QUEST
UNIVERSITY

2021-2022 ACADEMIC CALENDAR

QUESTU.CA

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, renewed in 2011 and 2016, having undergone a quality assessment process and been found to meet the criteria established by the Minister. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g. acceptable to potential employers, professional licensing bodies or other educational institutions).

The Academic Calendar is the official guide to operating principles, services and regulations of the University. The official academic year begins on August 30, 2021. Changes in Academic Calendar normally take effect at the beginning of the Fall Term each year unless otherwise stated. The University reserves the right to revise or cancel, at any time, any rule, policy, regulation or schedule published in this manual or its supplements.

COVID-19 PANDEMIC NOTICE:

Like many institutions, Quest University is making changes to the coming academic year to ensure our students, faculty, staff, visitors and contractors are safe during the COVID-19 pandemic. Quest thrives on strong community engagement and personalized learning, and we are looking forward to seeing each other on campus again. We will start Fall 2021 by delivering our renowned, inquiry-based program in-person for as long as it is safe to do so.

Please note that the coronavirus situation is fluid, and areas such as postsecondary education and travel may be affected in additional ways we cannot predict. There may be changes on short notice. We are closely monitoring public health guidelines as well as local and global developments and we will remain flexible.

2021 TO 2023 TERM CALENDAR

Legend

- Block 1
- Block 2
- Block 3
- Block 4
- Orientation
- Statuatory Holiday — *Classes not in session*
- Degree Conferral
- Graduation Commencement AND Degree Conferral
- **Break** – classes not in session

2021–2022 ACADEMIC YEAR

2021 Fall Term

	S	M	T	W	T	F	S
	22	23	24	25	26	27	28
Sep	29	30	31	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
Oct	26	27	28	29	30	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	1	2	3	4	5	6
Nov	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
Dec	28	29	30	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
Jan	26	27	28	29	30	31	1

2022 Spring Term

	S	M	T	W	T	F	S
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
Feb	30	31	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
Mar	27	28	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
Apr	27	28	29	30	31	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
May	1	2	3	4	5	6	7

2022 Summer Term

	S	M	T	W	T	F	S
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Jun	29	30	31	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
Jul	26	27	28	29	30	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
Aug	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27

2022–2023 ACADEMIC YEAR

2022 Fall Term

	S	M	T	W	T	F	S
	21	22	23	24	25	26	27
Sep	28	29	30	31	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
Oct	25	26	27	28	29	30	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
Nov	30	31	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
Dec	27	28	29	30	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
Jan	1	2	3	4	5	6	7

2023 Spring Term

	S	M	T	W	T	F	S
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Feb	29	30	31	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
Mar	26	27	28	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
Apr	26	27	28	29	30	31	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
May	30	1	2	3	4	5	6

2023 Summer Term

	S	M	T	W	T	F	S
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
Jun	28	29	30	31	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
Jul	25	26	27	28	29	30	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
Aug	30	31	1	2	3	4	5
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WELCOME TO QUEST UNIVERSITY CANADA

TRADITIONAL TERRITORY ACKNOWLEDGMENT

We would like to acknowledge that the land on which we gather is the traditional, ancestral and unceded territory of the Skwxwú7mesh peoples (Squamish). Quest sits on the Squamish traditional territory, and we are grateful to have the opportunity to work, learn and live in this blessed territory.

HISTORY

Canada is 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.

Quest was spearheaded by Dr. David W. Strangway, one of the most renowned 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, Quest opened its doors in 2007. Since then, the University has expanded the size of its student body, faculty and staff, to create an invigorating and innovative educational experience.

Quest was accredited by the British Columbia Degree Quality Assessment Board in September 2006 and was 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. The April 2018 graduation ceremony marked a milestone in that alumni numbers now surpass student numbers.

WELCOME FROM THE PRESIDENT

Welcome to Quest University Canada. We look forward to this upcoming academic year with excitement as we imagine our community of students, faculty and staff returning to this beautiful campus, nestled in the mountains by the sea. This Academic Calendar contains detailed information about Quest, including its degree, requirements, program, and academic and other policies. It also explains how our University is governed. I thank the staff and faculty who contributed to this valuable resource, which will help you plan your time at Quest. If you are considering Quest for your studies, you already know that our University is exceptional. We are deeply student-centred and will nurture your intellectual pursuits and passions, one course at a time through the Block Plan. I hope to see you soon, to welcome you in person, so you can begin your Quest.

George Iwama

President and Vice-Chancellor

MISSION, VISION AND VALUES

MISSION

Our mission is to transform how our students think, question and engage with the world through a revolutionary educational model that sparks personal growth and intellectual development.

To fulfill this mission, Quest seeks to:

* Inspire curious minds to develop their own questions in response to complex problems and global issues
* Encourage independent thinkers to take charge of their education through active, experiential learning and a personalized course of study
* Teach intellectually daring students to integrate ideas across disciplines and cultures in an academically rigorous, intensive Block system
* Foster collaborative communities among a select group of diverse, international individuals, who share a passion for discovery
* Equip compassionate graduates to make a meaningful impact on people's lives, the environment and society through ethical engagement and the communication of evidence-based knowledge

Guided by the principles of our Founder, Dr. David W. Strangway, our students, faculty and staff pursue knowledge without boundaries; investigate different cultures and ways of knowing; strive for a more environmentally sustainable and equitable world; practice informed, evidence-based questioning; and embark on a shared quest to exemplify the future of undergraduate learning in Canada.

VALUES

Exploration without boundaries in a uniquely-designed learning environment.
Our revolutionary curriculum, intentionally designed campus, world-class faculty and staff, dynamic student life structures and diverse social communities encourage interactions between ideas and people who love to learn.

Empowerment of all to take risks and continually learn.
The ability to experiment and learn from failure in a safer space builds competence and confidence. Students are challenged to think broadly and consider multiple ways of knowing, as they delve into complex issues through research and present arguments cogently using sophisticated rhetorical means and quantitative reasoning. In addition, the academic and co-curricular programs build the emotional resilience, social skills and awareness of global and environmental issues necessary for students to pursue productive lives and a sustainable future.

Balance between autonomy and collaboration.
Inquiry-based education in a personalized, interdisciplinary setting provides exceptional opportunities for a diversity of creative learners. Collaborative methods, community partnerships and an inclusive campus culture remind us that education is a shared endeavour.

Understanding place as a touchstone of knowledge.
Quest's location shapes who we are and how we learn—situated in the unceded territory of the Squamish First Nation, nurtured by the verdant ecosystem of the Pacific Northwest, enriched by the cultural vibrancy of Vancouver and proximity to Asia. Place is instrumental to our production of knowledge.

Celebration of interdependent connections across campus and the globe.
Close, collaborative relationships evolve among our diverse learning communities that change how we think, feel and view the world. The most significant learning, growth and successes come from testing ideas and solving problems together.

UNIVERSITY GOVERNANCE

THE PRESIDENT

The current President of Quest is Dr. George Iwama. The President is the Chief Executive Officer of the University and its representative to the outside world, simultaneously holding the office of Vice-Chancellor. The President formally recommends the appointment and reappointment of all Quest Faculty to the Board, but acts on the recommendation of the Vice President Academic, Academic Dean, and the elected Faculty Performance Review Committee or 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. The President is responsible for decisions on major capital investments and other long-term management issues. The President is the appeal of last resort for various situations and constituencies as specified in university policies.

THE BOARD OF GOVERNORS

The Board of Governors is the entity ultimately responsible for the operation of the University. The Sea to Sky University 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, meaning 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 at questu.ca.

THE CHANCELLOR

The Chancellor is the ceremonial head of the University, formally grants degrees and can represent the Institution in other capacities. The Chancellor is elected by the Board, serving for a three-year term, and is simultaneously a member of the Board of Governors. The Founding Chancellor of Quest was Dr. David W. Strangway, FRSC, OC. Quest's current Chancellor is Peter W. Webster.

EXECUTIVE LEADERSHIP

For the 2021–2022 academic year, the executive leadership team consists of the following individuals:

President & Vice Chancellor – Dr. George Iwama

Interim Vice President Finance and Operations – Bernard Nadeau

Vice President Academic – Dr. Jeff Warren

Interim Dean of Students – Julie Miller

Academic Dean – Dr. Halia Valladares Montemayor

Chief Executive Officer, Higher Education, Authorized Quest Representative – Scott Fehrenbacher

Vice President, Enrolment & Student Engagement, Authorized Quest Representative – Mat Marquez

ACADEMIC LEADERSHIP

The Academic Leadership Team at Quest manages the planning, coordination and day-to-day operations of Quest's academic program. The team consists of the Vice President Academic, who is supported by the Academic Dean and Administrative Chairs. Students are sometimes asked to consult with members of this team when proposing changes to their degree requirements.

Vice President Academic – Dr. Jeff Warren

Academic Dean – Dr. Halia Valladares Montemayor

Curriculum Committee Chair – Dr. James Byrne

Academic Council Vice Chair – Dr. Darcy Otto

Academic Council Secretary – Dr. Tamara Trafton

Visiting Tutor Committee Chair – Dr. Asia Matthews

DEGREE PROGRAM OUTCOMES

The Quest curriculum emphasizes transferable skills, preparing students for a rapidly changing economy and success in a wide range of endeavours. We review our program on an ongoing basis to ensure we're delivering on our mission. Recently, a working group composed of students, staff and faculty engaged in research and community consultations to revise Quest's learning outcomes.

HIGHER-ORDER THINKING

ASPIRATION: Quest graduates will demonstrate intellectual engagement through complex thought

OUTCOMES: Students who complete Quest's program can:

- Analyze, synthesize and evaluate information in order to make decisions or devise solutions
- Demonstrate creativity and flexibility in generating a work of the imagination or meeting a purpose
- Acknowledge the limits of their individual knowledge in ways which embrace ambiguity and complexity
- Critique the quality and credibility of information, including quantitative and qualitative evidence

INTEGRATED LEARNING

ASPIRATION: Quest graduates will make connections among concepts and experiences and apply what they have learned in new contexts

OUTCOMES: Students who complete Quest's program can:

- Apply knowledge and skills learned in their academic studies to other areas of their lives and vice versa
- Connect information and ideas from diverse learning experiences
- Operate with the tools and approaches of more than one discipline
- Draw on prior knowledge to solve new intellectual and practical challenges

COMMUNICATION

ASPIRATION: Quest graduates are accomplished, flexible communicators.

OUTCOMES: Students who complete Quest's program can:

- Design and implement creative ways of sharing meaning or a message
- Recognize the linguistic, social and cultural variations in communication practices
- Listen to understand and adjust their approach for a variety of audiences
- Analyze rhetorical and quantitative information and use a range of evidence in response

MULTIPLE PERSPECTIVES

ASPIRATION: Quest graduates can respectfully engage with diverse perspectives.

OUTCOMES: Students who complete Quest's degree program can:

- Employ multiple disciplines in engaging with topics or challenges outside of one's cultural context or worldview
- Discuss the influence of bias and power in the production of knowledge
- Examine the factors that construct academic fields and worldviews
- Practice humility and exhibit openness to the perspectives and lived experiences of others

SELF AND WORLD

ASPIRATION: Quest graduates practice life-long learning and are exceptional members of their communities.

OUTCOMES: Students who complete Quest's program can:

- Reflect on their own thinking, actions and beliefs and apply what they learn from that reflection
- Connect human activities and ideas to their consequences for individuals, society and the environment
- Make decisions in self-directed projects while considering that project's wider implications for others
- Apply principles of effective collaboration and conflict resolution

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 a Summer Term (May to August) of two or three Blocks. Refer to the 2020–2021 Term Calendar for further details regarding the precise dates for each Block and term for the academic year.

CATEGORIES OF STUDENTS

DEGREE STUDENT

A student admitted to credit Blocks as a candidate for a degree. Normally, each student takes four Blocks per term, and no fewer than three Blocks to be classified as a full-time student.

NON-DEGREE STUDENT

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

FULL TIME/PART TIME

A student enrolled in a minimum of three Blocks per term or six Blocks per year is considered full time. A student registered in fewer than three Blocks per term is considered part time.

CLASSIFICATION OF STUDENTS BY YEAR

Students are classified according to the number of credit Blocks successfully completed:

- First Year: 0 to 7 credits awarded
- Second Year: 8 to 15 credits awarded
- Third Year: 16 to 23 credits awarded
- Fourth Year: 24 or more credits awarded

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

STUDENT COMPLIANCE

While enrolled at Quest, 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

A Block typically consists of 54 hours of scheduled instruction and normally meets for a minimum of three hours per day, Monday to Friday, over a 3.5-week period. Additional activities, such as field trips, labs or group projects, may be scheduled at other times of the day. Please consult the course syllabus for additional information regarding course requirements.

BLOCK BREAK

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

PROGRAM PLANNING

Students are assigned Faculty Advisors to assist with planning and to monitor their progress towards graduation. Students are ultimately responsible for the completeness and accuracy of their registration and for fulfilling the requirements of their degree. Students who plan to enter a graduate or professional program at another institution upon graduation from Quest are encouraged to consult their Faculty Advisor and the appropriate individual(s) at the receiving institution to ensure they meet the requirements for entry.

ADMISSION, REGISTRATION AND GRADUATION

ADMISSIONS

For the most up-to-date admissions information, refer to questu.ca.

APPLYING TO QUEST

To be considered for admission, all prospective students must:

- Complete Quest's online Preliminary Application form.
- Use the provided registration details (sent by email) to login to Quest's applicant portal in order to submit the following documents:
  - » **The most recent available secondary school transcript.** Admission decisions can be made with interim marks but may be deferred until updated marks are available. Like all application documents, transcripts should be submitted through the online applicant portal. If this is not possible, transcripts may be submitted by email or mail. While applicants themselves may submit transcripts for the purposes of the application, an official final secondary school transcript must be mailed or email directly from the guidance office of the student's secondary school before the student starts classes at Quest. Final transcripts are also accepted directly from a state-, provincially-, or internationally-approved electronic transcript system
  - » **A long and short essay** according to the provided prompts
  - » **A scholarship application** in which students complete the required information or opt-out of the scholarship program
  - » **A bursary application** in which students complete the required information and submit appropriate supporting documentation or opt-out of the bursary program
- Converse with a Quest Admissions Counsellor. If the application is deemed eligible upon review of the materials listed above, an Admissions Counsellor will contact the applicant to schedule a conversation, which may be conducted in person, by phone or video call.

Some applicants may be required to submit the following documents:

- **English language proficiency exam results** (more details on this requirement in the English Language Requirements section below)
- **Post-secondary (college or university) transcripts** if the applicant has completed any schooling at the post-secondary level

Applicants are also encouraged to submit any of the following optional documents:

- An original project that demonstrates their interests and abilities, such as a portfolio, photography samples, artwork, video, research projects, musical recording, or extended essay
- SAT/ACT test scores
- Recommendation 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 should be uploaded by the student to Quest's applicant portal. Students will receive login information for this portal by email after submitting the first portion of their application, whether through the Preliminary Application.

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

- Email: admissions@questu.ca
- Mail: Office of Admissions, 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 admission decision must create their application, 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 released before January 1.

February 15: Regular Decision Deadline
Students are encouraged to complete their Admissions Application by February 15. Regular Decision admissions decisions are released before April 1, generally in mid-March. After this deadline, admission applications will be reviewed weekly on a rolling basis until enrolment is full.

Spring 2022 (dates TBD): Admitted Students Events
Admitted students are invited to attend an on-campus event where they have a chance to meet current students, engage with faculty and staff, attend classes, stay in residence and have their questions answered. Space is limited.

May 1: Enrolment Confirmation Deadline
Students must pay the enrolment deposit before this date to secure their enrolment in the Fall Term. This deposit is non-refundable after May 1. Enrolment deposits will be accepted after this date only if space remains in the incoming class.

May 1: Deferral Deadline
Students wishing to defer their fall enrolment for one year must pay their enrolment deposit and submit a Deferral Request Form before May 1. Scholarships are deferrable to the following fall, but need-based aid must be reapplied for annually. Admission offers cannot be deferred to the Spring Term.

ENGLISH LANGUAGE REQUIREMENTS

The substance of Quest Blocks 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 for at least one of the following:

- **TOEFL**: must achieve at least 580 (paper-based) or 90 (internet-based) with a score of 21 in each of 4 testing sections (internet-based). Please ensure that Quest's institution code 8341 is included on the TOEFL sheet.
- **IELTS**: must achieve a score of 6.5 in each of the four areas (reading, speaking, listening, writing), are strongly encouraged to apply.
- **Duolingo**: must achieve a minimum score of 110 or higher. Applicants should submit their results directly through the online or app-based service.
- **Pearson Test of English**: must achieve a minimum overall score of 65 with minimum scores of 60 in each section.
- **Cambridge English Scale** (previously the Cambridge Advanced Exam - CAE, and the Cambridge Proficiency Exam – CPE): must achieve a minimum overall score of 180.

Students who have completed schooling in English are exempt from English proficiency test requirements. Their transcript must indicate they have completed at least two years 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 their English ability sufficient for study at Quest, and has not met the above requirements, they may challenge the English requirement by submitting an English Language Proficiency Exemption Request Form through their applicant portal.

More comprehensive English Language Requirements, including country-specific information and requirements, may be found here.

INTERNATIONAL BACCALAUREATE, ADVANCED PLACEMENT, CEGEP AND A-LEVELS

- Students may receive up to four 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 Concentration 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" (e.g. 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 "C" or higher will be considered
- 50% 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 16 blocks (two years) of transfer credit at time of entry
- Please consult the section Transfer Credit from Other Institutions for details on procedures

MATURE APPLICANTS

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 or university to the Office of Admissions
- 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 (Quests SAT code is 4798; its ACT code is 5293)

DEFERRED ENROLMENT REQUESTS

Admitted students wishing to defer their offer of admission must submit a Deferred Admission Request Form to the Office of Admissions prior to May 1. Requests received after this date will not be processed. Deferrals will be granted only until the following Fall Term and only to students who have confirmed their enrolment by means of an enrolment deposit. The granting of deferral requests is not guaranteed and is based on the sole discretion of the Office of Admissions. Students who are granted a deferral will be required to submit a Deferral Contract confirming their intention to matriculate at the deferred date. This contract is co-signed by a parent/guardian. Any awarded scholarships are transferrable to the following Fall Term if a deferral is granted. Need-based aid must be reapplied for annually. If a student is granted a deferral but breaks the Deferral Contract and does not ultimately matriculate at Quest, the enrolment deposit is not refundable.

APPLICANT PRIVACY

Quest is committed to protecting the privacy and confidentiality of personal information. All information collected by the Office of Admission is managed according to the BC Freedom of Information and Protection of Privacy Act ("FIPPA") and applicable University policies. Accordingly, the Quest Office of Admission does not share student or application information with anyone other than the student to whom it pertains without consent.

LEADERS IN ELITE ATHLETICS AND PERFORMANCE (LEAP) PROGRAM

The Leaders in Elite Athletics and Performance (LEAP) Program at Quest University Canada is structured to accommodate the special needs and scheduling requirements of accomplished student athletes and performers.

APPLYING FOR LEAP

Prospective students wishing to apply for the LEAP program may do so through their applicant portal. To be considered for entrance into the program, applicants must submit:

- A sport or performance resume listing accomplishments, awards, sponsors and results etc. covering the past three years
- A list of personal and professional goals
- An outline of their annual training/performance schedule
- A recommendation letter from a coach or mentor

LEAP applications are considered only after a student has been admitted into Quest's academic program.

SCHOLARSHIP

Students accepted into the LEAP program are eligible for an automatic $5,000 scholarship, comprising the first portion of the Presidential Scholarship. Receipt of this award does not exclude students from eligibility of other financial aid. Full details about this award are contained in the Scholarship section of this document below.

PROGRAM BENEFITS

- Quest provides LEAP students with priority block registration beginning at 9:00 a.m. as opposed to 4:30 p.m., ahead of their year cohort. Registration priority will not be provided with respect to course waitlists or field courses
- LEAP students are given preferential block leave request opportunities when the leave is related to the student's involvement in a LEAP-associated activity and documentation is provided. LEAP students may submit leave requests a minimum of one business day before a block start date to receive a credit of their net tuition, to be used within the same academic year it is issued

PARTICIPANT AGREEMENTS

By accepting the LEAP scholarship and enrolling at Quest, students agree to use best efforts to promote Quest and LEAP during the Academic Year. This includes:

- Represent Quest as a world-class post-secondary educational institution
- Use best efforts to display and promote the Quest LEAP brand, including during competition, performances, in all social media activities and other public appearances
- Maintain a profile on social media channels, including Facebook, Twitter and Instagram, and use best practices to promote the Quest LEAP brand through such channels including through the use of any reasonably requested links, tags or hashtags
- Provide a link to the LEAP website from any blog or website maintained by the student
- Use best efforts to clearly indicate, in all press statements and public relations appearances, that the student benefits from the Quest LEAP program
- Provide, and update from time to time, an activity related profile and photos (including at minimum one portrait and one action photo) for use by Quest on the LEAP website
- Keep Quest apprised of the student's activity-related participation, accomplishments and future schedule
- Upon request, provide Quest with written updates about the student's pursuits related to the activity
- At the request of Quest, and upon reasonable notice, attend and participate in up to four full days of promotional or marketing activities for the benefit of Quest, which activities may include fundraising, student recruiting activities, trade shows, focus groups, photo shoots, filming, presentations and other public appearances

CONTINUING STUDENT LEAP ELIGIBILITY

The University may, at any point, request documentation or other proof from a LEAP participant to show that the student remains engaged in their LEAP-associated activity at or above the level at which they were accepted into the program. More information regarding the LEAP program can be found on the Quest website here.

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 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.

BLOCK REGISTRATION AND REGISTRATION PERIODS

Incoming first-year and transfer students will be automatically registered in Cornerstone as their first Block and Rhetoric as their second Block. They will register for the remainder of their Blocks 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 PERIODS

Registration typically opens mid-April for the Fall Term, mid-October for Spring Term and mid-February for the Summer Term. Registration priority is based on number of credits earned and opens for students with 24+ credits first, followed in 24 hours by students with 16-23 credits, followed in 24 hours by students with 8-15 credits and followed in 24 hours by students with 0-7 credits earned.

Students cannot register for subsequent terms, or make changes to their current term, if they have an outstanding balance on their account and are placed on an Outstanding Balance Stop. Students who have not paid the re-enrolment deposit will be placed on a No Deposit Stop and will not be able to register for subsequent terms or make changes to their current term.

Academic Building
3180 University Boulevard

QUEST
UNIVERSITY

CHANGE OF ENROLMENT STATUS

All students accepted into the University are expected to enrol on a full-time basis and to make satisfactory progress toward their degree unless arrangements for an exception are made with the Registrar's Office. Satisfactory academic progress (SAP) toward a degree is defined as earning credits for at least three Blocks per term, with six Blocks completed per academic year, typically in the Fall and Spring Terms (see Academic Terms). Failure to make satisfactory 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.

Any student registered in a Block is expected to attend every day of instruction. Normally, if a student misses a total of three days of any course, it is reported by the Tutor to the Registrar's Office. The student can then discuss their options with the Registrar's Office and/or the Tutor. For example, the student may request and "Incomplete" grade to allow them extra time to complete the missed work. They may be advised to withdraw from the course completely or, if the absence was due to illness, the student may submit a Medical Withdrawal. See below for more information on Grading and Leaves.

LEAVE OF ABSENCE

It is assumed that all students are registered full-time 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 Form (all leave-related forms can be found on the Portal under Academic Forms). Any Block in which a student is not registered must be recorded as "On Leave" and must be reviewed and/or approved by their Faculty Advisor, the Dean of Student Life, Financial Aid Office 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 Student Life or the Housing Office. Students may take up to one year of non-academic leave after which they must enrol in on-campus courses. Students who do not re-enrol or formally withdraw will be administratively withdrawn from the University after a term of inactivity.

If leave is not requested, tuition will be charged even if the student did not attend classes.

Approved submissions for retroactive leave requests will incur a $200 administration fee.

TYPES OF LEAVES

Personal Non-Academic Leave:
- Student wishes to take a leave from studies for personal reasons
- Student must submit a Non-Academic Leave Request three weeks prior to the start of the first Block away to receive a net-tuition credited to be used within that same academic year
- If Non-Academic Leave is not requested, tuition will be charged even if the student did not attend classes. Approved submissions for retroactive leave requests will incur a $200 administration fee.
- Student is not permitted to stay on campus unless express permission is given by the Dean of Student Life or Manager of Campus Life
- Students may take up to one year of Non-Academic Leave, after which the student must re-enrol in on-campus courses 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-enrol or 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

LEAP student Non-Academic Leave:
- LEAP student wishes to take a leave from studies for involvement in a LEAP-associated activity. Documentation must be provided by the student's coach or by an association or competition representative
- LEAP students must submit a Non-Academic Leave Request a minimum of one business day before a block start date to receive credit of their net tuition, which must be used within the same academic year it is issued

Pre-Approved Accessibility Leave:
- Student has pre-approval from Accessibility Services to take two or fewer courses per term
- Student must submit a Pre-Approved Accessibility Leave form for every block in which they are not enrolled in a class
- Student must request this leave in advance of tuition payment deadline in order to have their billing proactively adjusted to reflect their block(s) off
- If the student has not done the above, the student must submit a Pre-Approved Accessibility Leave form three weeks prior to the start of the first Block away to qualify for tuition credit
- If a Pre-approved Accessibility Leave form is not completed, tuition will be charged
- Student is permitted to stay on campus during leave
- If a student is living in a single room and wishes to move off campus for their leave, they may qualify for a housing credit
- Please consult the Scholarships and Financial Aid section for policies governing awards and bursaries in the eventuality of a leave

Academic and Language Immersion 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 or Language Immersion Request Form three weeks prior to the start of the first Block away. Forms can be found on the Portal under Academic Forms
- Academic leave will be considered for Study Abroad programs, or for admission to other academic programs that are complementary to a student's Concentration Program, for courses not available at Quest or our partner institutions
- All academic leaves must be approved by the Academic Dean or their delegate

Medical / Emergency Leave:
- Student finds it necessary to withdraw from a Block, inside the three-week deadline, for medical or personal emergency reasons
- Student must submit a Medical or Emergency Leave Form (found on the Portal under Academic Forms) along with the required documentation

Emergency/medical leave is 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. No tuition credit will be given for leaves requested after day 10 of the Block or for leaves that do not include the required documentation.

DEADLINES FOR LEAVES

FALL 2021 TERM AND SPRING 2022 TERM

To successfully claim the tuition credits to be forwarded to the next term for Non-Academic or Academic leaves, it is required that a leave form be submitted a minimum of three weeks prior to beginning of the block. If the leave is due to a medical emergency, and medical verification is provided, the due date for the form submission and eligibility to receive a net tuition credit, is day 10 of the block. If approved, the tuition credit must be used within the same academic year it was issued in.

Academic and Non-Academic Leave	Term	Block 1	Block 2	Block 3	Block 4
Personal /Academic	Fall 2021	Aug. 10th	Sept. 7th	Oct. 4th	Nov. 1st
	Spring 2022	Dec. 20th	Jan. 17th	Feb. 15th	Mar. 14th
Medical /Emergency	Fall 2021	Sep. 13th	Oct. 10th	Nov. 5th	Dec. 3rd
	Spring 2022	Jan. 21st	Feb. 19th	Mar. 19th	Apr. 16th

Note: Leave Forms (found on the Portal under Academic Forms) must be submitted a minimum of three weeks prior to the start of the first Block away or the student forfeits their tuition. Refer to section on Refund of Fees and Charges for more details.

If leave is not requested, tuition will be charged even if the student did not attend classes. Approved submissions for retroactive leave requests will incur a $200 administration fee.

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 that require a student to stay on campus, the student must apply for permission from the Dean of Student Life.

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

A student may withdraw from the University by submitting a completed Notice of Withdrawal (found on the Portal under Academic Forms) to the Registrar. The date the completed forms are postmarked, emailed 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 Refund of Fees and Charges policy of the University. Refer to Refund of Fees and Charges 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 as well as the student's ability to receive further loan funding. Students are responsible for reviewing their lenders' policies. Further information for Canadians can be found at each provincial student assistance website, and at studentaid.gov for US students.

An international student who withdraws from Quest, will be reported to the Immigration, Refugees and Citizenship Canada as is required by law of all Designated Learning Institutions. Upon withdrawing a student looses their student status in Canada. They must either (a) leave Canada immediately or (b) apply to change their status to a visitor or worker.

For more information visit the IRCC website.

RE-ADMISSION TO FULL-TIME STATUS

Students who wish to return to Quest after withdrawing, either formally or without permission, must reapply for admission and financial aid. Students who are readmitted must follow the academic regulations, degree program and curriculum requirements in effect at the time of readmission.

Students who have been suspended must apply to the Academic Dean for reinstatement and must reapply for scholarships and financial aid. The academic record of the student remains unchanged upon reinstatement except under special circumstances approved by the Academic Dean. Exceptions may be made based on medical or personal circumstances that are supported by a written statement from an appropriate health or social service professional citing the issue, the treatment plan undertaken and any recuperative or adjustment factors that might reasonably support the exception.

APPLICATION AND REQUIREMENTS TO GRADUATE

APPLICATION TO GRADUATE

Quest confers degrees at the end of every term, normally each April, August and December. The Graduation Ceremony is held in the spring.

Students must submit a formal application to graduate by the beginning of the Spring Term of the year they anticipate graduating in. For example, the beginning of 2021 Spring Term to graduate the end of 2021 Spring, Summer or Fall Term. This will prompt a degree audit so graduation status can be confirmed. The Graduation Application is found on the Student Portal under Academic Forms.

Students who are not enrolled at Quest in the year they expect to receive their degree must notify the Registrar's Office of their intention to graduate. Transcripts of work taken at other schools must be received by the Registrar a minimum of two weeks prior to the end of the term in which the degree is to be conferred.

ELIGIBILITY FOR SPRING COMMENCEMENT (GRADUATION) CEREMONY

- Students must submit their graduation application by the beginning of the Spring Term. Late applications will incur a $60 administration fee
- Applications submitted less than two weeks prior to the spring Graduation Ceremony date will not be eligible to take part
- Students must have paid, in full, the balance on their Quest account

NON-GRADUATE COMMENCEMENT PARTICIPATION REQUIREMENTS

Students who have earned at least 30 Block credits with only Keystone and/or Experiential Learning credits remaining, have a GPA of 2.0 or higher, and have paid in full the balance on their Quest account may participate in the Commencement (Graduation) Ceremony along with their cohort. The student will receive a blank diploma and is not considered a graduate.

The diploma will be conferred on the degree conferral date at the end of term following the completion of any remaining Keystone and/or Experiential Learning degree requirements. Students who participate in the Commencement (Graduation) Ceremony as non-graduates do not participate again when their diploma is conferred. Students who elect to participate in the Commencement Ceremony 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 on seniors scheduled to graduate 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 their eligibility
- They have 12 months in which to complete their final Experiential Learning requirements. Students will be withdrawn if the Experiential Learning requirements are not completed within the 12-month period. Withdrawn students wishing to complete their degree must reapply for admission, scholarships and financial aid and must follow the academic regulations, degree program and curriculum requirements in effect at the time of readmission

- They will notify the Registrar's Office when they have completed their final Experiential Learning requirements in order to have their degree audit completed and a diploma ordered

GRADUATION REQUIREMENTS

Graduation requirements for the Bachelor of Arts and Sciences degree include the successful completion of the 32 Blocks described below. Any exceptions must be approved by the Vice President Academic. A minimum of 50% of these courses must be completed at Quest.

In addition to achieving the specified GPA for each term (see Satisfactory Academic Performance), a student must attain a cumulative GPA of at least 2.0 to be eligible to graduate.

Potential graduates must pay all outstanding fees. Students with outstanding fees will not graduate or receive their diploma, nor can 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 the first two years of study)
- Cornerstone — 1 Block
- Rhetoric — 1 Block
- Arts and Humanities, Social Sciences, Mathematics, Life Sciences, Physical Sciences — 12 Blocks
- Language Study — 1 Block
- Question — 1 Block of directed research in preparation for the Concentration Program
- A minimum grade of "D" is required for all Foundation Courses ("Pass" for Cornerstone and Question)
- Where a Foundation Block is a prerequisite for a Concentration Block, a minimum grade of "C" is required to enrol in the Concentration Course

Concentration Program — 16 Blocks (normally the last two years of study)

Focus courses: minimum of six and maximum of 12 Blocks
- The Concentration Program consists of focus courses chosen by a student in consultation with their Faculty Mentor and is aimed at investigating a Question related to the student's academic and career aspirations
- A minimum grade of "C" is required for all Concentration Courses (exceptions may be made for specialty courses studied at an approved institution outside Quest)
- Normally, Foundation Courses may not be counted toward a student's Concentration Program

Electives — a minimum of three and maximum of eight Blocks
- Electives are courses chosen by students to complement their area of focus or to enable them to pursue other academic interests
- These courses usually receive a letter grade, but students may request to be assessed on a Pass/No Pass basis (see Grading section for details)

Experiential Learning — minimum of one and maximum of four Blocks
- Experiential Learning is a hands-on, supervised experience where a student explores a question that cannot be typically answered in a classroom setting (e.g. work experience, an internship, volunteer work or research in a lab)

Keystone — one Block
- The culmination of the Concentration Program, this Block consists of participation in the Keystone seminar and culminates in a paper, report, lab project, art project, etc. presented to the campus and larger community
- Students cannot graduate until a copy of their Keystone Project has been received by the Quest Library

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, and 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 T2202s, T4As and RL8 (for Quebec Students only).

ESTIMATED COST OF ATTENDANCE

Estimated Cost of Attendance[1] (2 Terms, 8 Blocks). Actual cost varies depending on each student's selection of room, meal plan and individual expenses.

	Canadian	Non-Canadian
Tuition	$35,000	$35,000
Room and Board Single Room Meal Plan – Unlimited	$8,000 $5,680	$8,000 $5,680
Books	$350	$350
Student Association Fee	$220	$220
Medical Insurance[2]	–	$650
Subtotal	$49,250	$49,900
Personal Travel[3,4]	$0-2,500	$0-2,500
Total Billed and Unbilled Costs	$51,250-53,250	$51,900-54,400

Table 1 – Estimated Cost of Attendance

1. *All costs are listed in Canadian dollars. Any Quest scholarship or bursary is not factored in this calculation*
2. *The Medical Insurance fees for the year will be charged to students from outside of Canada and must be paid in full with the Fall Term fees*
3. *All students are required to have a tablet or laptop computer*
4. *Students who bring a vehicle to campus should plan for additional related expenses, including a fee for parking per term*

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 for each term is listed in the table below.

Term	Enrolment Deposit	Statement Issued	Fees Due
Fall	April 1	June 1	August 1
Spring	October 1	October 31	December 1
Summer	February 1	February 28	April 30

Table 2 - Billing and Payment Deadlines

Any students who register for classes after the term fees payment deadline has passed, must pay their balances, by the earlier of:

- *Seven calendar days after registration, or*
- *Two business days prior to the start of the block*

LATE PAYMENTS

Any unpaid balances will be assessed a 1.5% monthly (19.5% annually) interest charge beginning the first of the following month. Students cannot check-in to residences or begin classes until fees are paid for the 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.

ENROLMENT DEPOSIT

All students are required to submit a $500 deposit to secure their enrolment in each academic term and to be eligible for online course registration. The enrolment deposit deadline for returning students is stated in "*Table 2 – Billing and Payment Deadlines.*"

New students who are admitted to the University for 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.

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

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 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.

FEES AND CHARGES

University fees and charges indicated are as of the date of publishing. The University reserves the right to make changes to the regulations, fees, and charges. Any questions concerning fees and charges should be directed in writing to student.billing@questu.ca or by telephone at 604.898.8075.

1. TUITION AND COURSE FEES

1.1. All students will be billed tuition for four Blocks per term for the academic year (Fall Term and Spring Term).
1.2. Students planning to enrol in fewer than four Blocks in a term must notify the University by submitting the relevant leave form (found on the Portal under Academic Forms) prior to the fee due date, indicated in the billing statement, in order to have billing in order to have their billing proactively adjusted to reflect their block(s) off.
1.3. All students registered in Blocks with a field-trip and/or materials fee must pay the fee prior to the deadline (outlined in the course description) to maintain enrolment.

2. HOUSING FEES

2.1. All students living in residence will be billed for one term (four months) of housing each term (Fall Term and Spring Term).
2.2. Occupancy in the residence halls buildings (e.g. The Peaks) is month by month, even though billing is per term.
2.3. Students intending to enrol in fewer than four Blocks in a term are advised to consider living in the Peaks.

3. MEAL PLAN FEES

3.1. All students with matric date of September 5, 2017 or later, are required to have the Unlimited Meal Plan each term.
3.2. Students with matric date before September 5, 2017 may choose to have a partial Meal Plan.
3.3. Students residing in Riverside are not required to have a meal plan.
3.4. Meal plan funds must be used within the term with the exception of the Flex Dollars. Unused flex dollars can carry forward to the following term but not beyond the academic year the meal plan was purchased in.

4. STUDENT ASSOCIATION FEES

4.1. All students are required to pay a student association fee ($100/term) to the Quest University Students Association (QUSA). The fee is collected by Quest and forwarded to QUSA on the student's behalf.

5. PAYMENT OF FEES AND CHARGES

5.1. See "Table 2 – Billing and Payment Deadlines" for due dates by which the fees must be paid by.

5.2. Students who have approved Canadian government student loans confirmed through an official notification of assessment and/or approved US Federal Student Aid (Direct Loans/Direct PLUS) and/or Sallie Mae US loans and/or external (non-Quest) awards and/or approved Aboriginal band funding all payable direct to Quest may be permitted to have a portion of their tuition fees left outstanding until funding has been received by Quest. A student is required to complete and sign a Quest Fee Payment Deferral Form associated to the term and payment period that funding is to be received.

5.3. Students who have not paid all fees or arranged for fee payment with the Student Billing prior to the first day of classes, as stated in the University calendar, may have their registration cancelled at the discretion of the University. Such students will then be required to re-register.

6. OUTSTANDING ACCOUNTS

6.1. Outstanding accounts, including accounts outstanding pending the receipt of a scholarship, bursary, or similar award, must be paid in full. Students with outstanding accounts will:
  » be ineligible to register for courses for a subsequent term
  » not be permitted to check in to residence
  » not be issued an academic transcript
  » not be awarded a degree
  » not permitted to participate in any university events or activities

6.2. Accounts outstanding by the fees payment deadline will be charged interest at 1.5% per month. The interest will apply effective the first day of month following the fees payment deadline.

7. METHODS OF PAYMENT

7.1. Quest accepts payment of fees and charges via the following methods:
  » Telephone or online banking
  » Debit or credit card
  » Cheque

REFUND OF FEES AND CHARGES

A student may withdraw from a course, a term, or the university by notifying the Registrar's Office (registrar@questu.ca) by submitting the appropriate form (found on the Portal under Academic Forms). The date of the withdrawal is the date the form is received by the Registrar. Students ceasing their studies without written notification are not eligible for refund of any fees or charges. Any questions concerning withdrawal or leaves should be directed in writing to registrar@questu.ca, or by telephone at 604.898.8009.

If leave is not requested, tuition will be charged even if the student did not attend classes. Approved submissions for retroactive leave requests will incur a $200 administration fee.

1. REFUND OF TUITION AND BLOCK FEES

1.1. 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 paid for that term, with the exception of the enrolment deposit.

1.2. A student who withdraws from the University during the first course of the term, up to and including two days after the Block ends, is eligible for a refund of the tuition for the last two Blocks of that term.

1.3. A student who withdraws from the University after the beginning of the second Block of the term will normally not be eligible for a refund of tuition.

1.4. A student who withdraws from a Block, and submits the appropriate leave form, at least three weeks prior to the beginning of that Block, is eligible for a credit of their net tuition, which must be used within the same academic year it is issued.

1.5. Block payment deadlines are driven by costs to third parties. Block payments are non-refundable after the payment deadline when third-party costs have been incurred.

2. REFUND OF HOUSING FEES

2.1. A student who withdraws from the University no later than one week prior to the start of any term is eligible for a refund of their housing fees.

2.2. A student who withdraws from the University, less than one week prior to the first day of a term is eligible for a refund of their housing fees, less three weeks.

2.3. A student who withdraws from the University after the first day of a term is eligible for a refund of their housing fees prorated to three weeks after they vacate their housing.

2.4. A student who is required to leave campus for academic purposes may be eligible for a partial credit of their housing fees.

2.5 A student who has an active housing reservation but fails to notify the University at least three weeks prior to the beginning of the block will not be eligible for a housing refund or credit.

3. REFUND OF MEAL PLAN FEES

3.1. 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 their meal plan fees.

3.2. A student who withdraws from the University, less than one week prior to the first day of a term is eligible for a refund of their meal plan fees, less three weeks.

3.3. A student who withdraws from the University after the first day of the term is eligible for a refund of their Meal Plan fees prorated to three weeks after they vacate their housing.

3.4 Students who are required, for academic or non-academic reasons, to be away from the campus for at least one Block will receive a reduction in the price of their meal plan.

CREDIT FOR MEDICAL OR EMERGENCY LEAVE

A student who cannot complete a Block due to a documented medical emergency may be considered for a tuition, housing and meal plan credit. If approved, the tuition credit must be used within the same academic year it was issued in.

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. Forms can be found on the Portal under Academic Forms. If a medical note is not provided within one week of the beginning of the Leave, tuition credit will not be considered.

Medical leave requests made after day 10 of the Block will not be considered for tuition credit. Requests made after day 10 will still be considered for grade review ("W" for "Withdrawn" versus an "F"), provided all required information and forms are submitted.

* Specific leave deadline dates can be found in the Leave of Absence section — Deadline for Requesting Leave.

FINANCIAL AID:

QUEST SCHOLARSHIPS AND BURSARIES, GOVERNMENT STUDENT LOAN PROGRAMS, STUDENT EMPLOYMENT PROGRAM

Quest is committed to helping make its unique education accessible and affordable to all qualified students though the following supports offered by Financial Aid. For additional questions and information, please contact Financial Aid (financial.aid@questu.ca).

QUEST UNIVERSITY SCHOLARSHIP PROGRAM

Scholarship: a financial award offered in recognition of academic standing. Additional criteria may apply

APPLICATION ELIGIBILITY AND PROCESS

All Quest scholarships are entrance awards and can only be applied for during the initial admission application process. The value of a Quest scholarship cannot exceed full tuition for an academic year.

SCHOLARSHIP TYPES AND REQUIRED CRITERIA

Scholarship Name	Amount	Citizenship/ Residency	Additional Criteria
David Strangway Award for Excellence	Full tuition	Canadian	High school applicants must achieve an academic average of 90%+ in grades 11 and 12. Transfer applicants are required to meet a minimum 3.75 GPA in their most recently post-secondary academic year.
Canadian Academic Performance Scholarship (CAPS)	$10,000	Canadian	High school applicants must achieve an academic average of 80%+ in grades 11 and 12. Transfer applicants are required to meet a minimum 3.0 GPA in their most recently post-secondary academic year.
Presidential Scholarship	Up to $8,000	Any	Students must demonstrate an eagerness to learn, an ability to lead, a willingness to contribute and a passion for excellence.
Leaders in Elite Athletics and Performance (LEAP) Scholarship	$5,000	Any	Students must be admitted into the Quest LEAP program.
Gap Year Scholarship	$5,000	Any	Students must have completed a select gap year program.

SCHOLARSHIP RENEWAL PROCESS

Entrance scholarships are **renewable** each academic year provided a returning student maintains scholarship-specific eligibility criteria.

SCHOLARSHIP TERMS AND CONDITIONS

- Funding is valid for four years or 32 Blocks
- Funding is applicable to eligible courses at Quest or a Quest designated exchange partner
- There can be no outstanding fees or a balance owing on the student account
- Funding is pro-rated based on the number of eligible Blocks in which a student is enrolled. For example, a student who receives an $8,000 annual Presidential Scholarship and enrols in 6 eligible courses in the academic year will receive a total value of $6,000. Scholarship amounts are posted in equal installments
- Students must maintain Satisfactory Academic Progress (SAP)
- Students must meet all scholarship criteria specific to each scholarship type

SCHOLARSHIP PROBATIONARY STATUS

Students who do not meet Satisfactory Academic Progress (SAP) will be put on scholarship probation for their following term of Quest enrolment. During this term, those students may be granted a one-term grace period without a reduced or revoked scholarship to help support their rehabilitation into good standing. Upon completion of the term, if SAP has not been achieved, Financial Aid may revoke future scholarship funding.

QUEST UNIVERSITY BURSARY PROGRAM

Bursary: a financial award offered on the basis of demonstrated financial need and satisfactory academic achievement.

APPLICATION ELIGIBILITY AND PROCESS

Quest bursaries are **non-renewable** and must be applied for each academic year of study.

Incoming students: apply for bursary funding during the initial admission application process. Applications are due March 1.

Returning students: apply online for the following academic year of study. Students must meet Satisfactory Academic Progress (SAP) from the most recently completed academic year. Applications are due June 1.

A student can appeal their bursary decision provided they demonstrate a significant extenuating circumstance leading to the change in financial resources. Contact Financial Aid (financial.aid@questu.ca) for an appeal application.

BURSARY TERMS AND CONDITIONS

- Funding is applicable to eligible courses at Quest or a Quest designated exchange partner
- There can be no outstanding fees or a balance owing on the student account
- Funding is pro-rated based on the number of eligible Blocks in which a student is enrolled. For example, a student

who receives $8,000 in bursary and enrols in six eligible courses in the academic year will receive a total value of $6,000. Bursary amounts are posted in equal installments

CANADA STUDENT FINANCIAL ASSISTANCE PROGRAM

Financial Aid facilitates the confirmation of government student loans enabling students to receive their government-approved loan funding.

Student loans are available to Canadian citizens, permanent residents, and protected persons who are studying full or part time. Students apply for loans through their home province/territory of residence and in one application, are considered for federal loans, provincial loans and various grants.

Loans: are determined and awarded based on financial need. They must be repaid.

Grants: are determined and awarded based on financial need and other criteria. Grant eligibility is automatically assessed with a student loan application. Grants do not have to be repaid.

BC STUDENTS

BC residents who require financial assistance to pursue post-secondary education may obtain student loans by applying online through StudentAid BC (studentaidbc.ca). Students with questions about loan eligibility and the application process can contact StudentAid BC and/or Financial Aid.

OUT-OF-PROVINCE STUDENTS

Students who reside outside of BC and require financial assistance can apply for government student loans through their home province/territory of residence. Questions about loan eligibility and the application process can addressed by the provincial/territorial loan office and/or Financial Aid. Additional information can also be found on the CanLearn website (canlearn.ca).

UNITED STATES LOANS PROGRAMS

Students who are citizens or permanent residents of the United States have several funding options while attending Quest University. Individuals who are Canadian-US dual citizens are strongly encouraged to explore opportunities through the Canada Student Loans Program (canlearn.ca) first.

WILLIAM D. FORD FEDERAL DIRECT LOANS

Quest University is a Title IV eligible institution and participates in the William D. Ford Federal Direct Loan program. Financial Aid facilitates the award and disbursement of the following loans.

Direct Subsidized Loans: are available to undergraduate students who have a calculated financial need.

Direct Unsubsidized Loans: are available to undergraduate and graduate students. No demonstration of financial need is required.

Direct Parent PLUS Loans: are available to parents of dependent undergraduate students to help pay for educational expenses not covered by other financial aid.

Students must first establish eligibility by completing a **Free Application for Student Financial Assistance (FAFSA)** on the Federal Student Aid website (fafsa.ed.gov) and include Quest's school code (**G40753**). Note — as a foreign institution, Quest University is unable to award grant funding (e.g. PELL grants).

For more information on the application process, visit our website (questu.ca/admissions/afford/external-funding/).

Students who are ineligible for funding through the Direct Loans program or who need to borrow additional funding to meet their cost of attendance, can apply for either a Sallie Mae Smart Option Loan or VSAC.

For more information, visit our website (questu.ca/admissions/afford/external-funding/).

VETERANS AFFAIRS GI BILL

Quest University supports US Armed Forces veterans in obtaining their GI bill benefits while attending studies.

For more information, visit our website (questu.ca/admissions/afford/external-funding/).

FINANCIAL AID AND AN APPROVED LEAVE OF ABSENCE

A leave of absence of any type (academic or non-academic) and of any duration, can impact a student's financial aid (e.g. government student loan eligibility, interest-free status, student employment program eligibility, and scholarships and bursaries) whether issued by Quest University or another entity.

Before taking a leave of absence, students are strongly urged to contact their government student loan provider and/or the Financial Aid office to discuss the impact of the leave.

QUEST UNIVERSITY'S STUDENT EMPLOYMENT PROGRAM

The Student Employment Program (managed by Human Resources) provides students with the opportunity to work in multiple areas on campus during the academic year.

All student employment positions are paid. Some positions have regularly scheduled hours, others are project-based. Student employees report to a staff or faculty supervisor who will oversee their employment. Students who fail to show up for scheduled work shifts or fail to perform satisfactorily may lose their position and are not guaranteed a replacement.

For more information visit our website (questu.ca/admissions/afford/work-study/).

THE BACHELOR OF ARTS AND 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 instruction, and each day includes a minimum of three hours of formal meeting time. The Block format allows for flexibility to accommodate a range of additional class activities, including field trips, laboratories, study groups and peer tutoring. Normally, a student completes four Blocks of courses in an academic term, and attends two terms per calendar year, but could attend a portion of a third term as well.

1. Foundation Program Requirements

This mandatory program is comprised of **16 blocks** from across the discipline, meant to introduce students to the breadth of human knowledge.

CORNESRTONE
IND 2100

RHETORIC
IND 2200

PHYSICAL SCIENCES
PHY 21XX
Energy & Matter

Exemptions: Completing Physics I [PHY 3101] or Chemistry II [PHY 3201]

Exempts students from Energy & Matter

PHY 22XX
Earth, Oceans, Space

SOCIAL SCIENCES
Select 3 of the 4:

SOC 2100
Markets in Theory and Practice

SOC 2200
Democracy & Justice

SOC 2300
Global Perspectives

SOC 2400
Self, Culture, Society

MATHEMATICS
MAT 20XX

Exemptions: Completing two MAT 31XX, or two MAT 32XX at Quest (but not at another institution), Exempts students from Mathematics.

HUMANITIES

HUM 21XX
TEXTS

HUM 22XX
SCHOLARSHIP

HUM 23XX
CULTURE

LANGUAGE
Select one:
- Any level 2 or above in e.g. French, Spanish, or Chinese offered at Quest
- Ancient Greek 1 and Classical Latin 1
- Any approved language at level 2 or above at another institution

LIFE SCIENCES
Select 3 of the 4:

LIF 2110
Evolution

LIF 2210
Biodiversity of British Columbia

LIF 2310
What is life?

LIF 2410
Science, health & Wellness

QUESTION
IND 2300

A list of courses with descriptions is available on the Quest website: https://questu.ca/academics/list-of-courses/.

FOUNDATION PROGRAM

The Foundation Program is a set of 16 Blocks 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 specific Blocks.

CORNERSTONE BLOCK

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

Cornerstone Block is not a first course in a traditional field of study. It is a preparation for the unique educational journey provided by Quest.

This essential building course 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 BLOCK

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

Students who complete Quest's Rhetoric Course should be able to:
- Demonstrate an awareness of the conventions of academic discourse by using a particular style to create citations
- Develop strategies to overcome research-related barriers
- Demonstrate application of at least one strategy for incorporating feedback into drafts and revisions
- Diverge from the five-paragraph essay pattern
- Develop critical strategies to engage with academic readings
- Incorporate diverse resources into a variety of arguments: demonstrate the ability to summarize and paraphrase, use quantitative information as evidence and incorporate, interpret or analyze images

FOUNDATION CURRICULUM

Building on 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 actively applied to the modern world. Students "learn how to learn" through exposure to and the application of modes of thought used by a wide range of academic disciplines. Quest considers it essential that students confront and work seriously in fields of knowledge outside of their personal specialty or area of comfort. The aim is not for students to merely "get by," but to challenge themselves in disciplines they may initially prefer to avoid.

The Foundation Program has six Blocks set aside to examine major ideas in the natural sciences and mathematics. Students will learn to understand the structure of mathematical proofs, conduct research in the field and lab, model complex systems and test theories. They will develop basic familiarity with foundational theories, such as evolution and conservation of energy. These Blocks will help students become scientifically and mathematically literate.

The Foundation Program has six Blocks 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. These Blocks will help students become rigorous critics of themselves and their societies.

Intercultural questions emerge in a variety of courses and through a diverse student body. Students develop global civic skills by becoming familiar with a new language, either at Quest or through study at language immersion destinations abroad. 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 in literature in English to meet this requirement. Please consult the Language Study section of the Calendar (under Principles Governing Specific Courses) for details on policies governing this requirement.

The Foundation Program 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.

Students shift from the Foundation Program to the Concentration Program by forming a Question that will frame their direction of study. The Question is formed during Question Block, which is one of the final courses in the Foundation Program. With the help of the Question Block Tutor and Faculty Mentor, students use Question Block to structure their Concentration Program for their third and fourth years of study. Question Block considers the totality of the student's Foundation courses, experiential learning, co-curricular programs, language study, study abroad and research methods to develop each student's plan for their final years at Quest.

2. Concentration Program Requirements (3rd & 4th year)

The Concentration Progran 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 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 acadenic 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*

CONCENTRATION PROGRAM

In the Concentration Program, students shift from breadth of knowledge to depth of understanding. Depth is defined as sustained attention over a number of Blocks to a question of personal importance to the student. Attaining depth means knowing what a good question is and how to pursue its inquiry. It is a skill for life and a preeminent achievement of the liberal arts and sciences education at Quest.

The Concentration Program, which usually spans the last two years at Quest, consists of individualized Focus Blocks, Experiential Learning, Electives, and the Keystone Block. Concentration Blocks begin with the number three or four.

PRINCIPLES UNDERLYING THE SELECTION OF CONCENTRATION BLOCKS

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

Each student's Concentration Program, designed during Question Block and approved by at least two faculty members, consists of four elements:
» Statement of the Question
» Concentration Plan
» List of key readings, called "Touchstones"
» Keystone Project

Depending on the nature of the individual program, it may also include experiential learning components (e.g. service learning, internship) or a semester abroad with an exchange partner school or a pre-approved academic leave at a non-partner school. In principle, nothing limits the variety of Concentration Programs that students develop at Quest.

EXPERIENTIAL LEARNING

Experiential Learning is part of Quest's focus on an integrated education. It allows a student to pursue their Question beyond the classroom, emphasizing direct experience. The goal is to link knowledge with practical application.

The "extended classroom" of experiential learning helps students with:

• Insight into how experts in a particular field live and work
• Preparation for employment or further study in a 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

Experiential learning can take varied forms, including:

• Working in a field related to the student's area of Concentration, whether in the private sector, non-profit, government or other area
• Exploring a career via internships or volunteer work
• Studying within the framework of a community-based project
• Engaging in political activity or supporting a political organization
• Conducting research as part of a scientific, practical or artistic project

STATEMENT OF THE QUESTION

The Question, created during Question Block, is formalized in a proposal outlining the area of inquiry, a Concertation Plan and a list of Touchstone works. Faculty expects Questions to reflect the unique interests of each student; consequently, students have the opportunity—and the obligation—to shape their own education.

The 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, one-on-one work between the student and their mentor is often the most demanding and rewarding aspect of the Quest experience.

CONCENTRATION PLAN

The Question acts as a lens through which students select the Focus Blocks they intend to take in the Concentration Program. The program should include a minimum of six Concentration Blocks, called Focus Blocks, directly relevant to the Question, and at least three elective Blocks that provide interesting sidelights on the student's topic. A minimum grade of "C" is required in all Focus Blocks.

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 Concentration Plan that crosses boundaries of traditional disciplines, takes advantage of relevant exchange opportunities at partner institutions, and includes experiential learning components. It must also remain coherent and rigorous, and provide both depth and breadth in the area of the Question.

TOUCHSTONES

As part of the Concentration Program, the student and their mentor will 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. They represent essential, definitive works that both educated members of the public and experts in a field might be expected to consult. The works may be studied as part of Focus Blocks, or they may be extracurricular materials that students study independently. The Touchstones provide students with a broader context for the issues underlying their Question and forms the basis of their continuing discussion with their mentors. By introducing students to the language and concepts used by experts in the field, the Touchstones prepare students to enter comfortably into an informed conversation about their topics of interest.

Although a good Question may never be definitively answered, the Question proposal allows each student to design a self-guided education and craft a meaningful, nuanced response.

KEYSTONE PROJECT AND BLOCK

The Question provides a springboard for the Keystone Project—an advanced and carefully planned expression of a student's work on their Question (akin to an advanced undergraduate or honours thesis). A Keystone Project can take many forms (e.g. a documentary film, a research paper presented at a symposium, the results of lab research, a policy brief, a poster presentation at a professional conference or a work of creative writing).

In Keystone Block, the final Block taken at Quest, students reflect on their education and prepare for the public presentation of their Keystone Project. The course itself counts as a single Block but work on the Keystone Project will be spread out over time. The Keystone Project draws upon the methods and knowledge acquired in the Concentration Program. It includes a public presentation 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 presentation offers students a chance to describe their Question as well as the research and analysis behind the final work. It should demonstrate an ability to think independently, critically, and creatively. The Keystone Project is the culmination of a Quest education and should reflect that the Quest curriculum's purposes have been achieved: personal development, profound intellectual inquiry, social engagement, preparation for employment or further study and a basis for a lifetime of learning.

RHETORIC AND QUANTITATIVE REASONING ACROSS THE CURRICULUM

RHETORIC ACROSS THE CURRICULUM

The Rhetoric Block at the beginning of the Foundation Program is simply an introduction to Rhetoric. Quest's Rhetoric Across the Curriculum Program engages students with rhetorical opportunities throughout their degree, and emphasizes communication within academia and beyond. Not only do all Quest students learn how to participate in professional and academic conversations, they are 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, the analysis and creation of images and the sharing of ideas. Students and faculty participate in a process of reflective adjustment based on concrete, discrete and measurable program outcomes that are evaluated on a rolling basis.

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 engage in a variety of shorter writing assignments. These may include learning journals, action plans, exit summaries, problem analyses and peer dialogues. Presentations often involve slide shows, reports on group work, or even short documentary films. Because Quest encourages students to remain inquisitive, special attention is paid to conceptualizing and expressing questions.

Peer Tutors in the Learning Commons are 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 and discuss their rhetorical work and personal communication goals.

QUANTITATIVE REASONING ACROSS THE CURRICULUM

What is Quantitative Reasoning? A quantity is something which can be counted or measured. Quantitative Reasoning (QR) is about understanding and using quantitative information. Numbers constitute a principal foundation of modern life and decisions in science, economics, politics and daily life rely on statistics, graphs and quantitative analyses. The power of numbers to inform, and to mislead, means that Quest graduates must be able to recognize and critique quantitative arguments and to construct valid analyses of their own.

Quest students will find multiple opportunities throughout the curriculum to develop their ability to understand, question and communicate quantitative information effectively. They will analyze and use quantitative evidence in a variety of contexts from scientific research to political debate to historical perspectives. Depth of understanding in all disciplines can be enhanced by exploring QR through estimation, computation, and consideration of the underlying assumptions and limitations of quantitative arguments. Students will learn to create effective visual representations of data, interpret and make statistical inferences and consider notions of probability when formulating judgments. All of these opportunities and experiences make up Quest's Quantitative Reasoning Across the Curriculum Program, a program that sees students using quantitative reasoning throughout their whole degree, beginning to end.

The Quantitative Skills Program (Q Skills) is the first step in Quantitative Reasoning Across the Curriculum. In Q Skills, students review some of the fundamental language, skills and techniques of QR specifically selected for the needs of Quest's Foundation courses. Different disciplines use quantitative information in different ways and so the skills are divided into four strands: Number, Graphs, Algebra and Measurement. About half the Foundation courses require Q Skills strands as prerequisites and students complete the strands by demonstrating a reasonable fluency with the material during a diagnostic assessment.

To finish the Q Skills program in a timely manner we recommend working through the materials provided before arriving at Quest. Students have the option to write a diagnostic during the orientation weekend. Those who do not complete all strands at this stage will be guided and supported through the Q Skills Program as they attend review sessions, small-group tutoring and, if appropriate, take the Introduction to Quantitative Reasoning course.

ACADEMIC OPERATING PRINCIPLES

ACADEMIC CONCESSIONS POLICY

ATTENDANCE AND PARTICIPATION

Quest's emphasis on experiential and collaborative learning means that each student's participationin and engagement with learning activities are important to the academic success of all members of the class. As such, full participation in course learning activities is expected. To support and safeguard the learning outcomes of the course, tutors may establish and articulate in their syllabi course attendance requirements. However, Quest seeks to support all students and recognizes that there are many circumstances that may prevent a student from attending class or completing required course components. In such cases, students may request academic concessions that enable them to complete required course components and achieve course learning outcomes in a way that meets their immediate needs, or in extreme cases to withdraw from a course without penalty.

ACADEMIC CONCESSIONS

In normal circumstances, Quest students are expected to attend class regularly and complete all components of a course, as described in the course syllabus. Class activities and assessments are designed to build the knowledge, skills, and attitudes that students will develop in the course and to provide students the opportunity to demonstrate their achievement of course learning outcomes. The intensive, collaborative learning that Quest fosters through its block program requires commitment from both students and faculty.

Nevertheless, many circumstances outside students' control may impede their ability to complete required course components. Quest recognizes this and seeks to support students facing such circumstances by offering academic concessions that can allow them alternative means to demonstrate achievement of course learning outcomes or, when necessary, to withdraw withoutacademic penalty.

The concessions policies below have been developed to support students while maintaining the university's academic standards. Because of the variety of potential circumstances and accommodations, implementing these policies will necessarily require individualized determinations. These determinations should seek as much as possible to adhere to the following principles:

- Safety: Concessions should provide for a safe and healthy learning environment for all members of the Quest community.
- Equity: Concessions should account for the individual circumstances that students face and provide a fair remedy.
- Compassion: Concessions should support students and minimize stress.
- Academic Rigour: Concessions should uphold course learning outcomes and objectives.

GROUNDS FOR CONCESSION

1. Conflicting Responsibilities

Quest students are responsible for arranging their schedules to allow, as much as possible, for full participation in their courses. However, the university recognizes that in some cases students may face unavoidable or unforeseen conflicts that interfere with their ability to complete requiredcourse components and are beyond their control

Foreseen and unavoidable conflicting responsibilities may be grounds for in-block concessions – students should discuss these with the course Tutor before the beginning of the block whenever possible and must notify the Tutor of these by the end of the second day of the block. Students with foreseen, conflicting responsibilities that will not allow them to complete all required work or meet course learning outcomes should apply for non-academic leave.

Conflicting responsibilities that arise or change unexpectedly during a block may be grounds forother types of academic concessions, including late withdrawal and incomplete status.

In no case do conflicting responsibilities include travel or social plans that conflict with required course components unless the travel is related to another valid grounds for concessions.

Examples of responsibilities that could create grounds for concessions include:

- A need to provide care for a family member
- Religious or cultural observances
- A need to work to support oneself or one's family
- Military service
- Required attendance at a court session
- Representing the university or one's province, state, or nation in a competition or performance

Students with questions about whether a specific responsibility could create grounds for an academic concession should consult the Registrar's Office.

2. Medical Grounds

Medical grounds for academic concessions normally include unforeseen serious physical or mental illness, or other serious medical circumstances that inhibit a student from completing required course components or meeting course learning outcomes. This includes emergence of or significant change in chronic conditions or a need to quarantine due to potential exposure to an infectious disease.

Students who experience existing conditions with impacts that may require ongoing academic accommodations should register with Quest Accessibility Services.

3. Compassionate Grounds

Compassionate grounds for academic concessions include the occurrence or aftermath of unforeseen events that may inhibit a student's ability to complete required course components or meet course learning outcomes.

Examples of compassionate grounds for academic concessions include, but are not limited to:

- Death of a family member or close friend
- Sexual assault
- Miscarriage
- Overwhelming political or social events affecting one's community

TYPES OF CONCESSIONS

1. In-block Concessions

In many cases, students with grounds for academic concessions will nevertheless be able to complete required course components or otherwise demonstrate that they have met all course learning outcomes in a timely manner. It is particularly important that students who are or may be ill and contagious not put others in the Quest community at risk by attending class. In such cases, the student may request in-block concessions from the course Tutor, and the student and Tutor can work together to develop suitable options for the student to complete required course components or demonstrate achievement of learning outcomes. The student or Tutor may also consult with the student's Academic Advisor or Mentor as necessary.

Examples of such options may include, but are not limited to:

- Allowances for class absences or missing other requirements.
- Extended deadlines for course components. Deadlines may not be extended past 5pm on the Sunday after the final day of the block. Students needing more time than this to complete required components should apply for Incomplete status.
- Alternative times for exams or quizzes.
- Alternative means of participating in class activities (such as remote participation or the substitution of written or recorded participation for in-person).
- Re-weighting of missed components to those that the student was able to complete.
- Substitution of alternative assessments that are more feasible for the student to complete

Not all concessions will be possible in all types of courses, and a Tutor may refuse a suggested inblock concession if it will not allow the student to demonstrate achievement of course learning outcomes or complete required course components. In-block concessions must allow the course Tutor to award the student a final course grade as normal and will not be recorded on the student's transcript.

2. Late Withdrawal

A student who has not completed all required components for a course and who has valid grounds for a concession may petition the Registrar to be allowed to withdraw (and receive a course grade of 'W') from a course after the withdrawal deadline. Late withdrawal is normally not granted for students who have completed all required course work.

If the request is submitted, with appropriate documentation, prior to day 10 of the block then a tuition credit to the next term, to be used in the same academic year, can be granted. After day 10 no tuition credit will be granted.`

3. Incomplete Status

A student who has completed the majority of required course components and who has valid grounds for a concession may petition the Registrar to receive a temporary grade of 'I' (Incomplete) for the course and make arrangements with the course Tutor to complete required course components (or suitable alternatives to demonstrate that the student has met course learning outcomes) by a date no later than two months after the end of the course. If all required work is completed by the deadline, the 'I' grade will be replaced by a standard course grade, following the grading policy stated in the course syllabus as normal. Once the grade has been replaced, the incomplete status will no longer be recorded on the student's transcript. A student who is unable to meet the agreed deadline due to additional or lingering medical, emotional, or other difficulties must make an additional application for concessions (typically a retroactive withdrawal).

Grants of incomplete status should take Tutor workloads into account. Although incomplete status will necessarily require the course Tutor to grade assessments after the completion of the course, it should not require the course Tutor to take on additional instruction after the completion of the course.

4. Retroactive Withdrawal or Leave

A student who has suffered extreme trauma or illness or has otherwise been incapable of submitting a withdrawal request before the end of a course may petition the Registrar to be allowed to retroactively withdraw (and receive a course grade of 'W') from the course. Retroactive withdrawals are normally not granted to students who have completed all required course components.

In cases in which extreme trauma, illness, or other circumstances have prevented a student from attending or participating in a course past the second day, and also prevented the student from requesting non-academic leave from a course, the student may petition the Registrar to be retroactively granted non-academic leave. In this case, when a student has not been able to participate past the second day of the course, the course will be removed from the student's transcript entirely.

Students granted retroactive withdrawal or retroactive leave will not receive a tuition credit or a refund of any associated university fees.

Requests for academic concessions should be made as soon as reasonably possible. Requests for in-block concessions should be made in writing (email is sufficient) to the course Tutor. Agreed-upon concessions must be recorded in writing (again, an email record is sufficient).

Requests for late withdrawal, incomplete status, or retroactive withdrawal or leave must be made via the appropriate form, available on the Academic Forms page of the Portal.

Conflicting Responsibilities

Academic concessions on grounds of conflicting responsibilities to another organization will normally require supporting documentation from that organization when it is reasonably possible to do so. In cases for which it is not reasonably possible to provide supporting documentation (e.g., religious observances or sudden need to care for a family member), a self-declaration is sufficient.

Medical Grounds

For academic concessions on medical grounds, a self-declaration is sufficient documentation for inblock concessions. This means that self-declaration will normally be sufficient in all requests for inblock concessions. For other requests, supporting documentation from an appropriate professional may be requested by the Registrar's Office.

Compassionate Grounds

Self-declaration is sufficient documentation for in-block concessions. For other requests, supporting documentation from an appropriate professional may be requested by the Registrar's Office.

ADJUDICATION

Requests for in-block academic concessions will be determined by the course Tutor, in consultation with the requesting student (and the student's Academic Advisor or Mentor, when necessary) when more than one option for completing required course material or achieving learning outcomes is available.

Requests for late withdrawal, incomplete status, or retroactive withdrawal or leave will be determined by the Registrar. Requests for incomplete status must also include a plan for completion of the course that is approved by the course Tutor.

Determination of requests for academic concessions should consider the grounds established in this policy, the situation of the individual student requesting concessions, and the learning outcomes and objectives of the course(s) in question. Grants of concessions should seek to allow students to participate in course learning activities and demonstrate achievement of course learning outcomes to the extent that is reasonably possible while also maintaining the academic standards of Quest's courses and programs. Courses in which continuous participation is central to student learning and demonstration of achievement of learning outcomes (e.g., field, lab, arts practice) may be limited in the concessions that they can offer.

APPEALS

Students who believe that their request for academic concessions has been treated unfairly or not in accordance with this policy may appeal to the **Academic Dean** for reconsideration.

COURSE CHANGE/ADD/WITHDRAWAL (LEAVE) AND WAITLIST POLICIES

COURSE CHANGE/ADD

Course selection and changes may be completed online through Self-Serve until the end of day 1 of a Block. Requests for 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 Block.

Students should be aware that changes are subject to space limitations. There should be minimal disruption to the start of a Block. Exceptions must be authorized by affected faculty members and the Academic Dean.

A student who will be dropping a Block and not enrolling in another must submit an Academic or Non-academic Leave Form for the period of leave and will not receive a tuition credit unless three weeks' notice is given.

WITHDRAWAL (LEAVE)

Student-initiated withdrawal (leave)* from a Block is normally allowed only until 4:30 p.m. on day 6 of the Block and will result in a "W" on the student's transcript. A grade of "W" does not affect the student's GPA. Withdrawal after day 6 will only be permitted in extraordinary circumstances, such as serious illness, and requires supporting documentation as well as review and/or authorization of the Tutor, the student's academic advisor and the Registrar's Office.

The student must complete the Non-Academic Leave Form along with the required verification documentation found on the Portal under the Registrar's Office.

A student who withdraws from a Block without authorization (does not complete the leave form) automatically receives a grade of "F," which will affect the student's GPA.

A student who withdraws from a Block forfeits the tuition for that Block. In the case of Emergency/Medical Leave, tuition credit will be considered if the leave is requested prior to day 10 of the Block. After day 10, tuition credit will not be considered, although the student may request to have their grade reviewed for a "W." Students should be aware that course withdrawals may affect their financial aid eligibility.

Refer to section 6.7, Refund of Fees and Charges for more details.

WAITLIST

Courses at Quest are normally capped at 20 students. The Self-Serve registration system allows students to join a waitlist for courses that are full.

If a waitlist spot becomes available, the first student on the waitlist will receive an automated email and will have 48 hours to accept the spot. If they do not accept the spot within the 48 hours the automated system will drop them to the bottom of the waitlist and will send an email to the next person. Given the intensity and rapid pace of courses on the Block schedule, it is imperative that students on waitlists pay close attention to their Quest email in order to not miss a waitlist available opportunity.

On the first day of the Block, students should attend the course in which they are enrolled. Attendance is necessary to maintain their seat. Students will not advance on the waitlist by attending a course for which they are waitlisted.

If a student enrolled in a course has contacted the Tutor before 3:30 p.m. on the first day of the Block and has a legitimate reason why they could not make it to campus on day 1 (e.g. illness or other emergency), they will remain enrolled and their spot will not be given away to a waitlisted student.

After 4:30 p.m. on day 1 of the Block, all waitlists become null and void and an Add/Drop session is held by the Registrar's Office. Students interested in a spot in a waitlisted course 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.

When a student is added on, or after, day 1 of the course, they must immediately notify both the Tutor of the course they dropped and the Tutor of the new course. It is the responsibility of the student to obtain details of any missed assignments in the new course. The Academic Advisor approval system is also in effect (see below).

FACULTY ADVISORS AND MENTORS

First-year students are arbitrarily assigned a Faculty Advisor to help with course selection, transfer credits and academic advice. Faculty Advisors also monitor student progress, as outlined in the Academic Review Process section. In addition, they must approve each course selection made by a student on Self-Serve.

Each student is ultimately responsible for seeking help when needed and managing the requirements for degree completion. Students are free to switch Faculty Advisors at any time, but must submit an Advisor/Mentor Change Request Form to the Registrar.

Students in Question Block must find a Faculty Mentor to replace their Advisor for the Concentration years. Mentors are 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/Mentor Change Request Form to change mentors.

GRADING

The majority of courses receive a standard letter grade ranging from "A" to "F" (Quest does not have an A+). Each letter grade is assigned a GPA (see the GPA table on the next page). Grades are assigned after the end of each Block and can be viewed by students on Self-Serve.

A grade of "D" is the minimum grade to pass and receive credit for a Block. However, it is not considered sufficient when the Block is a prerequisite or part of a student's Concentration Program. A grade of "C" or higher is normally required for Blocks intended to satisfy prerequisites and Concentration requirements.

Quest tutors are not required to use a percentage system and many will assign letter grades to assessments based on their own rubrics or grading standards. Tutors that do use percentage grades will normally convert them to letter grades using the scale on the next page. Tutors who choose a different scale must indicate the scale they are using in their syllabus.

GRADE POINT AVERAGE (GPA)

GPA is calculated by dividing the total number of grade points earned for each course by the number of courses 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.

Grade points are assigned to letter grades according to the following scale:

Grade	Grade Point	Percentage
A	4.0	94-100
A-	3.7	90-93
B+	3.3	87-89
B	3.0	84-86
B-	2.7	80-83
C+	2.3	77-79
C	2.0	74-76
C-	1.7	70-73
D	1.0	60-69
F	0.0	0-59
P	N/A	N/A
NP	0.0	0-59
W	N/A	N/A
I	N/A	N/A
AU	N/A	N/A

In addition to standard letter grades, certain notations 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 Blocks, 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 Faculty Advisor. The grading option request must be submitted by 4:30 p.m. on the sixth day of the Block. A grade of "P" is not factored into a student's GPA.
A grade of "NP" is calculated as a zero, affecting the student's GPA in the same way as a grade of "F."

I (INCOMPLETE)

If a student is unable, because of illness, family emergency or other circumstance beyond their control to complete the work in a course, a temporary grade of "I" (Incomplete) may be awarded by the Tutor until 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) 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 six days of a Block) and does not affect the student's grade point average.

AU (AUDIT)

In some cases, a student may, with the permission of the Tutor, audit a course. Prior to the third day of the Block, the Tutor and the student should 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 automatically receive a narrative evaluation for Cornerstone Block.

GRADES FOR FOUNDATION BLOCKS

All Foundation Program Blocks, except for Cornerstone and Question, are assigned a letter grade.

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

GRADES FOR CONCENTRATION BLOCKS

Focus Blocks that constitute a student's Concentration Plan must be assigned letter grades. A minimum grade of "C" is required to satisfy the Concentration Plan 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 courses may be assigned either a letter grade, or a "P" or "NP" grade. The assessment type is at the academic advisor's discretion and must be noted in the Experiential Learning Plan or Independent Study Form before the start of the course.

GRADES FOR KEYSTONE BLOCK

The Keystone Course is assigned a "P" or "NP" grade.

COURSE SYLLABUS

Tutors shall provide written guidelines to all students at the beginning of the Block regarding assignments and the determination of grades. Any information about assessment practices, including make-up requirements for missed examinations because of short-term illness or other emergencies, must be clarified. If Tutors are using a percentage-score to letter-grade conversion scale that differs from Quest's usual scale, this scale must be indicated in the syllabus. This information may be provided through Moodle.

ATTENDANCE

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

Because of the intensity of the Block Plan, missing excessive amounts of class may result in a failing grade. Each Tutor decides how many unexcused absences will constitute an automatic Fail.

LATE ASSIGNMENT POLICY

JUSTIFICATION/EXPLANATION

The intensity of block-style courses amplifies the negative consequences of late work. While extensions can be granted, they are discouraged, because they compound workload for both students and faculty, resulting in Incomplete courses. In addition, feedback on work submitted late is unlikely to be timely enough to help the student improve or correct their errors. Therefore, most Quest faculty impose grade penalties to discourage late assignments and help students stay on schedule.

Quest faculty may set late assignment policies that are appropriate for their courses and must include these policies in the course syllabus. If no such policy is indicated in the syllabus, then late assignments may be penalized by 10 percentage points (e.g. 95 to 85) or one full letter grade (e.g. A to B) for each day they are late. In addition, unless the syllabus specifies otherwise, all work for a Quest class must be completed by 5 p.m. of the final day of the block. Late assignment penalties may be waived or adjusted in the case of documented family or medical emergencies. Students who are eligible for academic accommodations should discuss these with their course tutor at the beginning of a block and may have assignment deadlines

POLICY

Quest courses normally require assignments to be submitted by a specific time and date that is indicated in the syllabus, and there is typically a grade penalty for assignments that are submitted late. Quest faculty may set late assignment policies that are appropriate for their courses and must include these policies in the course syllabus. If no policy is indicated in the syllabus, then late assignments may be penalized by 10 percentage points (e.g. 95 to 85) or one full letter grade (e.g. A to B) for each day they are late. In addition, unless the syllabus specifies otherwise, all work for a Quest class must be completed by 5 p.m. of the final day of the block. Late assignment penalties may be waived in the case of documented family or medical emergencies. Students who are eligible for academic accommodations should discuss these with their course tutor at the beginning of a block and may have assignment deadlines extended if appropriate. Note that in some cases, extensions and late submissions may be impossible or unacceptable. For instance, if the assessed work takes place in the context of a one-off event, such as a live performance or symposium.

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 in a prerequisite or Focus Course. Students may also elect to retake a course in which they received a passing grade. Credit will be awarded only once, and the higher grade will be used in calculating the GPA. However, all courses that are retaken will be recorded on the student's transcript.

PRESIDENT'S LIST

Each term, Quest 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. Evaluation includes the GPA earned in that term as well as contributions to the life of the University and progress toward a position of leadership in the student's chosen field. Only full-time students (with three or more graded Blocks) in good standing (as determined by Offices of Finance, Registrar and Student Life) are eligible for this award.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Satisfactory academic progress toward a degree is defined as earning credits for at least three Blocks per term, with six Blocks completed per academic year, typically in the fall and Spring Terms. The successful completion of 32 Blocks is required for graduation.

Satisfactory academic progress is assessed on these criteria:

- Attainment of a cumulative GPA of 2.0
- Normally, completion of the degree within six years of registering as a full-time student
- A minimum GPA in each term, as follows:

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

The student's Faculty Advisor, Academic Dean or the Registrar's Office reviews each student's SAP at the end of each term. Failure to make satisfactory progress may result in academic suspension. Students should also be aware that maintaining full-time status is often necessary for maintaining both external and institutional financial aid.

ACADEMIC STANDING

Academic standing refers to how well a student is meeting expectations toward the fulfillment of their degree. There are several categories of academic standing, listed below. For those other than Good Standing, there may be consequences and requirements placed upon the student. The procedure is outlined in the Student Progress Group section that follows.

GOOD STANDING

Students who are making satisfactory academic progress (SAP) 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 in Good Standing. Only students in Good Standing may participate in off-campus programs for credit, including study at a partner university, language immersion or Experiential Learning outside Squamish.

ACADEMIC WARNING

This is usually the first level of intervention for students who are not making satisfactory progress toward their degree for academic or other reasons. It is intended to make the deficiencies in 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 Academic Warning Learning Contract. Students who fulfill all the requirements of their Learning Contract may be removed from academic warning. 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

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 GPA for the term, or who receives an "F" or "NP" in one or more Blocks, may also be immediately placed on Academic Probation. When one of the required conditions is not met—triggering a move from Academic Warning to Academic Probation—a Student Progress Group (see below) will meet to review the terms of the original Learning Contract, revising it as required and re-submitting it if appropriate with new recommendations to the Academic Dean for implementation. While on Academic Probation, a student must achieve a 2.0 GPA for the term, and pass all courses 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 their Learning Contract, or fails to meet the minimum GPA and pass all courses, may be placed on Academic Suspension. Suspensions are entered on the student's transcript as part of their academic record. The suspended student must meet with the Academic Dean, 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 an exemption from the Dean of Student Life or their delegate. While on suspension, a student may not visit the Quest campus, unless with permission from the Academic Dean or Dean of Student Life 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. The student must include with their 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 Academic Dean in consultation with the appropriate members of faculty and staff. Suspended students must re-apply for all types of institutional financial aid (scholarships and bursaries).

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

DISMISSAL

A student is subject to Dismissal from the University if the Academic Dean 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 that normally precedes any SAP decision (Warning, Probation, Suspension, Dismissal). The student may appeal the decision by submitting a letter of appeal, either in hard copy or email, to the Registrar's Office. The Registrar's Office will present the letter to the Vice President Academic for review. The decision made after the appeal is final.

If a student successfully appeals an SAP decision, they may, at the discretion 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 reached by the end of the academic year or aid eligibility will be lost until the provisions outlined by 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 Faculty Advisors on a regular basis to review their progress and receive advice as needed. At the end of each term of each academic year (or every four Blocks), the Registrar reviews all students' academic records. There are instances in which individuals beyond the Faculty Advisor should be involved:

- When the student fails a course, or when their performance is such that it meets the criteria for academic warning, probation, suspension or dismissal
- At the end of the Foundation Program, when the student's Question Plan needs to be approved
- When either the student or the Faculty Advisor feel it would be useful to solicit opinions on the student's progress or plans with a larger group

In these cases, the appropriate faculty member(s) will call a Student Progress Group meeting. An SPG will usually consist of at least two faculty members familiar with the student's situation, typically including the academic advisor, and the student. In situations where non-academic issues are affecting the student's academic performance, staff members who may have useful input will be asked to join the SPG meeting. This may include the Dean of Student Life or their delegate, or a co-director of the Learning Commons.

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 Academic Dean whether the student should be placed on academic warning, probation, suspension or dismissal
- Develop a Learning Contract with the student to address their academic deficiencies, which will normally include a requirement for a minimum GPA for the term of the contract. It may also recommend specific actions which may include a schedule of mandatory meetings with the Faculty Advisor, a counsellor or other staff members, or a follow-up meeting of the SPG

Upon recommendation from the SPG, the Academic Dean may alter a student's academic standing and take 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 their revised Question Plan.

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

Records of the SPG meetings, especially any decisions taken, should be recorded by the Faculty 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 Academic Dean.

APPEALS OF FINAL COURSE GRADES

A student who wishes to dispute a grade in a course should first discuss the matter with the Tutor.

If the matter remains unresolved, the student may file an appeal as follows:

- The student must file a Review of Final Grade Request with the Academic Dean within seven days of release of the grade
- After collecting all relevant information from the student and Tutor, the Academic Dean will arrange for an independent evaluation of the grade
- The grade determined after this evaluation shall be 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 Academic Dean 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, the Tutor will submit a report of the incident to the Academic Dean. Should the matter require further investigation, the Academic Dean will consult all relevant parties before making a final determination. A first incident of academic dishonesty usually results in an "F" on the assignment, a second incident results in an "F" in the course, and a third incident results in dismissal from the University.

PRINCIPLES GOVERNING SPECIFIC COURSES

FOUNDATION PROGRAM PRINCIPLES

To ensure that students obtain maximum benefit from our curriculum, students take Foundation and Concentration Blocks at particular times:

- During their first eight Blocks, students may normally take at most one Concentration Block (a course starting with a three or four number)
- May take no more than four Concentration Blocks before completing the Foundation Program
- All Foundation Blocks must be completed by the end of the third year of full-time study
- Students must usually complete at least one Foundation Block from each academic division (Humanities, Social Sciences, Mathematics, Physical Sciences and Life Sciences) before taking Question Block

From time to time, the faculty reviews the academic content of the Foundation Program and may change individual courses 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 Blocks. 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 on course availability or other limits.

FOUNDATION REQUIREMENT SUBSTITUTIONS

In some cases, students may take a Concentration Block in place of a Foundation Block (see list of applicable courses below). Students must obtain the approval of the Academic Dean, and fill out a Foundation Requirement Substitution Form (found on the Portal Academic Forms Page).

ENERGY AND MATTER EXEMPTION

Students who successfully complete Physics 1 (PHY 3101) or Chemistry 1 (PHY 3201) may be exempted from the Foundation Energy and 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.

Students who successfully complete Microeconomics (SOC 3001) and Macroeconomics (SOC 3002) may be exempted from the Markets: Theory and Practice (SOC 2100, formerly Political Economy) Foundation requirement.

LANGUAGE REQUIREMENT SUBSTITUTION

Students for whom English is not their mother tongue may take one block of a Concentration-level course in English to count for the Foundation language requirement.

Courses that would count as fulfilling the language requirement include the following:
- Courses in the Humanities and Social Sciences (HUM 3xxx or SOC 3xxx)
- Courses at the 3000-level marked as Rhetoric-Intensive in other fields of study
- Courses at the Concentration level that the Curriculum Committee designates, in consultation with the appropriate faculty, as fulfilling the Foundation language requirement

Students must submit the Language Requirement Substitution Form (found on the Portal Academic Forms Page) to the Registrar, who will make the initial determination.

Concentration-level courses must be graded to qualify as a Foundation Language substitution. Credits taken at another university before a student enrols at Quest may be substituted for the Foundation language requirement with the approval of the Curriculum Committee.

STUDY AT AN EXCHANGE PARTNER UNIVERSITY

Quest has a growing number of partner universities around the world. These institutions provide an opportunity to study abroad for regular course credit.

Students must apply to be nominated to an exchange program at one of Quest's participating partner universities for one or two terms and can apply for up to four or eight Block credits for qualifying courses. To be nominated, students must fill out the Exchange Nomination Form, available on the Portal under Academic/Registrar's Office/Off-Campus Blocks. The review committee selects candidates based on number of blocks completed, GPA and learning objectives. Students must have completed 1.5 years at Quest before attending an exchange. Only students in good academic, non-academic and financial standing are eligible.

Exchange students are required to pay a $400 exchange deposit and are exempt for paying the $500 reenrolment deposit. Exchange students pay Quest tuition and receive Quest financial aid. Exchange students are responsible for their own room and board, visa fees, health insurance, travel costs, incidentals and any costs associated with submitting the application. Some partner universities will require students to live on campus.

Students will be charged for a full term (four blocks) and are required to complete a full-time course load at the partner school.

If a student is registered with Accessibility Services and approved for accommodations, Quest will provide the appropriate accommodations in the exchange application process and/or assist the student in liaising with the appropriate office at the host organization, upon request.

The student must have their course selection approved by their Faculty Advisor through the Transfer Credit Pre-Approval Form. After completion of the exchange, the student must submit an official transcript to the Registrars Office. If course selection changes after this application is approved, the new course titles and number of credits must be submitted to their Faculty Advisor and Manager of Student Success for approval before classes begin. If students do not get course pre-approval, they risk not being eligible for transfer credit. In order to receive a transfer credit from Quest, you must achieve a grade of at least "C" (65%) in each course.

If the student is receiving US Federal Student Aid, they may only study abroad at a Quest partner university that is also approved for Title IV funding by the US Department of Education and cannot study at a partner university in the US. For more information, please email financial.aid@questu.ca.

All students carrying out an international experience including outgoing exchange, incoming exchange, and language abroad must show proof of comprehensive health insurance which includes coverage for COVID-19 related medical costs. We also strongly recommend travel insurance that covers trip disruptions as a result of COVID-19.

Quest retains the right to cancel, change, delay or otherwise modify student mobility experiences at any time to ensure student safety and well-being.

LANGUAGE STUDY

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

Students who have studied a language and wish to continue must take the appropriate diagnostics to determine level (for French and Spanish) or must receive permission from the instructor (for Chinese, Latin or Ancient 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. Concentration level courses must be letter graded to qualify as a foundation language substitution.

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 term at Quest.

FOREIGN LANGUAGE STUDY ABROAD

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

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

For a course taken outside Quest, the first 48 class hours (minimum three weeks) of a Beginning Course constitute Level 1. If that 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 courses from a 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 (e.g. room and board, travel expenses, support, health insurance). Quest tuition and financial aid will not apply for language study at another institution or program, unless it is undertaken at a partner university.

Students must petition for language credit before attending the course by submitting the online Language Immersion Application Form available on the Portal under Academics/Registrar's Office/Off-campus blocks/ Language, at least 30 days before the course. The application requires the approval of the Faculty Advisor, Financial Aid Office and Manager of Student Success. Eligible students will have a minimum 2.5 GPA and be in good standing—academically, non-academically and financially. To receive credit for the program students must send a copy of the official transcript to Quest. The language requirement is satisfied only by a course at the equivalent of Level 2 or higher. 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 US, there are limitations as to when and where language course may be taken. For Canadian and US loan recipients the student must undertake their language immersion course at US and Canadian government-approved institutions, or take their language course(s) during a month(s) that will not impact their financial aid. For more information refer to the Scholarships and Financial Aid section.

All students carrying out an international experience including outgoing exchange, incoming exchange, and language abroad must show proof of comprehensive health insurance which includes coverage for COVID-19 related medical costs. We also strongly recommend travel insurance that covers trip disruptions as a result of COVID-19.

Quest retains the right to cancel, change, delay or otherwise modify student mobility experiences at any time to ensure student safety and well-being.

Students must take a minimum of one block, and may take up to four blocks, of Experiential Learning (EL) as part of their degree. Only students in good academic, non-academic and financial standing may take additional EL blocks beyond the required minimum. Students are encouraged to integrate Experiential Learning as part of their Question proposal. Students may take no more than one EL block before completing their Question proposal.

Each EL block must be approved and supervised by the Faculty Advisor or, as appropriate, another Quest tutor. Students must complete an EL Application Form and submit an approved EL Plan three weeks prior to the block in which the EL is to be taken. Students who fail to complete an EL Plan, sign a Block Agreement and Release of Liability waiver will not be considered enrolled for the EL block(s).

The form and instructions for developing the Learning Plan are available on the Portal under Academic/Registrar's Office/Off-Campus Blocks/Experiential Learning. The Faculty Advisor and a Student Life representative will review and, if appropriate, approve and sign-off on the Experiential Learning application. The faculty advisor supervising the EL indicates whether the EL will be graded or Pass/No Pass.

Students are generally encouraged to pursue Experiential Learning opportunities off campus. On campus opportunities may also be applied for. Students receiving financial aid from outside Canada may have some restrictions on where they can pursue their EL. Students receiving US Federal Student Aid are not able to pursue EL blocks in the United States and may also have other restrictions. All students with financial aid from outside Canada should consult with the Financial Aid office about potential restrictions before submitting an EL Application.

Academic and Student Life supports are available for students seeking Experiential Learning opportunities.

DIRECTED STUDIES

Directed Studies (DS) courses are categorized using the areas of Quest's Foundation curriculum and are intended to provide opportunities for advanced (e.g. post-Question) Quest students to engage in individual, autonomous research projects within the framework of a Quest course.

Requirements for entry into a Directed Studies course, students will be required to have:
- Completed the relevant Foundation courses for the division(s) in which they will be pursuing their research
- Completed Question block
- Completed and have their mentor's approval of a brief description of the project they plan to pursue in the course (they will be required to submit this on the first day of class)

During the course, students will have assignments as they would in any other course. Because the course is meant for students at any stage of a project, students will be able to work with their instructor to decide on assignments individually. However, all students will be required to provide targeted feedback to their peers and to incorporate feedback from their peers and the instructor. All students will also be required to complete some substantial final project relevant to their goals.

A Directed Studies course is a good option for any student who has completed Question and has a substantial academic research project on which they would like to work. This could be a Keystone project, but this is not a requirement. A Directed Studies course will help students who want to develop more advanced composition and feedback skills and deepen their mastery of a genre of academic writing. A Directed Studies course is also a good opportunity for students to work together as a learning community on individual projects.

A Directed Studies course is not a good alternative to an existing Quest course or a substitute for a course that Quest does not offer. Course outcomes will be focused on developing rhetorical, quantitative reasoning, and research skills rather than on specific subject matter. A Directed Studies course is likewise not a good idea for a student who does not already have a specific project in mind.

Students may not count more than four Directed or Independent Studies courses towards their degree requirements.

INDEPENDENT STUDIES

Independent Studies (IS) are Concentration-level courses that one or more students in Good Academic Standing may design with a tutor to study a specific topic. Independent Studies must differ from regularly scheduled courses: they are not a mechanism by which to take a standard course at a different time. Independent Study courses are subject to strict scrutiny by the Curriculum Committee and are only appropriate when a course is not offered at Quest and is necessary to fulfilling a student's Question Plan. Students who wish to complete work on an independent research project should instead enrol in a DS course. IS courses must meet all of the requirements for regular Quest courses. A maximum of four IS or DS blocks may be counted toward a student's graduation requirements. IS blocks may be offered only by continuing faculty tutors, and both the student and tutor must be on campus during the block. Normal tuition, fees, scholarships and bursaries apply. Students submit IS proposals (Found on the Portal Academic Forms Page) through the Registrar's Office. All IS proposals are reviewed and approved by the Curriculum Committee.

TRANSFER CREDIT FROM OTHER INSTITUTIONS

The Quest Transfer Credit Policy exists to protect the integrity of the Quest Bachelor of Arts and Sciences, and the interests of Quest's students, by making Quest accessible to students who were previously enrolled at another institution.

Quest's Concentration program is largely self-directed, and may challenge students previously accustomed to low-intensity lecture-oriented courses, or to a curriculum of majors and minors. Thus, Transfer Credit policy and procedures are designed to ensure incoming students receive appropriate acknowledgment of prior learning and experience, while also ensuring that they possess the resources, skills, and attitudes required to complete both Concentration-level courses with explicit pre-requisites in particular, and the Concentration program in general.

TRANSITIONAL TRANSFER POLICY

This transitional policy will take effect immediately and is designed to accommodate the needs of students who entered Quest on or after September 2020, during the ongoing review of Quest's curriculum. The transitional policy also brings Quest closer to alignment with other HE institutions within the jurisdiction of British Columbia. It will remain in effect until April 30, 2023, at which point it will be replaced by a permanent policy that reflects and implements the outcomes of the review.

- Students who arrived at Quest on or after September 2020, have not yet completed Question block, and were previously enrolled at other institutions of higher education, may reapply for transfer credit after consulting with their advisor/mentor
- Students entering Quest who were previously enrolled at other institutions of higher education may request transfer credit
- Students with AP, IB, CEGEP or other advanced high school courses may likewise apply for Quest credit
- Students normally cannot receive more than a total of 16 courses of credit upon admission. Only four of those may be from advanced high school courses. At least 50% of a student's total credits must be taken at Quest

TRANSFER CREDIT CRITERIA

For a prior course to be considered for transfer credit, it must:

1. Focus on a discipline or disciplines taught at Quest, or cognate with disciplines taught at Quest (e.g. a course in marine biology would be acceptable while a course in scuba diving would not)

2. Have been graded for credit (e.g. a non-credit art course would not count), and the student must have received a grade that is consistent with the minimum standard for completing a Quest degree (typically, this translates to a grade of "C" or better)

Have been taught at the college or university level (remedial work is not transferable, and technical, sport or vocational training is not transferable)

TRANSFER CREDIT PROCEDURE

Students must apply for transfer credit from previous institutions **by the end of their first term at Quest**. First, students should **consult their advisor or mentor**, who will be able to help students locate potential matches, and make decisions that best serve the student's needs and goals.

Working together, the student and advisor should determine:

- Which of the students' prior courses may be eligible for credits (see above)
- Which of the students' prior courses, if any, may be equivalent to specific courses offered at Quest
- Any relevant information about the student's prior academic experience and/or future goals
- Advisors should help students avoid negative outcomes, such as:
    - » Repeating the same or very similar content and/or skills
    - » Receiving credit for a Foundation course, then later discover that they do not have the prior skills and knowledge they need to succeed in specific Concentration courses
    - » Filling up too many of their elective slots with transfer credits (thus restricting options moving forward)

See "The Bachelor of Arts and Science Curriculum" section or https://questu.ca/academics/build-your-degree/ for more information about how the Quest degree is structured, including limits on "electives."

EXCLUSIONS

Note that all students MUST take the following courses at Quest to meet degree requirements:

Cornerstone (IND 2100) *

Question (IND 2300)

Keystone (IND 3000)

*A transfer student with two terms or more of university credit may, with support of the advisor and approval of the Curriculum Chair, request to have Cornerstone substituted with another Quest concentration level course.

All Students must take Question and Keystone - there are no substitutes or equivalents at other institutions.

Once they have identified what courses are eligible, and whether they have equivalents at Quest, the student and advisor should **check existing articulation agreements between Quest and the student's prior institution**, using the BCCAT Transfer Guide tool. Quest has articulation agreements with the other institutions across BC, and transfer students may have taken a course that is already formally recognized at Quest.

The student and advisor/mentor should then fill out a Transfer Credit Request Form (Found on the Portal Academic Forms Page) and submit that form **along with course syllabi or AP/IB scores** (four or five for AP courses; six or seven for IB HL).

TRANSFER CREDIT APPLICATIONS MUST BE INITIATED BY THE END OF A STUDENT'S FIRST TERM AT QUEST.

REQUIRED AND RECOMMENDED MATERIALS

The Transfer Credit Request Form must be accompanied by:

- Official transcripts and/or AP/IB test scores*
- Syllabi/Course Outlines (for courses taken at other post-secondary institutions)
- The following materials are encouraged, but not required:
    » Samples of work produced during the relevant courses
    » Other evidence demonstrating that the student has achieved prerequisite knowledge and skills for specific Quest Concentration courses
    » Completed Foundation Requirement Substitution form (when applicable)
- The Curriculum Committee may, in consultation with the relevant faculty, ask for request additional evidence (e.g. graded work from the course to be transferred, an essay to demonstrate mastery over the material) to determine if the course corresponds with a specific Quest course

Credit for IB and AP

The following AP and IB Higher Level exam scores transfer as Foundation Credits, on a score of four or five for AP or a six or seven for IB HL:

- AP Language (excluding AP English Language/English Literature) = Language Requirement fulfilled
- IB HL Language A = Language Requirement fulfilled
- AP/IB HL Biology = credit for What is Life? or for Evolution
- AP Environmental Science = Credit for Biodiversity of British Columbia

For other courses (e.g. AP/IB HL Chemistry, Calculus, Physics), students are awarded elective credit, and are invited to consult with the appropriate faculty regarding placement into more advanced courses.

Possible Outcomes: Transfer Credit and Degree Requirements

Assuming the request meets the eligibility criteria (above), there are several possible outcomes. To understand them, it is important to note the distinction between earning a **credit** and satisfying a **degree requirement**. To earn a Quest degree (or any degree), one must complete the equivalent of 32 credits of university coursework, but universities do not grant degrees in exchange for time served. One must **also** satisfy specific degree requirements, such as completing Milestone courses (Cornerstone, Rhetoric, Question, Keystone). Note that these courses, in particular, rarely have equivalents at other universities, so transfer students need to determine how they intend to satisfy those requirements.

1. **Credit is awarded for a specific Quest course**. If a course previously taken is shown to have identical or nearly identical content and learning objectives, credit may be granted for completing that course. *Example:* Ahalya got a B in FYS 141: Self and Society at Capilano University. This course articulates with Quest's SOC 2400: Self, Culture and Society, so Ahalya gets credit for SOC 2400

2. **An <u>elective</u> credit is granted**: this counts as one of the 32 credits towards the Quest degree, but not as the equivalent of any particular Quest course. ***Example:*** Fei got an A in UBC's ARCL 203 (Archaeological Methods) course. The course meets all the other criteria, and archaeology belongs to the Social Sciences, but Quest does not offer archaeology courses, so Fei receives an ***elective*** credit

3. **An elective credit is granted AND a degree requirement is satisfied (or waived**). In some cases, courses may not have an equivalent at Quest, but the student can demonstrate that they have satisfied a prerequisite or degree requirement. ***Example:*** Jamie got high marks in both English Composition and Science Communication courses at MCState University. Neither one of these courses is equivalent to Quest's ***Rhetoric*** milestone course, but Jamie is able to demonstrate that across those two courses, they achieved all the intended learning outcomes associated with Rhetoric. Therefore, Jamie receives two credits ***and*** is considered to have satisfied the Rhetoric requirement

4. **No credit granted, but a degree requirement is satisfied (or waived)**. In some cases, evidence of a student's prior experience and skills might make the case that they have already met/achieved a Foundation requirement even though they are not eligible for a credit toward their degree. This is most likely to happen in the case of **Cornerstone**, because Cornerstone is tailored to orient new students to both Quest in particular and university in general

5. **No credit or requirements granted**. Reasons for a credit transfer to be declined include:
   » the syllabus is unavailable, lacks explicit learning outcomes, or does not contain enough information to make a judgement
   » the grade was below minimum standards
   » the institution and/or program is not comparable to Quest's Arts and Sciences degree

APPEALS

Transfer credit application must be initiated by the student prior to the end of their first term. Decisions may be appealed, if new evidence warrants reconsideration. However, all transfer credits decisions become final when a student commences their Question Block.

TRANSFER CREDIT DOCUMENTATION AND TRANSCRIPTS

Only Quest courses will appear on a student's official transcript and be included in the GPA calculation. If transfer credit has been awarded for coursework done elsewhere, only the name of the institution and the number of credits awarded will appear on the Quest transcript. If a student applies to graduate school or for external scholarships, those organizations may require the student to provide a transcript from the other institution(s).

Note: when a student and advisor elect to substitute a course for a Foundation requirement, such as Cornerstone, they should also fill out the Foundation Requirement Substitution form and identify which Quest course will be the designated substitute.

PRE-APPROVED ACADEMIC LEAVE FOR TRANSFER CREDITS

With permission from their Faculty Advisor and the Academic Dean a student may take up to eight (8) blocks of academic leave to attend another institution to pursue coursework not available at Quest but related to their Question. For example, if students need a laboratory course for which Quest does not have the facilities.

No transfer credit will be awarded for coursework that has not been pre-approved. Approval must be obtained no later than three weeks prior to the first day of the course of the anticipated leave, by completing the Academic Leave Form found on the Portal.

During a leave, a student is not considered enrolled at Quest. This may affect the student's full-time status and eligibility for institutional or government aid. Students should check the Federal and Provincial State policies regarding leaves or a break in study before considering a leave. In no cases shall Quest be responsible for tuition, financial aid or fees at these institutions. Approval will be granted only in cases of demonstrated and exceptional need.

ACADEMIC SUPPORT SERVICES

LIBRARY

The Quest Library facilitates learning and discovery by providing access to 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 help, group instruction and general academic support. The library 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.

LEARNING COMMONS

The Learning Commons is a learning space where students can work with each other and peer tutors to discuss course concepts, quantitative reasoning and rhetoric. Located on the first floor of the Library Building just off the Atrium, peer tutors are available to work with students during the published evening drop-in hours and at other pre-arranged times. When not booked by Peer Tutors, the room is available as a general study area, open to students 24/7.

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 Tutor 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 students and faculty

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

BOOKSTORE

The Bookstore sells readings and other materials for Quest Blocks including office supplies and sundries and is the main outlet for Quest logo merchandise including hoodies, T-shirts, mugs, hats, toques and many other items.

Students can access a listing of required readings for upcoming Blocks on the Portal Bookstore Page.

STUDENT LIFE

The Student Life team coordinates the programs, services, resources and activities that contribute to the student experience at Quest. The team is led by the Dean of Student Life and includes professional and student staff.

HEALTH AND WELLNESS

COUNSELLING

A team of counsellors works closely with Student Life and with professionals in the local community to provide support services to students. Confidential short-term counselling is available by appointment at no charge. Students who require ongoing or long-term counselling may work with the counsellors or Dean of Student Life for a referral to an appropriate professional in Squamish.

CAMPUS CLINIC

Quest operates a health clinic on campus. The clinic is staffed part time by general practitioners and other healthcare professionals (e.g. dental hygienist, dietician, massage therapist). Appointments must be scheduled in advance (no walk-ins available).

CARE TEAM

The **CA**mpus **RE**sponse Team promotes health and safety at Quest. Any member of the Quest community, member of the public, or family member may make a referral to the CARE Team regarding a student displaying concerning behaviour, indicating serious distress, creating a disruption to campus or posing a safety concern. The CARE Team is designed to assist those students in need. For more information, visit https://questu.ca/student-life/health-and-wellness/counselling/

EMERGENCY MEDICAL SERVICES

Quest has a 24-hour, student-run, emergency first-aid team that responds to students who are injured or ill. Members of the team have a minimum of 80 hours of training in emergency response and advanced first aid. This service is confidential.

FITNESS AND RECREATION

Quest offers students a range of opportunities in outdoor recreation and fitness activities. All students must complete a Recreation Informed Participation form before using the recreation facilities and must abide by all posted or stated rules and guidelines when using the Recplex and/or participating in Recreation Programs.

STUDENT SUCCESS

NEW STUDENT WELCOME EXPERIENCE

The Welcome Experience (Orientation) supports students transitioning into Quest. The Welcome Page on our website include information about housing selection, course selection, fee payment, health insurance, immigration, move-in dates and all other processes that must be completed by students before their arrival. All incoming students must arrive on campus on the before classes start for mandatory Orientation activities.

INTERNATIONAL STUDENT SERVICES

Quest offers a range of services to students from outside Canada.

International students are responsible for maintaining their immigration status and complying with immigration regulations while they are studying at Quest.

Typically, international students require a valid:
- Passport from their country of citizenship
- Study permit
- Co-op work permit (if completing Experiential Learning inside Canada)
- Temporary Resident Visa and Electronic Travel Authorization (only citizens of certain countries)

Quest must provide bi-annual reports to Immigration, Refugees, and Citizenship Canada on the enrolment status of international students. The information helps IRCC identify students who may not be complying with their study-permit conditions.

It is mandatory for all students to have comprehensive health insurance while enrolled at Quest University Canada. Canadian students are typically covered through their provincial insurance. All non-Canadian students are automatically enrolled in a health insurance plan provided by Guard.Me. The Guard.Me plan costs $650 per academic year and is included in the Fall Term billing. Students with comprehensive alternative coverage may opt-out of Guard.me Health Insurance. Returning students must opt out by April 20 of the previous academic year and incoming students by July 1 (summer prior to arrival). The Health Insurance Opt Out Form can be found on the Portal International Students Page.

ACCESSIBILITY

Quest is committed to equity and strives to create an environment that is accessible from the onset. We also recognize that certain aspects of the learning and physical environment may still provide barriers to the success of some students. Students experiencing chronic medical conditions, mobility limitations, disabilities, learning exceptionalities, allergies, mental health concerns and other protected characteristics may qualify for special adjustments (accommodations) to the academic and non-academic programs at Quest.

Quest works with the student to establish reasonable and appropriate accommodations that address documented functional limitations.

More information about Accessibility Services and how and when to register is available on the Portal. Read the Student Accommodation Policy.

CAREER SERVICES

Quest supports the career development of our students, including support with resume and cover letter writing, graduate school applications, job search strategies, interview preparedness, career counselling and advising, networking, and more.

RESIDENCE LIFE

Quest is a true living and learning community where learning opportunities exist beyond the classroom and throughout the campus. The Residence Life Team, which consists of student leaders (Resident Assistants) and part-time, live-in professionals (Residence Coordinators) deliver a variety of social, educational, and recreational programs that enhance the students' experience. The Residence Life team also function as a first line of support for students experiencing any of life's challenges, including health and wellness, academics and being away from home.

COMMUNITY LIVING GUIDE AND SANCTIONS

The Quest Community Living Guide outlines the expectations that Quest has for students on campus. The Guide is not just a list of rules, but includes information about the residences, Emergency Response, and how students may contribute to keeping our community safe.

The Guide also outlines the Sanction Process that may follow a breach of the Community Living Guide. Educational sanctions are designed to encourage the individual to reflect upon their behaviour and to consider perspectives and information that they did not previously have. Sanctions could include writing an introspective paper, researching and delivering a community presentation, preparing a poster or informational handout, or participating in a resolution process. The Student Life staff members overseeing a sanction will create a written report/agreement that details the occurrence/incident and outlines any sanctions. This report/agreement will be sent to the Quest student by means of their Quest email address, a letter with a note added to your file on StarRez. This information is stored within Student Life's records and does not go onto your official student record unless escalated to the point of suspension or expulsion.

Cases of repeated or egregious misconduct are handled by progressively more senior and experienced staff. Such cases may result in suspension or expulsion from Quest at the discretion of the Dean of Student Life, in consultation with the President.

STUDENT HOUSING

Student housing at Quest includes single occupancy bedrooms, with a semi-private washroom, in the residence hall style buildings (the Peaks). All the residences are within walking distance of the other campus facilities, including the RecPlex, the Library, and the Meal Hall. Students self select their room and building on-line through our StarRez portal.

FOOD SERVICES

Food Services on campus are provided. All students living in the residence hall style buildings (the Peaks) are on our Room and Board Plan that includes an Unlimited Meal Plan, which provides unlimited dining seven days a week, for the entire term.

ON-CAMPUS HOUSING REQUIREMENT

Living on the campus is an essential aspect of the Quest experience. Quest's residence community provides many social, recreational and educational activities that greatly contribute to student development. Students are normally required to live in on-campus housing while enrolled at Quest.

Quest may, in certain circumstances, waive this requirement. Students must submit requests in writing to Housing and include supporting documentation. Requests related to a protected characteristic may be submitted to Accessibility Services. Each request will be considered on a case-by-case basis, weighing the reason for the requirement against the student's reasons for an exemption. Any and all decisions to waive the requirement will be considered exceptions, and conditions may be specified.

OCCUPANCY AGREEMENT

Students living in the residences must abide by the Occupancy Agreement and the Community Living Guide. By accepting admission to Quest and the Occupancy Agreement, students agree to reside on campus for the full academic year, unless they are participating in an approved leave outside of Squamish.

CHECK-IN AND CHECK-OUT

Students are permitted to move into their residences on the designated check-in day at the start of each term, or block. Students are required to vacate the residences by 12 p.m. on the day following the last day of classes.

BREAKS

Regular campus operations cease between the end of the December Block and the beginning of the January Block (the Winter Break), and students are normally not permitted to remain in the residences during this time. Students seeking permission to remain during the break must submit a request to the Housing and include 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. The residences close at the end of the April Block for the week prior to the beginning of the May Block. Students wishing to remain on the campus during this break must submit a request to Housing.

ACCOMMODATIONS FOR HOUSING AND FOOD SERVICES

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, exemption from the meal plan, etc.) for on-campus housing and meal plan.

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

Requests that pertain to the meal plan should be submitted as follows:

Returning/Enrolled Students: Fall Term, July 1; Spring Term, November 15; Summer Term, April 1

Incoming Students: Fall Term, at time of StarRez profile creation (typically June/July)

Meal plan related requests may be made in tandem with a request for special housing accommodations. In those cases, requests by returning students should be made two weeks in advance of the housing selection deadline (typically early March), to allow Quest to assess the request and, if appropriate and reasonable, place the student in an appropriate unit in advance of the general housing process.

Students seeking non-academic accommodations pertaining to housing and meal plans must submit an Accessibility Services Request Form for each academic year that they wish to receive accommodations. New documentation may not always be required for each request, as previously submitted documentation for permanent, chronic, and ongoing functional limitations typically do not expire from year-to-year. Read the Student Accommodation Policy.

CLUBS AND GROUPS

Student-initiated and operated clubs and groups are encouraged and supported by the Quest University Students' Association and the University. Visit QUSA's website: QUSA.ca for more information about on-campus clubs and groups.

QUEST UNIVERSITY STUDENTS' ASSOCIATION (QUSA)

The Quest University Students' Association (QUSA) is a separately incorporated organization that represents the collective interests of the student body at Quest and liaises with the University administration, faculty, the Board of Governors, and external organizations. QUSA also oversees and provides support for various student clubs, organizes student run events and funds initiatives and provides services that promote artistic, social, charitable and recreational experiences. More information is available on the QUSA Website: qusa.ca.

ADMINISTRATIVE SERVICES

CAMPUS CARD

All members of the Quest community are issued a Campus Card, which provides access to the buildings, including the residences, and serves as the meal card, library card, printing and photocopying card and official Quest identification. Campus Cards are issued by the Student Life Office (for students) and Tech Support (for staff and faculty). Quest community members should keep their Campus Card on themselves at all time while on the campus and treat it as they would other forms of identification, credit or cash. Punching a hole, excessive bending or exposure to excessive heat may damage the card and render it inoperable. Lost Campus Cards can compromise campus safety and therefore must be promptly reported to Campus Security so the card can be deactivated. There is a $25 fee for replacing a lost or damaged Campus Card.

CAMPUS SECURITY

The Quest campus is small and walkable with most buildings connected by well-lit paths. Access to most of the facilities, including the residences, requires a Campus Card, and security personnel provide regular patrols of the campus 24 hours a day, 365 days a year. Quest community members should not give access to any secured campus buildings to unknown visitors.

PARKING ON CAMPUS

Quest is a small, low-traffic, pedestrian-friendly campus. Walkways connect the main buildings, including most of the residences, reducing the need for vehicular traffic around the campus. Members of the Quest community are permitted to park personal vehicles on campus in the designated parking lots. All vehicles parked on the campus must be registered with the University. There is a low monthly fee for parking a vehicle on the campus. More information about parking on the campus and vehicle registration is available on the Quest Portal.

INFORMATION TECHNOLOGY

Quest's IT Services provides a technical support helpdesk for students, and offers support for faculty, staff and visitors. IT Services is responsible for the day-to-day operation of the campus networks, Internet access via a campus-wide wireless network, email system, the 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 campus network provides high-speed connectivity (wired and wireless) from all University buildings. Students are assigned a login ID that is maintained for the duration of active enrolment and that provides access to the Internet, email and various software applications.

Quest uses IT tools to facilitate online access to student records, class data and collaboration information. SelfService allows students to register for classes, review grades, request transcripts, check current account balance and share pertinent data with their parents and guardians. Moodle serves as a course management system, facilitating information sharing between students and Tutors. The Portal allows students and staff to inform the campus community about events, 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 a laptop to campus that meets or exceeds Quest's minimum performance specifications. Each student should be the sole user of their laptop, which should be protected via a personal software-based firewall and antivirus suite.

UNIVERSITY POLICIES AND OPERATING PRINCIPLES

A full List of Policies can be found on the Quest Portal > Home > University Policies and the most up-to-date versions of policies and documents can be found on the Quest Website under Academics on the Catalogue, Calendar and Policies page.

SEXUAL MISCONDUCT POLICY

Quest University Canada is an academic community dedicated to the search for knowledge through teaching, research and service. It has a profound commitment to equity, to fairness and to every person's value, dignity, and potential. The University is committed to providing and maintaining a positive and safer learning, working and living environment where Sexual Misconduct is not tolerated and is treated with the seriousness it deserves. Every Member of the Quest Community has, and is expected and required to recognize in others, the right to be free from all forms of Sexual Misconduct. in connection with their participation in the activities of the Quest Community. The University recognizes that Sexual Misconduct may be experienced by individuals of all gender identities, gender expressions and sexual orientations and that acts of Sexual Misconduct may also be acts of sexism, racism, ableism, homophobia and/or transphobia. The University also recognizes that each person will be differently affected by Sexual Misconduct. Read the full Sexual Misconduct Policy.

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. Read the full Academic Freedom Policy.

HUMAN RIGHTS POLICY

Quest is an academic community dedicated to the pursuit of truth through teaching, research and service. Quest has a profound commitment to every person's value, dignity and potential, and believes these can only be achieved in an environment that recognizes and supports every person's human rights. The Quest Board of Governors developed and adopted a Human Rights Policy, updated in April 2014. Read the full Human Rights Policy.

PERSONAL INFORMATION PROTECTION POLICY

At Quest, 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, use and disclose personal information about members and prospective members of this academic community. Protecting such personal information is one of Quest's highest priorities. Accordingly, Quest manages the collection, use and disclosure of personal information using best practices derived from British Columbia's Personal Information Protection Act (PIPA). Read the full Personal Information Protection Policy.

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 Research Ethics Board ensures that all research and projects involving human participants conducted by employees or students 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 no later than 5 p.m. the previous Monday. Prior to submission of a proposal to the REB, researchers must complete the TCPS 2 online tutorial using their institutional email to register for the online course (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 the Chair of the Research Ethics Board (REB) at reb@questu.ca.

QUEST HONOUR PRINCIPLE AND PROTOCOL

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 nonacademic 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.
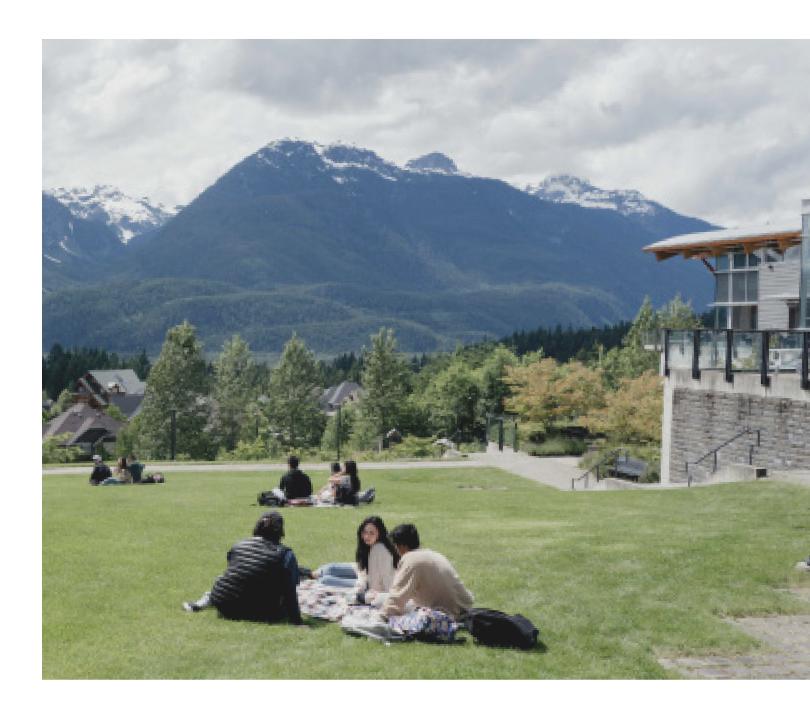
4. The Honour Principle establishes for members of the Quest community the general obligation to maintain the highest standards of academic honesty and to conduct themselves according to standards of respectful and responsible behaviour.

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:

   » 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.
   » 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, age and sexual orientation is prohibited, as are all other unjust forms of discrimination.
   » 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.
   » 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.
   » 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.

   » Student members of Quest 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.
   » 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.

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

LIMIT OF THE UNIVERSITY'S RESPONSIBILITY

Quest 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.

2020-2021
ACADEMIC
CALENDAR

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