

**Policy No. & Title: A124: RECOGNITION OF PRIOR LEARNING****Policy Sponsor:** Sr. Vice-President Academic**Reference Cttee:** College Council**Effective:** 2024-09-01**Next Review:** 2029-09-01**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; 2024-03-27/CC-23-07 (\*\*Effective 2024-09-01)

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**1. PURPOSE**

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

**2. DEFINITIONS**

*Articulation Agreement:* An official agreement between two or more institutions delivering post-secondary-level learning that defines the terms and conditions enabling students to transfer between specific programs to attain recognition for their prior learning.

*Credit Transfer:* Recognition of course credit for learning acquired at the post-secondary level. Credit Transfer includes internal credit, external credit, and advanced standing.

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

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

*Recognition of Prior Learning (RPL):* An umbrella term referring to the processes that allow individuals to identify, document, have assessed, and gain recognition for prior formal, informal, and/or non-formal learning at the post-secondary level.

**3. POLICY**

The College will support Pathways and RPL through the consistent application of procedures related to Credit Transfer, PLAR, and Articulation Agreements.

**3.1. Scope**

This policy applies to all college programming/curriculum.

- 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) Manuals for Ontario Colleges.
- 3.1.2. For apprenticeship programs, RPL at the College will align with Skilled Trades Ontario/Ministry of Labour, Immigration, Training and Skills Development 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 pathways opportunities for all applicants and students by promoting academic integrity, applicant and student success and mobility, and fairness and equity in RPL processes.
- 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.
- 3.2.3. No aspect of this policy may change College Residency requirements set in A122: Graduation from Approved College Programs.

**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

[\*Manual 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  
A113: Programs and Courses  
A122: Graduation from Approved College Programs  
A128: Student Appeals

College Documents (These documents are available from the Centre for Academic Excellence)

Fanshawe Pathways Best Practices  
Pathways Handbook  
PLAR Pressbook

**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:* 2024-09-01

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## 1. PURPOSE

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

## 2. DEFINITIONS

*Advanced Credit Agreement:* The agreement which documents which courses are waived if the student is approved for Advanced Standing.

*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 program or institution and/or of the PLAR process.

*Bridging:* The process of taking a specific course or set of courses in order to move from one program to another with advanced standing. Bridging addresses potential gaps in a student's learning in the first program to prepare them for success in the second. For example, bridging is commonly applied when a graduate of a diploma program enters a related degree program with advanced standing.

*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 covers the field of knowledge and its scope (i.e., broad versus narrow) and the level of instruction and/or prerequisites required. These measures look 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. Registered students applying for External Credit must complete the necessary form from the Office of the Registrar at <https://forms.fanshawec.ca>. 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 Academic School office will complete the approval (or denial) on the student record and notify the student of the decision.

3.1.1. Where a program is being delivered by a school through a partnership agreement with the College, External Credit decisions and communications to the student will be made by the Lead school at Fanshawe College.

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 program's academic manager or designate considers the courses to have the necessary comparable content to meet the requirements for Credit Transfer.
- 3.4. To receive external credit, 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. Exceptions to this requirement may exist due to articulation agreements.
- 3.6. Students that have participated in an international exchange will receive credit for the courses they have passed on exchange as an External Credit.
- 3.7. External credits are not used in GPA calculation.
- 3.8. Students should note that the number of courses they are enrolled in during a semester may impact their full-time student status and therefore their eligibility for financial assistance through the Ontario Student Assistance Plan (OSAP) and/or the services they receive from full-time student fees. It is strongly recommended that students consult with Financial Aid prior to reducing their course load by seeking external credit.
- 3.9. 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.
- 3.10. Any documents submitted in languages other than English must be submitted with a certified true English translation. International credential assessment may be required.

#### **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's school will be communicated to the Office of the Registrar who will notify the student.
  - 4.1.1. Where a program is being delivered by a school through a partnership agreement with the College, Advanced Standing decisions and communications to the student will be made by the Lead school at Fanshawe College.
- 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. 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 submit the necessary form through 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.
  - 5.1.1. Where a program is being delivered by a school through a partnership agreement with the College, Internal Credit decisions and communications to the student will be made by the Lead school at Fanshawe College.

- 5.2. Internal Credit may be granted if the student has completed previous Fanshawe College courses related in content and depth to the credit being granted.
- 5.3. Differing from equates in Section 8 below, Internal Credit is typically not bi-directional.
- 5.4. Courses taken for a credential used as part of admission requirements into a graduate certificate program cannot be used for transfer credit unless the program's Academic Manager or delegate considers the courses to have the necessary comparable content to meet the requirements for Credit Transfer.
- 5.5. Courses will have at least 80% Comparable Content.
- 5.6. A minimum passing grade must be achieved to grant the Internal Credit. Some Courses or programs may require a higher grade in accordance with A112: Course Grade System.
- 5.7. Internal Credits are not used in GPA calculation.
- 5.8. Students should note that the number of courses they are enrolled in during a semester affects their full-time status and may impact their full-time student status and therefore their eligibility for financial assistance through the Ontario Student Assistance Plan (OSAP) and/or the services they receive from full-time student fees. It is strongly recommended that students consult with Financial Aid prior to reducing their course load by seeking internal credit.
- 5.9. 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 through 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 school for completion. The school will return the form to the Office of the Registrar with a decision. The Office of the Registrar will notify the student of the outcome.

## **7. APPEALS**

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

## **8. EQUATES**

- 8.1. Equates are determined by the relevant 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 permanently stored in the College student records system 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.

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

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

*Issued by:* Sr. Vice-President Academic

*Effective:* 2024-09-01

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## 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:* The method by which a learner demonstrates knowledge/skill relative to course learning outcomes that is assessed by a subject matter expert. Assessment options may include Challenge Evaluations or a Portfolio.

*Challenge Evaluation:* A Method of Assessment developed and evaluated by a subject matter expert to measure an individual's learning achievement against course or program learning outcomes. The process measures the applicant's 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 a subject matter expert, of an organized collection of materials developed by a learner that records learning achievements and relates them to the 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, engagement with Indigenous knowledge systems and traditions, 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.
  - 3.2.2. PLAR candidates do not need to be enrolled in a college program of instruction.
  - 3.2.3. Degree programs may have specific guidelines for PLAR eligibility in accordance with standards and benchmarks in the PEQAB Manual for Ontario Colleges. Applicants and students in these programs should contact the Admissions and Pathways Advisors or the relevant academic area to determine how to achieve College credits through PLAR.
  - 3.2.4. PLAR processes for apprenticeship programs will align with Ministry guidelines; applicants and apprentices are encouraged to contact the Admissions and Pathways Advisors or the Ministry to determine how to achieve College credits through PLAR.
  - 3.2.5. Programs that are aligned with a professional designation or regulatory body may have courses that are ineligible for PLAR. Applicants and students in these programs should contact the Admissions and Pathways Advisors or the corresponding accrediting or regulatory body to determine how to achieve College credits through PLAR.
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- 3.3. Course credits may be granted through PLAR if:
- 3.3.1. The student is able to demonstrate that they possess the knowledge, skills, and competencies described by the course 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 for 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. 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.
- 3.5.1. 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.
- 3.6. 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.
- 3.7. 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 Academic Manager or delegate in the Course Outline Mapping and Management System (COMMS).
- 3.8. Where an applicant or student has been unsuccessful in challenging or passing a course, PLAR cannot be utilized for that course.
- 3.9. 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.
- 3.10. If PLAR students and 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 or delegate responsible for the course for which credit is sought decides each case on its own merits.
- 3.11. PLAR students and candidates may appeal PLAR assessment decisions in accordance with policy A128: Student Appeals. Students and applicants who wish to appeal a PLAR assessment decision should contact the Office of the Registrar.

#### **4. PLAR Process**

- 4.1. Application for PLAR
- 4.1.1. PLAR candidates are directed to the Admissions and Pathways Advisors for information about PLAR and the PLAR application process. PLAR Candidates are encouraged to discuss PLAR options with the 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 Advising Centre. PLAR applicants should be informed in advance of the PLAR process and the method of assessment. The Advising Centre will forward the application to the school for assessment. Once the assessment is complete, the school will notify the student of the decision. The school will also notify the Advising Centre, which will update the record and notify the Office of the Registrar of such decision by returning the complete PLAR application form.
  - 4.1.3. PLAR candidates should note that the number of courses they are enrolled in during a semester may impact their full-time student status and therefore their eligibility for financial assistance through the Ontario Student Assistance Plan (OSAP) and/or the services they receive from full-time student fees. It is strongly recommended that students consult with Financial Aid prior to reducing their course load by seeking PLAR.
  - 4.1.4. International students and 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 PLAR.
  - 4.1.5. A service fee for PLAR will be applied in accordance with the Minister's Binding Policy Directives. A PLAR fee applies to each course a candidate is applying to PLAR; depending on the number of courses the candidate is seeking to PLAR, a flat fee may apply.
- 4.2. Administration of PLAR
- 4.2.1. Through the Advising Centre, written guidelines describing College PLAR practices and procedures in detail are made available to faculty, applicants, and students.
  - 4.2.2. Assessors are full-time or non-full-time faculty with subject matter expertise.
  - 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. Assessors and others involved in the PLAR process are trained in the functions performed and provided with opportunities for continued professional development.
  - 4.2.5. 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 assessors, 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).

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

*Addendum:* **Guideline C: ARTICULATION AGREEMENTS**

*Issued by:* Sr. Vice-President Academic

*Effective:* 2024-09-01

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## 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 manner that:
  - 4.1.1. Reduces duplication of learning.
  - 4.1.2. Optimizes training, knowledge and skills.
  - 4.1.3. Accelerates progress towards students' career and educational goals.
- 4.2. Fanshawe College uses a protocol with defined steps, roles, and responsibilities to develop, implement, and communicate articulation agreements. This protocol supports academic integrity, applicant and student success, and mobility, 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. Credit granted through an Articulation Agreement may be awarded in the form of External Credit or Advanced Standing.
- 4.4. Assessment decisions made by Fanshawe College as the Receiving Institution may be appealed in accordance with A128: Student Appeals.
- 4.5. 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.

**COLLEGE POLICY MANUAL**

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

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

*Issued by:* Sr. Vice-President Academic

*Effective:* 2024-09-01

**1. PURPOSE**

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

<b>Equates vs. Internal Credit</b>		
	<b>Equate</b>	<b>Internal Credit</b>
<b>% of comparable content</b>	80	80
<b>GPA Implications</b>	Counts towards GPA	Does not count towards GPA
<b>Residency Implications</b>	Counts towards Residency if that credit has not been used for residency (graduation) towards another program	Does not count towards residency
<b>Direction</b>	Bidirectional	Unidirectional
<b>Procedure</b>	Automatic	Requires student to submit application through Office of the Registrar
<b>Implementation</b>	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 and cannot be removed from the system.	Action only applies to the student record of the individual who has requested the internal credit
<b>Course Correspondence</b>	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:* 2024-09-01

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## 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.

With approval by the Associate Dean or delegate, 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).**

The timelines assigned to PLAR during the academic semester are designed to allow the PLAR process to conclude before the deadline for dropping a course without academic penalty.

**(Please see tables on next page)**

**COLLEGE POLICY MANUAL**

<b>Prior to course start date</b>		
<b>PARTY</b>	<b>ACTION</b>	<b>TIME LIMIT</b>
<b>Applicant</b> <i>(Prior to the course start date 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>
<b>College</b>	Confirm receipt of application and notify applicant of Method(s) of Assessment.	Within 5 business days.
<b>Applicant</b>	Submit completed Method(s) of Assessment.	Within 25 business days after Method(s) of Assessment has been assigned.
<b>College</b>	Provide final PLAR decision to applicant.	Within 25 business days of receiving completed Method(s) of Assessment from applicant.
<u><b>APPEAL (Policy A128)</b></u> <b>Applicant</b> <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><b>APPEAL (Policy A128)</b></u> <b>Applicant</b> <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.

<b>After course start date</b>		
<b>PARTY</b>	<b>ACTION</b>	<b>TIME LIMIT</b>
<b>Student</b> <i>(Currently attending the course for which PLAR is being requested.)</i>	Submit PLAR application.	By the 10 <sup>th</sup> day of class.  <i>Students are strongly encouraged to proactively apply for future-semester classes.</i>
<b>College</b>	Confirm receipt of application and notify student of Method(s) of Assessment.	Within 5 business days.
<b>Student</b>	Submit completed Method(s) of Assessment.	Within 15 business days after Method(s) of Assessment has been assigned.
<b>College</b>	Provide final PLAR decision to student.	Within 20 business days of receiving completed Method(s) of Assessment from student.
<u><b>APPEAL (Policy A128)</b></u> <b>Student</b>	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.