



Education Council

Ensuring that our students are provided with quality educational experiences

AGENDA

Regular Meeting

Wednesday, September 15, 2021

4:00 – 6:00 pm

P216, LACC 321, MS Teams

TIME	ITEM	PRESENTER
4:00	CALL TO ORDER AND DECLARATION OF QUORUM (1 MIN.)	Bijan Ahmadi
4:01	ACKNOWLEDGEMENT OF COAST SALISH TERRITORY (1 MIN.) <i>Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html></i>	Bijan Ahmadi
4:02	CHECK-IN (15 MIN.)	Bijan Ahmadi
4:17	ACCEPTANCE OF AGENDA (2 MIN.)	Bijan Ahmadi
4:19	MINUTES FOR APPROVAL (1 MIN.) For approval: EdCo Special Meeting Minutes June 23, 2021 EdCo Meeting Minutes June 23, 2021	Bijan Ahmadi
4:20	REPORTS (6 MIN.) Education Council Chair (2 min) VP Education (2 min) Board Member (2 min)	Bijan Ahmadi John Boraas Ruth Mojeed Ramirez
4:26	COMMITTEE REPORTS (4 MIN.) Education Council Policy and Standards Committee	Peter Moroney
4:30	INTEGRATED CURRICULUM COMMITTEE REPORT (3 MIN.) Curriculum Under Review	Connie Klassen
PRESENTATION AND DISCUSSION		
4:33	Allied Health's (MRAD, SONO and CMLA) application for designated Indigenous seats in their programs See Application Form	John Boraas



TIME	ITEM	PRESENTER
4:43	Grade Policy – update and review of revisions See Grade Policy	Peter Moroney/ Rashed Al-Haque
4:58	EdCo Members Welcome/Orientation	Bijan Ahmadi
5:13	MEETING ADJOURNED	Bijan Ahmadi

Upcoming Meeting:

Regular Meeting
 Wednesday, October 20, 2021
 4:00 – 6:00 pm
 P216, LACC 321, MS Teams

Voting Council Members

- | | |
|------------------------------------|------------------------------------|
| 1. Andrea Kucherawy, Support Staff | 11. Mark Fournier, Faculty |
| 2. Bijan Ahmadi, Faculty | 12. Monika Bhardwaj, Student |
| 3. Blair Fisher, Faculty | 13. Richard Stride, Administration |
| 4. Brian Coey, Faculty | 14. Ruth Lyall, Faculty |
| 5. Corrine Michel, Faculty | 15. Ryan Russell, Faculty |
| 6. Debbie Hlady, Administration | 16. Scott Harris, Administration |
| 7. Emily Schudele, Faculty | 17. Tia Primrose, Support Staff |
| 8. John Boraas, Administration | 18. Student (Vacant) |
| 9. Julia Grav, Faculty | 19. Student (Vacant) |
| 10. Lois Fernyhough, Faculty | 20. Student (Vacant) |

Members (Quorum = 11)

Non-Voting Council Members

Sherri Bell, President
 Ruth Mojeed Ramirez, Board of Governors
 Connie Klassen, ICC Chair

Peter Moroney, Education Policy & Planning
 Andrea Kucherawy, Permanent Secretary
 Todd Ormiston, Indigenization Representative

Guests

Rashed Al-Haque, Education Policy Specialist
 Heather Cummings, Vice President, Student Experience



For Information:

Education Council Executive:

Chair: Bijan Ahmadi, Business, 250-370-4140, ahmadib@camosun.bc.ca

Vice Chair: Andrea Kucherawy, Access, 250-370-3165, KucherawyA@camosun.bc.ca

ICC Chair: Connie Klassen, Sport & Exercise Education, 250-370-4728, klassenc@camosun.bc.ca

VP Education: John Boraas, Office of VP Education, Interurban, 250-370-4543, boraas@camosun.bc.ca

Registrar: Scott Harris, Registrar's Office, Interurban, 250-370-3840, harriss@camoun.bc.ca.ca

EPP Director: Peter Moroney, Office of VP Education, Interurban, 250-370-3249, moroneyp@camosun.bc.ca

Permanent Secretary: Andrea Kucherawy, Office of VP Education, Interurban, 250-370-3037, edapprovals@camosun.bc.ca



Education Council

Ensuring that our students are provided with quality educational experiences

DRAFT Minutes

SPECIAL MEETING

Wednesday, June 23, 2021

4:00 – 4:10 pm

MS Teams

Present

Voting Members

- | | |
|---|----------------------------------|
| 1. Andrea Kucherawy, Support Staff (Vice-Chair) | 8. Julia Grav, Faculty |
| 2. Bijan Ahmadi, Faculty (Chair) | 9. Mark Fournier, Faculty |
| 3. Blair Fisher, Faculty | 10. Monika Bhardwaj, Student |
| 4. Brian Coey, Faculty | 11. Ruth Lyall, Faculty |
| 5. Debbie Hlady, Administration | 12. Ryan Russell, Faculty |
| 6. Emily Schudel, Faculty | 13. Scott Harris, Administration |
| 7. John Boraas, Administration | 14. Tia Primrose, Support Staff |

Non-Voting Members

- | | |
|--|--|
| Connie Klassen, ICC Chair | Sherri Bell, President |
| Joanne Cumberland, Board of Governors | Todd Ormiston, Indigenization Representative |
| Peter Moroney, Education Policy & Planning | |

Guests:

Regrets/Absent:

- Corrine Michel, Faculty
- Lois Fernyhough, Faculty

ITEM	PRESENTER
A. CALL TO ORDER AND DECLARATION OF QUORUM The regular meeting was called to order at 4:01 pm. Quorum was reached.	Connie Klassen
B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY <i>Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html></i>	Connie Klassen
C. REVIEW OF THE ELECTION PROCESS	

ITEM	PRESENTER
D. ELECTION OF THE 2021/2022 CHAIR Motion to open nominations (Bijan Ahmadi / Brian Coey) Nominations from the floor : Bijan Ahmadi Motion to close nominations (Monika Bharwaj / Mark Fournier) Bijan Ahmadi is acclaimed as Chair	Connie Klassen
E. ELECTION OF THE 2021/2022 VICE-CHAIR Motion to open nominations (Monika Bharwaj / Bijan Ahmadi) Nominations from the floor: Monika Bharwaj and Andrea Kucherawy Motion to close nominations (Debie Hlady / Ryan Russell) Andrea Kucherawy is voted in as Vice Chair	Connie Klassen
F. ADJOURNMENT The meeting adjourned at 4:10 pm.	Connie Klassen



Education Council

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DRAFT Minutes

REGULAR MEETING

Wednesday, June 23, 2021

4:00 – 6:00 pm

MS Teams

Present

Voting Members

- | | |
|---|------------------------------------|
| 1. Andrea Kucherawy, Support Staff (Vice-Chair) | 10. John Boraas, Administration |
| 2. Bijan Ahmadi, Faculty (Chair) | 11. Puneet Kaur, Student |
| 3. Blair Fisher, Faculty | 12. Mark Fournier, Faculty |
| 4. Chris Avis, Faculty | 13. Richard Stride, Administration |
| 5. Debbie Hlady, Administration | 14. Ruth Lyall, Faculty |
| 6. Disha Khattry, Student | 15. Ryan Russell, Faculty |
| 7. Janet Danks, Support Staff | 16. Vivian Fayowski, Faculty |
| 8. Jennifer LeVecque, Faculty | 17. Robin Fast, Faculty |
| 9. Connie Klassen, ICC Chair | |

Non-Voting Members

- | | |
|--|--|
| Joanne Cumberland, Board of Governors | Sherri Bell, President (regrets) |
| Kimberly Eden, Temporary Secretary | Todd Ormiston, Indigenization Representative |
| Peter Moroney, Education Policy & Planning | |

Guests:

Regrets/Absent:

- Scott Harris, Administration
 Isabel Grondin, Faculty

ITEM	PRESENTER
A. CALL TO ORDER AND DECLARATION OF QUORUM The regular meeting was called to order at 4:15 pm. Quorum was reached.	Bijan Ahmadi
B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY <i>Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who</i>	Bijan Ahmadi

ITEM	PRESENTER
<p>seek knowledge here. <http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html></p>	
C. SPECIAL MESSAGE	Peter Moroney
<p>There will be an opportunity to connect with Melody on Friday from 3-4:30 Mount Douglas Park.</p>	
<p>Motion: To recognize the value Melody Foreman has brought in her two years with Education Council, and to send her our best wishes</p> <p style="text-align: right;">Moved by: Bijan Ahmadi Seconded by: Blair Fisher Motion Carries</p>	
D. ACCEPTANCE OF AGENDA	Bijan Ahmadi
<p>The agenda for June 23, 2021 was approved by unanimous consent.</p>	
E. MINUTES FOR APPROVAL	Bijan Ahmadi
<p>The minutes for the May 15, 2021 meeting were revised.</p> <p>Although it was explicitly stated at the end of the meeting, the minutes do not currently reflect the 30 days notice given for the election that took place today.</p>	
<p>Motion: To approve the minutes of May 15, 2021 as noted above</p> <p style="text-align: right;">Moved by: Puneet Kaur Seconded by: Janet Danks Motion Carries</p>	
F. REPORTS	
1. Education Council Chair	Bijan Ahmadi
<p>We just had our special meeting where all of the incoming members and continuing members voted for their council chair (Bijan Ahmadi) and vice chair (Andrea Kucherawy)</p>	
<p>Want to announce our new permanent secretary position has been filled. After posting and interviews, our new permanent secretary for EDCO in the Education Approvals Coordinator position is Andrea. She will start June 28. Congratulations to Andrea.</p>	
<p>Members questioned whether Andrea can hold both positions? We are currently getting guidance. We've checked the bylaws and as far as we can</p>	

ITEM	PRESENTER
<p>determine there is nothing that precludes this. She won a seat as a CUPE member on council. In terms of Vice chair – we haven't found any information that would preclude her from holding both positions. If we do determine this is something that is not permitted – then we will call for new election for Vice-Chair.</p>	
2. VP Education	John Boraas
<p>John Boraas reported that we are doing a lot of work beginning to shift our thinking to our return to campus and wishes everyone a restful vacation.</p>	
Board Member	Joanne Cumberland
<ul style="list-style-type: none"> • At the last board meeting we said good bye to departing board members and welcomed new student members • Summer enrolments up above 2019 2020 levels • Lots of discussion around how employees and students safely return to campus in the Fall • Film studio – we had \$150,000 for business plan and we've hired consultants and developed a steering committee • Foundation report disbursed \$700,000- \$50,000 more than last year • Audit committee – audit done by KPMG - clean audit opinion • International enrolment for fall looking good • President search moving along 	
<p>This is Joanne Cumberland's final board report as we have a new liaison next year. Bijan offered thanks to Joanne for all her service to EDCO</p>	
G. COMMITTEE REPORTS	
Education Council Policy and Standards Committee	Peter Moroney
<p>Pete Moroney reported that the committee met on June 16 and it was the last one scheduled for this academic year</p>	
<ul style="list-style-type: none"> • First item was Grading Policy which has been to EDCO previously • It needed more consultation specifically around the section about timelines of the submission of final grades • Exams policy – new piece of policy work underway – came out of PLA Policy – identified a loop hole that allows students to use PLA to be re-evaluated for a course they may have failed <ul style="list-style-type: none"> ○ Seen as a way to recover from a fail ○ Concerned if we close that loophole it going to create problems downstream so we've a request, largely from deans, to have an exams policy – exams re-write policy to put in place procedures and options for students who might fail on a final exam – we will bring this back to EDCO once we've gone through the consultation process 	

ITEM	PRESENTER
H. INTEGRATED CURRICULUM COMMITTEE REPORT	Connie Klassen
Presented the submission for Basic English as a Second Language and English for Academic Purposes. Both have received full approval for 2022F	
<p>Motion: Be it so moved that Education Council approves changes to the following curriculum:</p> <p>BESL EAP</p> <p style="text-align: right;">Moved by: John Boraas Seconded by: Chris Avis Motion Carries</p>	
I. ITEMS FOR DISCUSSION	Peter Moroney
<p>Grades Policy</p> <ul style="list-style-type: none"> • The major change is: the policy currently says that students are to have their grades within 3 working days after the end of the final exam period • There have been discussions around what the number of days should be and when that clock starts • Was written: before end of final exam period – now written after submission deadline • Moving to 5 days is more reasonable <p>Comments from Council members included:</p> <ul style="list-style-type: none"> • There needs to be some awareness around holiday/school breaks ie: if an exam is given on Dec 21 the faculty member wouldn't have to submit marks until January for courses ending in December. This will disadvantage students who need to register for the next course. • Without it being clear in policy deans can't guide faculty to change evaluation dates • Need prescriptive piece in the policy <p>Motion Withdrawn, and policy returned to the Committee.</p>	
J. THANK YOU AND GOODBYE	Bijan Ahmadi
<p>Thanks and appreciation were given to outgoing Education Council members</p> <p>Isabel Grondin Chris Avis Jennifer LeVecque</p>	

ITEM	PRESENTER
Janet Danks Robin Fast Vivian Fayowski Joanne Cumberland Puneet Kaur	
K. ADJOURNMENT	Bijan Ahmadi
The meeting adjourned at 5:30 pm.	



BC's Office of the Human Rights Commissioner Special Programs Application

Instructions for completing and returning this form

- Complete all sections of the form below
- Email us your form by attaching a saved copy and sending it to:
specialprograms@bchumanrights.ca
- Also attach any supporting materials referenced in your application

Contact information

Name of organization:	
Name and position of primary contact for this special program:	
Mailing address:	
City:	
Province:	Postal code:
Tel:	
Email:	

Purpose of collecting contact information:

BC's Office of the Human Rights Commissioner (BCOHRC) uses your contact information to process your application.

Additional information for special programs for Indigenous people

The BCOHRC recognizes that Indigenous people in Canada face pre-existing disadvantage arising out of a legacy of colonialism, including the inter-generational trauma associated with residential schools. Indigenous peoples in Canada continue to have lower educational and economic achievements than non-Indigenous people in Canada, as well as poorer health outcomes and increased risk of violence.

In 2015, Canada's Truth and Reconciliation Commission studied this legacy of disadvantage and made a number of calls to action to begin the necessary process of reconciliation. The Commission called for greater Indigenous representation, and better cultural competence in the education, health, justice and child welfare sectors, as well as other aspects of public life.

- **Education:** The Truth and Reconciliation Commission as well as the BC Ministry of Education have recognized the need to work with Indigenous communities to improve school success for Indigenous learners in B.C. Part of this process entails the development of culturally appropriate learning, and increasing knowledge of and respect for Indigenous culture, language and history. Indigenous leaders and role models are a vital part of connecting Indigenous learners to their school and strengthening ties to Indigenous communities.
- **Health:** Indigenous peoples face serious and unique health challenges, as well as systemic racism in the health care system. The Truth and Reconciliation Commission has called upon governments to increase the numbers of Indigenous professionals working in the health care field and to ensure health care is delivered to Indigenous peoples in a culturally competent manner.
- **Safety:** Indigenous people, and in particular Indigenous women, are more likely to be victims of crime. The Truth and Reconciliation Commission recommends culturally appropriate services for Indigenous victims of crime.
- **Child welfare:** Indigenous children are over represented in out-of-home care, and are more likely to enter the child welfare system than non-Indigenous children. The Truth and Reconciliation Commission recommends culturally competent training for social workers and others in the child welfare system.

Special programs in B.C. which aim to address the disadvantage faced by Indigenous communities, including those consistent with the Truth and Reconciliation Commission's recommendations, will be approved by the BCOHRC under s. 42(3) of the B.C. Human Rights Code.

Additional information for special programs for an individual accommodation

Accommodation is the process of removing barriers that prevent people from meaningfully accessing core aspects of public life, including education, public services, and employment. Employers and public service providers have a legal obligation to accommodate people where those barriers relate to a protected characteristic like disability, religion, or sex.

Occasionally, a person may need an accommodation that restricts the rights of another group of people. For example, a male student with disabilities may need to work with a male educational assistant to meaningfully access an education. In that case, a school district might seek to restrict hiring to male educational assistants. This means that women are excluded from the opportunity to work in that job.

Where an accommodation restricts the rights of another group of people based on their protected characteristic, the BCOHRC will only approve the restriction under s. 42(3) of the Human Rights Code where there is evidence that the restriction is necessary to address the disadvantage faced by an individual. The evidence must show that the proposed restriction is justified by the nature of the individual's protected characteristic, and not by stereotypical assumptions or speculation.

Here are some examples of assumptions that may be based on stereotype and will require concrete evidence to support them:

- Women cannot work with men or boys that are aggressive toward them.
- Support with a person's self-care can only be provided by a person of the same gender.

The evidence that must be provided to support this kind of special program is:

- Evidence about the person's protected characteristic. For example, if the person has a disability, that disability must be identified and described.
- Evidence about why the accommodation is necessary. This should come from a treating professional, such as a doctor, psychiatrist, or member of a School Based Resource Team.
- Evidence about whether any alternative accommodations that would not exclude a group based on protected characteristics have been considered, and if so, why they are not suitable.
- Any other information related to the need for the special program. This might include an Education Action Plan, any documented history of other attempts at accommodation, or letters from parents or family members.

Nature of sponsoring organization

Describe the nature of the organization or the part of the organization that is proposing the special program.

Proposed special program

Describe the proposed special program in detail. Be sure to include:


- the individuals or groups the program will target
- the proposed eligibility criteria for the program, including how membership in a target group will be assessed (e.g. self-identification)
- the anticipated timeframe for the program including the requested duration of special program approval (typically five years with option to renew)

Please provide a single sentence summarizing the special program. Example summary sentences include:

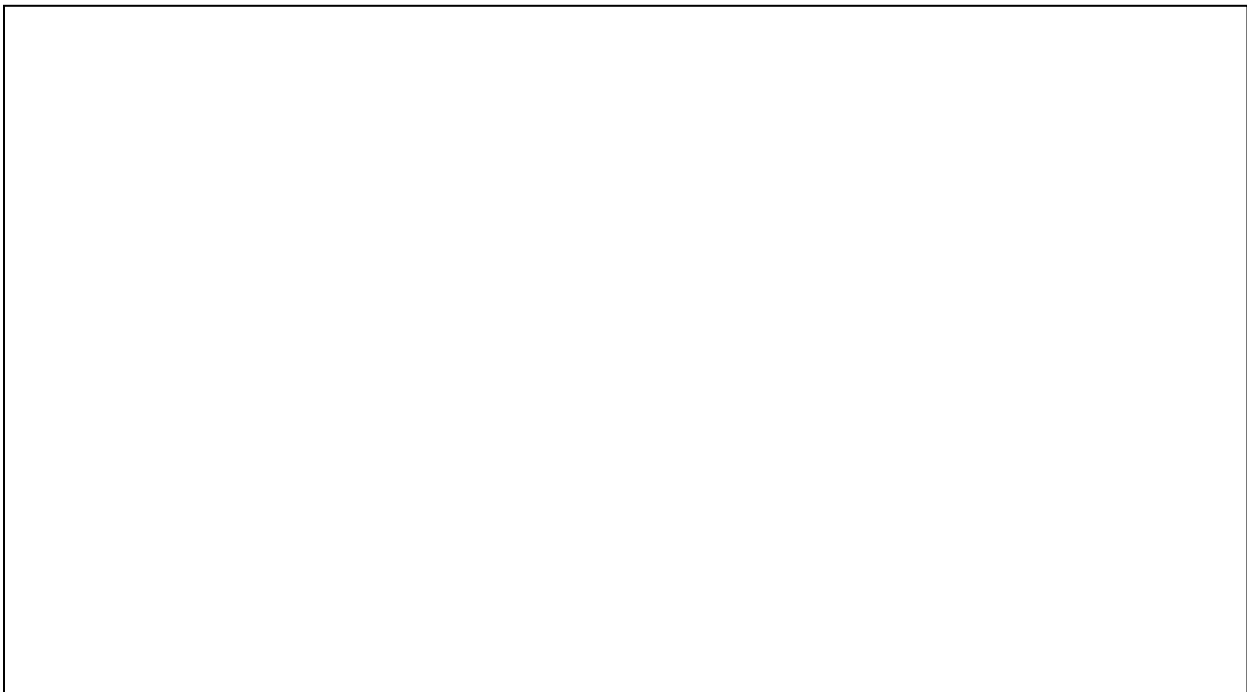
1. Giving preference to applicants who self-identify as Indigenous for a five-year period or until such a time as a certain representation target is met.
2. Exclusive hiring of self-identified women for specific positions working with female survivors of sexual abuse for a five-year period.
3. Restricting program participants to self-identified racialized youth for a five-year period to benefit these youth.

Purpose of the special program

Describe the disadvantage that the special program is intended to address



Describe how the special program is designed to address this disadvantage



Describe the anticipated benefits of the special program

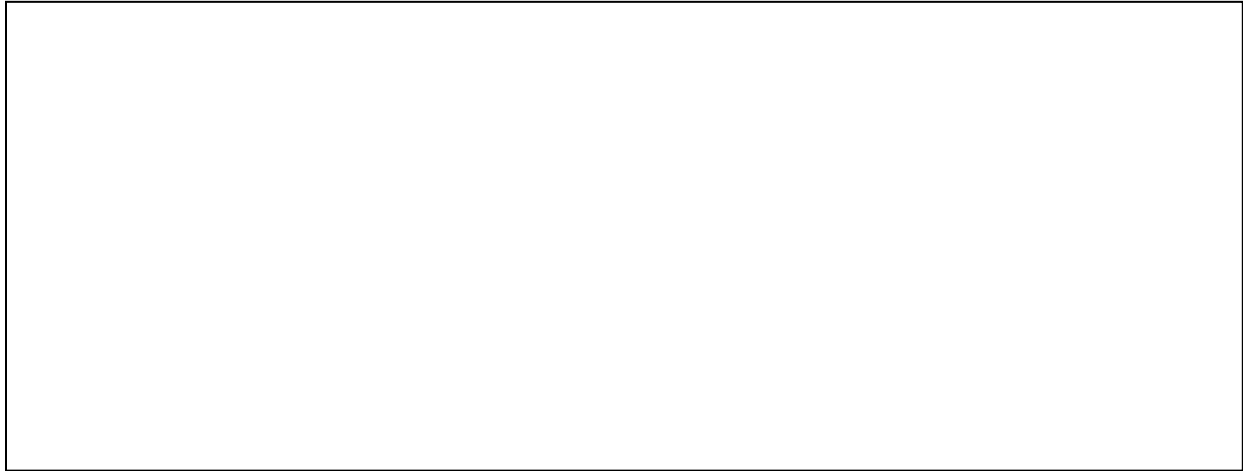
Describe how success is defined

If the special program is for an individual accommodation, attach or include:

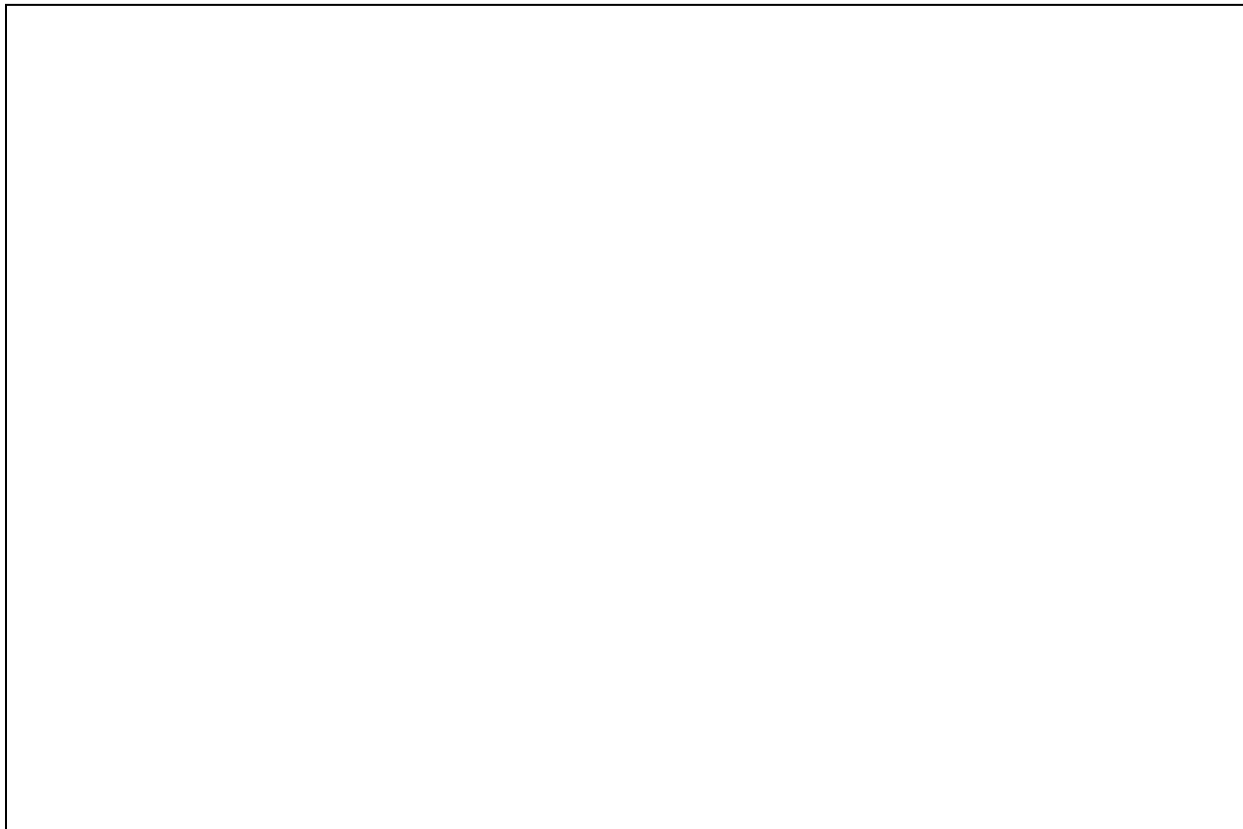
- Evidence about the person’s protected characteristic. For example, if the person has a disability, that disability must be identified and described.
- Evidence about why the accommodation is necessary. This should come from a treating professional, such as a doctor, psychiatrist, or member of a School Based Resource Team.
- Evidence about whether any alternative accommodations that would not exclude a group based on protected characteristics have been considered, and if so, why they are not suitable.

Accountability and monitoring

Describe how the special program will be monitored on an ongoing basis



Describe the specific metrics that will be used to measure program outputs and outcomes. Metrics should relate to the anticipated benefits and definition of success offered on the previous page. Proposed metrics will inform the reporting requirements included as a condition of approval.



Third party interests

Identify any third parties affected by the special program. For example: unions, employee associations, local Indigenous groups, etc.

For each identified third party, please:

- attach a written statement from the third party setting out its position on the special program
- provide a copy of this application to the third party

Name of affected third party organization:	
Name and role of contact:	
Mailing address:	
City:	
Province:	Postal code:
Tel:	Email:

Name of affected third party organization:	
Name and role of contact:	
Mailing address:	
City:	
Province:	Postal code:
Tel:	Email:

If you have not identified any third parties, describe how you have consulted with employees or other people who may be affected by the special program.

Timeline

Identify any relevant timelines that the BCOHRC should be aware of in processing your application. In particular, please identify if there is any urgency to your request. Note it may take up to 90 days to review and approve an application.

For example:

- The special program must begin before the start of school in September.
- The position in the special program must be filled as quickly as possible.

POLICY TITLE	Grading
POLICY NUMBER	E-1.5
APPROVAL DATE	September 2007
APPROVAL BODY	Education Council
REPLACES (IF APPLICABLE)	N/A
LAST UPDATE OR AMENDMENT OR REVIEW DATE	September 2021
NEXT REVIEW DATE	N/A
HOLDER	VP Education
RESPONSIBLE OPERATIONAL LEADER	N/A

GRADING

PURPOSE

The purpose of this policy is to ensure that grading and promotion are consistent and fair.

POLICY APPLICATION AND SCOPE

This policy applies to all Camosun students enrolled in courses for which they will be granted credit.

PRINCIPLES

1. Camosun College has two recognized grading systems: a standard grading system used for most academic, technical, and career based programming; and a competency-based grading system used for courses in which satisfactory acquisition of defined skills or successful completion of the course learning outcomes is the basis of evaluation and grading. (See Section A, Grading Systems.)
2. Students' work is evaluated according to one of the two College recognized grading systems. Students must meet the grading and promotion standards for the course or program in order to progress. (See Section A, Grading Systems.)
3. The College will assign temporary grades for a number of special circumstances; however, all temporary grades will convert to a final grade in one of the two grading systems. (See Section A, Grading Systems and Section F, Grade Changes.)
4. Instructors are expected to manage and report students who do not attend the first class meeting and who do not contact the instructor prior to the first class meeting with a satisfactory explanation. These students are considered "no shows" and they will be withdrawn from the course. If there is a waitlist, the next waitlisted student will be offered the seat.

5. As established in the Course Withdrawal Policy, students who have attended one or more classes, who do not officially withdraw prior to the published deadlines, and who fail to successfully complete required course work, will be assigned a final grade of “F” or “NC” depending on the grading system being used in the course.
6. To enable students to pursue subsequent educational and professional goals, submission and processing timelines for final grades shall be established. (See Section E, Submission of Final Grades.)

A. GRADING SYSTEMS

The following two grading systems are used at Camosun College:

Standard Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a “D” grade cannot be used as a requisite.	1
0-49	F	Minimum level has not been achieved.	0

Competency Based Grading System

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	Complete: The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	Distinction: The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	Not Complete: The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. TEMPORARY GRADES

Assigned for specific circumstances and convert to a final grade according to the grading scheme being used in the course. (See Section E below for conversion to final grades.)

Temporary Grade	Description
I	Incomplete: A temporary grade assigned when the requirements of a course have not yet been completed. Students must complete the course requirements within six (6) weeks of the "I" grade being assigned. Appears on the transcript.
IP	In Progress: A temporary grade assigned for courses that may require further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.) Appears on the transcript

C. STUDENT RECORD AND TRANSCRIPT NOTATIONS

Notations placed on a student's record indicate a status or standing and provide additional information to the student and the College. The notations do not affect a student's GPA.

Notation	Description
AUD	Audit: An academic course taken for interest where a grade is not assigned and the course cannot be used for program completion requirements, admission requirements, or as a prerequisite. Appears on the transcript.
NS	No Show: Students who do not attend the first class meeting of a course and who do not contact the instructor prior to the class with a satisfactory explanation for their absence will be assigned a "NS" notation and will be withdrawn from the course. Does not appear on the transcript.

W	Withdrawal: The student has officially withdrawn from the course prior to the designated withdrawal deadline. Appears on the transcript.
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D. GRADE POINT AVERAGE (GPA)

The grade point average (GPA) is calculated by using the formula in the following example:

Course	Credits	Letter Grade	Grade Points	Grade Points X Credits
1	3.0	A-	7	7 X 3 = 21
2	3.0	B+	6	6 X 3 = 18
3	3.0	C+	3	3 X 3 = 9
4	3.0	A	8	8 X 3 = 24
5	3.0	C	2	2 X 3 = 6
	15			78

GPA is 78 divided by 15 = 5.2

NOTES:

1. The grading system, based on nine (9) possible grade points, was implemented for the first time in September 1990. Students who accumulated their grades prior to September 1, 1990, will have their former grades recalculated on this nine (9) point system when transcripts are processed.
2. Courses that have not been assigned a credit value will not be used in GPA calculations

E. Submission of Final Grades

To enable confirmation of prerequisites prior to enrollment in subsequent programs or courses and to enable students to receive transcripts for subsequent educational and professional purposes, it is essential that final grades be submitted and processed expeditiously.

To support the above goals, grades are to be submitted to the Registrar's Office on time.

- For courses with no evaluations during the final exam period, grades are due no later than the last day of the exam period.
- For courses that have a last evaluative item during the exam period, grades are due no later than last day of the exam period.
- For courses with final exams during the exam period, grades are due no later than five (5) working days after the final exam.

Any instructor requesting an alternate submission deadline will require prior approval from their Dean/Director.

Deans and Directors will be advised by the Registrar's Office when final grades have not been submitted by the deadlines.

F. GRADE CHANGES

There are two circumstances in which grades can be changed: first, through the conversion of a temporary grade to a final grade; and second, through a final grade appeal.

1. Conversion of Temporary Grades to Final Grades

a. Incomplete (I) Grades

- i. When an "I" grade is assigned, the instructor must describe the outstanding requirements for course completion and inform the Registrar's Office, the School Office, and the student.
- ii. Students must complete the course requirements, and the instructor must submit a grade change within six (6) weeks of the "I" grade being assigned.
- iii. At the end of six (6) weeks, if a final grade has not been assigned by the instructor, the "I" grade will be converted to a final grade of "F." Extensions to this six (6) week period will only be considered for exceptional reasons and will require written approval of the Dean/Director.
- iv. At the end of six (6) weeks plus three (3) working day period, if a final grade has not been assigned by the instructor, the "I" grade will be converted to a final grade of "F." Extensions to this six (6) week period will only be considered for exceptional reasons and will require written approval of the Dean/Director.

b. In Progress (IP) Grades

- i. The "IP" grade will convert to a final grade of "NC" if an alternative grade is not assigned within the specified time limitation for a specific course.
- ii. If an "IP" grade is registered for a third consecutive term, an "NC" will be issued.

2. Final Grade Appeal

A final grade appeal process has been established for students who have reason to believe they have been graded unfairly. Students who wish to appeal decisions regarding final grades must refer to the Grade Review and Appeals Policy (see link below).

RELATED LEGISLATED REFERENCES

- [College and Institute Act Sections: 24\(2\)\(c\), 2\(1\)\(a\)](#)

LINKS TO RELATED CAMOSUN POLICIES

Related Policies



- [E-1.1 Academic Progress](#)
- [E-1.3 Field Placement](#)
- [E-2.2 Course Withdrawals](#)
- [E-2.11 Grade Review and Appeals Policy](#)