

Policy No. & Title: A124: RECOGNITION OF PRIOR LEARNING**Policy Sponsor:** Sr. Vice-President Academic**Reference Cttee:** College Council**Effective:** 2018-09-19**Next Review:** 2023-09-19**Approvals:** 1994-10-28/SA-94-02; 1998-01-28/CC-97-04; 2003-02-26/CC-02-05;
2018-09-19/CC-18-01

1. PURPOSE

The purpose of this policy is to support Pathways and the Recognition of Prior Learning (RPL) through the consistent application of Credit Transfer, Prior Learning Assessment and Recognition (PLAR), and Articulation Agreements procedures.

2. DEFINITIONS

Recognition of Prior Learning (RPL): The process that allows individuals to identify, document, have assessed, and gain recognition for prior post-secondary and non-formal/experiential learning.

Pathways: The procedures by which the Recognition of Prior Learning is implemented. These include Credit Transfer, PLAR, and Articulation Agreements.

Articulation Agreement: An official agreement between two (bilateral) or more (multilateral) post-secondary institutions that defines the terms and conditions enabling students to transfer between specific programs. These agreements may also determine which courses or programs taken at the sending institution will apply to graduation requirements at the receiving institution.

Credit Transfer: Recognition of course credit for learning acquired through post-secondary education. Credit Transfer includes internal credit, external credit, and advanced standing.

Prior Learning Assessment and Recognition (PLAR): The process of evaluating the knowledge and skills gained through experiential and/or non-formal learning for the purpose of obtaining academic credit.

3. POLICY**3.1. Scope**

This policy applies to all postsecondary and apprenticeship programs in the College.

- 3.1.1. For degree programs, RPL at the College will align with the standards and benchmarks established in the Postsecondary Education Quality Assessment Board (PEQAB) Handbook for Ontario Colleges.
- 3.1.2. For apprenticeship programs, RPL at the College will align with Ministry guidelines.
- 3.1.3. For programs aligned with a professional designation or regulatory body, there may be exceptions to this policy.

3.2. Principles

- 3.2.1. RPL at Fanshawe is guided by a set of Pathways Best Practices which align with the Policy Statement for Ontario's Credit Transfer System released by the Ministry. In accordance with these Best Practices, the College recognizes the need to provide pathway opportunities for all applicants and students by promoting academic integrity, applicant and student success and mobility, and fairness and equity in the RPL processes.
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COLLEGE POLICY MANUAL

3.2.2. While the College has a responsibility to recognize prior learning, it has an equal and compelling responsibility to protect the integrity of College credentials.

3.3. Administration

3.3.1. Associated addenda to this policy may be amended by authority of the Policy Sponsor in consultation with the Centre for Academic Excellence.

4. REFERENCES

Postsecondary Education Quality Assessment Board
[Handbook for Ontario Colleges](#)

Minister's Binding Policy Directives
[Framework for Programs of Instruction](#)
[Tuition and Ancillary Fees Minister's Binding Policy Directive](#)

Board Policy

D-36 [College Programming](#)

College Policy

A101: [Accommodation of Applicants and Students with Disabilities](#)
A108: [Admission of Students to Post-Secondary Programs](#)
A112: [Course Grade System](#)
A122: [Graduation from Approved College Programs](#)
A128: [Student Appeals](#)

College Documents

[Fanshawe Pathways Best Practices](#)

Pathways Handbook (Available from the Centre for Academic Excellence)

5. ADDENDA

Guideline A: Credit Transfer

Guideline B: Prior Learning Assessment and Recognition

Guideline C: Articulation Agreements

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Policy No. & Title: A124: RECOGNITION OF PRIOR LEARNING

Addendum: **Guideline A: CREDIT TRANSFER**

Issued by: Sr. Vice-President Academic

Effective: 2018-09-19

1. PURPOSE

The purpose of this document is to operationalize Pathways and elaborate on the Credit Transfer process.

2. DEFINITIONS

Advanced Standing: A process qualifying the applicant for direct entry to the second or higher level of the program on the basis of academic achievement at another institution and/or the PLAR process.

Bridging: Refers to a course or set of courses that students take to fill gaps in their learning from one program in order to enter another program, for example from a diploma to a degree program in the same area of study.

Comparable Content A measure of similarity between separate programs or courses for the purpose of granting credit transfer. In addition to comparing program vocational learning outcomes and course learning outcomes, this measure typically looks at the subject matter covered within courses, evaluation methods, and the credit weight/duration of those courses. A “comparable content” determination process is described in the Pathways Handbook available from the Centre for Academic Excellence.

Equates: Approved Fanshawe College courses that are judged to be equivalent credits.

External Credit: Credit granted by the College for one Fanshawe College course on the basis of previous post-secondary academic achievement at another recognized institution or as defined in an approved articulation agreement.

Internal Credit: Credit granted by the College for one Fanshawe College course on the basis of previous credit achieved in different Fanshawe College course(s). This recognition may be available if an approved course Equate does not exist.

Program Transfer: Transfer occurring on an internal basis from one Fanshawe College post-secondary program to another beyond level one.

3. EXTERNAL CREDIT

- 3.1. Applicants and students applying for External Credit must obtain and submit the necessary form to the Office of the Registrar. The Office of the Registrar will approve the credit if the relevant Academic School has previously approved it. If a pre-approval does not exist, the Office of the Registrar will forward the application, transcript and course outline (if provided) to the Academic School. The School office will complete the approval (or denial) on the student record and notify the student of the decision.
- 3.2. External Credits may be granted on the basis of completion of multiple related previous courses.
- 3.3. Courses taken for a credential used as part of admission requirements into a graduate certificate program cannot be used for transfer credit unless the Chair of the program considers the courses to have the necessary comparable content to meet the requirements for Credit Transfer.
- 3.4. Courses will have at least 80% Comparable Content.
- 3.5. A minimum grade of 60% or “C” must be achieved to grant the External Credit. Some courses or programs may have exceptions to the minimum grade as defined in policy A112: Course Grade System.
- 3.6. External Credits are not used in GPA calculation.

- 3.7. Students that successfully obtain External Credit must satisfy the College Residency requirement to be eligible for a College Credential (in accordance with College Policy A122).
 - 3.7.1. Applicants and students should note that if their course load drops below that of a full-time student because of credits earned through External Credit, their eligibility for financial assistance through the Ontario Student Assistance Plan (OSAP) might be affected.
- 3.8. Any documents submitted in languages other than English must be submitted with a certified true English translation. International credential assessment may be required.
 - 3.8.1. International applicants are encouraged to consider any impacts to their current study permit and working eligibility, or impacts to their future post-graduate work permit eligibility, if their course load drops below that of a full-time student because of credits earned through External Credit.

4. ADVANCED STANDING

- 4.1. Applicants apply for Advanced Standing via the appropriate application system (e.g. OCAS, International application). Applicants submit certified transcript(s) and course outlines to support their application to the Office of the Registrar. When all documentation is received the Office of the Registrar will forward the documentation to the Academic School. The decision for Advanced Standing made by the program School will be communicated to the Office of the Registrar who will notify the student.
- 4.2. Courses will have at least 80% Comparable Content.
- 4.3. A minimum grade of 60% or “C” must be achieved to grant Advanced Standing. Some courses or programs may have exceptions to the minimum grade as defined in policy A112: Course Grade System.
- 4.4. Credits granted through Advanced Standing are not used in GPA calculation.
- 4.5. Students that successfully obtain Advanced Standing are subject to the College Residency Requirement in policy A122: Graduation from Approved College Programs.
- 4.6. Any documents submitted in languages other than English must be submitted with a certified true English translation. International credential assessment may be required.

5. INTERNAL CREDIT

- 5.1. Students applying for Internal Credit must obtain and submit the necessary form to the Office of the Registrar. The Office of the Registrar will forward the application to the Academic School. The School Office will complete the approval (or denial) on the student record and notify the student of the decision. If approved, the School will notify the Office of the Registrar of the decision.
- 5.2. Internal Credit may be granted on the basis of completion of multiple related previous Fanshawe College courses. Internal Credit is typically not bi-directional.
- 5.3. Courses taken for a credential used as part of admission requirements into a graduate certificate program cannot be used for transfer credit unless the Chair of the program considers the courses to have the necessary comparable content to meet the requirements for Credit Transfer.
- 5.4. Courses will have at least 80% Comparable Content.
- 5.5. A minimum passing grade must be achieved to grant the Internal Credit. Some Courses or programs may require a higher grade.
- 5.6. Internal Credits are not used in GPA calculation.
- 5.7. Students that successfully obtain Internal Credit must satisfy the College Residency requirement to be eligible for a College Credential (in accordance with College Policy A122).

5.7.1. Students should note that if their course load drops below that of a full-time student because of credits earned through Internal Credit, their eligibility for financial assistance through the Ontario Student Assistance Plan (OSAP) might be affected.

5.7.2. International students are encouraged to consider any impacts to their current study permit and working eligibility, or impacts to their future post-graduate work permit eligibility, if their course load drops below that of a full-time student because of credits earned through Internal Credit.

6. PROGRAM TRANSFER

- 6.1. Existing Fanshawe Students who wish to transfer to another Fanshawe program will submit an internal application for Re-Admission/Program Transfer to the Office of the Registrar.
- 6.2. If gaps exist in course to course assessment a custom timetable may be considered as approved by the relevant School. Completion of Bridging courses might be required to transfer between programs.
- 6.3. The Office of the Registrar will forward a Recommendation form to the Academic School for completion. The Academic School will return the form to the Office of the Registrar with a decision. The Office of the Registrar will notify the student.
- 6.4. Students that are approved for a Program Transfer must satisfy the College Residency requirement to be eligible for a College Credential (in accordance with College Policy A122).

7. APPEALS

- 7.1. Existing Fanshawe students may appeal final decisions made in regards to External Credit, Internal Credit and Program Transfer in accordance with policy A128: Student Appeals.

8. EQUATES

- 8.1. Equates are determined by the relevant Academic Schools which report the courses to be Equated to the Office of the Registrar. Equates must be bi-directional to be approved.
- 8.2. Equates will have at least 80% Comparable Content.
- 8.3. Equates are stored in the College student records system permanently and are automatically applied to the student record.
- 8.4. Applicable Equates factor into a student's GPA and contribute to the Residency Requirements outlined in policy A122: Graduation from Approved College Courses.
- 8.5. New Equates may be initiated by the relevant Schools at any time, but most notably during the program development process, course creation, program reviews, or curriculum modification.
 - 8.5.1. While many Equates occur between courses in the same program, should a School or program within a School be interested in creating a new Equate, that School or program will indicate such intent to the School which offers the potential Equated course. The Academic Managers of the two units will complete an assessment of the potential impact of such an offering to help render an informed decision. If there is sufficient evidence to warrant the new Equates, then the registration of those Equates and notification to the Office of the Registrar would proceed.
 - 8.5.2. Schools considering new Equates are encouraged to review Standard 1: Equates and Internal Credit Comparison to determine the appropriate tool.

Policy No. & Title: A124: RECOGNITION OF PRIOR LEARNING

Addendum: **Guideline B: PRIOR LEARNING ASSESSMENT AND RECOGNITION**

Issued by: Sr. Vice-President Academic

Effective: 2018-09-19

1. PURPOSE

The purpose of this document is to operationalize Pathways and elaborate on the Prior Learning Assessment and Recognition process.

2. DEFINITIONS

Method of Assessment: A demonstration of course learning outcomes by a learner. This range of assessment options may include Challenge Evaluations or a Portfolio.

Challenge Evaluation: A Method of Assessment, developed and evaluated by subject-expert faculty to measure an individual's learning achievement against course or program learning outcomes. The process measures the applicant or student's demonstrated learning through a variety of written and/or non-written evaluation methods for the purpose of awarding credit. *(Adapted from Ministry definition)*

Portfolio: A Method of Assessment that involves the evaluation, by subject-expert faculty, of an organized collection of materials developed by a learner that records learning achievements and relates them to the achievement of stated learning outcomes of College courses or programs. *(Adapted from Ministry definition)*

3. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

3.1. Fanshawe College recognizes that learning occurs from a wide variety of work and other life experiences outside of formal educational settings. On-the-job training, Indigenous learning, military service, community-based volunteer activities, etc. may be potential sources of learning. It is further recognized that these experiences may have resulted in postsecondary-level learning and may be eligible to be credited as such.

3.2. PLAR Process Methods

3.2.1. The College's PLAR processes follow current national standards described by the Canadian Association for Prior Learning Assessment, and are designed to be accessible, consistent, fair, respectful, valid, flexible, rigorous, transparent, and professionally supported. PLAR candidates do not need to be enrolled in a college program of instruction.

3.2.1. Degree programs may have specific guidelines for PLAR eligibility in accordance with standards and benchmarks in the PEQAB Handbook for Ontario Colleges. Applicants and students in these programs should contact the Advising Centre in the Office of the Registrar or the relevant academic area to determine how to achieve College credits through PLAR.

3.2.2. PLAR processes for apprenticeship programs will align with Ministry guidelines, applicants and apprentices are encouraged to contact the Advising Centre in the Office of the Registrar or the Ministry to determine how to achieve College credits through PLAR.

3.2.3. PLAR processes for programs that are aligned with a professional designation or regulatory body may have exemptions. Applicants and students in these programs should contact the Office of the Registrar or the corresponding accrediting or regulatory body to determine how to achieve College credits through PLAR.

- 3.3. College credits may be granted through PLAR if:
- 3.3.1. The students are able to demonstrate that they possess the knowledge, skill and competence appropriate for the College's course offerings and learning outcomes for a specific course or set of courses;
 - 3.3.2. The acquired knowledge has both a theoretical and applied dimension where appropriate to the course for which the PLAR recognition is sought;
 - 3.3.3. The prior learning is verified through a fair and transparent assessment;
 - 3.3.4. The Method of Assessment measures actual learning, not the experience itself.
- 3.4. The minimum grade required for a successful PLAR attempt will be the same as the minimum passing grade of the course for which the candidate is attempting to receive PLAR recognition.
- 3.5. PLAR candidates must satisfy the College Residency requirement to be eligible for a College Credential (in accordance with College Policy A122).
- 3.6. PLAR may be available to applicants and students who have been unsuccessful passing or challenging a course. The candidate will require both sufficient evidence of new learning and approval from the Academic Manager to proceed with another assessment.
- 3.7. Credits awarded through PLAR should be transcribed in the same way in which credits are normally transcribed in each course, without any indication that credits have been acquired through prior learning assessment. These credits will be used in the Cumulative GPA calculation as appropriate. Unsuccessful attempts to obtain credit through PLAR are not recorded on a transcript.
- 3.7.1. In exceptional circumstances where it is not possible to use the normal grading system, a "P" (pass) is used. Where the PLAR assessor must use a "P", it is important to note that some professional organizations, universities and other institutions may not accept the "P" grade.
- 3.8. Credits earned through PLAR are transferable among other programs within the College in the same manner and to the same extent that credits earned in programs are transferable.
- 3.9. PLAR is to be made available for as many credit courses as possible in programs eligible for funding. If a course is to be excluded from PLAR, the reasons and considerations should be clearly documented for the potential PLAR applicant on the Course Outline through a written rationale approved by the School Chair in the Course Outline Mapping and Management System (COMMS).
- 3.10. While the College fully supports and endorses the opportunity to acquire prior learning credits, the onus rests with the learner to clearly demonstrate that the prior learning under review is sufficient to be credited.
- 3.11. If PLAR candidates wish to receive credit more than once for the same learning, the College reserves the right to limit the extent to which this is permitted. The Academic Manager responsible for the course for which credit is sought decides each case on its own merits.
- 3.12. Fanshawe students may appeal PLAR assessment decisions in accordance with policy A128: Student Appeals. Applicants who wish to challenge a PLAR assessment decision should contact the Academic School.

4. PLAR PROCESS

4.1. Application for PLAR

- 4.1.1. PLAR candidates are directed to the Advising Centre in the Office of the Registrar for information about PLAR and the PLAR application process. PLAR Candidates are encouraged to discuss PLAR options with their relevant academic areas to determine their PLAR eligibility and improve the chances of success.

- 4.1.1.1. Students who are already enrolled in the course for which they are seeking PLAR should continue to attend class until they receive a successful PLAR outcome in order to ensure the course requirement is met.
- 4.1.2. PLAR Applications are filed with the Office of the Registrar. PLAR applicants should be informed in advance of the PLAR process and the method of assessment. The Office of the Registrar will forward the application to the Academic School for assessment. Once the assessment is complete, the School will notify the student of the decision. The School will also notify the Office of the Registrar of such decision by returning the complete PLAR application form.
 - 4.1.2.1. PLAR candidates should note that if their course load drops below that of a full-time student because of credits earned through PLAR, their eligibility for financial assistance through the Ontario Student Assistance Plan (OSAP) might be affected.
 - 4.1.2.2. International students are encouraged to consider any impacts to their current study permit and working eligibility, or impacts to their future post-graduate work permit eligibility, if their course load drops below that of a full-time student because of credits earned through PLAR.
- 4.1.3. A service fee for PLAR will be applied in accordance with the Minister's Binding Policy Directives. Depending on the number of courses, PLAR fees can be bundled or applied as individual courses.
- 4.1.4. Applicants for PLAR by portfolio are required to describe their learning statements such that they can be readily compared to course learning outcomes.
- 4.2. Administration of PLAR
 - 4.2.1. Through the Office of the Registrar, written guidelines describing College PLAR practices and procedures in detail are made available to faculty, applicants and students.
 - 4.2.2. Faculty who are considered subject experts are normally used as assessors. When no qualified faculty are available for a particular assessment, a subject expert from inside or outside the College who is familiar with the relevant curriculum and learning outcomes may be used.
 - 4.2.3. PLAR candidates' portfolios and other assessment results or materials are processed in such a way as to protect the privacy of the candidate and others as appropriate.
 - 4.2.4. Academic managers ensure policies and procedures are observed.
 - 4.2.5. This policy is regularly evaluated to determine whether the processes and procedures are achieving the goal of accurate and equitable assessment of college-level learning acquired outside of the formal education setting.
 - 4.2.6. Assessors and others involved in the PLAR process are trained in the functions performed and provided with opportunities for continued professional development.
 - 4.2.7. The Policy Sponsor will work with relevant stakeholders within the College to receive advice regarding the delivery of PLAR.
 - 4.2.8. PLAR timelines are prescribed in Standard 2 but may vary based on factors including, but not limited to, PLAR application date, PLAR assessment submission date, availability of faculty subject experts and/or access to appropriate testing facilities. In order to ensure appropriate lead time for assessments, applicants and students are strongly encouraged to apply for PLAR in the semester prior to the delivery of the course(s).

Policy No. & Title: A124: RECOGNITION OF PRIOR LEARNING

Addendum: **Guideline C: ARTICULATION AGREEMENTS**

Issued by: Sr. Vice-President Academic

Effective: 2018-09-19

1. PURPOSE

The purpose of this document is to operationalize pathways and elaborate on the articulation agreement development and implementation process.

2. DEFINITIONS

Sending Institution: Institution where the student is transferring from.

Receiving Institution: Institution where the student is transferring to.

3. RESPONSIBILITIES

The Office of the Registrar, Pathways Coordinators and academic areas will ensure that details of Fanshawe College Articulation Agreements are available through the College's website for applicants and students who wish to pursue additional post-secondary education.

4. ARTICULATION AGREEMENTS

- 4.1. Fanshawe College is committed to the development of articulation agreements that provide applicants and students with enhanced pathways between institutions in a matter that:
 - 4.1.1. Reduce duplication of learning
 - 4.1.2. Optimize training, knowledge and skills
 - 4.1.3. Accelerate progress towards students' career and educational goals
- 4.2. Fanshawe College established a protocol with defined steps, roles and responsibilities to develop, implement and communicate articulation agreements. The intention of the protocol is to support academic integrity, applicant and student success and mobility and fairness and equity in the credit transfer process. This protocol is guided by Fanshawe Pathways Best Practices and incorporated in Fanshawe's Pathways Handbook, which is available from the Centre for Academic Excellence.
- 4.3. In accordance with the College Pathways Best Practices, those involved in the articulation agreement development and implementation process will:
 - 4.3.1. Act in the best interest of applicants and students while ensuring integrity of academic credentials.
 - 4.3.2. Collect and share data to ensure the demand for, and the viability and potential risks of proposed pathways, and to evaluate the pathways following implementation.
 - 4.3.3. Consult with all relevant stakeholders, including, but not limited to, subject matter experts, the Registrar's Office and Pathways Coordinators.
 - 4.3.4. Align with the policies, practices, and regulations of relevant governmental, institutional, and accrediting bodies, including Fanshawe institutional policies.
 - 4.3.5. Use consistent methods for development, review, renewal and termination.
 - 4.3.6. Communicate pathway opportunities, terms and expectations clearly and consistently to applicants and students.

- 4.3.7. Build relationships with partnering institutions through a spirit of cooperation, parity and respect, while recognizing individual institutions' right to autonomy in their own decision making process.
- 4.4. Credit granted through an Articulation Agreement may be awarded in the form of External Credit or Advanced Standing.
- 4.5. Assessment decisions made by Fanshawe College as the Receiving Institution may be appealed in accordance with A128: Student Appeals
- 4.6. An articulation agreement does not guarantee admission to an articulated program at the Receiving Institution. There may be other admission criteria including bridging courses or a minimum grade requirement. There may be a limit on the number of students admitted to the program. Students should contact the Receiving Institution directly to inquire about all admission criteria.

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Policy No. & Title: A124: RECOGNITION OF PRIOR LEARNING

Addendum: **Standard 1: EQUATES AND INTERNAL CREDIT COMPARISON**

Issued by: Sr. Vice-President Academic

Effective: 2018-09-19

1. PURPOSE

The purpose of this document is to help inform Academic Schools that are deciding between offering an Equate or Internal Credit.

Equates vs Internal Credit		
	Equate	Internal Credit
% of comparable content	80	80
GPA Implications	Counts towards GPA	Doesn't count towards GPA
Residency Implications	Counts towards Residency if that credit hasn't been used for residency (graduation) towards another program	Doesn't count towards residency
Direction	Bidirectional	Unidirectional
Procedure	Automatic	Requires student to submit application through Office of the Registrar.
Implementation	Action will apply to all students who have or will take the equated courses. Once the equate is approved, it will be stored in the College student records system permanently. Cannot be removed from the system.	Action only applies to the student record of the individual who has requested the internal credit.
Course Correspondence	One to one: (Course1 = Course2) NOT multi to one: ((Course1+Course2) ≠ Course3))	Multiple courses can be used to grant one internal credit.

Policy No. & Title: A124: RECOGNITION OF PRIOR LEARNING

Addendum: **Standard 2: PLAR TIMELINES**

Issued by: Sr. Vice-President Academic

Effective: 2018-09-19

1. PURPOSE

The purpose of this document is to clarify the timelines associated with the PLAR process to Applicants, Students, and the College. These timelines have been included to support timely and prompt PLAR assessment.

These timelines may vary based on factors including, but not limited to, PLAR application date, PLAR assessment submission date, availability of faculty subject matter experts and/or access to appropriate testing facilities. In order to ensure appropriate lead time for assessments, **applicants and students are strongly encouraged to apply for PLAR in the semester prior to the delivery of the course(s).**

(Please see tables on next page)

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Before Enrolling in a Course		
PARTY	ACTION	TIME LIMIT
Applicant <i>(Not yet enrolled in the course for which PLAR is being requested or not yet enrolled at the College)</i>	Submit PLAR application	Any time before acceptance. <i>Applicants are strongly encouraged to proactively apply for future-semester classes.</i>
College	Confirm receipt of application and notify applicant of Method(s) of Assessment.	Within 5 business days.
Applicant	Submit completed Method(s) of Assessment.	Within 25 business days after Method(s) of Assessment has been assigned.
College	Provide final PLAR decision to applicant.	Within 25 business days of receiving completed Method(s) of Assessment from applicant.
<u>APPEAL (Policy A128)</u> Applicant <i>(Not yet enrolled in the course for which PLAR is being requested)</i>	Submit Step 1 <i>Notice of Appeal</i> .	Within 7 business days from the time the applicant becomes aware, or should have become aware, of the issue in question.
<u>APPEAL (Policy A128)</u> Applicant <i>(Not yet enrolled at the college)</i>	Contact the Academic School.	Within 7 business days from the time the applicant becomes aware, or should have become aware, of the issue in question.

During Academic Semester		
PARTY	ACTION	TIME LIMIT
Student <i>(Currently enrolled in the course for which PLAR is being requested.)</i>	Submit PLAR application.	By the 10 th day of class. <i>Students are strongly encouraged to proactively apply for future-semester classes.</i>
College	Confirm receipt of application and notify student of Method(s) of Assessment.	Within 5 business days.
Student	Submit completed Method(s) of Assessment.	Within 25 business days after Method(s) of Assessment has been assigned.
College	Provide final PLAR decision to student.	Within 25 business days of receiving completed Method(s) of Assessment from student.
<u>APPEAL (Policy A128)</u> Student	Submit Step 1 <i>Notice of Appeal</i> .	Within 7 business days from the time the student becomes aware, or should have become aware, of the issue in question.