ACADEMIC CALENDAR ADDENDUM N° 3

Addendum to the 2024-2025 Academic Calendar

Effective May 2025

Contents

A. Admissions Information

1. English Language Proficiency Requirements (page 205 and addendum 2)

The language of instruction at LCV is English. Applicants can demonstrate their English language competency in one of the following ways:

Degree Applicants

1. Achieve minimum scores on tests of English proficiency as described in the English Language Proficiency table below.

2. For degree applicants, achieve a grade of 68 percent in any one of: BC English 12, English Literature 12, English 12 First Peoples, Communications 12 or Technical and Professional Communications 12 or equivalent in another high school system. Equivalencies can only be determined by the Registrar or Chief Academic Officer.

3. Advanced Placement (AP) English Language or English Literature, minimum grade of 3 or 68 percent.

4. International Baccalaureate (IB) English Language A1 or A2 (Higher or Standard level), minimum grade of 5 or better.

5. Proof of undergraduate or higher degree conferral from a recognized post-secondary institution where English is the language of instruction.

6. Achieve 68 percent or higher in 100-level English language course at a recognized post-secondary institution.

7. Successful completion of a minimum of two consecutive full-time academic terms of post-secondary course work at an equivalent credential level, with a minimum overall score of 68% or equivalent at a recognized Canadian college or university in which English is the language of instruction. Successful completion is defined as passing all courses for which the student was registered during the two terms. *(*Language development courses (i.e., ELL courses) cannot be included in this calculation.)*

Certificate and Diploma Applicants

1. Achieve minimum scores on tests of English proficiency as described in the English Language Proficiency table below.

2. Evidence that 3 years of full-time secondary education (Grades 8-12), or 2 years if the Grades are 10, 11, or 12, have been successfully completed in the program's language of instruction in a country where the language of instruction is one of the principal languages. *(This may be demonstrated by providing a high school transcript, completion of a BC Adult Graduation program or providing international education credentials recognized through WES, ICES, or IQAS.)*

3. 2 years of full-time post-secondary education* have been completed in the program's language of instruction in a country where the language of instruction is one of the principal languages (includes international education credentials recognized through WES, ICES, and IQAS). *Language development courses (i.e., ELL courses) cannot be included in this calculation.*

4. Evidence of graduation from language program with a minimum grade/level from a Languages Canada accredited institution with an established pathway/articulation agreement allowing direct entry (no further testing required) to a diploma or degree program at a public institution in Canada. *Documentation of the student's graduation from the pathway program must also be included in the student's record.*

2. Required English Language Proficiency Scores

The tables below delineate the English language proficiency scores required for diploma and degree studies at LCV.

Proof of Proficiency	Proficiency Requirement (Academic Calendar)	Notes
IELTS (Academic)	Diploma/ Certificate: Overall Band **5.5**	*Not IELTS General Training*
	Degree: Overall Band **6.5** with a minimum of 6.0 in Writing	
Internet Based TOEFL	Diploma/ Certificate: **75**	*Scores must be achieved on the same test.*
	Degree: **80** with a minimum of 20 in Writing	*TOEFL MyBest (super-scored) is not accepted.* *TOEFL Essential results are not accepted.*
PTE- A Pearson (in-person only)	Diploma/ Certificate: Overall **45** with a minimum of **51** in Writing	*Pearson PTE Academic Test*
	Degree: Overall 61 with a minimum of **60** in Writing	
Cambridge International Examinations: Advanced Level A-levels	Diploma/ Certificate: B2 First **162+**	*B2 First was formerly known as First (FCE)* *C1 Advanced was formerly known as CAE* *Not AS-level*
	Degree: CAE C1 Advanced **176+**	
CAEL	Diploma/ Certificate: Minimum overall score of 40	
	Degree: Minimum overall score of 70 with no component below 60	
CELPIP	Diploma/ Certificate: Listening 6, Speaking 6, Reading 5, and Writing 5	
	Degree: Overall 8, with no component less than 7	
Duolingo	Diploma/ Certificate: 95	
	Degree: 120 overall. No integrated subscore less than 95	

NB: All scores must have been obtained within two years of the start date of the program to be considered valid.

3. Accepted Benchmarks for Language Proficiency

Benchmark	Range	Notes
GSE **Global Scale of English**	Diploma/Certificate: 51 Degree: 59	
CLB **Canadian Language Benchmarks**	Diploma/Certificate: 6 Degree: 8	
CEFR **Common European Framework of Reference for Languages**	Diploma/Certificate: B1 *(formerly known as B1+)* Degree: B2	*B1 equates to 51-58 on the GSE* *B2 equates to 59-75 on the GSE*

NB: Scores on other standardized English language proficiency tests that meet these Benchmarks may also be considered on a case-by-case basis.

4. ESL Pathway Institutions and Requirements

As per the new EQA Policy and Procedures Manual effective January 1, 2025, language level requirements must include language level tests that are recognized internationally (e.g., Canadian Language Benchmarks, International English Language Testing Service (IELTS)) and are conducted by a reputable third party.

Students who achieve the scores below from LCV partner institutions meet the associated English language proficiency requirements.

ESL Pathway Institutions & Requirements		
Pathway Partners	**Certificate & Diploma**	**Degree**
Centre of English Studies (CES) https://www.centennialcollege.ca/admissions/language-proficiency-information/english-as-a-second-language-partnerships	CES EAP 75%	CES EAP 80%
EC Canada (Vancouver) https://www.centennialcollege.ca/admissions/language-proficiency-information/english-as-a-second-language-partnerships	University Pathways Program – Pre-Advanced	University Pathways Program – Pre-Advanced
EF Education First https://www.royalroads.ca/admission/admission-info-international-students/language-school-partners	B2	C1 or C2

ILAC https://www.vcc.ca/international/future-students/apply/english-requirements/ilac-university-pathway/	Pathway 2.2 - Level 13	Pathway 3.3 – Level 16
ILSC https://www.vcc.ca/international/future-students/apply/english-requirements/ilsc-university-pathway/	Level I3	Level A2
Kaplan Vancouver https://www.royalroads.ca/admission/admission-info-international-students/language-school-partners	C1 Advanced	C2 Proficiency
Oxford International Vancouver https://www.royalroads.ca/admission/admission-info-international-students/language-school-partners	Level 7	Level 8
St. George International College (SGIC) https://www.nait.ca/nait/admissions/applying-to-nait/entrance-requirements/english-language-proficiency	70% or higher in: -Argumentation; and Problem Solving; and Canadian Academic Culture; and -No more than 5 absences	n/a
Sprott Shaw Language College https://www.nic.bc.ca/_resources/pdf/partnership-agreements/EPA_Sprott_Shaw_Language_College.pdf	EPE certificate program with minimum coursework grade of 70%	EPE certificate program with minimum coursework grade of 85%
The Language Gallery (TLG) https://www.royalroads.ca/admission/admission-info-international-students/language-school-partners	UPP Level 6	n/a
VGC https://www.royalroads.ca/admission/admission-info-international-students/language-school-partners	Level 7 Advanced University Preparation	Level 7 Advanced University Preparation

* The accepted English Language Requirements and pathway options are subject to change.

5. Assessment of Prior Education Where English is the Language of Instruction

Education completed in English in the following countries may count towards an assessment of prior education in English.

American Samoa	Dominica	Lesotho	St. Kitts & Nevis
Anguilla	Falkland Islands	Liberia	St. Lucia
Antigua and Barbuda	Fiji	Malta	St. Vincent & the Grenadines
Australia	Gambia	Mauritius	Tanzania
Bahamas	Ghana	Montserrat	Trinidad & Tobago
Barbados	Gibraltar	New Zealand	Turks & Caicos Islands
Belize	Grenada	Nigeria	Uganda
Bermuda	Guam	Seychelles	United Kingdom
Botswana	Guyana	Sierra Leone	US Virgin Islands
British Virgin Islands	Ireland	Singapore	United States of America
Canada	Jamaica	South Africa	Zambia
Cayman Islands	Kenya	St. Helena	Zimbabwe

B. Academic Policies

1. Revised Academic Integrity Policy (page 239)

Objectives

At LaSalle College Vancouver (LCV), we are committed to fostering an environment that upholds the core values of ethics, integrity, honesty, and professionalism in all aspects of academic and professional conduct. The Academic Integrity Policy is designed to guide students, faculty, and staff in promoting fairness, transparency, and the prevention of academic misconduct. Through ongoing review and improvement of our practice, we aim to strengthen our collective responsibility to uphold the highest standards of ethical behavior across the institution.

This policy establishes the standards of academic conduct expected of students, faculty, and staff, and describes the procedures that LCV will follow when a person is alleged to have breached these standards. In addition, the policy identifies possible responses to incidents of academic misconduct.

Scope

This policy applies to all students, faculty, and staff at LCV.

Policy Statement

LCV is unwavering in its dedication to creating an academic environment founded on integrity, respect, and mutual support. This commitment extends to all members of the LCV community—students, faculty, and staff—who share the responsibility of upholding the principles of academic integrity. It is essential to the institution's mission that each member honestly represents their knowledge, acknowledges others' contributions, and fosters accountability in academic and professional activities. Clear reporting mechanisms and consequences for violations are in place to ensure adherence to these ethical standards.

Core Values and Responsibilities

At LCV, academic integrity is not merely a standard—it is an essential element woven into the fabric of our educational environment. Every member of the LCV community plays a critical role in ensuring that these values are upheld.

Student Role

- Students are responsible for honestly representing their own skills and knowledge when engaging in academic activities. This can take the form of:
    - Acknowledging any content used in research, projects and assignments that is not their own through citation or other appropriate forms of attribution;
    - Refraining from the fabrication of data, facts, or false citations;
    - Only using documents, tools and technologies that are explicitly permitted for research, projects, and assignments; and
    - Only working with others when explicitly permitted on research, projects, and assignments.

Faculty and Staff Role

- Faculty and staff are responsible for guiding students in understanding and practicing academic integrity and fostering a culture that supports ethical behavior. This can take the form of:

    o Modeling the ethical behavior expected of students;

    o Reviewing Course Outline statements with their students at the beginning of each quarter, and outline expectations for demonstrating academic integrity in their course and discipline;

    o Ensuring academic standards are clearly communicated;

    o Offering ongoing support and education about academic integrity; and

    o Ensuring that ethical challenges are addressed in a constructive, impartial, proportionate and transparent manner.

- Faculty and staff are required to honestly represent their knowledge and contributions to work they do for and/or as a representative of LCV. This can take the form of:

    o Acknowledging any content used in research, projects and course content that is not their own through citation or other appropriate forms of attribution; or

    o Refraining from fabrication of data, facts, or false citations.

Each group, while fulfilling its distinct role, contributes to a culture of academic honesty, mutual respect, and personal accountability.

Exclusions

There are no exclusions to this policy.

Definitions

Academic Integrity: a commitment to engage ethically in academic scholarship and knowledge creation and transmission, including the principles of honesty, fairness, responsibility, and a respect for truth and knowledge.

Academic Misconduct: any act that breaches one or more of the principles of academic integrity identified in the definition above, or this policy.

Cheating: a subset of academic misconduct specifically related to dishonest actions taken with the intent of gaining an unfair academic advantage. Cheating includes behaviours such as using unauthorized materials during exams or assignments, copying another student's work, or falsifying data.

Collusion/Unauthorized Collaboration: working with a student or students without authorization of the instructor on an academic assessment that is meant to be completed individually.

Fabrication: the intentional use of invented information or the falsification of research or other findings.

Plagiarism: a form of academic misconduct which includes using another person's ideas, information or expressions without due recognition – in other words, this is theft of intellectual property. All plagiarism is a serious offense that infringes on a copyright because it fails to recognize the author's moral and economic rights to their creation.

Self-plagiarism: the reuse of one's own words, ideas, or artistic expression (as in an essay) from preexisting material especially without acknowledgment of their earlier use, and without permission to do so for the purpose of the new submission.

Provisions

Academic Misconduct

The following defines conduct that is not conducive to academic integrity.

For students, academic integrity violations may include, but are not limited to:

- Plagiarism, or copying in part or in whole or paraphrasing others' work and passing it off as one's own.

- For written work, this can take the form of:

    o Not providing a citation when quoting or paraphrasing from the original source;

    o Not indicating a direct quotation with quotation marks, indentation or other means as specified by academic writing standards; or

    o Fabricating false citations or other forms of attribution.

For non-written or mixed media work, this can take the form of:

    o Not providing attribution when incorporating visual content, computer code, design assets into one's research, projects or assignments; or

    o Fabricating false attributions.

- Other forms of cheating, which include:

    o Using unauthorized documents, materials, equipment, or technology to complete an assignment or examination;

    o Copying or using another student's work during an exam or assignment to gain credit, without permission or acknowledgment;

    o Arranging for another individual to take an exam or complete an assignment on behalf of the enrolled student, with the intent of submitting the work for evaluation;

    o Submitting the same work, in part or in whole, to meet the evaluation requirements of more than one assignment either in the same course or in separate courses without explicit permission from all involved instructors; or

    o Fabricating or manipulating data, results, or findings in research, experiments, or assignments to mislead or falsify the academic record.

For faculty and staff, academic integrity violations may include, but are not limited to:

- Altering or misrepresenting grades or academic records, whether for a student or on personal documentation, to influence outcomes or present false academic achievements; or

- Participating in or facilitating unethical practices regarding authorship of publications, including failing to give appropriate credit, misrepresenting contributions, or falsely attributing authorship to oneself or others.

If a member of our academic community fails in their responsibilities under this policy and engages in academic misconduct, actions will be taken to reaffirm their role in our mutually agreed standards of academic integrity.

Supporting Procedures

Response to Suspected Student Incident of Academic Misconduct

To ensure a balance of instructors' autonomy and consistency in academic integrity standards, and to ensure that corrective actions are proportionate, a range of actions, including penalties, are available based on the context.

For a suspected incident of academic misconduct that occurs in a formative assessment early in a course, the instructor should first have a discussion with the student, presenting the allegation and any supporting evidence and allowing the student to respond. If the response convinces the instructor there was no misconduct, no further action will be taken. If the discussion confirms misconduct has occurred and the student admits wrongdoing, actions can include any combination of the following:

- A warning;
- An opportunity to resubmit an assignment;
- A new assignment or additional course work; or
- An assignment grade reduction, including a zero grade.

The instructor should notify their Program Director with a summary of the incident, including the student's name and student number, a brief description of the incident and actions taken. During this process, the instructor should make clear to the student that future incidents of academic misconduct will lead to more serious consequences. The instructor should also encourage the student to review LCVs Academic Integrity Policy, to use student supports such as the Writing Centre, and to access the information literacy guides and tutorials on the library's website.

For a suspected incident of academic misconduct:

- That occurs in a summative form of assessment later in a course;
- Where a student disputes the misconduct; or
- Where the student has engaged in misconduct previously;

the instructor should inform the student that an incident report will be submitted and that they will be given an opportunity to dispute the allegation as part of the incident review process.

The instructor will then fill out and submit to their Program Director an Academic Misconduct Incident Report with the student's name and student number, a brief description of the incident, any evidence to support the allegation, and recommended actions to be taken. Actions can include any combination of the following:

- An opportunity to resubmit an assignment;
- A new assignment or additional course work;
- An assignment or exam grade reduction, including a zero grade; or
- A course grade reduction, including a zero grade.

Upon receiving the incident report, the Program Director will record the incident and initiate a review. During the review process, the student will be given an opportunity to respond to the allegations. If they elect not to participate in the review or respond to the allegations, the Program Director and instructor may proceed with the review, make determinations, and implement actions as appropriate. If the subsequent review determines that the student is not in violation under this

policy, the Program Director will remove any record concerning the allegation. If the subsequent review confirms that the student is in violation under this policy, the Program Director will either accept the recommended actions on the report, or in the case the student has a history of academic misconduct, can modify the action. The Program Director will then issue a disciplinary letter to the student.

Suspension or Expulsion

If the Program Director determines that the matter under review is serious enough to warrant a more severe action, they may recommend that the student should be suspended or expelled from the school.

A recommendation from the Program Director that an individual should be suspended or expelled must be reviewed by the Chief Academic Officer. If the recommendation is accepted, the Chief Academic Officer will issue the disciplinary letter to the student.

Response to Suspected Faculty or Staff Incident of Academic Misconduct

If a faculty or staff member is suspected of academic misconduct in research, projects and/or course content produced for and/or as a representative of LCV, their direct supervisor or designate should first have a discussion with the suspected individual, presenting the allegation and any supporting evidence and allowing the individual to respond. If the discussion confirms the misconduct and/or the individual admits wrongdoing, actions can include any combination of the following:

- A warning;
- Implementation of corrective actions;
- Suspension from work; or
- Termination.

In all cases where a member of staff has been found to have committed academic misconduct, a note about the incident should be added to the employee's personnel file by Talent and Culture. Any actions beyond a warning or where the incident of academic misconduct is also a breach of the individual's employment contract or other employee policies, a representative from Talent and Culture may be included in any review or disciplinary process.

Appeal of Penalty

A student, faculty member, or staff member may appeal a penalty imposed under this policy, but findings of fact are not subject to appeal. The individual must submit a written appeal within ten (10) business days of the issuance of a decision to impose a penalty. In the case of a student, the appeal should be submitted to the Academic Appeals Committee. In the case of a faculty or staff member, the appeal should be submitted to Talent and Culture or the Chief Academic Officer.

The written appeal must include relevant documentation in support of the case being made by the individual. The written appeal must specify the grounds upon which the appeal is based and explain how each applies to the case in question.

Permissible grounds for appeal are limited to:

- The facts do not indicate that a policy violation has occurred.
- The penalty imposed is too severe considering the nature of the offense;
- The policy has not been followed; and
- There is a conflict of interest.

These submissions will normally include:

- The written appeal of the individual;
- The Academic Integrity Incident Report; and
- Any other correspondence or documentation shared by all parties during the initial review process.

The relevant parties will review the written appeal to determine if it is based on permissible grounds. If it is determined that no grounds exist, the appeal will be dismissed.

The decision on the appeal is final and not subject to further appeal. The reviewer(s) must provide the individual with written reasons for a decision to dismiss an appeal within 30 days.

The reviewers may call for meetings if it is deemed necessary and appropriate to do so. The review will not revisit determinations of fact, and the possible outcomes are limited to:

- Uphold the original penalty;
- Substitute a lesser penalty or no penalty at all;
- Substitute a greater penalty; and
- Refer the matter back for further review or order a new review.

Further Information

Academic Misconduct Incident Report

Course Outline Policies