



Vancouver Community College Education Council Meeting Agenda

March 30, 2020

11:30–1:00 p.m., Videoconference

Meeting Link <https://vcc.zoom.us/j/844375038>

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER		E. Ting	1 min		
2.	ACKNOWLEDGEMENT		E. Ting	1 min		
3.	ADOPT AGENDA	Approval	E. Ting	1 min	✓	1
4.	BUSINESS ARISING					
	a. EdCo and Standing Committees Process Adjustments	Approval	E. Ting, Committee Chairs	30 min		
	b. Alternative English Language Proficiency (ELP) Assessment: Duolingo	Approval	T. Rowlatt, D .McMullen	15 min	✓	2-4
	c. Policy Revision: C.1.1 Grading, Progression, and Withdrawal	Approval	T. Rowlatt, D .McMullen	15 min	✓	5-17
	d. Withdrawal Process for Students	Discussion	E. Ting	15 min		
	e. Pass/Fail Grading	Discussion	E. Ting	15 min		
5.	NEXT MEETING & ADJOURNMENT	Info	E. Ting	1 min		

Next regular meeting:
April 14, 2020, 3:30–5:30 p.m.



DECISION NOTE

PREPARED FOR: Education Council

DATE: March 30, 2020

ISSUE: Piloting “Duolingo English Test” as an alternate for English Language Proficiency

BACKGROUND:

As a result of the current Covid-19 situation, and in an attempt to ensure the health of our employees, students, and applicants, the College has temporarily closed the Assessment Centre and has canceled all testing. This inhibits our ability to continue with admission to a number of programs here at VCC.

The Registrar’s Office maintains the online list of English Language Proficiency (ELP) requirements and options here: <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/>. While there are still many options, closing the Assessment Centre significantly limits applicants’ ability to demonstrate ELP, and we are examining viable alternatives.

DISCUSSION:

Duolingo is a popular online language learning platform. They have also designed the “Duolingo English Test,” an English proficiency assessment test that can be taken completely online: <https://englishtest.duolingo.com/>.

The Duolingo assessment is currently accepted at 41 Canadian post-secondary institutions, including McGill, Humber, Centennial, New Brunswick Community College, and Emily Carr: <https://englishtest.duolingo.com/institutions>

Due to the circumstances, we are proposing EDCO approve the use of the Duolingo English Test as another option for demonstrating ELP. This would be a pilot program for applicants in the 2020/2021 year, and the Registrar’s Office would track students admitted through this pathway so we can track relative progression going forward.

The proposed scores are (<https://englishtest.duolingo.com/scores>):

- English 12 with a B: 110
- English 12 with a C+, C, or pass: 105
- English 11: 95
- English 10: 85
- EAL Pathways: see Appendix A

Department Heads, Deans, and the EAL departments have been consulted by email, though due to the urgency, we could only provide several days for feedback.

- Ken McMorris, Department Leader of EAL Pathways: Support piloting the Duolingo program, with the understanding that they can move students who are misplaced by the test. They also provided a list of equivalencies for the EAL Pathway levels.
- KJ Hills, Department Leader of CCA: In principle agrees with using an online assessment, but has concerns about ELP levels being equated with ABE grade levels 10-12 as ABE and EAL use different measuring tools. Believes that these should equate to Canadian Language Benchmarks (CLB) levels and asks if there is an online test for CLB.
 - Unfortunately, there is no online CLB test available to our knowledge. The use of grade levels 10-12 is the College's current practice for all ELP, and is something that we can review at a later date.
- Larry Perras, Department Leader of Humanities: Is supportive in principle, as it is difficult to assess the assessment without access to it, but trusts the Registrar's Office to make the decision in the current situation. He asks two questions: do any of the BC institutions that our students commonly transfer to (UBC, SFU, Langara) accept Duolingo; and why are there two scores for Grade 12?
 - No, none of those BC institutions currently accept Duolingo scores. The BC institutions that do are (according to Duolingo): Emily Carr, Royal Roads, Quest, Vancouver Island University, and Vancouver Film School.
 - Our current ELP levels make a distinction between Grade 12 with a B and Grade 12 with a C+, C, or passing grade. In order to match our current proficiency list, we've provided a score for both levels.
- Bruce McGarvie, Department Leader of Drafting: Asks about correlation to CLB scores as well, and requests more information about test validation and ensuring that the person taking the test is not receiving assistance.
 - Duolingo's approach is outlined here: <https://testcenter.zendesk.com/hc/en-us>
 - Dave McMullen and Clayton Munro will speak to these questions at the Education Council meeting.

Duolingo will not be used for the following programs: LINC (due to IRCC restrictions) and all health programs that have limits placed on them by their accreditation or regulatory bodies; the health programs will be confirmed individually before being added to their options.

When the pilot is nearing completion, the Registrar's Office is to collect all data around students accepted and bring this information to Education Council for a decision on continued use of this assessment.

RECOMMENDATION:

THAT Education Council approve a pilot program, in the form described, using the Duolingo English Test as an option for demonstrating English Proficiency for admissions for the 2020/21 year.

PREPARED BY: Dave McMullen, Registrar, and Clayton Munro, Dean of Indigenous Initiatives

DATE: March 30, 2020

Appendix A

Guidelines for Placement into ESL-Pathways Program using IELTS/DuoLingo

IELTS Bands (Academic)	DuoLingo	Entry to (Pathways Course)
Overall 6.0 with nothing lower than 5.5 in any band	100-110	ELSK 0915, ELSK 0920, ELSK 0925
Listening 6.5/6.0/5.5 Speaking 6.0	95-100	ELSK 0815
Reading 6.5/6.0/5.5 Writing 6.0	95-100	ELSK 0820
Listening 6.0/5.5/5.0 Speaking 5.5	85-90	ELSK 0715
Reading 6.0/5.5/5.0 Writing 5.5	85-90	ELSK 0720
Listening 5.5/5.0/4.5 Speaking 5.0	75-80	ELSK 0615
Reading 5.5/5.0/4.5 Writing 5.0	75-80	ELSK 0620
Listening 5.0/4.5/4.0 Speaking 4.5	65-70	ELSK 0515
Reading 5.0/ 4.5/4.0 Writing 4.5	65-70	ELSK 0520

For example

- a student who has a 6.0 in Speaking and a 6.5 in Listening will be placed at 8LS
- a student who has a 6.0 in Speaking and a 6.0 in Listening will be placed at 8LS
- a student who has a 6.0 in Speaking and a 5.5 in Listening will be placed at 8LS
- a student who has a 5.5 in Speaking and a 6.0 in Listening will be placed at 7LS



DECISION NOTE

PREPARED FOR: Education Council

DATE: March 30, 2020

ISSUE: Minor revision to C.1.1 Grading, Progression & Withdrawal policy – Adding Aegrotat

BACKGROUND:

Our current version of Policy C.1.1 Grading, Progression & Withdrawal lists all grades and course standings available for instructors and the Registrar's Office to put on student records. When the College revised the policy in 2016, the 'Aegrotat' grade was removed as an option. The Aegrotat grade is well-established in post-secondary processes and is a course standing that allows a student credit for a course even though the course requirements have not been completed due to medical, emotional, or other difficulties. This standing is awarded only if the course instructor and the Dean agree that the student has demonstrated the capacity to deal with the course material satisfactorily. In 2016, it was removed on the recommendation of the Associate Registrar at that time as the course standing was almost never used.

DISCUSSION:

Given the current COVID-19 pandemic, we feel that having the Aegrotat course standing available would be of significant benefit to our students. This is a stressful and challenging period for everyone, along with the obvious significant medical risks; for students that can demonstrate satisfactorily knowledge of the course learning outcomes, this is a reasonable and beneficial option.

We ask Education Council to approve this minor change to a policy and procedures without going through the standard policy development process. The Aegrotat grade is known across the post-secondary system and is not a deviation from standard registrarial practice. We feel the risk in making this change is very limited, and has the potential to greatly support student success and progression without sacrificing educational quality.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to Policy and Procedures C.1.1 Grading, Progression & Withdrawal to add the Aegrotat course standing.

PREPARED BY: Dave McMullen, Registrar, and
Todd Rowlett, Chair, Education Quality Committee

DATE: March 28, 2020



POLICY

Policy No.	C.1.1
Title	Grading, Progression and Withdrawal
Approval Body	Education Council
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	June 27, 2008; August 1, 2016
Effective Date	September 11, 2018

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) supports students in achieving success in their courses and programs by providing:

- A framework of evaluation and a clear definition of what constitutes success in a course and/or program.
- Timely feedback so that students may assess their academic status and seek help in meeting a course and/or program expectations.
- Support structures and processes to assist students in achieving success.
- A clear process for withdrawing from programs or courses.

This policy informs the College community about the program/course grading standards; standards for progression; support for student success; and withdrawal requirements. It also enables student achievement to be recognized meaningfully beyond the institution and enables the College to make consistent decisions regarding students' progress and achievement level.

SCOPE AND LIMITS

This Policy applies to all students and instructors involved in VCC courses and programs.

STATEMENT OF POLICY PRINCIPLES

1. The College supports students in achieving success in their courses and programs.
2. The College will provide an environment that supports students to successfully progress in their education and meet their goals.
3. The College is required to inform students about program and course standards, grading standards, and progression requirements at the beginning of each course/program. These are listed in the approved Program Content Guides and/or Course Outlines. Students may request information or clarification about standards throughout their course/program.
4. The College establishes general standards for educational progression that will apply to all VCC courses and programs and those standards will be clearly communicated to students. Students who do not meet the educational requirements for progression in

their course/program may be required to withdraw. Feedback will be timely and sufficient to allow student to assess their progress.

5. Instructors will provide assistance to students in educational difficulty and inform them of other College services available to them.
6. Changes in the grading or progression standard will not occur once a course/program has commenced unless imposed by an external governing body.
7. Instructors and departments will follow the College's recordkeeping requirements with regard to grades and evaluative instruments, will ensure confidentiality for students, and will ensure reasonable access for students to review their work.
8. Instructors will evaluate students in a consistent and fair manner and provide timely feedback to students on their progress. Students must be given reasonable access to review their graded work.
9. Student work is evaluated according to one of the College's approved grading standards (see Appendix A). Students must meet the grading and progression standards for the course or program in order to advance.
10. Evaluations are spread throughout the duration of a course and no single evaluation activity should count for more than 35% of the total grade assigned for a course.
11. Students may appeal a final grade through the College's Appeal of Final Grade Policy C.1.2.

DEFINITIONS

Aegrotat: A course standing that allows a student credit for a course even though the course requirements have not been completed due to medical, emotional, or other difficulties. This standing is awarded only if the course instructor and the Dean agree that the student has demonstrated the capacity to deal with the course material satisfactorily.

Banner: The software system used at VCC to administer information on students, financial aid, finance, human resources and student advancement.

Course Outline: The official document that contains the essential features of a course, including course name, course number, a statement of course learning outcomes, grading system, and information regarding student evaluation methods.

Extenuating Circumstances: These include unusual events or situations typically beyond a student's control. Such circumstances may include, but are not limited to: a death in the student's immediate family, an illness, or an accident. Students are expected to provide documentation in support of any request made on the basis of Extenuating Circumstances. Because requests can be made for a wide range of reasons, each request will be adjudicated by the appropriate decision maker on its own merits.

Grading Standard: A measure of achievement in a course.

Mitigating Factors: The factors that a Dean will take into account if an instructor does not submit final grades within the time period identified. Extenuating circumstances including but not limited to ill health, serious family emergency and bereavement will be taken into consideration.

Official Transcript: The record of a student's academic history. Transcripts are considered official when they are in an envelope sealed by the sending institution. The only exceptions are official translations and transcripts from institutions where retrieval is not possible.

Passing Grade: The grade, most often based on a calculation of assignments, that reflects satisfactory completion of a course of study.

Program Content Guide (PCG): The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

Progression Committee: A school-level committee that makes recommendations to the school Dean regarding student progression in their studies. The committee will have written Terms of Reference, and will typically include instructors from the school and members from service departments, such as Indigenous Education, Counselling, Disabilities Services or International Education.

Progression Grade:

- At a course level a progression grade is the grade required to progress to the next course
- At a program level a progression grade is the minimum level of achievement, across a prescribed course path, required for students to continue in the program. This does not preclude the possibility that a student may also be required to achieve a minimum grade in specific course(s).

Registration Area: The following areas of the College are responsible for registering students into specific programs:

- Registrars' Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

Student Academic File: A record held by the Registrar's Office that contains a complete record of student academic matters at the college in accordance with prudent and acceptable standards within the field of academic records.

Temporary Grades: Assigned for specific or Extenuating Circumstances, temporary grades are converted to a final grade according to the grading standard being used in the course. There is one type of temporary grade: Incomplete grade ('I').

RELATED LEGISLATION & POLICIES

Legislation:

College and Institute Act, Section 24(2)(a)

Policies:

A.2.1 Appeal to Education Council on Educational Matters

A.3.9 Records Management

C.1.2 Appeal of Final Grade

C.1.3 Granting of Credentials

C.1.5 Requirements for Student Attendance and Participation

D.4.1 Students with Disabilities

RELATED PROCEDURES

Refer to C.1.1 Grading, Progression and Withdrawal Procedures.

DRAFT



PROCEDURES

Policy No.	C.1.1
Title	Grading, Progression and Withdrawal
Approval Body	Education Council
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	June 27, 2008; August 1, 2016
Effective Date	September 11, 2018

SECTION A: GRADING

GRADING STANDARD:

1. The Program Content Guide and/or Course Outlines will outline which grading standard is used by the department (i.e. Letter Grades (A-F), Percentage Grades or Satisfactory/Unsatisfactory (S/U)).
2. Departments will identify a percentage range for each grade in the PCG and Course Outline.
 - a. The recommended percentage range for Letter Grades (A-F) is:

A+	90-100%
A	85-89%
A-	80-84%
B+	76-79%
B	72-75%
B-	68-71%
C+	64-67%
C	60-63%
C-	55-59%
D	50-54%
F	0-49%

- b. The recommended percentage for Satisfactory/Unsatisfactory (S/U) is: S is equal to or greater than 70%.
 - c. If proposing to use a different percentage range, the Dean will ensure that these are documented with a rationale as part of the course and program approval process, and brought forward for the review and approval of Education Council.
 - d. Where external bodies require a different grading standard (such as reporting percentages only to the ITA), this grading standard will be reflected in approved Program Content Guides and Course Outlines.

- e. If no other grading standard is identified, the recommended percentages listed above will apply.
3. Departments will identify the progression grade, if applicable, for all courses on the approved Course Outlines.
4. The grade received in the course, whether or not it meets the minimum progression grade established, will be reflected on the transcript.
5. Departments that have program progression requirements will identify them on the PCG.
6. If a program has a minimum GPA requirement or other requirement for receiving a credential, this must be identified in the PCG as well.
7. The Dean of each academic unit is responsible for ensuring that all College grading requirements, as well as any approved variations for a particular course or program, are prominently displayed in the Program Content Guide and, where applicable, in the Course Outline(s) for all programs and courses in their academic unit.
8. Department leaders will ensure that all instructors are adhering to the grading standard(s) approved in the relevant PCGs and course outlines.

RESPONSIBILITIES OF INSTRUCTORS DURING A COURSE:

9. Within the first week of a program the Program Content Guide will be provided to all students in order to review the grading standard and any other requirements.
10. Within the first week of each course, the instructor provides the Course Outline to all students and reviews the course evaluation procedures, attendance requirements and grading standard. The instructor will also inform students about other College services that are available to assist their learning and the grade appeal process.
11. Instructors are expected to administer various forms of assessment throughout the duration of a course with no single assessment activity counting for more than 35% of the total grade assigned for the course. Exceptions to this rule must be approved by Education Council and detailed in the Course Outline.
12. Instructors will plan assessments and provide feedback from these assessments in a timely manner and, whenever possible, in such a way that provides students with the opportunity to assess their academic status in the course and to seek additional help to pass the course.
13. As instructors and departments are monitoring student academic progress, if a student is demonstrating a pattern of difficulty within a course they should be referred to support areas including: Student Development, Indigenous Education, International Education and the Learning Centre.
14. The department/instructor will maintain individual student records in support of any grades that are assigned (i.e. assignments, tests, assessments, student meeting notes, remedial action taken, etc.) during the course and the department will retain these records for a minimum period of one year as directed by A.3.9 Records Management Policy.
15. The instructor provides grades and graded work to students in a manner that is consistent with the Freedom of Information and Protection of Privacy legislation:
 - a. Written student work must be handed back directly to the student and not left for students to retrieve in an unsecured area.

- b. Student grades and instructor comments must be placed in an area of the student's work that is not directly visible by others (e.g. inside pages).
- c. Student grades must be handed back directly to the student or entered to a College-approved, secure, on-line environment.
- d. Student grades must not be posted, even with the sole use of identification by student numbers.
- e. Students must be given reasonable access to review their graded work. In the event that work is not being returned permanently (such as a final examination), students have the right to view their work in the presence of a College employee for a reasonable period of time.

SUBMISSION OF FINAL GRADES:

- 16. Instructors will report final grades to the Registrar's Office by entering them into Banner within five (5) working days of the last day of classes or the final evaluation (whichever comes last), unless there are mitigating factors. In such cases, the Dean may extend the reporting period. This timeframe may also be impacted by external governing bodies.
- 17. Final grades will usually be reported as a letter grade but can be reported in other ways, such as a percentage or as both a letter grade and a percentage.
- 18. Deans and Department Leaders will be advised by the Registration Area when final grades have not been submitted by the deadlines.

GRADE CHANGES:

- 19. There are three circumstances for which grades can be changed: (1) through the conversion of a temporary grade to a final grade; (2) through a final grade appeal; and (3) a grade entry error.
- 20. There is one temporary grade: Incomplete (I) grades.
 - a. Please see "Temporary Grades" section of these procedures below.
- 21. Students may appeal a final grade through C.1.2 Appeal of Final Grade Policy.
- 22. If a grade is entered into Banner incorrectly, the instructor will complete a "Change of Grade" form available online from the Registrar's Office to request a correction.

RESPONSIBILITIES OF REGISTRAR'S OFFICE:

- 23. Letter grades will be converted to a grade point average by the Registrar's Office according to a Grade Designation Chart attached as Appendix A.
- 24. The Registrar's Office is the sole authority for official communication with students concerning their academic record, final grades, and official transcripts.

SECTION B: PROGRESSION

- 25. In order to progress to the next level/term of a program:
 - a. The student must achieve the minimum progression grade as listed in the approved Course Outline and/or Program Content Guide.

- b. The student must obtain a minimum Weighted Grade Point Average (defined in Appendix B) of 2.00, unless a higher Weighted Grade Point Average is specified in the approved Course Outline and/or Program Content Guide.
- c. A student may repeat a course once. The relevant Dean can approve additional repeats on the recommendation of the relevant Progression Committee. In consultation with the instructor, the Department Leader will prepare a written agreement detailing any special considerations or conditions, and provide a copy for the student. A copy is kept in the Student Academic File.

26. In Progress (IP)

- a. 'In Progress' grades can be used for students in courses whose content and/or methodology allows a student to complete the course over an extended timeframe (i.e. self-paced courses, beyond one term or session, etc.).
- b. Students must be making satisfactory progress which can be measured by the assessment methodology /course rubric for an instructor to use an 'IP' grade.
- c. The student may appeal an 'IP' grade through C.1.2 Appeal of Final Grade Policy.

TEMPORARY GRADES:

27. Incomplete (I)

- a. Prior to the end date of a course, students may request an 'I' grade when, due to Extenuating Circumstances, they are unable to complete a course within the scheduled course dates.
- b. If the instructor of the course agrees, an 'I' contract between the student and the instructor will be established. An 'I' contract acts as an extension of the due date(s) of the individual tests, assignments, essays or other learning activities stipulated in the 'I' contract, and is not meant to disregard any course work the student has already completed.
- c. The 'I' contract:
 - i. Explicitly states what course work (assignments, tests, projects, etc.) must be completed.
 - ii. States a completion date of not more than two months beyond the course end date. Permission for a completion date beyond these parameters must be approved by the Associate Registrar.
 - iii. Is signed by the student and the instructor.
 - iv. Is submitted by the instructor to the Registrar's Office to be included in the Student's Academic File, and copied to the Department Leader and to the student.
- d. At the conclusion of the 'I' contract:
 - i. The instructor will mark the 'I' Contract course work that has been submitted by the student.
 - ii. Any course work that has not been submitted by the deadline will receive a zero.

- iii. The instructor will calculate the student's overall course grade including all previous course work submitted in addition to the completed 'I' Contract course work. The instructor will record the student's overall course grade on the 'I' Contract.
 - iv. If, and only if, the PCG stipulates that all course work must be completed for a student to receive a passing grade, and the student does not complete all of the course work, the instructor will assign a 'F' grade as the final grade for the course.
 - v. The instructor will forward the results to the Registrar's Office for conversion of the 'I' grade on the Student's transcripts to a final grade for the course as reflected on the 'I' Contract.
- e. The student may appeal the final grade through C.1.2 Appeal of Final Grade Policy.

TIME LIMIT TO COMPLETE A CREDENTIAL

28. VCC programs may establish a maximum time limitation for students to complete a credential to ensure student skills and competencies are both up to date and relevant. The time limitation must be listed in the approved Program Content Guide for the credential. Please see C.1.3 Granting of Credentials Policy and Procedures for additional details.
29. Student requests for exceptions from a maximum time limitation will be reviewed by the Registrar's Office and the relevant Dean. The Dean will consult with the Department Leader and any other relevant unit (i.e., Student Services such as Disability Services), and make a recommendation to the Vice President Academic, Students & Research (or designate), who makes the final decision.

SECTION C: WITHDRAWALS

30. Student who withdraw or are required to withdraw from a course and/or program will have a Withdrawal (W) grade entered on their transcript to indicate an official withdrawal has taken place.
31. The Registrar's Office establishes withdrawal deadlines for all programs and courses. Withdrawal deadlines typically align with the time in which 75% of a course has been completed. Deadlines will be available on the College website and from the Registrar's Office.
32. A "W" is not calculated into a student's GPA.
33. Prior to the withdrawal deadline, a student may withdraw from a course or from a program by completing a form available from the Registrar's Office.
34. After the withdrawal deadline, a student may request to withdraw from a course by submitting a form available from the Registrar's Office. Withdrawals after the deadline will only be considered for Extenuating Circumstances.
- a. Requests for withdrawal after the deadline must be approved by both an Associate Registrar (or delegate) and the relevant Department Leader.
 - b. When reviewing requests for withdrawal after the deadline, consideration should be given to the amount of course work already completed by the student, to the

- Extenuating Circumstances, and to the reasons and supporting documentation that the student has identified to substantiate their request to withdraw past the withdrawal deadline.
- c. Requests to avoid failing or low grades will not be accepted.
 - d. If the request is denied, the student remains registered in the course and will receive a final grade, calculated as outlined by the Course Outline or Program Content Guide.
35. A student can be required to withdraw from a course or from the entire program for failure to meet non-educational standards outlined in VCC policies. Failure to meet educational standards outlined in the Program Content guide and/or the course outline should be handled by not assigning a progression grade.
- a. This can include, but is not limited to, the following
 - i. A serious breach of institutional policy (such as behaviour defined as misconduct in the Student Code of Conduct Policy D.4.3 or the Student Educational Policy D.4.5) which leads to the student's removal from the program/course or the College;
 - ii. Unsafe and/or unprofessional practice; and/or
 - iii. Breach of a contract that had been previously established between the student and the program.
 - b. The instructor is responsible for notifying the student and the Department Leader of the requirement to withdraw. The instructor will provide the Department Leader with a completed "Require to Withdraw Form" stating the reasons for requiring the withdrawal.
 - c. The Department Leader is responsible for approving the "Required to Withdraw" form and for notifying the Registrar's Office and the Dean responsible for the course/program, and providing the Registrar's Office with a copy of the "Require to Withdraw" form.
 - d. The Registrar's Office will notify the student in writing within three (3) business days of receiving the "Require to Withdraw" form, conveying the reasons that the student is being required to withdraw, and will be included in the Student Academic File.
 - e. A student who has been required to withdraw from two or more courses in the same term or from an entire program may not re-register into the same program or course(s) at VCC within a one year period. Exceptions can be approved by the relevant Dean.
 - f. A student may appeal a requirement to withdraw from a course or a program under the Appeal of Final Grade Policy C.1.2.

RELATED POLICY

Refer to C.1.1 Grading, Progression and Withdrawal Policy.

APPENDIX A

Grade Designation Charts

Grading Standard

Grade	Description	Grade Point Equivalency
A+		4.33
A		4.00
A-		3.67
B+		3.33
B		3.00
B-		2.67
C+		2.33
C		2.00
C-		1.67
D	Minimum Pass*see note below	1.00
F	Failing Grade	0.00
S	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U	Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I	Incomplete	N/A
IP	Course in Progress	N/A
W	Withdrawal	N/A
Course Standings		
<u>AEG</u>	<u>Aegrotat. Credit granted</u>	<u>N/A</u>
R	Audit. No Credit	N/A
EX	Exempt. Credit granted	N/A
TC	Transfer Credit	N/A

* Refer to Program Content Guide for progression grade.

**Refer to Program Content Guide for percentage range associated with letter grades, if applicable.

***All Industry Training Authority-funded courses will be graded in compliance with the most current ITA Standards.

APPENDIX B**CALCULATION OF WEIGHTED GRADE POINT AVERAGE:**

The grade point average is a weighted average and is calculated as follows:

Grade Point Average (GPA) is calculated by multiplying the grade points associated with the letter grade assigned for a course by the number of term credit value assigned to that course, adding those values for all courses taken, and dividing the result by the total number of term credit hours taken. Some types of grades (such as withdrawals) are not included in the calculations; please see Appendix A.

Term Grade Point Average (TGPA) is the GPA calculated for all courses taken in a specific term.

Cumulative Grade Point Average (CGPA) is the GPA calculated over all the courses in which the student has been enrolled. All attempts at a course are calculated into the GPA as separate courses.

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values (refer to example of calculation below)
3. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or term.
4. If a course is repeated to replace a failed or other grade, the higher grade will be used to calculate cumulative and program/term grade point average or to determine standing.

EXAMPLE OF CALCULATION OF TERM GRADE POINT AVERAGE				
COURSE	CREDIT	LETTER GRADE	GRADE POINTS	GRADE POINTS X CREDIT
1	3	A-	3.67	11.01
2	3	B+	3.33	9.99
3	4	C+	2.33	9.32
4	2	A	4.00	8.00
5	3	C	2.00	6.00
Totals	15			44.32
Weighted Grade Point Average = $44.32/15 = 2.95$				