
The Twinning of Potential: Toward an Integration of Prior Learning Assessment with Career Development

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ABSTRACT

This paper argues that prior learning assessment is an integral part of the field of career development. Forging closer ties between the two could have a synergistic effect. The authors highlight some common features in the work of practitioners of prior learning assessment and career development. The purpose of this comparison is to emphasize that commonalities of purpose should not be sacrificed to battles of professional identity. A recent project in the Department of Human Resources Development Canada, Alberta/Northwest Territories/Nunavut Region exemplifies benefits and issues associated with the integration of these fields.

RÉSUMÉ

Cet article démontre que la reconnaissance des acquis professionnels est une partie intégrante du domaine du perfectionnement professionnel. Établir des liens plus étroits entre les deux pourrait avoir un effet synergique. Les auteurs soulignent plusieurs éléments communs dans le travail des conseillers oeuvrant dans les domaines de la reconnaissance des acquis professionnels et du perfectionnement professionnel. Le but de cette comparaison est d'insister sur le fait que la communauté d'intentions ne doit pas être sacrifiée sur l'autel de l'identité professionnelle. Un récent projet du ministère du Développement des ressources humaines du Canada, dans la région comprenant l'Alberta, les Territoires du Nord-Ouest et le Nunavut, illustre les avantages et problèmes associés à l'intégration de ces domaines.

The main thesis of this paper is that prior learning assessment (PLA) is an integral part of the field of career development. In forging closer ties between these areas, each stands to enrich the other. Presently both PLA and career development are seeking to set national standards, discussing the certification of practitioners, and developing education and training agendas (Day, 1999; National Steering Committee Career Development Guidelines and Standards, 1998; 1999). In suggesting a closer union between PLA and career development our hope is for a more integrated approach. We intend to highlight some of the potential for cooperation between the two fields.

Until quite recently the fields¹ of career development and prior learning assessment have proceeded in largely independent directions. A few individuals such as Whittaker (1998) have worked toward an integration of PLA and career development, and good practitioners in both fields do some integration out of necessity.

Nonetheless, historically each field has pursued different theory and practice in largely separate associations.

The term career development is used here to refer to the exploration and development of human potential through the balancing of multidimensional life roles of the whole person, in the whole of his or her environment, for the whole of his or her life. There has usually been a focus on how paid employment is affected by this balancing. This definition is broader than many others for career-development, but is in keeping with the holistic direction of this paper and the nature of experiential learning.

Prior learning assessment has been defined as:

. . . the set of procedures that facilitate the recognition by an academic institution of an individual's learning that may have been acquired informally through a variety of life and work experiences and personal study. The set of procedures can vary from the relatively straightforward, where a candidate writes a challenge examination, to a more complex form where a candidate is interviewed by a departmental panel of professors, to the very complex where an institution's entire curriculum is based on a competence-based format. (Peruniak, 1993, p. 17).²

Prior refers to learning that has occurred before a candidate engages in the assessment process. Often this learning may have been acquired experientially in the workplace or through personal study. It is important to note that PLA accredits learning that results from experience rather than the experience per se (Willingham, 1977). This means that credit is not granted for having had an experience but for what was learned from that experience.³ Reflection plays a crucial role in this process and is greatly facilitated by a counsellor.

The term prior learning assessment (PLA) has several variations. In Canada it is sometimes referred to as prior learning assessment and recognition (PLAR). In this paper, however, we will use the older term, PLA. Until recently PLA has languished in a backwater of indifference in Canada (Collier & Peruniak, 1997; Peruniak, 1993; Thomas & Klaiman, 1992). However, with the formation of the Canadian Labour Force Development Board (CLFDB) in 1991, both PLA and career development have received a higher national profile. A flurry of policy recommendations encouraged PLA in a number of documents (CLFDB, December, 1994 and July, 1996). The federal government organized three national forums on PLA. Coincidentally, the CLFDB also encouraged career development activities (CLFDB, April, 1994 and January, 1996); Conger, Hiebert, & Hong-Farrell, 1994). In fact, the Task Force on Transition into Employment (CLFDB, April, 1994), placed their recommendations for "career and employment counselling" side-by-side with those for "prior learning and skills assessment." More specifically, the CLFDB report "Improving Access to Employment Through Prior Learning Assessment and Recognition" (CLFDB, July, 1996), in addition to recommending goals for national PLA standards, stated: "PLAR could become a basic part of individual *action planning* and expanded *career and employment counselling* services, helping to make better choices for employment and/or training." (p. 5).

Similar policy recommendations have been made at the provincial level. In Alberta, recommendations encouraging both PLA and career development parallel national initiatives (Alberta Advanced Education and Career Development (AAECD, 1994; March, 1996; & July, 1996). As an example, the report *New Directions for Adult Learning in Alberta* (AAECD, 1994) stated: "The adult learning system should provide information that assists Albertans in making timely and informed decisions about learning and career opportunities" (p. 7). This same document goes on to specify features of a renewed adult learning system one of which was: "The adult learning system recognizes prior learning and the transferability of courses." (p. 18).

COMPARING PLA TO CAREER DEVELOPMENT

Although there are many possible ways to compare PLA and career development, the following is a cross section of possible comparisons: purpose and focus, origins and assumptions, theory, and methods of practice. These comparisons are generalizations based on the fields as a whole. The dimensions overlap to some extent and thus the comparisons must be taken as a bird's-eye view to make sense.

Purpose and Focus of Prior Learning Assessment

PLA is a bridge between informal learning, that is acquired outside the walls of traditional educational establishments, and formal learning. It can pave the way for formal recognition of informal learning. PLA is a part of both lifelong learning and adult education. It is concerned with credentials and academic integrity. In contrast, career development involves an overall exploration and development of human potential and a balancing of life roles. Like PLA, its focus is primarily on the individual.

Origins and Assumptions of Prior Learning Assessment

PLA has its origins in adult education and experiential learning while career development has its origins in guidance, vocational education, and counselling. Traditionally, PLA has had an emphasis on competence-based learning (Peruniak, 1993, 1998), while career development has more recently become concerned with competence formats (National Life/Work Centre, 1998; Shiell, Hiebert, & Bezanson, 1996).

PLA assumes a rich experience base as a starting condition while this has not been necessary for career development. In addition, PLA assumes a career development plan as another starting condition. In contrast, career development involves the development of such a plan. PLA assumes that academic assessment standards are present but these standards are seldom statistically normed. In Canada, career development has seldom been concerned with academic assessment of informal learning.

Theory

PLA takes its theory from experiential learning (Keeton et. al., 1976; Kolb, 1984; Torbert, 1972; Weil & McGill, 1989). In Weil and McGill's (1989) book,

Making Sense of Experiential Learning: Diversity in Theory and Practice, the authors conceptualized the meanings of experiential learning into four more-or-less distinctive themes they called villages:

(a) proponents of new avenues of access to education and training for economic development; (b) those who favoured a change in higher education toward a human development philosophy; (c) those who had a prime concern for the experience of working people and who sought a redistribution of wealth and power based on fundamental social change; and (d) those who sought change through personal development and insight and through a focus on human relations.

Theorists such as David Kolb (1984) and Jack Mezirow (1991) have contributed much to explaining processes of experiential learning and PLA. Kolb has proposed a system for “typing” individuals based upon his four-stage cyclical model of concrete experience, reflective observation, abstract conceptualization, and active experimentation. While this model bears a certain resemblance to Holland’s work and his hexagonal model (Holland, 1992), Kolb’s line of research has evolved around learning styles rather than personality types. Nonetheless, it is difficult to conceive of these notions being completely different. Kolb (1984) addressed them this way: “Since learning is a lifelong process and knowledge is created at work as well as at the university, there is reason to suspect a similar isomorphism between knowledge/learning structures and the structures of career paths.” (p. 128). Kolb went on to explicitly make connections between his experiential learning theory especially the learning style structures, and the work of Roe (1956), Holland (Osipow, 1973) and Super et al (1963). Summarizing his work on the Learning Style Inventory — a derivation of his work on learning styles — and career choice, Kolb reported:

Taken as a whole, these data present enticing, if not definitive, evidence that career choices tend to follow a path toward accentuation of one’s specialized approach to learning. Learning experiences congruent with learning styles tend to positively influence the choice of future learning and work experiences that reinforce that particular learning style. (p. 176).

In the case of Mezirow, he has borrowed from the work of Jurgen Habermas (1971) and the constructivist assumptions of Candy (1989) and Bowers (1984) to weave together a theory of transformational learning and learning from experience. With the constructivist framework, Mezirow’s approach is consistent in orientation with assumptions made by such authors in career development as Peavy (1992, 1993, 1996), Collin and Young (1986), Young and Collin (1988), and Miller-Tiedeman (1988) and in closely-related fields (Kelly 1955; Kegan 1982). Of course, differences can always be found among these theories if one is inclined. However, in this paper we feel that the pattern of similarities is more important than the differences.

Theory in experiential learning and in turn PLA began showing up in the literature in the early 1970’s and is therefore more recent than career development theory. PLA, as a relatively new educational innovation, has been concerned with issues of implementation, service delivery, and budget survival and has not yet developed a base of empirical research comparable to that found in the field of career development.

Methods of Practice

Both PLA and career development focus on processes to help individuals achieve greater potential. Yet while the focus for PLA has been on nontraditional testing and assessment, career development has in the past largely followed a norm-based testing and measurement tradition. Even though PLA has emphasized self-direction on the part of the client, the methods have been heavily dependent upon experts for judgments about academic equivalencies. Similarly, career development has a focus on self-direction by the client but its methods are often reliant on experts for testing and interpretation. PLA involves a rather narrow assessment of academic equivalence while career development involves a much wider assessment involving abilities, values, personality, interests, and skills that extend beyond formal learning. Finally, while the methods of PLA emphasize reflection on the learning derived from life experience, career development has largely emphasized reflection on the results from vocational interest inventories, ability scales, and personality inventories.

PLA can be seen as an important specialty within career development. It can provide clients with a process for reflecting on what they have learned on the job or in other non-formal ways and is a concrete way to achieve formal recognition for this learning.

CAREER DEVELOPMENT AND PLA IN ACTION

The following case study examines the application of PLA to an area of career development important to career development practitioners; namely their own. Specifically, these practitioners were the employment counselling staff of the Alberta/NWT Region of Human Resources Development Canada (HRDC). The merging of PLA and career development in this program is a work-in-progress. As a result, this case study should be seen as a conceptual illustration of what this merger could accomplish as much as an empirical description of what has been achieved.

HRDC's commitment to staff training goes back to 1980 when a policy change turned placement officers into employment counsellors (Paquin, 1982). To facilitate this change of role, the Department implemented a series of in-house training courses called Modules on topics such as assessment, individual counselling, testing, and group counselling. Over the years this training program developed an excellent reputation and was recognized both nationally and internationally (MacDonald, 1993). Approximately 1,000 employees have taken the module training. However, this training had not been recognized by any university for credit.

In 1994, HRDC contacted Athabasca University about pursuing accreditation of this in-house training program. While the Module training had met many of the department's needs in retraining staff to assume a new role, the lack of accreditation of these in-house courses meant the staff interested in taking courses in universities or colleges were required to repeat learning they had

already acquired. In addition, when individuals left the department, they found that their hard-earned training was not always recognized or valued by their new employers. The in-house training program emphasized counselling, but increasing interest was expressed in broadening the coverage of the courses to include more career development topics such as theories of career development and labour market information.

At about this time, the Province of Alberta and the Federal Government were beginning to look at the transfer of labour market programming, including employment counselling, to provincial jurisdiction. This upcoming transfer galvanized staff to look at "formalizing" their in-house training.

HRDC was also concerned with the provision of services to clients in areas in which the department had withdrawn. There were no accepted credentials for service providers. A University Certificate accessible to all practitioners could address this concern. Athabasca University's focus on distance learning was especially appropriate for career practitioners in rural or remote areas who did not have access to courses and workshops like their urban colleagues.

Supported by a provincial consortium, the Alberta Career Development Action Group (Action Group) of which it was a member, HRDC initiated discussions with Athabasca University with a view to developing a University Certificate in Career Development (Baty, Hiebert, Peruniak, & Welch, 1997). From the beginning of the process there was a strong desire on the part of all partners to ensure that maximum opportunities for PLA were incorporated into the Certificate (Peruniak & Welch, 1998).

Career counsellors were in many respects an ideal group for some sort of PLA. Such assessment could be done using a variety of methods or tools. Portfolio development is probably the best-known approach, but it is individually focused. In the case of HRDC, it was decided to use the program accreditation evaluation method instead. This method, sometimes referred to as program evaluation (Lamdin, 1997), allows a non-university program to be evaluated against university standards to determine possible credit. Anyone who has successfully completed the program is then eligible for credit. Had the portfolio approach been adopted, each person would have had to apply individually to have their experiential learning and training evaluated.

HRDC's in-house training courses were well-suited to this type of PLA. The following criteria ensured their eligibility for consideration under the program accreditation evaluation method:

1. Each course had a standardized curriculum that ensured topics were covered to meet carefully-specified learning outcomes.
2. All courses had a standardized, blind assessment process for evaluation of participant learning. In some cases, audiotaped demonstrations were sent anonymously to external evaluators for marking and feedback.
3. The department maintained a secure record keeping system to compile participant results.

HRDC submitted 12 courses for evaluation. Preparing for the evaluation was the most time consuming step in the process. Much time was consumed in the identification of learning outcomes, the determination of equivalents in terms of half and full courses, and tracking down reference materials.

The second stage of the process was the actual evaluation of HRDC training courses for potential credit. Subject-matter experts in career development were chosen from across Canada to participate in the evaluation.⁴ None of these experts had been associated with HRDC's training courses. The results of the evaluation varied for each course. Some courses received no credit. Others were awarded one, two, or three credits. As a result of the program evaluation process, Human Resources Development Canada employees can now earn up to 15 credits or five half-year courses toward the Certificate as a result of the evaluation.

During the post-evaluation period, one of the most difficult issues was to determine what to do with so-called "orphan credits." Since the University recognizes only three or six-credit courses at this time, a way was needed to bring credits together into blocks of three. The Certificate allows students to bundle these one and two credits in several ways: as a mini-portfolio option; as a Special Topics course; or through the transfer of credit from workshops or courses that other institutions offer. While over one hundred staff from HRDC have been involved in the activities, they are in various stages of study and in many cases still settling down from the upheaval of transfer to the province as a result of the Labour Market Development Agreement. We are currently tracking the progress of participants through the various challenge routes of the program but it is too early to make detailed observations about their progress.

As mentioned above, the University Certificate in Career Development was built around PLA opportunities. At all stages of the Certificate's development we tried to ensure that multiple ways of gaining accreditation were available to students/practitioners. One example is that the Certificate's Advisory Council is currently working with the Athabasca University's Centre for Learning Accreditation to develop principles and a process for the accreditation of short-term weekend or evening workshops on career development topics. Facilitators interested in gaining this "credit" option for their workshops will be able to submit their curriculum and student evaluation criteria for a program accreditation evaluation. In the case where accreditation is awarded, learners taking the workshop will have the option of applying the credit to the Certificate program at AU. A go-slow attitude and careful attention to independent evaluation has been critical to the academic credibility of this process. Sometimes this process has seemed unduly cumbersome and unfair to providers of private-based workshops. Nevertheless, partners have recognized that universities are naturally conservative and new credit-earning options such as program accreditation evaluation must prove themselves. Likewise, the employers of career development practitioners must recognize the Certificate as a reputable credential, and only a high quality of demonstrated skill and knowledge on the part of its graduates will result in this recognition.

Ensuring that PLA opportunities were incorporated in the Certificate of Career Development benefited career development practitioners in their own career development. Practitioners now have access to accredited training that is recognized, portable, and can be used as credit towards a university certificate and in turn toward a degree.

WHAT CAN PRIOR LEARNING ASSESSMENT CONTRIBUTE TO CAREER DEVELOPMENT?

In carrying out PLA, the practitioner becomes very aware that he or she is dealing with a whole person. We learn about the candidate for PLA through his or her experience. Significant learning for PLA is connected to other learning, all tied together by experience. The arbitrariness of what is deemed credit-worthy learning is often seen in this process because, during the early stages of the assessment process, we are dealing with the whole person undivided yet by disciplines. Through its methods, especially portfolio development, PLA reinforces the notion that clients or participants are multidimensional with their unique experiences, their hopes and fears, their sense of place, their communities, and their economic situations.

PLA, with its roots firmly planted in adult education, may contribute to career development a general attitude about facilitating learning (Cross, 1981; Brookfield, 1986), that can lend another perspective to some kinds of government-sponsored career development interventions:

1. Participation in learning is a voluntary decision by the participants.
2. Facilitation is aimed at enhancing the self-worth of the participants and their respect for each other.
3. Facilitators and learners are collaborators in the learning process and each is a learner and a teacher at various points.
4. Praxis is a core activity of facilitation. In other words, there is a systematic cycle of action and reflection.
5. Critical reflection is important with respect to participants' personal, professional, and political roles along with recognition for the cultural construction of the underlying values and beliefs.
6. A facilitator's role is to engender self-direction and self-determination on behalf of the participants.

PLA has had a natural affiliation with the field of adult education, that crucible of interdisciplinary study and debate. Indeed in Canada, Gordon Selman and his associates identify the growing importance of PLA in adult education (Selman, Selman, Cooke, & Dampier, 1998). These authors describe four main functions traditionally associated with the field of adult education. First, is a concentration on vocational education and workplace learning. The second function relates to the development of the social role of the individual within the community. Third, is a recreational function related to self-fulfillment. The final function is the self-development or personal development of the individual. Surely this degree of overlap merits more than passing attention. PLA can intro-

duce a dialogue between adult education and career development and consequently wider perspectives on these issues of mutual concern. For example, issues of race and gender effects, social stratification, and relationships of political power as outlined by Hotchkiss and Borow (1996) are regularly found in the main journals of adult education.

Whether we like it or not we seem to be involved in an age of increasing credentials. PLA brings a special set of tools for adult learners to achieve academic recognition for what they know and what they have learned outside of an academic context. This provides people with an alternative route to credentials than otherwise would be available. Some of the specific methods of PLA, listed by increasing levels of complexity, include challenge examinations, standard equivalence examinations such as the American CLEP exams, interview-by-panel and other forms of oral exams, demonstrations, product evaluations, portfolio development, and program accreditation evaluations. These are the tools referred to earlier in the definition of PLA and later in the case study. There is not space here to discuss each of these methods but the interested reader is referred to sources with detailed descriptions (Evans, 1992; Lamdin, 1997; Simosko, 1991; Simosko et al., 1988). Unlike many career development tools, the focus of PLA is on learning rather than on interests, or personality traits.

For participants, some of the other main benefits of PLA include the opportunity to reflect on life directions, and to integrate where one has been, with where one would like to go. Participants gain confidence in their abilities and knowledge. Participants can also tailor academic opportunities to lifelong learning. For some, PLA can shorten the time needed to complete a credential. Moreover, they can make connections between work-based learning and an academic discipline.

Sheckley (1988) described some of the "incidental" benefits of the portfolio development method in the case of Thelma, a para-professional case worker who was petitioning for credit in an introductory counselling course:

Thelma . . . told me how the assessment process had opened her eyes to what she didn't know. At first she didn't see evaluations like mine as useful. The recommendations to deny her credit only infuriated her and made her want to leave the college. . . . Many times she had to 'unlearn' her previous assumptions before she could learn new ideas. Unexpectedly, this insight became a more valuable outcome of the portfolio assessment process for her than the credits she earned. (p.176).

Thus, PLA can contribute to career development by its special sensitivity to issues of the whole person, its interdisciplinary relationship with adult education, its attitudes from adult education, its tools for a more open form of credentialism, and by its process for synthesizing learning.

WHAT CAN CAREER DEVELOPMENT CONTRIBUTE TO PRIOR LEARNING ASSESSMENT?

Ironically, while PLA, through adult education, can help to situate career development, career development itself provides a larger framework within which to place PLA activities. Without this framework there is a danger that PLA becomes simply a set of tools. Career development provides a longer-term view of

the individual's life than the attainment of particular credentials. Within this longer-term developmental view, PLA can be seen as an important step along the life journey as might happen in a visioning exercise within a career development intervention.

In addition, career development brings a larger empirical base to PLA although much of this is aimed at norm-based instrument development and testing. A more qualitative, phenomenological approach has generally been favoured in PLA research (Glaser & Strauss, 1976; Keeton et. al., 1976). It may be that career development can help bolster more of an empirical research thrust for the various methods of PLA.

As important as it can be to reflect on experience using methods of PLA, even more important is having had the experience in the first place (Campbell, 1988). At its best, career development helps people to find their own "right" experiences. In this sense, then, it can be a precursor of PLA.

POTENTIAL DISADVANTAGES OF INTEGRATION

There are a number of potential risks attendant on any effort to integrate PLA with career development. PLA practitioners, being of the younger and smaller field, would probably feel that PLA would get lost in the shuffle of any integration with another field. Training and educational opportunities as well as priorities for PLA could suffer. There are also potential philosophical differences between the fields such as in the notion of "client" and the role of professionals in human service (McNight, 1989, 1994) to issues of the privatization and "economization" of the development of identity (Jansen & Wildemeersch, 1998). These issues come to PLA from adult education. The issue may be, not what the resolution to such controversies would be, but rather whether these issues would be part of the debate in career development.

The identities and special skills of either group could become blurred. Both fields have invested much in networks, associations, conferences, instructional media, journals, publicity, and lobby groups. For career development, the field could become so inclusive as to be mired in endless debates to define itself, as has taken place in adult education.

It is hard work to learn the perspective of another field such that it can be incorporated as part of a greater whole not unlike the emergence of a team from its individual members. Too often interdisciplinary work has meant incorporating the disciplines in a piecemeal fashion more like a collection of individual "stars." Undoubtedly, some will believe that these fields should develop independently, allowing clients the opportunity to choose the service that best suits their needs.

Such concerns are legitimate and may not be resolved in short order. Nevertheless, we believe that debate about shared interests needs to occur. It does not make a lot of sense to say "This part of the PLA process is career development and that part is not." There are a number of stages in the PLA process where it is clear that some preliminary thinking about careers is necessary to take the best advantage of the PLA tool.

CONCLUSION

In conclusion, we have tried to make a case conceptually and through illustration for a closer relationship between prior learning assessment and career development. We have gone further and proposed that PLA is a specialty within the field of career development. This is not a simple takeover by career development. Rather, both fields are changed through the contributions of the other.

This paper fits within a wider debate of how to provide helping services for a person from a variety of human-service providers and still respect the integrity of the whole person. Such a debate has been beyond the scope of this paper. A weakening of the social fabric of the country is possible if human service providers fail to consider the whole person within his or her community and financial situation and instead offer an array of unconnected specializations each with its own language, educational credential, and turf.

In making a case for integration between these two areas, we recognize that this is part of the ongoing evolution of identity and expertise within the wider helping services. Damrosch (1995) stated the problem this way in talking about student "clients":

The problem of the whole is urgently indicated by the very existence of the specialties, but is never systematically posed. The net effect of the student's encounter with the college catalogue is bewilderment and very often demoralization . . . Most professors are specialists, concerned only with their own fields in their own terms, or in their own personal advancement in a world where all the rewards are on the side of professional distinction . . . so the students must navigate among a collection of carnival barkers, each trying to lure him [or her] into a particular sideshow. (p. 338)

The problem of the whole is manifested in career development by the proliferation of overlapping human services offered in this area. Career development practitioners, prior learning assessment practitioners, social workers, counsellors, life skill coaches, organizational development specialists, and many more all have staked claims in this territory.

While we are not advocating that all PLA practitioners rush to join the nearest career development association, or that all career counsellors embrace prior learning assessment, there is little to be gained by encouraging turf wars among both existing and emerging professions. How professions wish to situate themselves in relation to each other and in terms of their capacity to earn a living is not ultimately an intellectual question but one of values. Our purpose is served if this paper contributes in some small way to some ongoing debate and dialogue on those values among career counsellors and PLA practitioners.

Notes

¹ The term "field" is used in this paper in its common usage rather than in any technical sense. Webster's (1987) defines field as: ". . . a sphere of activity, interest, etc. esp. within a particular business or profession" (p. 714). Thus, while many readers would accept that career development is a field, it should be noted that PLA also has conceptual and theoretical underpinnings, a practice, and a developing research base.

- ² Brent Sargent of the Community College of Vermont, an institution which has practised PLA for over 25 years, describes it “as a process and series of tools that assist adults in reflecting upon, articulating, and demonstrating learning for the purpose of having it measured, compared to some standard, and in some way acknowledged by a credentialing body” (personal communication, July 25, 1997).
- ³ PLA is closely connected to the notion of experiential learning. The reason for this is that the assessment of prior learning usually refers to the recognition of prior *experiential learning* — learning normally acquired beyond the walls of an academic institution.
- ⁴ The accreditation evaluation team consisted of Dr. Charles Bujold, retired professor from Laval University, Dr. Mildred Cahill, a professor at Memorial University, and Dr. Marnie Robb, a private career development practitioner and part-time lecturer in Edmonton, Alberta.

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