrolling at Quest for the first time who had previously been enrolled at other institutions of higher education may request transfer credit. Students with AP, IB, CEGEP, or other advanced high school blocks may likewise apply for Quest credit. No student may receive more than a total of eight blocks of credit upon admission to Quest, and only four of those may be from advanced high school courses. (See sections Advanced Placement, CEGEP, and A-Levels and Transfer Admission from another college or university in the Admissions table on pages 22 and 23 for more details on transfer credit requirements.)

Ordinarily, no student may transfer more than eight blocks of credit for coursework completed prior to admission to Quest, and at least 50% of a student's total credits must be taken at Quest.

In order for a course to transfer, it must be in a discipline, or closely aligned to a discipline, taught at Quest (e.g., a course in marine biology would be acceptable; scuba diving would not, or a course in geology would be acceptable, but a course in rock climbing would not). It must also have been graded for credit (e.g., a non-credit art course would not count), and the student must have received a high mark in the course, which typically translates to a 'B' or equivalent. Finally, the course must have been at the college level (remedial work is not transferrable).

Students must apply for transfer credit from previous institutions by the end of their first term at Quest. Students must fill out a Transfer Credit Application Form (available on the Portal website under Academics/Registrar's Office), and submit that form along with course syllabi, and/or with the appropriate AP/IB scores. Transfer credit applications will not be considered after the end of the student's first term at Quest.

With few exceptions, courses transfer over as electives. In certain narrow circumstances, students may contend that a course should be counted for Foundation or Focus credit and may request that their original Transfer Credit Application be flagged for appeal. In those cases, the Transfer Credit Evaluation Committee might, in consultation with the relevant faculty, ask for additional evidence that the course matches up with the appropriate Foundation or Focus course (e.g., graded work from the course to be transferred; an essay to demonstrate mastery over the course material).

Experiential Learning completed before a student's enrolment at Quest is not accepted as transfer credit.

Only Quest courses will appear on a student's official Quest transcript and will be included in the GPA calculation. If transfer credit has been awarded for coursework done at another institution, only the name of the institution and the number of credits awarded will appear on the Quest transcript, not the course names or grades from the other institution. However, if a student applies to graduate schools or outside scholarships, those organizations may require the student to provide a transcript from the other institution(s).

NOTE: Enrolled Quest students who wish to take courses at other institutions or programs, and who wish to obtain Quest credit, must receive prior approval from their advisor and from the Chief Academic Officer (not the Transfer Credit Committee). Prior approval must be obtained a minimum of 30 days prior to the program start date by completing the Academic Leave form found on the Quest Portal. In no case will Quest be responsible for tuition, financial aid, or fees at these institutions, and approval will be granted only in cases of demonstrated and exceptional need (for example, if students need a laboratory course for which Quest does not have the facilities).

# Academic Support Services

## Library

The Quest University Canada Library encourages learning and discovery by providing access to a variety of online and print academic resources, English and foreign language media items, local and national newspapers, and print periodicals. The staff provides knowledgeable and personal assistance through individual research help, group instruction, and general academic support. This bright and comfortable space accommodates individual study at tables and standing work areas; provides access to desktop computers, scanners, and printing; and offers a flex area, and fireplace nook for leisure reading. There is also a reserved desktop and private work area for Accommodation programs in the Library.

## Learning Commons

The Learning Commons is a collaborative learning space where students can work with each other and Peer Tutors to discuss course concepts, quantitative reasoning, and rhetoric. The two rooms, located on the first floor of the Library Building just off the Atrium and on the fourth floor of the Academic Building, can be used as a study area by students 24 hours a day, 7 days a week. In addition, Peer Tutors are available in the Library Building room during evening drop-in hours, and the Academic Building room can be booked by peer tutors to work with small groups at any time during a block.

The Learning Commons staff is committed to helping all students become effective, confident, and independent learners.

- Our trained, supportive undergraduate peer tutors work one-on-one with students at all levels and across all the disciplines;
- Our course guides are peer tutors who have course-specific knowledge and collaborate with the course instructors to offer the most appropriate support;
- We offer non-credit workshops about rhetoric and quantitative skills;

- Reference materials about rhetoric and quantitative skills and reasoning are available for use by students and faculty.

Students are encouraged to contact the Learning Commons Directors if they would like to arrange an individual meeting to discuss support for their academic learning.

## Bookstore

The Quest University Canada Bookstore sells course readings and resources for all classes, offers a small selection of stationery items for sale, and is the main outlet for Quest merchandise including hoodies, t-shirts, coffee mugs and cups, flash drives, toques, and other items.

Students can access a listing of texts required for all classes and tutors in the upcoming term on the Portal website under Academics.

# Student Services

## Student Affairs

The Student Affairs team coordinates services, resources, and activities that contribute to the co-curricular student experience. The team is overseen by the Dean of Students, and includes a number of professional staff and live-in Village Advisors who work out of the Student Affairs wing of offices in the Library Building. The Student Affairs team is responsible for residence life and services, international student support (including health insurance), study and work permits, counselling, orientation and graduation activities, job opportunities and career resources, student exchanges, campus events and activities, health and wellness programs and services, local volunteer opportunities, and supporting student clubs, groups, and initiatives. These activities contribute significantly to the intellectual, social, cultural, and physical development of students throughout their time at Quest.

## New Student Orientation and Convocation

At the beginning of each term there is a mandatory orientation period for new students to provide them with initial support and guidance. A highlight of orientation is the Convocation ceremony, a community-wide event that brings together the entire campus to welcome and celebrate the arrival of newcomers to the community. Students will receive additional information about the move-in and Orientation schedule via email before they arrive.

## Athletics and Recreation

As part of its commitment to promoting a healthy and active lifestyle as well as a well-rounded education, Quest provides students with a wide range of high-quality opportunities in outdoor recreation, intramural activities, and varsity athletics. Recreational and competitive sports

encourage not only the mastery of skills but participation, teamwork, achievement, leadership, commitment, determination, and self-development. The University has state-of-the-art athletic facilities, which include a bouldering wall, gymnasium, squash courts, a weight room, an all-season artificial turf soccer field, tennis courts, indoor basketball court, and a high-functioning recreation and athletics program. Quest is poised to accommodate the ever-expanding fitness, outdoor recreation, intramural, and elite level athletics that are exploding in popularity at post-secondary institutions.

In addition to the University's own facilities and spectacular location, the surrounding area known as "The Outdoor Recreation Capital of Canada" provides amazing opportunities for whitewater and ocean kayaking, mountain biking, kiteboarding, windsurfing, sailing, rock climbing, ice climbing, mountaineering, and hiking, as well as downhill and cross-country skiing, snowboarding, and snowshoeing. The Squamish community makes the Brennan Park Recreation Centre available for student use. It has a full recreational program, an ice arena, an aquatic facility, and community centre.

An extensive intramural program—including indoor soccer, volleyball, squash, floor hockey, table tennis, tennis, dodgeball, outdoor soccer, badminton, yoga, ultimate Frisbee, and golf—allows students to stay fit as well as develop and learn new skills.

The University currently has women's and men's varsity basketball and varsity soccer teams—the Quest Kermodes—which play in the Pacific Western Athletic Association (PACWEST).

## Student Government

In accordance with the goal of developing and sustaining structures that support student leadership and organization, the Students' Representative Council (SRC) exists to represent the collective interests of the student body to the university administration, faculty, the Board of Governors, and external organizations. When the need arises, the SRC advocates for the interests and needs of small groups and individual students. As an important part of the co-curricular experience at Quest, the SRC also coordinates clubs, organizes events, funds initiatives, and provides services that promote artistic, social, charitable, and recreational experiences. Twelve students are elected to serve as ministers on the SRC, with each minister responsible for a specific portfolio related to an aspect of student life, including academics, health and wellness, arts and culture, athletics and recreation, internationalization, human rights, and others.

## Clubs and Groups

Student-initiated and operated clubs and groups are encouraged and supported by the University and the SRC. Typical activities might focus on an outdoor pursuit, an academic interest, a social or environmental concern, a hobby or other recreational pursuit. Currently, active groups include EcoQuest, Photography Club, Right to Play, The Mark (the student newspaper), Adventure Club, and Quest Coast Sound (the student radio station), among others.

Additionally, students have coordinated such activities as film screenings, the creation of a campus community garden and beehive, charity craft fairs, theatrical productions, the recording and production of CDs, and an international affairs speaker series. Annual events like the Dancing Bear Music Festival, Cabaret, and North West Winter Fest are planned by students, funded by the SRC, and always highly anticipated.

## International Student Services

Services are provided for students coming from other countries to study at Quest University Canada to ensure that they are fully supported and able to obtain the maximum benefit from their educational experiences in new and unfamiliar surroundings. Services include study permit support, work permit and employment search assistance, medical insurance, health services assistance, and holiday and vacation housing provisions.

## Student Employment

Student Affairs staff provide support for a variety of employment-related student needs. One of the broad outcomes of a Quest University Canada education is employability. To this end, the University supports multiple opportunities to obtain employment experience. Through the Work-Study Program, there are opportunities for eligible students to work on campus in various service areas, including the Library, Admissions, the Recreation Centre, and Student Affairs. Additionally, off-campus and summer employment opportunities are advertised, and workshops and resources

for job searching, resume writing, and interview skills are provided. There is a local opportunities fair in the fall, to connect students with work and volunteer opportunities in Squamish, and a Careers Week during the spring term.

## Counselling Services

The transition to university life, including living in residence in a new environment, coupled with an intense and fast-paced curriculum, can produce stress and anxiety. In addition, university is a natural time to have questions of identity, race relationship struggles, or experience an internal conflict over values. A team of professional counsellors works closely with the Student Affairs staff and with professionals in the local community to provide necessary and appropriate services to students, and is available to provide short-term counselling to students through appointment and at no additional charge. Students requiring ongoing or long-term counselling can work with the counsellors or Dean of Students for a referral to an appropriate counsellor or medical professional within Squamish.

## Health Services

On campus services include a part-time doctor, and a 24-hour emergency first aid responder team. Locally, there are several doctors' offices, clinics, and a hospital in Squamish, including a walk-in clinic located minutes from the campus. Student Affairs staff provides information sessions to students on relevant health and wellness topics, and are available for support and referrals.

# Residence Policies

## Residence Life

Quest University Canada is truly a living and learning community. An active Residence Life Program, coordinated by elected floor representatives, provides students with a balance between privacy and group activity. There are also professional live-in staff members to provide support for students, on-call 24 hours a day. Elected student leaders provide additional support for students and foster an atmosphere of community on their floor and in their building. Students have ample opportunities to engage in clubs and groups, volunteer activities, excursions, recreational activities, study groups, and the like.

## Residence Facilities

Quest students enjoy the benefits of a secure and modern living environment in both individual room and condominium-style residences ("villages") that allow for different quiet-hour preferences and living arrangements. They are all within an easy walking distance of other campus buildings. Shared rooms are in condo units that accommodate two to four students. The Villages (North and South) have two full bathrooms, a living and dining space, and balcony. The Peaks (Red Tusk and Ossa) have single rooms (sharing a private bathroom with one other student) with common lounges and kitchens on each floor. Upper-year condominium village options (Riverside and Swift Creek) include full kitchens and ensuite laundry. Limited storage and parking space is available upon request for a per-term fee.

## On-Campus Housing Requirement

Living on the campus is an essential aspect of the Quest educational experience. Quest's residence community is a rich and inclusive learning environment, and provides many social, recreational, and academic supports and activities that greatly contribute to student development. All students are required to live in on-campus housing while enrolled at Quest.

The On-Campus Housing Requirement notwithstanding, Quest reserves the right, in special circumstances, to waive this requirement. Students must submit requests for waiving the On-Campus Housing Requirement in writing to the Manager, Campus Living, and include appropriate supporting documentation. Each request will be considered on a case-by-case basis. The decision will take into account both the reasons for the residential requirement and the reasons which the applicant has identified as the basis for excusing them from the requirement. Any and all decisions to waive this requirement will be considered exceptions, and conditions may be specified.

### **Residence Agreement**

When students complete applications for accommodation in the residence, they agree to abide by the terms of the occupancy agreement and the Community Living Guide. By accepting admission to Quest and by signing the agreement, they agree to remain in the residence for the entire academic year, unless they change rooms in accordance with the process outlined by Student Affairs or are participating in an approved Study Abroad or Experiential Learning block outside of Squamish.

### **Move-In and Move-Out**

Students will move into their residences on the indicated move-in registration day at the start of each term. At the end of term, all students are normally required to vacate the residences by 12:00 p.m. on the day following the last day of classes. Late move-out fees will be applied. Students who are approved for exceptional reasons to stay an additional night or nights in residence will normally be charged \$100 per night.

### **Breaks**

Normal operations of the campus cease between the end of the December block and the beginning of the January block, and therefore students are normally not permitted to remain in the residences during this time. Students seeking permission to remain on the campus during the break must submit a request to the Manager, Campus Living, and include appropriate supporting documentation. Each request will be considered on a case-by-case basis. Any and all decisions to waive this requirement will be considered exceptions, and conditions may be specified. Students are not normally permitted to have guests stay in the residences with them during the break.

## **Roommate Selection and Assignment Process**

Students may request specific roommates and/or condo styles during the Housing Application process. Instructions and details are sent out to students during the Spring Term.

## **Meal Plan**

Incoming students, and students who reside at North, South, Red Tusk, or Ossa Villages, are required to subscribe to a University Meal Plan. A full meal plan is required for all incoming students during their first year of study. Meal plans are optional for upper year students residing in the Riverside and Swift Creek Village residences; upper-year students living in the other residences must have at least a half-meal plan. Meal plan funds roll over from the Fall Term to the Spring Term. At the end of the Spring Term, 50% of any meal plan funds over \$100 will carry over to the Summer or Fall Term for students enrolled in courses, with the other 50% split between Dana Hospitality and Quest University Canada for replacing missing cutlery and dishes, or other upgrades to equipment in the cafeteria and café. Any balances under \$100 and any balances for students not returning to summer or fall studies will remain with the Dana Hospitality.

If a student has a medical condition requiring meal plan accommodations as certified by a physician or other dietary restrictions, he or she should contact the Manager of Accessibility Services within Student Affairs to discuss those needs.

All students are encouraged to give feedback about the meal plan to the Food Committee, which consists of staff, faculty, and student representatives.

## **Non-Academic Accommodation for Housing and Meal Plan**

Students who have a protected characteristic (e.g., mental health concern, medical condition, physical limitation, etc.) may request a non-academic accommodation (e.g., accessible housing, access to a kitchen, reduction or exemption of the meal plan, etc.) for on-campus housing and meal plans.

Students must submit requests for a non-academic accommodation, in writing, to the Manager of Accessibility Services and provide appropriate supporting documentation. More information about requesting non-academic accommodations can be found on the Quest Portal.

# Administrative Services

## Campus Security

Squamish, British Columbia, and Canada more generally, have well-deserved reputations for personal safety and quality of life. Quest is itself a very safe environment. It has a state-of-the-art security system, and building access is restricted to those who possess a valid "smart card." The campus is well-lit and regularly patrolled by security personnel 24 hours a day, seven days a week.

## Campus Cards (Student ID Cards)

The Quest University Canada Campus Card is issued by the Student Affairs Office (Library 114). New students will receive their Campus Card upon matriculation and are provided their first card at no cost. The Campus Card provides door access to the buildings on campus, including the residences, and is also the meal card, library card, printing and photocopying card, and official student ID. All students should carry their Campus Card whenever they are on campus. Students must report lost or stolen Campus Cards to Student Affairs promptly, so the card can be deactivated. Punching a hole, excessive bending, or exposure to excessive heat may damage the card. The replacement fee for damaged or lost Campus Cards is \$25. Campus Cards with outdated information may be replaced for a new card at no cost (official documentation may be required). Students are encouraged to guard their Campus Card as they would a driver's license, credit card, or cash.

## Transcripts

Students may obtain unofficial transcripts online through Quest's Self-Service system. Official transcripts may be obtained by submitting a completed Transcript Request Form (on the Portal under Academics/Registrar's Office) in person, by email, by mail, or by fax to the Registrar's Office.

The transcript fee must be paid before a transcript will be issued. Please see the Registrar's page on the Portal for the current fee. Signatures must be from the student whose transcript is requested. Neither parents nor any other party may request a transcript without the student's signature. A student with outstanding fees on his or her account will not be allowed to receive transcripts until all outstanding fees have been paid.

## Information Technology

Quest University Canada's IT Services oversees the University Information Technology systems. IT provides a technical support helpdesk to students, support for faculty, staff, and visitors as well as day-to-day operation of the campus networks, internet access via a campus-wide wireless network, email system, internal and some external service websites, student printing services, campus-wide security systems, and more. IT also provides loaner pools of equipment for students and staff. The Quest University Canada campus network provides high-speed connectivity (wired and wireless) from all university buildings. All students are assigned a network login ID that is maintained for the duration of the student's active enrolment. This account provides students with access to the internet, e-mail, and various software applications. Students are required to comply with the University's Internet Use Policy which can be found on the IT Services page on the Quest Portal.

Quest University Canada utilizes a number of tools to facilitate online access to student records, class data, and collaboration information. Self-Service allows students to register for classes, review grades, request transcripts, check current account balance, and share pertinent data with their parents and guardians. Moodle Instances serves as a course management system, facilitating information sharing between students and tutors. Portal allows students and staff to interact in a collaborative manner to inform the university community about events on campus, provide documentation (forms, procedures, and policies), and respond to surveys; it also allows students to request items such as loaner laptops.

All students are required to bring to campus a laptop that meets or exceeds Quest University Canada's minimum performance specifications. As this study and research tool will be used in every class, students must be the sole user of their laptop. All students' personal laptop equipment must be protected via both a personal software-based firewall and an antivirus protection suite.

# Parking and Transportation

## Campus Parking and Transportation

Quest University Canada is a low-traffic, pedestrian-friendly campus. A pathway system services the three main academic buildings and reduces vehicular movement around the campus.

Bus service is available from campus into town, and between Squamish, Whistler, and Vancouver.

All personal vehicles parked on the campus must be registered, which is done on the Quest Portal, under the Services/Facilities tab.

Students can reserve parking in the outdoor lot (between the Villages and the tennis courts), or one of the residence garages (North Village, South Village, Riverside, and Swift Creek).

Residence garage and outdoor lot parking fees for the 2017–2018 academic year:

- Residence Garage \$20 per block
- Outdoor Lot \$15 per block

# University Policies and Operating Principles

## Academic Freedom

The fulfillment of the mandate of Quest University Canada is dependent upon its academic community having the protection of academic freedom. The common good of society depends upon the search for knowledge, and its free exposition and application. Academic freedom is essential to these purposes in the teaching/learning, research, and service functions of the University.

Quest's Academic Freedom Policy may be found on the Quest website under Academics on the Catalogue, Calendar, & Policies page.

## Human Rights Policy

Quest is an academic community dedicated to the search for truth through teaching, research, and service. As such, Quest has a profound commitment to every person's value, dignity, and potential. Quest believes that the fullest possible achievement of each person's value, dignity, and potential is produced in an environment that recognizes and supports every person's human rights. For this reason, the Quest Board of Governors has developed and adopted a Human Rights Policy, which was updated in April 2014.

The Human Rights Policy may be found on the Quest website under Academics on the Catalogue, Calendar, & Policies page.

## Personal Information Protection Policy

At Quest University Canada, we are committed to providing individuals who belong to or seek to join the academic community, whether as students or employees, with the opportunity to enjoy the benefits of participation in a vibrant and innovative academic environment. Providing this

opportunity requires Quest to collect, to use, and to disclose personal information about members and prospective members of this academic community. Protecting such personal information is one of Quest's high priorities. Accordingly, Quest manages the collection, use, and disclosure of personal information utilizing best practices derived from British Columbia's Personal Information Protection Act (PIPA).

The complete Personal Information Protection Policy may be found on the Quest website under Academics on the Catalogue, Calendar, & Policies page.

## **Notice of Disclosure of Personal Information to Citizenship and Immigration Canada**

Citizenship and Immigration Canada requires colleges and universities to report annually on students who are not Canadian citizens or permanent residents, and who are studying at a Canadian post-secondary institution on a study permit. Quest will report on continued enrolment and academic status for each student to Citizenship and Immigration Canada.

Further details are available at the Citizenship and Immigration Canada website.

## **Research Ethics Board**

Quest University Canada's Research Ethics Board (REB) ensures that all research and projects involving human participants conducted by employees or students of Quest complies with the Government of Canada's Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (revision 2). The REB meets on the last Monday of each block. Applications for consideration at that meeting must be submitted to [reb@questu.ca](mailto:reb@questu.ca) no later than 5 p.m. the previous Monday. Prior to submission of a proposal to the Research Ethics Board, researchers must complete the TCPS 2 online tutorial using their institutional email to register for the online course (<http://tcps2core.ca/welcome>). Exemption Requests must be submitted no later than 5 p.m. on the second Monday of the block; the online tutorial is not required for Exemption Requests. Individuals interested in doing research at Quest are encouraged to send questions to [reb@questu.ca](mailto:reb@questu.ca).

# Drug and Alcohol Policies and Support Services

The unlawful use, possession, distribution, manufacture, or dispensing of illegal or illicit drugs is strictly prohibited on Quest property or as part of any of the University's activities. Any behaviour that promotes the use of illegal drugs may warrant action from the University, up to, and including, suspension or expulsion, and, in some cases, may also be subject to criminal prosecution. Illegal drugs and drug paraphernalia are not permitted in any campus facility at any time. In addition, the possession or consumption of alcohol is prohibited in any public campus space outside the dining commons unless the event has been sanctioned through the appropriate processes. The provision of alcohol in any form or under any circumstances to minor students is strictly prohibited, as per Canadian law.

As part of our commitment to supporting student and employee health and wellness at Quest, please note the following links to increase your awareness of the potential impacts of drug use and alcohol abuse, including impacts that are health-related, social, and legal.

Canadian Centre on Substance Abuse:

- Drugs Trends and their Impact in Canada

<http://www.ccsa.ca/Eng/topics/Monitoring-Trends/Canadian-Drug-Trends/Pages/default.aspx>

- Canada's Low Risk Alcohol Drinking Guidelines

<http://www.ccsa.ca/Eng/topics/alcohol/drinking-guidelines/Pages/default.aspx>

On-campus Support Services:

- Contact the Counselors to book a personal meeting time;
- Contact the Dean or a Student Affairs staff member for support and referrals to other resources.

Local Support Services:

- Sea-to-Sky Mental Health & Addictions 604.892.6400 / 604.892.6365
- Alcoholics Anonymous (24-hour hotline) 604.815.4089
- Alcohol & Drug Information Referral Service (24-hour hotline—Toll Free) 1.800.663.1441
- Vancouver Coastal Health Information Line 604.736.2033
- Crisis Counseling and Suicide Prevention (24-hour crisis lines) 1.800.SUICIDE (1.800.784.2433)

## **Limit of The University's Responsibility**

Quest University Canada accepts no responsibility for the interruption or continuance of any class or course of instruction as a result of nature and natural causes, fire, riot, strike, or any cause beyond its control.

## **Student Accommodation Policy**

Quest University Canada is deeply committed to offering accommodations to all students with protected characteristics. For the most up-to-date version of the Student Accommodation Policy please consult the Quest Portal. The policy is filed under Services/Student Affairs/Accessibility. Alternatively, it is also available on the Quest website under Academics on the Catalogue, Calendar, & Policies page.

## **Quest Honour Principle and Protocol**

For the most up-to-date version of this document, please consult the Quest website under Academics on the Catalogue, Calendar, & Policies page.

### **Honour Principle**

Quest University Canada is an educational community committed to the fundamental principles of honesty, trustworthiness, fairness, and respect as they apply to both academic and non-academic endeavours. As members of this community, students, faculty, and staff accept personal responsibility for the integrity of their work and the consequences of their behaviour. Each member agrees to behave honourably and to uphold the highest standards of intellectual and social conduct in the interests of sustaining a vibrant and supportive environment in which to live, learn, and work.

With respect to academic integrity, the Quest Honour Principle charges students to:

- Submit for credit only that work which is their own, unless authorized to do otherwise;

- Acknowledge the use of others' work by documenting sources in acceptable ways, e.g., using footnotes and bibliographies;
- Avoid submitting substantially the same assignment for credit in more than one course unless explicitly permitted to do so;
- Conduct themselves in a manner wholly consistent with the principle of academic integrity when completing assignments, tests, and examinations;
- Discourage academic dishonesty in others.

With respect to social conduct, the Quest Honour Principle charges students to:

- Treat others with fairness and respect;
- Respect the property of others;
- Accept and uphold the rights of others to an environment conducive to living and learning;
- Avoid behaviours that could endanger or harass others;
- Discourage inappropriate social conduct in others;
- Respect established civil and criminal statutes.

## **Honour Principle Foundations**

1. Quest's primary purpose for governing academic and other non-academic behaviour is to promote the personal, educational, and social development of our students.
2. Quest is committed to the principle of academic integrity, itself grounded in the fundamental values of honesty, trust, fairness, respect, and responsibility in all academic work.
3. With the pursuit of learning comes the expectation that individuals will develop high standards of personal conduct. Consequently, we hold students accountable for violations of Quest regulations, and apply the principles of restorative justice to ensure the orderly functioning of Quest and to protect the Quest community and its integrity.
4. The Honour Principle establishes for members of the Quest community the general obligation to maintain the highest standards of academic honesty and to conduct themselves according to standards of respectful and responsible behaviour.
5. Quest values the rights and freedoms of the individual and protection against discrimination or harassment for each person. Accordingly, Quest fosters and promotes the following rights, freedoms, and values:
  - a. Legal Rights: Students enjoy the rights and freedoms recognized by law subject only to such reasonable restrictions on those rights and freedoms as are necessary

- to ensure the advancement of the community values inherent in the Honour Principle.
- b. Freedom from Discrimination: Discrimination at Quest on the basis of race, national or ethnic origin, colour, religion, gender, age, physical disability, marital status, place of origin, gender, family status, source of income, and sexual orientation is prohibited, as are all other unjust forms of discrimination.
  - c. Freedom from Harassment and Sexual Harassment: Quest strives to create an atmosphere free from behaviour which is reasonably interpreted as offensive, including, but not limited to, remarks, jokes, or actions which demean another person and/or deny individuals their dignity and respect.
  - d. Positive Academic Environment: Quest students participate in an environment that supports intellectual inquiry as well as the exchange and examination of diverse ideas. These activities are to take place in and outside of the classroom and in a respectful environment.
  - e. Discipline: Contraventions of this Honour Principle and other relevant documents will be dealt with in a timely manner under the policies and procedures determined by the governing bodies of Quest.

### **Honour Principle Applications**

- 1. In the best interest of Quest and the community, Quest may require that the conduct of students be governed by policies, rules, and regulations in addition to the Honour Principle.
  - a. Quest students with special responsibilities established by Quest (e.g., student athletes, residence and club leaders, students participating in international exchanges) may also be governed by additional policies.
  - b. While such additional policies may govern additional behaviours and resulting sanctions, all associated processes must be congruent with governing legislation and institutional policies which address the fundamental rights accorded to a student member of the Quest community.
- 2. As a clear understanding of academic honesty is fundamental to good scholarship and as high standards of personal conduct contribute to a positive learning environment, faculty members have the general responsibility to foster acceptable standards of academic and personal conduct in the classroom.

3. Quest reserves the right to apply the Honour Principle to all social conduct which has a real and substantial link to Quest in order to discourage conduct that is prejudicial or likely to be prejudicial to the interests or the reputation of Quest or any member of the Quest community.

For more information or for questions about the Honour Principle, see the Vice President & Dean of Students.