



**LaSalle College**  
Vancouver

# Institutional Policy on Evaluating Learning (IPEL)

*Adopted by the Board of Governors on April 2013*

## FOREWORD

The *Institutional Policy on Evaluating Learning* (IPEL) is the main pillar of the educational project adopted by LaSalle College Vancouver. Governed by principles of equity, coherence and transparency, it defines the conditions, standards for success, criteria, rules and regulations, and procedures pertaining to the assessment of student learning.

LaSalle College Vancouver's IPEL is available to students, instructors and the Academic Coordinator, in addition to any staff members involved in the evaluation of student learning. It determines the responsibility level of the various parties, and recognizes the student's right to a fair and thorough evaluation.

All students and personnel of LaSalle College Vancouver are responsible for becoming familiar with the IPEL, and ensuring that it contributes to maintaining a high-quality teaching and learning experience.

The Academic Studies Directorate

## TABLE OF CONTENTS

|   |           |
|---|-----------|
| <b>1. INTRODUCTION .....</b>  | <b>5</b>  |
| 1.1. LASALLE COLLEGE VANCOUVER MISSION AND STRUCTURE .....                      | 5         |
| <b>2. KEY ELEMENTS OF THE INSTITUTIONAL POLICY ON EVALUATING LEARNING .....</b> | <b>8</b>  |
| 2.1. POLICY NATURE AND SCOPE .....  | 8         |
| 2.2. POLICY EVALUATION .....  | 8         |
| 2.3. OBJECTIVES .....   | 9         |
| <b>3. DEVISING LEARNING EVALUATIONS .....</b>                                   | <b>9</b>  |
| 3.1. PURPOSE OF EVALUATIONS .....   | 9         |
| 3.2. FORMATIVE AND SUMMATIVE EVALUATIONS .....                                  | 9         |
| 3.3. EVALUATION METHODS .....   | 9         |
| <b>4. RESPONSIBILITIES .....</b>  | <b>10</b> |
| 4.1. THE ACADEMIC COORDINATOR .....   | 10        |
| 4.2. THE PEDAGOGICAL COMMITTEE .....  | 10        |
| 4.3. THE BOARD OF GOVERNORS .....   | 10        |
| 4.4. STUDENTS .....   | 11        |
| 4.5. INSTRUCTORS .....  | 11        |
| 4.7. INTERNAL SCHOOL AND/OR PROGRAM POLICIES .....                              | 12        |
| 4.8. INDUSTRY REPRESENTATIVES .....   | 12        |
| <b>5. EVALUATION RULES .....</b>  | <b>12</b> |
| 5.1. DEFINITION OF A “COURSE” .....   | 12        |
| <b>5.1.1. Course Outlines</b> .....   | 12        |
| 5.2. TEAM TEACHING .....  | 13        |
| 5.3. EVALUATION PROCEDURES .....  | 13        |
| <b>5.3.1. Evaluation Criteria</b> .....   | 13        |
| 5.4. PASSING A COURSE .....   | 13        |
| <b>5.4.1. Evaluation Procedures</b> .....                                       | 13        |
| <b>5.4.2. Grading Practices</b> .....   | 13        |
| 5.5. TYPES OF EVALUATION .....  | 14        |
| <b>5.5.1. Formative Evaluations</b> .....                                       | 14        |
| <b>5.5.2. Summative Evaluations</b> .....                                       | 14        |
| <b>5.5.2.1. Intermediate Summative Evaluations</b> .....                        | 14        |
| <b>5.5.2.2. Final Summative Evaluations</b> .....                               | 14        |
| <b>5.5.3. Team Work</b> .....   | 14        |
| 5.6. ASSIGNMENT PRESENTATION .....  | 14        |
| 5.7. ASSIGNMENT SUBMISSION .....  | 14        |
| 5.8. COMMUNICATING RESULTS .....  | 15        |
| <b>5.8.1. Evaluation Correction and Annotation</b> .....                        | 15        |
| <b>5.8.2. Returning Evaluations and Results</b> .....                           | 15        |
| 5.9. OWNERSHIP OF EVALUATIONS .....   | 15        |
| 5.10. WITHDRAWING FROM COURSES .....  | 15        |
| 6.11. CLASS AND EXAM ATTENDANCE .....   | 15        |
| <b>6.11.1. Class Attendance</b> .....   | 16        |
| <b>6.11.2. Exemptions</b> .....   | 16        |
| <b>6.11.3. Punctuality for Class</b> .....                                      | 16        |
| <b>6.11.4. Absences for Exams</b> .....   | 16        |
| <b>6.11.5. Absences for Exams due to Religious Reasons</b> .....                | 17        |
| <b>6.11.6. Punctuality for Exams</b> .....                                      | 18        |
| 5.12. CALCULATING CLASS AVERAGES .....  | 18        |
| 5.13. FINAL EXAMS .....   | 18        |
| 5.14. PLAGIARISM AND CHEATING .....   | 18        |
| 5.15. TRANSFER CREDITS AND PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR) .....   | 19        |
| <b>Prior Learning Assessment Recognition</b> .....                              | 19        |

|  |                                    |
|--|------------------------------------|
| 5.16. CONTESTING AND REVISING GRADES .....                 | 19                                 |
| <b>5.16.1. Results Obtained During the Session</b> .....   | 19                                 |
| <b>5.16.2. Grade Appeal</b> .....                          | <b>Erreur ! Signet non défini.</b> |
| 5.17. PROCEDURES FOR CONCILIATING STUDENT COMPLAINTS ..... | 20                                 |
| <b>5.17.1. General Rules and Regulations</b> .....         | 20                                 |
| <b>5.17.2. Conciliation Procedures</b> .....               | 20                                 |
| 5.18. INCOMPLETE COURSE STATUS .....                       | 21                                 |
| 5.19. RETAKING COURSES .....                               | 22                                 |
| 5.20. CONTINUATION OF STUDIES .....                        | 22                                 |
| <b>6. CERTIFICATION OF STUDIES</b> .....                   | <b>22</b>                          |
| 6.1. ADMISSION CONDITIONS .....                            | 22                                 |
| 6.2. ELIGIBILITY FOR CERTIFICATION OF STUDIES .....        | 23                                 |
| <b>7. IMPLEMENTATION</b> .....                             | <b>23</b>                          |
| 7.1. ADOPTION AND DATE OF IMPLEMENTATION .....             | 23                                 |
| 7.2. ACCESSIBILITY .....                                   | 23                                 |
| 7.3. DOCUMENTATION AND EDUCATION .....                     | 23                                 |
| <b>APPENDIX</b> .....                                      | <b>I</b>                           |

Please note: Course outlines and the student handbook contain excerpts from the *Institutional Policy on Evaluating Learning (IPEL)*. For cases in which there are two versions of the same article number, the authorized version will be that included in the present policy.

## 1. INTRODUCTION

### 1.1. LaSalle College Vancouver MISSION AND STRUCTURE

As an institution for high education provider, the following is LaSalle College Vancouver's mission statement:

*LaSalle College Vancouver's mission is to provide edifying education in an inclusive environment that prepares students for the demands of today's workplace. LaSalle College Vancouver is in direct link with the industry as well as the Canadian and global educational environment to provide students with an enriching experience.*

#### A Stimulating Educational Project

To achieve its mission, the College ensures that students have the means to acquire all the necessary theoretical and practical knowledge, professional skills and attitudes that will enable them to both evolve and fulfill the demands and realities of the job market.

This necessary commitment and effort from the entire College team is made possible through the implementation of measures and use of tools enabling students to achieve both scholastically and professionally.

Broadly, LaSalle College Vancouver strives to build the following:

1. Oral and written abilities in English.
2. The ability to master new industry-related information technologies.
3. Competencies that facilitate professional mobility.
4. Management skills applicable in the current context of market globalization and instant communications.
5. The ability to work with a multidisciplinary team.
6. Leadership and entrepreneurship.
7. An attitude that reflects responsible citizenship, respect for others, and intellectual rigor.
8. An inherent value for continuing education.
9. An awareness of responsible habits that promote good health for oneself and for others.
10. A natural impulse to protect the environment and advocate for sustainable development.

Overall, LaSalle College Vancouver strives to construct excellence and to assist our students in acquiring the skills to secure the right placement for work and become contributing citizens of the world. Our aim is to support our students' professional objectives and to fulfill the needs of the field.

This educational project is supported by the values shared and imbued in all activities by all LaSalle College Vancouver personnel, including that of the other LCI Education institutions.

## Shared Values

In order to accomplish its mission, LaSalle College Vancouver believes that its activities must be imbued with values of the utmost importance - values that are shared within the LaSalle International network. The College operates on the basis of the following elements:

- Service Quality:** Employees must be attentive to quality in all their undertakings, aiming for nothing short of excellence in all their endeavours. LaSalle College Vancouver's growth is determined by its customer service, which continues to serve as a foundation for its reputation and development.
- Sense of Initiative:** LaSalle College Vancouver's growth is also attributed to its employees' sense of initiative. Employees find their own solutions to the difficulties presented in their work - a valuable quality that enables them to take calculated risks to attain expected results.
- Creativity:** To remain at the cutting edge, it's important to be open to change and appreciate continual innovation and improvement. Following in the footsteps of LaSalle College International, LaSalle College Vancouver also places importance on open-mindedness that encourages critical thinking in the workplace and questions pedagogical approaches, in the spirit of innovation.
- Awareness of Others:** Social and environmental concerns are part of LaSalle College Vancouver's educational mission. It believes that an awareness of others - an important human dimension - be felt within the organization. Multiculturalism and mutual respect of others' differences are both elements that the College strives to maintain, to ensure the satisfaction and motivation of its employees.
- Commitment:** The College is convinced that its force lies - above all - in the expertise and sense of belonging of its employees. It therefore recognizes the importance of work environment quality. However, its first expectation of employees is their commitment - that is, to share the business' objectives and maximize their efforts to reach them.

The **pedagogical organization** of LaSalle College Vancouver consists of 6 diploma programs:

Design Programs at LaSalle College are structured on the semester system. Each semester is 15 weeks  
Start dates: January, May, and September

Fashion Design – 5 Semesters, 75 weeks

Fashion Merchandising – 3 Semesters, 45 weeks

Interior Design – 3 Semesters, 45 weeks

Graphic Design – 3 Semesters, 45 weeks

Jewellery Design – 3 Semesters, 45 weeks

2D/3D animation – 3 Semesters, 45 Weeks

This structure aims to apply important principles, through implementing the following four (4) types of activities:

- a) The development of pedagogical approaches conducive to training professionals who are sought after by businesses and organizations;

- b) Offering students authentic learning experiences, in which they are guided by diploma-level and industry-based instructors, and assigning final projects involving collaboration with and certification from industry representatives;
- c) The development and management of teaching, evaluations, support for instructors and students, and promotion of study programs to the public and within the field – handled by each the Academic Coordinator.
- d) The sharing of expertise and know-how between the LaSalle College Vancouver and LCI Education institutions outside British Columbia.

## 2. KEY ELEMENTS OF THE INSTITUTIONAL POLICY ON EVALUATING LEARNING

### 2.1. POLICY NATURE AND SCOPE

The *Institutional Policy on Evaluating Learning* (IPEL) is the result of a combination of objectives and evaluation methods and tools. It aims to establish equitable and coherent practices, standards and evaluation objectives at LaSalle College Vancouver. Self-evaluation of the policy is of the utmost importance, given that the IPEL is:

- a) A public document evoking LaSalle College Vancouver's social responsibility;
- b) A guarantee that students' immediate rights will be protected, and of the quality of training offered;
- c) A document fostering confidence amongst students, instructors and administrators, through the publication of obligations and responsibilities of all parties regarding evaluating learning;
- d) An assurance of the credibility of evaluation practices at LaSalle College Vancouver;
- e) A tool that plays a particularly important role, enabling LaSalle College Vancouver to define, administer and give out its own diploma programs.

In its pedagogical approach, the IPEL takes into account:

- a) The regular review of evaluation tools and promotion of the best measuring instruments;
- b) Ensuring students' career pursuits correspond adequately to program objectives;
- c) Respecting both program and competency-based approaches.

### 2.2. POLICY EVALUATION

Every five (5) years, LaSalle College Vancouver evaluates the application of the IPEL and revises it accordingly. This evaluation verifies:

- a) If the principles and guidelines have been followed;
- b) If rules, regulations and standards have been enforced;
- c) If responsibilities have been assumed.

The following evaluation criteria are used:

- a) Applications adhere to the content and spirit of the policy;
- b) Implementation is effective in guaranteeing the quality of evaluations;
- c) Learning is evaluated fairly.

The Academic Coordinator determines the evaluation process and informs all concerned parties (the Program team leaders, instructors and students).

## 2.3. OBJECTIVES

LaSalle College Vancouver's IPEL has the following objectives:

- a) To communicate the principles and methods of evaluating learning;
- b) To inform students of the measures to be applied in the evaluation of learning;
- c) To inform instructors of the common guidelines to be followed in evaluating learning;
- d) To support students and the Academic Coordinator in their pedagogical management, by clearly determining the responsibilities of students, instructors and members of the administration with regards to assessing learning.

## 3. DEVISING LEARNING EVALUATIONS

### 3.1. PURPOSE OF EVALUATIONS

The assessment of learning represents a series of activities that lead to evaluating whether or not program objectives have been met, with regards to the integration of knowledge, know-how and social competence. Its contribution to pedagogical activity is threefold, as follows:

- a) Instructors transmit their evaluations of students' work by providing a weighted result and/or detailed annotation that inform students of their progress and enable them to orient themselves in their learning;
- b) Students compare their self-evaluations of work with those of instructors to identify their strengths and weaknesses;
- c) With success plan statistics, the Academic Coordinator is able to make corrections to the implementation of policies, study programs and assistance services.

### 3.2. FORMATIVE AND SUMMATIVE EVALUATIONS

LaSalle College Vancouver recognizes the role of instructors, particularly in the assessment of learning. Instructors are also required to carry out a diagnostic and training approach in their evaluations of the learning process and competency development.

*Formative evaluations* take place all throughout the learning process, and do not determine whether a student should pass or fail. They allow students to measure their strengths and weaknesses and readjust their learning approaches. They also allow instructors to better plan their teaching, by indicating which elements of a course need to be reviewed and/or emphasized. Formative evaluation criteria may vary based on different teaching approaches and specific situations.

*Summative evaluations* determine the passing or failing of an evaluation or assignment. They focus on the development of a competency (or competencies) of a course, based on the associated performance criteria, known in advance. Summative evaluation details can be found in course outlines and course calendars.

### 3.3. EVALUATION METHODS

LaSalle College Vancouver encourages diverse evaluation methods and the development of methods that foster ongoing and interactive evaluation.

## 4. RESPONSIBILITIES

The evaluation of learning is an institutional responsibility managed at four (4) levels by its main parties: students, instructors, and the Academic Coordinator. Industry representatives can also be included in the process. Carrying out this responsibility is sanctioned by LaSalle College Vancouver's Board of Governors.

### 4.1. THE ACADEMIC COORDINATOR

The Academic Coordinator is responsible for:

- a) Publishing and applying the *Institutional Policy on Evaluating Learning* (IPEL) and the *Institutional Policy on Evaluating Programs* (IPEP), in conjunction with all concerned parties;
- b) Approving course outlines and ensuring that courses' final objectives are clearly defined, in accordance with ministerial requirements;
- c) Ensuring that the implementation of the teaching evaluation process complies with LaSalle College Vancouver's Teaching Evaluation Policy.
- d) Delivering of some courses, for a maximum of 10 hours/class a week.

Also, the Academic Coordinator is responsible for :

- e) Keeping program content up to date, by remaining informed about current developments in each field;
- f) Collaborating on verifying final exams, based on the evaluation policy;
- g) Preparing program course divisions and schedules;
- h) Suggesting improvements and adaptations to the present policy;
- i) Providing students with the necessary support services for learning;
- j) Offering and organizing relevant training activities, in collaboration with the Academic Studies Directorate and Pedagogical Support Coordinator of the head office.

### 4.2. THE PEDAGOGICAL COMMITTEE

The Pedagogical Committee is an advisory committee mandated to make decisions and resolve daily pedagogical problems, in accordance with LaSalle College Vancouver's various policies (the IPEL, Instructor's Guide, etc.). It is the last recourse in the decision-making process. For cases in which students feel there is prejudice involved in one of its decisions, the Pedagogical Committee may, under certain conditions, be called upon for an explanation and to bring forward new information.

The Pedagogical Committee is composed of:

- General administrative members;
- The Academic Coordinator;
- Instructors;

### 4.3. THE BOARD OF GOVERNORS

Upon recommendation from the Pedagogical Committee, the Board of Governors adopts the IPEL. If need be, it records any necessary modifications, additions or subtractions in content.

#### 4.4. STUDENTS

Students must be familiar with the *Institutional Policy on Evaluating Learning (IPEL)* and with whatever information is applicable to their programs. Students must conform to the following rules, namely:

- a) They must attend all courses in which they are registered, and demonstrate assiduity and punctuality. If students are absent, they must follow the necessary steps involved in obtaining the documents, notes and/or information used in their learning;
- b) They must participate in all forms of Formative and Summative evaluation (indicated in course outlines) devised by instructors;
- c) They must respect the complaints and grade revision process should they feel their learning hasn't been fairly evaluated;
- d) All throughout their studies, they must regularly consult Omnivox.

*Please note: The IPEL is available on Omnivox.*

#### 4.5. INSTRUCTORS

Instructors must be familiar with the IPEL and with whatever information is applicable to their programs. They also have the following obligations:

- a) To post their course outlines on Omnivox, before or during the first class;
- b) To outline and explain, during the first class of the course, evaluation frequency, weighting and main performance criteria of the course's competencies;
- c) To respect the course outline and only modify it if necessary, based on the components identified in the "Course Outline Writing Guide," available on the school intranet;
- d) All other modifications to course outlines must be presented and approved by the Academic Coordinator;
- e) To offer students teaching and learning activities and learning assessments in accordance with the competency-based approach, largely by carrying out Formative evaluations in all courses;
- f) To clearly communicate evaluation methods for exams and Formative and Summative assignments, at the time they are assigned;
- g) To manage student attendance, participation in class, evaluations and learning activities;
- h) To ensure student evaluations are conducive to measuring their knowledge, competencies and work skills;
- i) To contribute to the identification of demands and training activities related to teaching and evaluation methods.

#### **4.7. INTERNAL SCHOOL AND/OR PROGRAM POLICIES**

Schools may establish their own rules for evaluation purposes. These rules may not, however, be contrary to those included in the IPEL. To this end, a committee comprised of instructors and their Academic Coordinator establishes the rules specific to the program. An internal school and/or program policy is available to all, upon request.

#### **4.8. INDUSTRY REPRESENTATIVES**

Industry representatives may be called upon to judge students' work and/or performance, during final project presentations, business internships or any other activity, such as work-study programs.

### **5. EVALUATION RULES**

#### **5.1. DEFINITION OF A "COURSE"**

A course represents a set of learning activities comprised of at least 30 hours of instruction (to which a certain number of credits is attributed).

##### **5.1.1. Course Outlines**

Course outlines are prepared by instructors, and they must adhere to the standards stipulated in the "Course Outline Writing Guide," available on the College's intranet. They are presented and approved by the Academic Coordinator, who recommends them to the head office for final approval. Approved course outlines are then posted on the College's intranet. All course outline updates must be approved by a team of instructors responsible for such changes, before being presented to the Academic Coordinator.

All course outlines include the following information:

- a) A *Course Identification* section that indicates the program name, course title and number, number of hours, weighting and the course competency(ies);
- b) The *Course Position*: the course's position within the program, including prerequisites for the course and the courses that follow, and how the acquired knowledge is reinvested in the program;
- c) The *Scope of the Course*: the breadth of knowledge and skills acquired in the course;
- d) The *Elements of the Competency(ies) to be developed, in addition to the general ministerial and institution performance criteria to be attained, achievement context and performance criteria associated with the elements of the competency(ies)*;
- e) The *Course Content/Main Themes (Essential Content)*: all of the knowledge, skills and behaviours linked to the targeted competency(ies);
- f) The *Calendar of Learning Activities*, in which the main pedagogical methods and formulas to be used by instructors can be found, in addition to Formative and Summative evaluations, and information on learning experiences offered to students;
- g) The *Terms for Evaluating Learning*, frequency of evaluations, weighting of Summative evaluation activities, and presentation standards for written assignments;
- h) The *Distribution*, over the course of the session, of assignments, tests, exams and other types of evaluation; deadlines for submitting assignments; exam dates; and specification of the number of tests;
- i) *Institutional Requirements* that apply to the course;
- j) *Mandatory Materials*;

- k) A *Bibliography* or list of relevant written, audiovisual and/or IT works consulted.

Any proposed modification to the course outline, throughout a session, with regards to the rules and regulations associated with learning assessment, must be submitted and approved by the Academic Coordinator. Upon approval, any change must be communicated to students in writing.

## **5.2. TEAM TEACHING**

A course outline, for which a team of instructors is responsible, must describe the teaching and evaluation conditions for each section. The person responsible for teaching the last class, or administering the final evaluation, is responsible for the compilation, calculation and transmission of results.

## **5.3. EVALUATION PROCEDURES**

### **5.3.1. Evaluation Criteria**

When assigning work, the instructor must inform students of the rules pertaining to a Summative evaluation – in writing or on Omnivox. The following information must be included:

- a) For *written or practical assignments*: the nature of the evaluation, subject, weighting, objectives, presentation methodology, submission deadline, evaluation criteria, required content, team structure, if necessary, and when the assignment will be returned to students;
- b) For *oral* presentations: subject, time allotted, materials permitted, participation conditions, evaluation criteria, presentation date, objectives, weighting and team structure;
- c) For *tests or exams*: weighting, marks allotted for each question, materials permitted, questions, time allotted, and the timeframe for returning tests or exams to students.

Participation may be evaluated, if it is directly linked to a competency or element of a competency. Instructors may include attitude and behaviour in class, as an evaluation criteria, taking into account the specificities and ethics code of the work functions targeted by the program, namely assiduity, dress code and language. Unless authorized in advance by the Academic Coordinator, such evaluations may not represent more than 10% of the final grade in a given course. They must also be based on clear, measurable and well-defined evaluation criteria found in course outlines.

## **5.4. PASSING A COURSE**

### **5.4.1. Evaluation Procedures**

The evaluation process applies to all stages of the learning experience.

### **5.4.2. Grading Practices**

For all courses, grades are expressed as percentages. Any grade under 60% constitutes failure of a course.

## 5.5. TYPES OF EVALUATION

### 5.5.1. Formative Evaluations

Formative evaluation activities are not graded. They enable the instructor to evaluate students' progress, and orient their course activities accordingly. They are carried out frequently, serving as a preparatory exercise for Summative evaluations. Formative evaluations can be formal or informal.

It is mandatory for instructors to conduct a formative evaluation by the end of weeks 5 and 10, in order for students to be aware of their learning progress. It is also recommended that instructors provide regular feedback to students throughout the term.

### 5.5.2. Summative Evaluations

Summative evaluations are used following a series of learning activities or upon completion of a course. They enable students to demonstrate their levels of competency development, in relation to a given course.

#### 5.5.2.1. Intermediate Summative Evaluations

Intermediate Summative evaluations focus on a portion of the competency(ies) targeted by a course. They can take various forms, such as exams, tests, projects, research assignments, etc. They must represent at least 20% of the final grade for the course.

It is mandatory for instructors to conduct an intermediate summative evaluation by the end of week 7 in order for students to be able to make adjustments, if necessary, before the end of the term.

#### 5.5.2.2. Final Summative Evaluations

Final Summative evaluations focus on all of the elements of the targeted competency(ies) for a course. They must represent at least 30% of the final grade for the course.

### 5.5.3. Team Work

When work completed by a team is subject to a Summative evaluation, each student in the team is evaluated individually.

The withdrawal of a team member should in no way penalize the rest of the team.

## 5.6. ASSIGNMENT PRESENTATION

Instructors may refuse assignments that obviously lack proper presentation.

A guide for the proper presentation of written assignments is available at *the Library*, and on the College's intranet. For certain courses, the guide is included in the list of mandatory textbooks listed in the course outline. Students must present their work in accordance with the standards described in the guide.

## 5.7. ASSIGNMENT SUBMISSION

All assignments used as Summative evaluations must be submitted in class at the time determined by the instructor. All late submissions result in a grade of zero (0) for that assignment.

However, upon presentation of an official justification or a sufficient reason and asked in person, the student(s) may request a delay from his/her instructor(s). In any case, his/her instructor(s) can accept or reject the work and

apply, at its discretion and after consultation with the program coordinator, a penalty of 10 % per day. This clause does not apply to the final evaluations.

The instructor may refuse a test for its flagrant defects of material presentation. The instructor disclose how the presentation of practical work for students. They are required to present their work according to the criteria appearing in the presentation of the project submitted by the instructor. The administration does not accept students work.

## **5.8. COMMUNICATING RESULTS**

### **5.8.1. Evaluation Correction and Annotation**

Correction of evaluations is considered an important element in student learning. Annotated evaluations identify students' strengths and weaknesses, and help them evaluate their learning levels.

Instructors must update cumulative grades of Summative evaluations, and diligently post results on the College's intranet.

Instructors must give out cumulative grades to students, during the final class of the session, before the final exam.

### **5.8.2. Returning Evaluations and Results**

When evaluations are returned, instructors must indicate, in writing, the weighting applied to each criteria evaluated, in addition to any relevant comments.

Instructors must return corrected evaluations to students within a two (1)-week delay. Shorter evaluations must be returned within one (1) week. Unless instructors have confirmed an alternate timeframe with students in advance, or specific circumstances have been indicated in course outlines, the two (1)-week delay will be respected for long assignments.

In all cases, evaluations must be returned to students early enough that they have time to improve their knowledge before the final exam.

Instructors may keep exam copies, as long as they've been presented to students, and students are aware of it. Corrected copies must be kept until the end of the final grade revision period specified in the school calendar.

Instructors must respect deadlines for submitting grades to LaSalle College Vancouver.

## **5.9. OWNERSHIP OF EVALUATIONS**

Copies of final and mid-term exams, and all assignments produced by students using LaSalle College Vancouver's materials remain the sole property of the institution.

## **5.10. WITHDRAWING FROM COURSES**

Students wishing to withdraw from their studies must meet with the Student Services Coordinator and provide a letter stating the date and reason for the withdrawal. The date on which the withdrawal letter is made and submitted to the Student Services Coordinator is the effective withdrawal date.

To withdraw from a course so that the course does not appear on the Student Transcript, the withdrawal must be made before the end of the third week of the course. After the third week of the classes, all courses in which the student is registered will appear on the Student's Transcript.

If a student stops attending a course without providing written notice of withdrawal, the College will consider the student to be absent.

***The student will be charged tuition fees up to the withdrawal date and the refund will be issued according to the Refund Policy on the Enrollment Contract.***

## **6.11. CLASS AND EXAM ATTENDANCE**

Attendance and participation in class, in addition to in all evaluated activities, is mandatory for all students. Instructors have the responsibility, in collaboration with the Program Coordinator, to take attendance and evaluate the legitimacy of reasons for student absences.

Students who feel their rights have not been respected, should address their concerns to the Program Coordinator.

### **6.11.1. Class Attendance**

Students are expected to attend all scheduled classes to achieve the learning objectives of the course. Instructors take attendance daily. It is the student's responsibility to make up any missed time.

Consecutive absenteeism of 20% of the total hours of the course will result in an Incomplete. Non-consecutive absenteeism of 33% of the total hours of the course will result in **FAILURE** in the course.

The school administration is giving an exemption for the dates that you have been absent provided you submit a legitimate doctor's note. Doctor's notes must be provided within the reasonable time frame of 10 working days of the occurrence. For cases like fraud or forgery, the student will be subject to Dismissal Policy Procedures.

Failing to attend a midterm, a presentation or final exam without a (1) legitimate health reason substantiated with evidence or (2) prior arrangements with the instructor will result in a grade ZERO (0).

### **6.11.2. Exemptions**

Upon recommendation by the instructor, following evaluation of the reasons for the student's absences and whether the course competency(ies) has/have been attained, an exemption may be granted by the Academic Coordinator.

### **6.11.3. Punctuality for Class**

Punctuality is as important as attendance. Students are expected to arrive for class on time and stay for the full class. Any student who is late may be refused admission to the class. Instructors record lateness at each class and students will be marked late for arriving late or leaving the class early. Accumulated lateness will result in absenteeism. 3 lates will result in 1 absence.

### **6.11.4. Absences for Exams**

Students who are absent for evaluations throughout a session can request a make-up or a weighted average grade from the instructor. In all cases, official justification must be presented. Students must submit requests to the instructor no later than the class following the absence.

If the request is deemed acceptable, the instructor must decide between a make-up evaluation and a weighted average grade. In either case, the instructor cannot weight a student's grade for more than 20% of the final course grade. Furthermore, the instructor cannot weight the average of a student who has

missed one (1) or more evaluations, if the total weight of the missed evaluation(s) is more than 20% of the final course grade. A instructor cannot grant students exemptions from evaluations worth more than 20% of the final course grade.

Absences for final exams will result in a grade of zero (0). The Program Coordinator may accept justified reasons for absences, upon request from students. Such authorization is only granted in “major circumstances.” Any necessary make-up exams will be rescheduled at the convenience of the instructor and Program Coordinator.

*A “major circumstance” is one which is unforeseen and unpreventable.*

#### **6.11.5. Absences for Exams due to Religious Reasons**

Religious holidays that are recognized and statutory, constitute justifiable reasons to be absent for evaluations. All requests for such holidays must be submitted to the instructor in question two (2) weeks in advance. Instructors then advise the Program Coordinator, and collaborate to set a make-up exam date and conditions. Students who do not respect make-up exam conditions will be attributed a grade of zero (0) for the exam in question.

### **6.11.6. Punctuality for Exams**

During tests or final exams, students arriving late will not be allowed to enter the classroom if more than a third of the allotted time has elapsed. Moreover, students are not allowed to exit the examination room before half of the allotted time has elapsed.

Once students have left the test or exam room, they will not be allowed back in.

## **5.12. CALCULATING CLASS AVERAGES**

Class averages are calculated for each course. Averages result from the sum of the grades obtained by the students divided by the number of registered students. They do not take into consideration any “incomplete” grades. Furthermore, results ranging from 0 to 29% are attributed a grade of 30%, although such grades are not modified on students’ transcripts.

## **5.13. FINAL EXAMS**

Final exams are devised by the instructor responsible for the course. The Academic Coordinator, in collaboration with the Instructor, verify that final exams adhere to the standards and objectives specified in the given course outline, and submit them to the Academic Studies Directorate for approval.

## **5.14. PLAGIARISM AND CHEATING**

Plagiarism, attempted plagiarism or complicity in plagiarism during an exam or in the context of any evaluated assignment contravenes the rules. This includes:

- The whole or partial presentation of another’s text or project as one’s own, or failing to cite a source;
- Possessing or using any unauthorized document, material or equipment during an exam;
- Using another student’s exam during an exam;
- The execution of an evaluated assignment by another person;
- Substituting for another person during an exam, or in the context of any evaluated assignment;
- Reusing an assignment completed for another course.

Plagiarism, attempted plagiarism and complicity in plagiarism during an exam or for an assignment representing 20% or less of a final course grade, represents a grade of zero (0) for the given evaluation.

Plagiarism, attempted plagiarism and complicity in plagiarism during an exam or for an assignment representing over 20% of a final course grade, represents a grade of zero (0) in the given course.

Students involved in any form of plagiarism or cheating, will receive a written warning from the Academic Coordinator, stipulating that a second offence may lead to their expulsion from LaSalle College Vancouver.

## **5.15. TRANSFER CREDITS AND PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR)**

Conditions followed to grant transfer credits:

- Requests must be made and granted before the beginning of the program start date.
- Prior Learning is granted by the Campus Director.
- Prior Learning is granted for successful completion of an equivalent course at another institution demonstrated with a Transcript of his/her competency regarding the course for which the prior learning is requested. A timed performance of a test may be required in addition to transcripts depending on the subject matter.
- If a student is granted prior learning/credit for a course completed at another educational institution or for work experience, the Transcript Grade will be shown as a “Credit”.
- Maximum Credit for Prior Learning is 30% of the Program unless authorized by the Campus Director
- The fee for prior learning assessment is \$50.00 per course. This fee is non-refundable.

In order to analyze their files, students are responsible for submitting justification materials to support their requests. Any student, who presents falsified documents, will incur penalties and disciplinary measures that could lead to their expulsion from the institution.

A minimum of one (1) week is required to evaluate requests. Until students have been informed of a decision, they are responsible for attending the course in which they are registered.

The Academic Coordinator may require students to pass an exam, before requested transfer credits or substitutions are granted.

If transfer credits or substitutions are granted, the word “Credit” will appear on students’ transcripts at the end of the current term.

### **Prior Learning Assessment Recognition**

Prior Learning Assessment Recognition evaluation is comprised of any relevant and useful learning experience completed outside the school system, such as: work or life experience, self-directed study, travel, volunteer work, social involvement, socio-cultural commitments, and participation in training sessions offered by professional and industry associations.

Prior Learning Assessment Recognition grants students the credits attributed to a course without replacing it with another. A maximum of 30 % credits can be recognized.

Any requests for Prior Learning Assessment Recognition must be presented to the Academic Coordinator, and the Student Services Coordinator, in accordance with the established policy, procedure and time frame specified in the student handbook and school calendar. If students are registered in the course for which they are requesting Prior Learning Assessment Recognition, the deadline for submitting requests is one (1) week before the deadline for course withdrawal.

## **5.16. CONTESTING AND REVISING GRADES**

### **5.16.1. Results Obtained During the Session**

LaSalle College provides an opportunity for students to resolve disputes and appeal grades in a fair and equitable manner.

The policy applies to all LaSalle College Vancouver students who are currently enrolled or were enrolled 30 days prior to submitting their concern to the Student Services Coordinator.

Only grades received on mid-term or final assessments may be appealed. Grades received for assignments or weekly quizzes may not be appealed.

### **5.16.2. Grade Appeal**

*Procedure for Grade Appeal:*

1. If a student is dissatisfied with the grade received for a mid-term or final course assessment and can provide evidence that a higher grade is warranted he/she should discuss with his/her instructor. The instructor will reconsider the grade and, if warranted, assign a different grade.
2. If the student is not satisfied with the outcome of his/her appeal to the instructor, he/she should submit a written appeal to the Student Services Coordinator.
3. The Student Services Coordinator will obtain a copy of the mid-term or final assessment from the instructor and will have the assessment re-marked by another instructor.
4. If the assessment achieves a higher grade on the remark, the higher grade will be assigned to the student. If the assessment achieves a lower grade on the re-mark, the original grade will be retained.
5. If a grade appeal is reviewed by the Student Services Coordinator, the grade assigned following the remark and review will be final and cannot be appealed further.

## **5.17. PROCEDURES FOR CONCILIATING STUDENT COMPLAINTS**

This procedure covers situations that cannot be defined by clear preestablished rules.

### **5.17.1. General Rules and Regulations**

- The given student, or representative of a group of students, may be accompanied by another student of his [or her] choice, if desired.
- All parties involved in the conciliation procedure are responsible for keeping any information they obtain confidential.

### **5.17.2. Conciliation Procedures**

1. When a concern arises, the student should address the concern with the staff member most directly involved. If the student is not satisfied with the outcome at this level, the student should put his/her concern in writing and deliver it to the Student Services Coordinator.
2. The Student Services Coordinator will arrange to meet with the student to discuss the concern and desired resolution within 5 school days of receiving the student's written concern, or as soon as practicable.

3. Following the meeting with the student, the Student Services Coordinator will conduct whatever enquiries and/or investigations are necessary and appropriate to determine whether the student's concerns are substantiated in whole or in part. Those inquiries may involve further discussion(s) with the student either individually or with appropriate (institution's) personnel.
4. The necessary enquiries and/or investigations shall be completed no later than 10 school days following the receipt of the student's written concern's, The Student Services Coordinator will do one of the following within 10 days of receiving the student's written concerns:
  - a. Determine that the student's concerns are not substantiated; or
  - b. Determine that the student's concerns are substantiated in whole or in part;
  - c. Determine that the student's concerns are frivolous and vexatious.
5. The student and the institution's personnel involved shall receive a written summary of the above determination. A copy of all documentation relating to every student's complaint should be signed by all parties. A copy shall be given to the student, a copy will be placed in the school's Student Conduct File, and the original will be placed in the student file.
6. If it has been determined that the Student's concerns are substantiated in whole or in part the Student Services Coordinator shall include a proposed resolution of the substantiated concern(s).
7. If the student is not satisfied with the determination of the Student Services Coordinator, the student must advise the Campus Director within 48 hours of being informed of the determination. The Campus Director will review the matter and meet with the student within 5 school days.
8. The Campus Director shall either confirm or vary the determination of the Student Services Coordinator. At this point the School's Dispute Resolution Process will be considered exhausted.
9. If the issue is of a serious nature the Campus Director may, in his/her sole discretion engages the services of a third party mediator to assist in the resolution of the dispute.

The Academic Studies Directorate will intervene in exceptional and excessively complex cases.

### **5.18. INCOMPLETE COURSE STATUS**

*Incomplete status, or Incomplet permanent (IP)* could be included on a student's transcript if he [or she] is forced to abandon or lessen the load of his [or her] studies, due to *major circumstances* (an absence of three (3) weeks or more), after the date specified by the College, and indicated in the school calendar. The student must submit justification materials to the Student Services Coordinator, which must be approved and kept in the student's file. Approval must be carried out in close collaboration with the Registrar. To obtain a grade, the student must retake the course in question.

*Temporary incomplete, or Incomplet temporaire (IT)* could be included on a student's transcript if he [or she] is forced to request an extension for writing a final exam to complete a course, due to *major circumstances*. Such requests must be made a maximum of five (5) business days after the original final exam date. In these cases, the IT abbreviation will appear on the transcript until the missing grade has been received. A maximum time frame of two (2) months following the course session is permitted, for the missing exam grade to be obtained. After this period, the IT status is replaced by the cumulative grade for the course.

### **5.19. RETAKING COURSES**

Each course within a program of study must be successfully completed in order to graduate. For some students, it may be necessary to repeat a course in order to obtain a grade of 60% and successfully complete the course. The student can retake the same course for a maximum of two times unless authorized by the school Director.

### **5.20. CONTINUATION OF STUDIES**

Students with weak academic performance, may be required to fulfill certain conditions in order to continue with their studies. These conditions may include correcting erratic behaviour, improving academic results, immediately retaking failed courses, and registration restrictions for certain courses. Ultimately, they may lead to expulsion from the College.

## **6. CERTIFICATION OF STUDIES**

### **6.1. ADMISSION CONDITIONS**

LaSalle College Vancouver is committed to enrolling students who meet the program admission criteria and who are likely to succeed in meeting their education and career goals.

Admission conditions are indicated in LaSalle College Vancouver's Admission Regulations, available on the College's website.

Procedure:

1. The institution's receptionist refers all inquiries to the admission representative.
2. The admission representative meets with the prospective student to discuss the program of interest. If the student is undecided about a program of study, the admission representative gives the prospective student information about a number of programs so that the student can make a decision.
3. Once the student has decided on a program of study, the admission representative reviews the admission criteria for the program with the student to ensure that he/she meets all of the criteria.
4. The admission representative obtains evidence (e.g. transcript, proof of age, etc.) from the student that he/she meets all of the program's admission criteria and places the evidence in the student file.
5. LaSalle College Vancouver will not waive any of the admissions requirements
6. After receiving evidence that the prospective student meets all of the admission criteria, the Student Enrolment Contract is prepared and the admission representative meets with the prospective student to review the policies that will affect the student during his/her completion of the program of study and to review the contract. If, after understanding their rights and responsibilities, the prospective student wishes to sign the contract, the admission representative arranges for the prospective student to meet with the Student Services Coordinator.
7. The Student Services Coordinator meets with the prospective student to discuss his/her educational goals and commitment to completing the program of study. Financial arrangements for payment of tuition and any other fees are also discussed.
8. If the Student Services Coordinator and the prospective student agree on a financial arrangement, the Student Contract is signed by the student and the Admission Representative. A copy of the Student Contract and a copy of the Student Policies are given to the student.

## **6.2. ELIGIBILITY FOR CERTIFICATION OF STUDIES**

The College establishes the sequence of learning activities for each program. Throughout the student's academic process, the College expects the student to respect all requirements. Moreover, adequate procedures must ensure that the student's file include all elements supporting recommendations for certification of studies.

For equivalencies, substitutions and exemptions, the College uses transcripts or recommendations to verify the student's acquired knowledge, and makes a decision in accordance with Article 5.15 of the present policy.

At the end of each session, the College reviews which students are eligible for the degree.

The Academic Studies Directorate is the sole authority responsible for the enforcement of rules regarding the certification of studies.

To be eligible for a degree or a diploma, the College verifies the following:

- The expected levels of competency and objective development in the program in which the student is registered;
- In conjunction with transcript certification, the expected levels of competency and objective development for learning activities in the program in which the student is registered.

At the end of each session, the College recommends certification of studies:

- By devising a list of students who are eligible for the degree or a diploma;
- By issuing a degree or a diploma.

## **7. IMPLEMENTATION**

### **7.1. ADOPTION AND DATE OF IMPLEMENTATION**

Upon recommendation by the Academic Studies Directorate, and after consultation with the delegated authority, the Board of Governors amends the IPEL, effective immediately upon adoption.

### **7.2. ACCESSIBILITY**

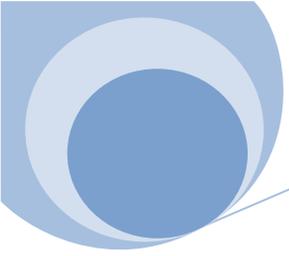
The Academic Studies Directorate must ensure accessibility of the IPEL, to students, instructors, the Academic Coordinator and all other parties involved in the learning evaluation process.

The Academic Studies Directorate must ensure that the IPEL is accessible on the intranet and on Omnivox. The student handbook must include essential information from the IPEL.

Copies of the IPEL can be consulted in the Reference Library and on the College's intranet.

### **7.3. DOCUMENTATION AND EDUCATION**

The Academic Studies Directorate makes relevant documentation on the evaluation of learning available to instructors and the Program Coordinator. To this end, the Reference Library sets aside a special section for works discussing evaluation and pedagogical practices.



The Academic Studies Directorate must also organize and offer professional development activities in the learning assessment field.

## **APPENDIX**

# Procedures for Evaluating and Awarding Transfer Credits (EQ) and Substitutions (SU)

---

Applications for transfer credits (EQ) and substitutions (SU) must be submitted by the second week of the term, at the latest. Any incomplete requests received at a later date, will not be considered.

## 1. Role of Participants

EQ and SU are granted based on a process in which the roles and responsibilities of each participant are specified.

### Role of Admissions

- To inform students of the required documents and familiarize them with the IPEL;
- To consult the Program Coordinator, in cases of uncertainty.

### Role of Students

- To present applications in accordance with the rules and conditions of the IPEL;
- To provide legitimate and authentic documents;
- To accept to undergo whatever evaluations may be required by the Program Coordinator and Academic Director.

### Role of the Registrar

- To assist students in properly completing their application forms, and ensure that all necessary supporting documents have been attached.

### Role of the Transfer Credit and Substitution Evaluation Committee

Composed of instructors and the Academic Director, the Committee meets within seven (7) business days of the deadline date for applying for transfer credits and substitutions.

The Committee's role is:

- To evaluate the various applications;
- To determine whether or not the transfer credit (EQ) or substitution (SU) is authorized;
- To ask students to write exams, if necessary.

### Role of the Academic Coordinator

- To lead the Transfer Credit and Substitution Evaluation Committee, composed of instructors and the Academic Coordinator;
- To analyze the documents submitted by students, and determine the validity of applications;
- To coordinate evaluation of exams (recommended by the Committee) written by students, when necessary.

### Role of the Academic Coordinator

- To ensure that practices conform to those in the *Admission Policy*.

## 2. Steps in the Procedure

Students wishing to apply for EQ/SU, which were not automatically recorded in their academic files, must present an EQ/SU request form. They must complete this form for each course or group of courses for which they wish to receive an EQ/SU, and submit them to the Academic Coordinator.

The Academic Coordinator ensures that applications satisfy requirements, and if necessary, suggests additional supporting documentation to students.

Regarding applications for substitutions (SU), the Academic Coordinator may require that students submit a course outline or description of the course(s) taken.

Regarding applications for transfer credits (EQ), students must document their applications as precisely as possible, and provide translations, if necessary. Only credible documents will be analyzed.

Poorly or insufficiently documented files could be refused by the school administration.

The Academic Coordinator reserves the right to require that students write an exam before granting the requested substitution or transfer credit. Exams will be held at a time and place dictated by the Academic Coordinator, otherwise requests will be considered null and void.

When decisions have been made by the Transfer Credit and Substitution Evaluation Committee, and recorded in student files, the Student Services Coordinator informs students in writing that their files have been processed, or of the required conditions.

### **3. Decisions**

- The Student Services Coordinator communicates decisions to the Registrar to validate and record them in student files. All forms will then be returned to be organized in students' physical files.
- The Academic Coordinator is responsible for informing students of decisions. If decisions are negative, a written explanation is recorded on request forms. If decisions are positive, students will notice that applications have been accepted on their progression charts. LaSalle College Vancouver updates EQ/SU at the end of the session.

### **4. Regulations**

In accordance with the program-oriented approach, the Academic Coordinator can refuse applications for EQ/SU for the following reasons:

- Students present a number of applications that is considered too high or incompatible with their course of studies;
- The technology or tools used are not comparable, or are considered obsolete;
- Students' competencies need to be updated.

## **Prior Learning Assessment Recognition**

---

Prior Learning Assessment Recognition evaluation is comprised of any relevant and useful learning experience completed outside the school system, such as: work or life experience, self-directed study, travel, volunteer work, social involvement, socio-cultural commitments, and participation in training sessions offered by professional and industry associations.

Prior Learning Assessment Recognition grants students the credits attributed to a course without replacing it with another. A maximum of 30% of the Program can be recognized.

Any requests for Prior Learning Assessment Recognition must be presented to the Student Services Coordinator, in accordance with the established policy, procedure and time frame specified in the student handbook and school calendar. If students are registered in the course for which they are requesting Prior Learning Assessment Recognition, the deadline for submitting requests is third (3) week before the deadline for course withdrawal.

## **Prior Learning Assessment Recognition - Procedure**

### **1. Role of Participants**

The recognition of achievements is carried out in accordance with a clearly defined process in which the roles and responsibilities of each participant are specified.

#### Role of the Prior Learning Assessment Recognition Evaluation Committee

Composed of instructors, the Academic Coordinator and the Student Services Coordinator, the Committee meets within seven (7) business days of the deadline date for submitting applications for Prior Learning Assessment Recognition. The Committee is responsible for:

- Evaluating the various applications;
- Meeting candidates and helping identify the scholastic knowledge they've acquired;
- If necessary, showing candidates a copy of a course outline, and informing them of the associated skills and competencies;
- Assisting students prepare for exams evaluating their knowledge, and provide the necessary documents to analyze their files;
- Finding competent individuals to evaluate students' knowledge.

#### Role of the Student Services Coordinator

The Student Services Coordinator's role involves providing information about the process, in collaboration with the Prior Learning Assessment Recognition Evaluation Committee. He [or she] must open files, ensure that applications are complete, and follow-up on files until they are approved. The Student Services Coordinator is responsible for:

- Meeting with students and assigning them evaluators;
- Should students wish to pursue their applications, assigning them an Evaluator (instructor), recommended by the evaluation committee.

#### Role of Evaluators (Instructors)

- Recognized as experts in the field of learning to be evaluated, and responsible for evaluating candidates;
- Recommending recognition of students' extracurricular achievement, or requiring that students write an exam.

### **2. Evaluation Methods**

The acquisition of knowledge in an academic setting differs from working life in several ways. Learning in an academic setting evolves from general theoretical to practical knowledge, while learning in other settings evolves from practical to general knowledge. While learning in an academic setting is evaluated within a well-defined framework, other types of learning employ different methods for evaluating knowledge and skills.

Prior Learning Assessment Recognition can be evaluated using various tools, including:

- Portfolios or personal files;
- A curriculum vitae along with three references;
- Synthesis exams or pre-defined evaluations for a given course;
- Demonstrating particular competencies;
- Simulation exercises;
- Interviews, structured conferences or oral exams;
- Presentation of projects;
- Presentation of products.

To determine the appropriate evaluation method, field experts, after consulting with the Academic Coordinator, answer the following questions:

- Are the acquired skills and knowledge measurable?
- Is the evaluation method suitable for the acquired competencies?
- Can the evaluation method be applied uniformly?
- Is the evaluation method devoid of bias and jargon?
- Does the evaluation method enable candidates to show their knowledge?
- Is the evaluation method the most efficient, fair and simple as possible?

### **3. Steps in the Evaluation Process**

#### Evaluation Interviews

Candidates meet with the Student Services Coordinator, who informs them about the procedure to follow and fees involved, so they can make a decision to start the process. Candidates are asked to bring the following documents to their interviews:

- Work samples;
- Lecture summaries;
- Letters from employers, describing the tasks they performed;
- Letters from non-profit organizations, describing the tasks they performed;
- Any additional documents relevant in evaluating their files.

The Student Services Coordinator informs students of the possibility of obtaining more detailed descriptions of course content.

#### Applications for Prior Learning Assessment Recognition

Candidates present official applications for the evaluation of achievements, by completing a form. They must complete a separate form for each course for which they wish to be granted recognition of achievement.

Candidates are required to pay a fee for opening their files. Please note that this is a one-time non-refundable fee, which is paid when files are opened.

#### Preparing for Evaluations

Candidates prepare to confirm the knowledge acquired, and present all applicable documents to the evaluator, who examines them. If deemed necessary, evaluators request that students complete their portfolios by providing additional supporting materials.

#### Summary file Analyses

Complete files are then analyzed, in collaboration with the Student Services Coordinator. Should supporting materials be deemed insufficient, candidates will be informed, and a period of three (3) days will be granted for providing additional materials. Candidates may then decide to pursue or abandon their applications.

It may be necessary, at this stage, with the intentions of evaluating candidates' competency development levels with certainty, to require students to write exams. Candidates are informed of this procedure, and may then decide to pursue or abandon their applications.

#### Demonstrating Achievements

In collaboration with the Academic Coordinator and field experts, the school organizes evaluations, to be conducted using one or more evaluation tools. Candidates must pay fees for each exam they write, and will be informed in advance of the nature of the exam assigned to them.

#### Evaluation and Certification

Field experts evaluate candidates' achievements and decide if they will be approved for official recognition. Evaluators indicate their decisions in the form of recognized or refused EQs. Decisions are accompanied by evaluation reports, unless students fail exams, in which case verdicts will not be recorded on their transcripts. Positive verdicts will take the form of an EQ for courses on students' transcripts, thereby recognizing the course units.

#### **4. Fees Incurred for Recognition of Extracurricular Achievement**

Consult with Student Services Coordinator for fees incurred for Prior Learning Assessment Recognition.