



Sutherland-Chan School of Massage Therapy

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Academic Standards and Policies

Updated August 2026

Responsibility: DE

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Sutherland-Chan is fully accredited by the CMTCA

Academic Standards and Policies

Sutherland-Chan's Academic Standards and Policies is a comprehensive reference for students, instructors, and administrative staff when questions about the academic aspects of the program arise. The intention of this document is also to convey an underlying philosophy with respect to the high standards we maintain and the educational experience we aim to deliver.

These Academic Standards and Policies exist in partnership with the Sutherland-Chan Non-Academic Standards and Policies and other education-related policies. Together, these documents support and represent Sutherland-Chan's commitment to our Core Values:

Integrity in relationships, the way we communicate, and our work ethic. Integrity means being accountable, honest, and transparent.

Respect for the time, beliefs, and boundaries of others and of ourselves, for each person's role at the school, and for our place in the school community.

Leadership means having a clear vision of the school and how we can contribute positively to it. We are always looking and planning ahead while at the same time, learning from our history.

Innovation means encouraging and embracing new ideas and making changes that will make the school and its environment better.

Community is a group of people working together towards common goals.

This document is reviewed annually (at minimum) to ensure the content remains consistent with the needs of our staff and students and the requirements of the program as a whole.

Every instructor and student receives a copy of this document.

Updates of this document are the responsibility of the Director of Education (DE) and Education Team.

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Section 1: The Program

Credits Per Course/Clinic

Credit Weighting

0.5 Credits

1-7 classes

1.0 Credits

8-14 classes

1.5 Credits

15-21 classes

2.0 Credits

22+ classes

Credit Value does not include classes dedicated to final exams.

WR = Written, O/P = Oral/Practical

Term 1

Course	# of Classes	Credit Value	Total Course Hours*	Total Direct Patient Care (DPC) Hours
Anatomy	28	2.0	78.50	0
Anatomy Lab	14	1.0	39.00	0
Clinical Skills + Mock Clinic	14	1.0	38.25	6.0
Massage Profession Matters	4	0.5	11.00	0
Pathology	7	0.5	20.75	0
Physiology	21	1.5	59.25	0
Research Literacy	5	0.5	13.75	0
Techniques	33	2.0	92.75	0
Therapeutic Relationship	14	1.0	40.00	0
Orientation	1		3.00	0

Term 2

Course	# of Classes	Credit Value	Total Course Hours*	Total Direct Patient Care (DPC) Hours
Anatomy	21	1.5	59.25	0
Clinical Assessment	20	1.5	57.00	0
Clinical Skills	14	1.0	38.50	0
Hydrotherapy	7	0.5	19.25	0
MSK	21	1.5	59.75	0
Neurology	10	1.0	29.00	0
Systems	18	1.5	51.00	0
Techniques	22	2.0	61.00	0
Student Clinic	14	1.0	52.50	49.50
Specialty Clinic	7	0.5	26.25	24.75

Term 3

Course	# of Classes	Credit Value	Total Course Hours*	Total Direct Patient Care (DPC) Hours
Clinical Assessment	14	1.0	40.50	0
Clinical Skills	7	0.5	19.25	0
Joint Mobilization	14	1.0	40.50	0
MSK	28	2.0	79.00	0
Pregnancy Massage + Clinic	9	1.0	28.25	7.50
Systems	28	2.0	78.50	0
Therapeutic Exercise	14	1.0	40.50	0
Student Clinic	14	1.0	52.50	49.50
Specialty Clinic – Seniors	7	0.5	26.25	24.75
Specialty Clinic – Hospital	7	0.5	22.75	21.25
Specialty Clinic – Elective	7	0.5	26.25	24.75
Specialty Clinic – Elective	7	0.5	26.25	24.75

Term 4

Course	# of Classes	Credit Value	Total Course Hours*	Total Direct Patient Care (DPC) Hours
Advanced Techniques Elective	7	1.5	19.25	0
Advanced Techniques Elective	7	1.5	19.25	0
Advanced Techniques Elective	7	1.5	19.25	0
Business	21	1.5	59.25	0
Clinical Skills	14	1.0	38.50	0
Functional Anatomy	7	0.5	19.75	0
Nutrition	4	0.5	12.50	0
OSCE Prep	8	1.0	22.00	0
Panel Discussions	3	0.5	8.25	0
Systems	28	2.0	78.50	0
Therapeutic Exercise	14	1.0	40.50	0
Student Clinic	14	1.0	52.50	49.50
Specialty Clinic – Neuro	7	0.5	26.25	24.75
Specialty Clinic – Elective	7	0.5	26.25	24.75
Specialty Clinic – Elective	7	0.5	26.25	24.75
Specialty Clinic – Elective	7	0.5	22.75	21.25
Comprehensive Exams			8.25	0

Clinic-based DPC hours included in the curriculum: 377.75 (based on a 100% booking rate).

Community Outreach DPC hours required: 25 (ref: *Community Outreach Hours* and *Graduation Requirements* sections of this document).

Total possible DPC hours: 402.50.

* Total Course Hours include final exams (written and O/P).

Advanced Standing Option for Health Professionals (ASOHP)

This option is available to applicants who qualify for substantial advanced standing in first-year material, for example, those with a kinesiology degree. Successful completion of a 15-week intensive “bridging” which focuses on Year 1 content not covered in the students’ prior education. This brings the students’ knowledge and skills to a point where they can continue into second year (Term 3) with the Standard Program students.

Modules	Program Equivalent	# of Classes	Credit Value	Total Course Hours	Total Direct Patient Care (DPC) Hours
Anatomy/Palpation	Term 1, Term 2 Anatomy Term 1 Anatomy Lab	13	1.0	35.75	0
Clinical Assessment	Term 2 Clinical Assessment	11	1.0	30.25	0
Clinical Skills & Mock Clinic	Term 1 Clinical Skills	9	1.0	22.50	6.0
Hydrotherapy	Term 2 Hydrotherapy	5	0.5	13.75	0
MPM	Term 1 MPM	4	0.5	11.00	0
MSK	Term 2 MSK	14	1.0	38.50	0
Neurology	Term 2 Neurology	7	0.5	19.25	0
Orientation		1		2.75	0
O/P Skills		2	0.5	5.50	0
Pathology	Term 1 Pathology Term 2 Systems	6	0.5	16.50	0
Physiology	Term 1 Physiology	6	0.5	16.50	0
Systems	Term 2 Systems	12	1.0	33.00	0
Techniques	Term 1, Term 2 Techniques	24	2.0	66.00	0
Therapeutic Relationship	Term 1 Therapeutic Relationship Term 2 Clinical Skills	9	1.0	24.75	0
Student Clinic	Term 2 Student Clinic	14	1.0	52.50	49.50
Specialty Clinic	Term 2 Specialty Clinic	7	0.5	26.25	24.75
Final exams	O/Ps (Clinical Assessment, MSK, Palpation, Techniques)			2.0	0

Evaluations in the ASOHP

Successful completion of the modules of the ASOHP program (i.e. a student will enter Year 2 having met the required competencies) is based on the following evaluations:

- attendance, participation, professionalism (APP)
- in-module tests, OPs, and examinations
- final OP examinations (scheduled during week 15)

Student and Specialty Clinics will also be evaluated (see: *Student Evaluations*).

The consequences of failed modules and/or clinics are addressed in the *Grades Recording and Finalization* section of this document.

Student:Instructor Ratios

Throughout the program (Standard and ASOHP), in purely academic courses, there is typically one instructor per class. In hands-on courses, there will be one instructor per 20 students (in a class of 20 students, when students are practicing, there are effectively 10 'therapists' and 10 'patients' which sets a student:instructor ratio at 10:1). Above 20 students, another instructor is added. These ratios help ensure students have sufficient opportunities to ask questions and to practice hands-on skills.

Credit Load

The Massage Therapy diploma program is available full-time, including the Advanced Standing Option for Health Professionals. In certain cases (e.g., repeating failed credits, disability, approved special circumstances), students may be taking a partial credit load within the full-time schedule.

Full-Time Studies

A full credit load constitutes taking all required courses and clinics in a term simultaneously (credits by term are indicated in the tables above). When a student is taking a full credit load, tuition is based on the published tuition fees.

Partial Credit Load Studies

When a student is taking a partial credit load, tuition is calculated on a cost-per-credit basis. Partial credit load contracts are set by the ADE in consultation with the student and are based on the school's pre- and co-requisite system.

Credit Expiry

To maintain currency, students have a maximum of five years from the first day of Term 1 to successfully complete all program requirements.

Skills Retention

Safe and effective application of practical skills has a limited duration of retention. For this reason, any student who has been out of Student Clinic for more than two consecutive terms (including students on a mandated one-year time out), regardless of reason, must retake the previously passed clinic. Performance in the re-taken clinic must be to accepted standards; should the student receive a failing clinic evaluation, the failure will be treated according to the Failed Clinics section of this document.

Community Outreach Hours

Students must complete a total of 25 community outreach hours to graduate. Students can start accumulating hours at the beginning of Term 2 (after the Sports Massage classes for the ASOHP). These hours can only be completed at school-approved events, must meet the definition of direct patient care (as defined by the Canadian Massage Therapy Council for Accreditation (CMTCA)), and must be accurately documented.

The sign-up sheet for each event will include a date after which a student cannot withdraw. If a student withdraws after this date or in some other way does not meet the expectations of event participation, two hours will be added to the student's required community outreach requirement. Should a student no-show for an event, four hours will be added to the student's required community outreach requirement.

Completed documentation of community outreach hours must be submitted to the CESC a minimum of two weeks prior to the last day of classes in Term 4. The CESC is the administrator in charge of this aspect of the program. See also: *Graduation Requirements* of this document.

Inter-Term Student Clinic Participation

As part of their education, students are required to receive massages in Student Clinic. This is to promote mentorship between terms, strengthen the student community, and to enrich learning through both giving and receiving massage.

Student must participate in Student Clinic, as patient a minimum of eight times to graduate. Although students can complete this requirement at any time in the program (starting in Term 1), to maximize the experience, the school recommends students participate twice per term. Ref.: *Clinic Handbook, Inter-Term Student Massage Program*.

Auditing Courses and Clinics

Students who wish to enhance or refresh their knowledge and/or skills can audit courses or clinics. Current students or graduates can take a course or clinic that they already passed with the intent to:

- enhance knowledge or skills in the subject matter
- maintain knowledge or skills during time away from the school (e.g., summer break, partial load studies)

Conditions of Auditing

- there must be space in the course/clinic
- the fee for auditing is \$100 per course or clinic
- the Auditing Contract (completed by the ADE) must be signed and dated by the student
- the student auditing is expected to fully participate in the course/clinic to the same expectations and requirements as all other students including all term evaluations
- participation in the final exams (if applicable) is at the student's discretion
- clinic patients will be screened according to the skill and expectations of the student's previously completed clinic
- if the student does not meet the expectations of the course/clinic – including attendance – or presents a safety issue, the student will be removed from the course/clinic without a refund
- auditing a course/clinic will not affect the student's grade on record
- audited courses/clinics will not appear on the student's transcript

Principles of Adult Learning

Sutherland-Chan follows Adult Learning Principles in all its academic and practical class instruction. Adult learning principles focus on creating meaningful, engaging, and practical learning experiences for adults. Adults bring prior knowledge and life experiences to learning, so teaching should connect new concepts to their existing frameworks. They are self-directed learners who value autonomy, relevance, and immediate application of knowledge to real-life situations. Effective adult learning emphasizes problem-solving, collaboration, and respect for their individual needs and motivations.

Section 2: Students with Specific Educational Needs

During Orientation, the CESC distributes and discusses the Student Accommodations Form. This form gives each student the opportunity to self-identify as having a physical health concern, a learning disability (LD) or English as a Second Language (ESL) status, or a mental health condition or special circumstance. This information is collected to help establish a school environment that is safe for everyone and to support our students' educational needs.

Student Accommodations Forms are confidential and are kept in the student's file. Only administrative staff with a legitimate business need have access to student files.

A member of the Education Team will meet with each student with an identified need to gather more information and determine what accommodations (if any) are needed. Supporting documentation may be required which means late requests may not be able to be accommodated. Formal accommodations (e.g., extra time, separate space, use of a translation dictionary) must be approved by the ADE.

Students with learning disabilities can request accommodations such as extra time or separate space during evaluations. For such requests to be considered, the student must submit an assessment report from a professional credentialed in learning disability evaluation to the ADE, who will determine the accommodations to be provided and communicate the specifics to the faculty. Students with documented learning disabilities may also qualify for additional Ontario Student Assistance Program (OSAP) funding to use for educational/study tools. Information is available from the OSR-ITC or ADE.

ESL students can request accommodations such as extra time on tests and exams and/or permission to use a translation dictionary. Note that only hard copy, non-medical, non-definition translation dictionaries will be allowed. After determining what accommodations will be provided, the ADE will communicate the specifics to the faculty.

Any student with extra time and separate space accommodations must meet with the CESC to discuss and sign the Separate Space Agreement. This agreement outlines the expectations for students and clarifies the processes associated with writing in a separate space. This agreement is in effect for the duration of the student's time at the school.

For written tests/exams, students with extra time and separate space accommodations must present themselves to the OC five minutes prior to the start of the evaluation. The OC will place each student in a designated area and ensure that the student has access to an instructor for questions.

For in-class practical tests/exams, course instructors will coordinate any extra time and separate space accommodations and for final practical exams, the CE will coordinate any extra time and separate space accommodations.

The CESC is responsible for maintaining the accommodations list and communicating the relevant specifics to instructors. If there are changes to a student's needs, the student must meet with the CESC (or ADE) in a timely manner. Students who have received accommodations are encouraged to identify themselves to their instructors early in each term. Instructors will conduct their classes/clinics in a way that follows school policy and accommodates students' needs and safety.

Other disabilities or health conditions requiring specific types of support will be addressed by the CESC, ADE, CE, and/or DE on a case-by-case basis.

Section 3: Technology in the Classroom

Online Access to Course Notes

Sutherland-Chan's policies, course outlines, notes packages, etc. for students are accessible on Microsoft SharePoint which is a cloud-based, browser-accessible platform. Students accessing course materials online must do so in a way that does not interfere with content security, consistency, or delivery (e.g., students are not allowed to change the original document) and students must be able to use the materials effectively (e.g., on a sufficiently large screen). Ideally, students should use software with write-capability to be able to take notes.

Instructor Responsibilities

Instructors using technology in the classroom must do so in a way that allows effective and equal access for all students. Instructors must upload student notes packages/materials into the appropriate folder on SharePoint at least two days (48 hours) prior to class.

Cell Phones and Other Electronic Devices

The use of cell phones and other electronic devices in the classroom must be kept to class-related functions. Sutherland-Chan's policy is as follows:

- Technology can be used in the classroom for the purpose of learning, provided it does not distract others.
- Except for the above, electronic devices are to be kept on silent or vibrate.
- If a student must take a call, they are expected to quietly leave the classroom.
- Brief use (e.g., replying to a text) is acceptable however, if prolonged use is necessary, the student is expected to leave the classroom.

For the expectations of the use of technology in a clinical environment, please reference the *Clinical Handbook*.

Recording Devices

Audio Recording

Students may record lectures in two circumstances only:

- 1) The student has received permission from the instructor.
- 2) The student has an approved accommodation as per the *Students with Specific Educational Needs* section of this document.

Any recordings cannot be copied, distributed, sold, or in any other way used beyond personal use. Any student found in violation of this policy will be subject to the policies and procedures outlined in the *Non-Academic Standards Policy*.

Video Recording

Video recording of classes is prohibited.

The exception is for a student who has an approved accommodation as per the *Students with Specific Educational Needs* section of this document. In such situations, the student will ensure that faces are not captured in the videos and that the recording is used for personal and for Sutherland-Chan study purposes only.

Students who wish to make recordings in smaller, more controlled situations must ensure that everyone involved has given permission and that it is understood that the recording will be used for private and personal use only.

Enforcement

Enforcement of this is, in the first instance, the responsibility of the course instructor(s). Repeat offenders will be subject to the policies and procedures outlined in the *Non-Academic Standards & Policies*.

Online Classes

In general, Sutherland-Chan prefers classes to be conducted in person. In some cases, however, purely academic classes and/or courses may be delivered in an online, synchronous format (assuming the requirements of the class allow for it). Examples include:

- Courses approved for online, synchronous format delivery (ref.: *Synchronous Online Class Instruction* policy)
- The school is closed for inclement weather. To avoid having to schedule a make-up class, the instructor may choose to conduct the class online.
- The instructor is ill. In some cases, an instructor may choose not to come to school to avoid spreading an infection, but they are feeling well enough to teach. In such cases, a class may be conducted online.
- The instructor is unable to make it to the school. If an instructor is unable to make it to the school (e.g., car trouble) but can conduct a class online, they may choose to do so.

Section 4: Student Supports

Practice Clinic

Practice Clinic is a free service that helps students with hands-on, patient-therapist interaction, and O/P exam taking skills. Students can self-refer or be referred by instructors. In certain situations, the Education Team or the Appeals Committee can mandate Practice Clinic sessions.

Common reasons for attending Practice Clinic include that the student:

- needs more practice with basic skills (e.g., draping, techniques, biomechanics)
- is catching up with material from a missed class
- needs help integrating course material into clinic
- must remediate a course

Cirque de Science

Cirque de Science is a free service that helps students with academic content. Students can self-refer or be referred by instructors. In certain situations, the Education Team or the Appeals Committee can mandate Cirque sessions.

How to Book Practice Clinic or Cirque de Science

Self-Referral

Depending on demand, sessions may be conducted in group or one-on-one formats. Students should email the specific instructor (Ref: *Student Handbook*) to arrange a day and time or they can contact the CESC.

Formal/Mandated Referrals

The administrator will inform the CESC of the parameters and conditions of the referral. The CESC will then complete a Referral Form and inform the involved Practice Clinic/Cirque instructor. The student and instructor will decide upon the specific schedule of days and times that will meet the required conditions within the specified period of time and discuss how they will work together to address the student's knowledge/skills development needs. The complete Referral Form will be signed by both parties.

For Practice Clinic sessions, the student is expected to provide the necessary supplies and equipment and the patient (if needed). It is the responsibility of the instructor to inform the CESC, course/clinic instructor, or administrator of the student's progress.

Section 5: Student Evaluation

A massage therapy practice requires a high level of both academic knowledge and hands-on skills. To prepare our students, our evaluations include written components (e.g., tests/exams, case studies, medicolegal letters, assignments, journaling/self-reflection), practical skills (e.g., oral/practical (O/P) exams and clinics), and assessments of student professionalism (e.g., attendance, participation, conduct during class and exams).

Testing at Sutherland-Chan is conducted in a fair, equitable, and consistent manner. This helps ensure that the students meet the educational requirements, that they experience the same standard of evaluation, and that the school meets its responsibilities as an educational institution. Grades for all in-term evaluations (including assignments) will be returned to the students before final exams.

We are continuously adjusting and adapting our evaluations so they (as best as possible) reflect the expectations of a professional practice.

Chief Examiner (CE)

Organization and scheduling of all final examinations (written and O/P), as well as implementation of exam policies, training of examiners and proctors, ensuring accommodations are met, and exam-related dispute resolution are the responsibility of the CE.

Question:Course Mark Ratios

For courses weighted less than one credit, the question:course mark ratio for a final exam will be a maximum of 2:1 (e.g., a final exam worth 30% will have a minimum of 15 questions). For all other course evaluations, regardless of credit weighting, the question:course mark ratio will be at minimum 1:1 (e.g., for a test worth 20% of the final course grade, there will be at least 20 questions on the test).

Academic Evaluation

In this document, “test” refers to any evaluation component conducted within the time frame of a regularly scheduled class. An “exam” is a formal evaluation that occurs around the middle of the course (i.e. a midterm exam) and/or during the final exam week.

Our intention is to ensure that the majority of the course content has been evaluated prior to the final exams.

The scheduling and coordinating of in-class tests and exams (including student accommodations) is the responsibility of the course instructor(s).

Test Scheduling

Teachers typically give regular in-class tests to ensure that students maintain an appropriate level of understanding of course material. The school’s intention is to have most of the course content tested at least once before that course’s final exam.

In general, instructors of full-term courses will not give tests in the last instructional week of a term. In exceptional cases, only after consultation and if the class freely agrees, a test may be scheduled in this week. Where unavoidable, instructors of half-credit courses may schedule a final test on the last class of the course even if it falls in the final instructional week.

Scheduling and weighting of all course evaluations will be included in the course outline – teachers will not include unscheduled tests as a component of a course’s grading system.

If more than three tests (not counting quizzes) are scheduled in any given week of a term, the

students may request re-scheduling of one or more of the tests. This request should be made by a class representative to the teacher(s) involved with as much notice as possible. Such requests will not be unreasonably denied.

Test Format

Written test formats vary according to the content and objectives of the course and the priorities of the instructor and may include (but are not limited to) short answer, case studies, take-home tests and assignments, group work, reflection pieces/journaling, and peer evaluation. Instructors are responsible for communicating their expectations for upcoming tests but are not responsible for informing students who are absent when that information is conveyed.

The time allocated for a test is typically one minute per multiple choice and thirty seconds per true/false question. Instructors may choose to allocate more time to a test based on the complexity of the material or if there is a considerable amount of reading involved (e.g., case-based questions).

Each test must contain a clear indication of the number of marks per question. Instructors will respond to any reasonable request to explain the mark allocation.

Test Return and Discussion

In the absence of extenuating circumstances, tests and students' grades will be returned to students and taken up within one week of writing the test. This discussion can occur in different ways but in all cases, students must be given the opportunity to ask questions and to receive adequate feedback about marks lost.

Any evaluation component designated as a "test" in the course outline will be returned to the students (i.e., the students get to keep the test). It is the student's responsibility to retain the test should a grading question arise.

Scanner Sheets

When an evaluation is completed on a scanner sheet, the following conditions apply:

- Only HB or #2 pencils may be used to fill in the 'bubbles'.
- Submitted scanner sheets must be free of stains, rips, and creases.
- Regardless of what answer was indicated on the test/exam paper, the answer indicated on the scanner sheet is considered the final decision.
- The time allocated for a given test/exam includes the filling-in of the scanner sheet.
- Errors in recording answers on the scanner sheet (e.g., skipping a line) are the responsibility of the student.

Practical Skills Evaluation

A formal evaluation of each student's practical skills takes place in each of the four terms (or, in the case of the ASOHP, in the 15-week program). Practical course evaluations are typically in the form of oral-practical (O/P) tests/exams and are conducted by the course instructors and faculty. Clinic evaluations are ongoing assessments of a student's clinic-specific skills and are conducted by the student's clinic instructor with a formal grade reported at the end of the clinic.

In Term 1, evaluations take place exclusively in the classroom since the educational focus is to prepare them for, and to determine their readiness for clinic. These O/Ps evaluate different aspects of the students' hands-on and interpersonal skills.

In Terms 2, 3, and 4, and in the ASOHP, students' practical skills are evaluated in both courses and clinics.

It is important for students to understand that poor attendance can jeopardize the ability of a clinic instructor to complete a meaningful evaluation and can result in a failing grade. Attendance-related grading is discussed later in this document, clinic-related grading can be found in the *Clinical Handbook*.

Practical Evaluation Attire

During practical evaluations, students are expected to conduct themselves professionally. This includes appropriate behaviour, communication, and attire. Students must not engage in any activity that disturbs other students or interferes with any aspect of the evaluation process. Students in the role of therapist are expected to abide by the school's Student Dress Code Policy and are expected to wear their Sutherland-Chan clinic shirt. Students in the role of patient must dress appropriately for their role (e.g., shorts and Sutherland-Chan clinic shirt for a Therapeutic Exercise O/P).

Midterm Exams

Midterm examinations are conducted around the mid-point of a course.

Exam Viewing and Discussion

In the absence of extenuating circumstances, students' grades will be returned to students within one week of writing the exam. Midterm examinations will be returned to students for viewing and discussion in class. This discussion can occur in different ways but in all cases, students must be given the opportunity to ask questions and to receive adequate feedback about marks lost.

Practical examiners who are not course instructors will be reasonably available to provide feedback to students they examined. In such cases, the student must contact their examiner to arrange a meeting. The examiner will come to the meeting with the exam for review and will return it to the course instructor or OC when finished.

To maintain the integrity of the exam, students are not allowed to remove an exam from the classroom or record any aspect of the exam (e.g., written question, O/P task) in any format (e.g., written, digital). Any student caught doing so will be subject to the consequences listed in the *Academic Dishonesty* section of this document. Students do not get to keep midterm exams.

Final Exams

Standard Program

In-Course Final Examinations

For some courses, final examinations are conducted in the last regularly scheduled class. In-course exams will be noted in the course outline. It is the responsibility of the instructor to provide students with information about exam format, content, and expectations.

End-of-Term Final Examinations

For other courses, final examinations are scheduled during the study break/final examination period (i.e. the last two weeks of term). It is the responsibility of the instructor to provide students with information about exam format, content, and expectations. The specific exam schedule will be provided to students well in advance by the CE.

Examinations during the study break/final examination period may be scheduled on Saturdays.

Terms 1, 2, and 3 final examinations focus on their respective term content whereas Term 4 final examinations include Comprehensive Examinations which evaluate content from the entire program. Specifics for Term 4 Comprehensive Examinations will be communicated to the students by the CE in advance of the exams.

ASOHP

For modules that include a final written examination, the exam will be scheduled as the last class of that module. It is the responsibility of the instructor to provide students with information about exam format, content, and expectations.

Final O/P examinations will be scheduled during week 15 of the program. The schedule for these final examinations will be distributed by week ten of the program by the CE.

Exam Viewing and Discussion

Shortly after the finalization of grades, the OC will schedule a day and time for students to view their final exams. This is typically within three weeks from the date of grades finalization (not including holidays). If a student has a question or concern about the exam, they should contact their examiner and/or instructor to schedule a meeting.

To maintain the integrity of the exam, students are not allowed to remove an exam or record any aspect of the exam (e.g., written question, O/P task) in any format (e.g., written, digital). Any student caught doing so will be subject to the consequences listed in the *Academic Dishonesty* section of this document. Students do not get to keep final exams.

Test/Exam Procedures

The following regulations apply in all testing scenarios (in-class tests/exams and final exams):

- 1) Only students and Sutherland-Chan staff are allowed in the room during a test or exam.
- 2) Students must be prepared to present their Sutherland-Chan student card to write the test/exam.
- 3) Bags, books, notes, materials not required for the test/exam, etc. must be left in the student's locker, outside the room, or at the back of the room.
- 4) Electronic devices including (but not limited to) cell phones, tablets, programmable calculators, Bluetooth capable watches/devices must be turned off and must not be accessible by the student (e.g., kept in their bag at the back of the room). Headphones of any kind are not allowed.
- 5) Students cannot bring their own ear plugs; only ear plugs provided by the school are allowed.
- 6) No hats that cover the eyes are permitted.
- 7) The proctor has the authority to assign seats to students.
- 8) For final exams, scrap paper will be available upon request. Scrap paper must be returned at the end of the exam.
- 9) Eating/Drinking during the exam is permitted provided it does not disturb others.
- 10) Students who need to use the washroom must wait until a school staff member arrives to provide escort.
- 11) A student who has completed the test/exam may leave the room provided all students writing it are in attendance.
- 12) If a student is arriving late, students who have completed the test/exam must wait until all students have arrived or 25% of the designated time has elapsed, whichever is earlier.
- 13) A student arriving late cannot write the test/exam if any student has completed it and left the room. Such students can speak with the CE if they believe they have special circumstances.
- 14) When a student has finished, they must hand in all test/exam materials (including scrap paper) and quietly leave the room.
- 15) A student who has left the room is not allowed back in until the test/exam is finished.

- 16) The proctor will announce (at minimum) when 10 minutes are remaining in the test/exam time.
- 17) When the end of the test/exam is announced, all writing must stop. This includes recording answers on the Scantron card. Students who continue writing may receive a zero for that test/exam.
- 18) If evacuation is required, students must put all test/exam materials in the box by the exit door as they evacuate the room. Exams removed from the room will not be processed and the actions of those involved will be considered under the *Academic Dishonesty* section of this document.
- 19) Students writing in a separate space may be in a room in which a video camera is present and turned on.

Problem Behaviours

If a student is chronically late or misses evaluations or habitually disrupts the test-taking process, the instructor will take steps to correct the problem. In the case of chronic lateness, the instructor has the option of refusing to allow the student to complete the evaluation. If the behaviour continues, the instructor will bring the matter to the ADE for consideration of disciplinary action.

Statistical Analyses

Written Evaluations

All tests/exams completed on Scantron undergo a statistical analysis which is reviewed by the instructor(s). Any question scoring less than 50% must be reviewed by the instructor and a change made if they feel it necessary. Any question scoring less than 30% must be adjusted in some way (typically by accepting multiple answers or all answers). Instructors will not 'throw out' a question.

Oral/Practical Evaluations

All O/Ps worth 20% or more or new or significantly revised O/Ps will undergo a statistical analysis of variance (conducted by the CE) to help ensure that no student's grade is negatively affected by having an unfairly difficult exam or examiner.

Dispute Resolution

Academic Evaluations

A student with questions or concerns about an academic evaluation (in-course or final) must first speak with the course instructor(s). If the issue cannot be resolved with the instructor, the student can speak with the CE who may, as needed, consult with other members of the Education Team.

Practical Skills Evaluations

A student with questions or concerns about a practical evaluation must first speak with their examiner. If more clarity is needed, the student should next approach the course instructor(s). If the issue cannot be resolved with the instructor, the student can speak with the CE who may, as needed, consult with other members of the Education Team.

In all cases (academic and practical skills evaluation), should a dispute related to grading contribute to a student failing a course and failure results in the student failing the term (i.e., the student does not get access to supplemental examinations and must repeat the failed courses), the student may submit an appeal.

Section 6: Academic Dishonesty

Definition

Academic dishonesty (cheating) includes but is not limited to:

- observing or attempting to observe another student's answers
- copying or attempting to copy another student's answers
- placing one's answers where another student can observe or attempt to observe them
- inappropriate communication with another student during the evaluation
- concealing any form of cheating information on one's person or belongings
- unauthorized consulting of course material or electronic devices during the evaluation
- removal of evaluation papers or information from the exam room
- recording or improperly obtaining questions or content from an evaluation
- any behaviour relating to obtaining evaluation information or materials from the offices or personal possessions of school staff
- plagiarism which includes, but is not limited to, submitting someone else's work as your own, failing to credit or reference someone else's work, overusing direct quotes or paraphrasing, using generative AI to write any part of a submission without proper citation, and using AI plagiarism changers
- falsely logging hours toward the 330 hours of direct massage therapy to the public (see: *Graduation Requirements*)

Consequences of Academic Dishonesty

The consequences of academic dishonesty include (but are not limited to) assigning a zero for the evaluation, assigning a failure for the course, suspension, or expulsion.

Section 7: Missed Tests and Examinations

Instructor Responsibilities

Instructors are responsible for providing students with accurate information about the dates of upcoming evaluations. Instructors may consult with the ADE in their decision-making process.

Student Responsibilities

If a student knows in advance that they will miss an evaluation, they must discuss it with the instructor(s) as soon as possible.

If a student is suddenly unable to complete an evaluation (e.g., illness), the student must contact the instructor as soon as possible. If the instructor cannot be reached, the student must contact an administrative staff member (ADE, DE, CESC, ADM, OC). If a message must be left, the student must provide as much information as possible including their name, the evaluation they are missing, the instructor's name, the nature of the problem, etc.

Failure to effectively communicate can result in the student receiving a zero on the evaluation.

In-Class Evaluations

Based on the instructor's evaluation of the legitimacy of the absence (see: *Acceptable Documentation*) and the student's conduct and communication, the instructor has the following options:

- assign a zero for the evaluation
- if possible, allow the student to complete the evaluation (see: *Test/Exam Procedures, #13*) – this may be within the allotted time, or the instructor may choose to allow for additional time
- allow the student to complete the evaluation at a different day and/or time – note: typically, students will not be allowed to complete an evaluation more than 1-2 days in advance of, or after the original date of the evaluation
- allow the student to not complete the evaluation but instead weight subsequent evaluations more heavily
- allow the student to write the final examination for 100% of the course final grade (this is only possible when (a) there is only one evaluation in the term and (b) a makeup evaluation is not a viable option)

If a student disagrees with the instructor's decision or alternate arrangements cannot be found, the instructor and/or student must consult with the ADE.

Final Examinations

A student who will be missing, or late for, a final exam must contact the CE immediately. If the CE is not available, a member of the Education Team or OC must be informed. All absences from final examinations must be substantiated in writing (see: *Acceptable Documentation*).

A student who is ill or experiencing circumstances that could jeopardize their performance on their exam should consult with the CE as soon as possible. Decisions are made on a case-by-case basis. Depending on the situation, substantiating documentation may be required (see: *Acceptable Documentation*).

Section 8: Grades Formulation

Term Mark

The term mark for each course is a sum of the evaluations and grading components completed during the term, as indicated in the course outline. In almost all cases, this mark is worth 50%.

Final Examinations

Final examinations for a course will count for up to 50% of the final course grade. In some courses there may be more than one component to a course's final examination process (e.g., a written and a practical), but the combination of these marks will not exceed 50%.

Final Course Grade

The term mark (out of 50) and the final examination mark (out of 50) are combined to determine the final course grade out of 100. This is the grade that will appear on the student's transcript.

In courses weighted one credit or more, a numerical grade is recorded. Courses weighted less than one credit have the option of using a pass/fail system.

Attendance, Participation, and Professionalism (APP) as a Grading Component

It is the school's belief that the learning of technical skills and the skills developed in group activities or case-based discussions requires the student be prepared, present, and engaged. For courses including an APP grading component, the specifics of how the grade is determined will be included in the course outline.

Lateness and/or leaving early will affect APP grading. Instructors will indicate on their course outlines what they consider 'late' or 'leaving early' and the deductions that will be applied. Extenuating circumstances, communicated properly, may be accepted at the instructor's discretion and result in no penalty.

Primarily Practical Courses

- Any primarily practical course must include APP as one component of its grading formula.
- The APP component in courses weighted one credit or more will not exceed 10% of the final course grade.
- The APP component in courses weighted less than one credit will not exceed 20% of the final course grade.
- One exception applies: in the OSCE Prep intensive course at the end of Term 4, missing any of the mock exam classes (as indicated on the course outline) is an automatic failure.

Other Courses

- Instructors of any course with a significant practical or interactional component may elect to use APP as part of the grading scheme (e.g., Therapeutic Relationship).
- The APP component in courses weighted one credit or more will not exceed 10% of the final course grade.
- The APP component in courses weighted less than one credit or more will not exceed 20% of the final course grade.

Academic Courses

- Instructors of academic courses may elect to use APP as part of the grading scheme in support of group work or case-based discussion classes.
- The APP component will not exceed 10% of the final course grade.

Treatment of Breast Tissue

Demonstrating competence in the treatment of breast tissues is necessary to meet the practice competencies related to the treatment of orthopedic, post-surgical, and systemic conditions (ref: *Inter-Jurisdictional Practice Competencies and Performance Indicators*). The treatment of breast tissue is taught in Term 2 Techniques and revisited in Term 3 Pregnancy Massage.

In Term 2 and in the ASOHP 15-week program, prior to the breast massage classes, Techniques and Therapeutic Relationship instructors will discuss with the students how the classes will be conducted and provide ample opportunity for questions. Classes will be conducted in compliance with the College of Massage Therapists of Ontario (CMTO) policies and procedures.

It is the school's expectation that everyone participates as therapist. Students who do not participate as therapist will be subject to the grading consequences indicated in the course outline. It is also the school's expectation that everyone participates as patient. Students who are unable to participate as patient must follow the procedures outlined in the *Students with Specific Educational Needs* section of this document.

Religious Observances

Students who observe religious holidays not formally observed by Sutherland-Chan should inform the ADE, in writing. Once the absence request has been approved, the ADE will inform the faculty and Clinic Reception staff as required. The student is responsible for appropriate communications with instructors to arrange make-up clinics and alternate times for evaluations. Instructors will not make any such arrangements without having been informed by the ADE that the request has been approved. Clinics missed for religious observances must be made up. The student is responsible for following standard clinic makeup procedures (ref: *Clinic Handbook*).

Documentation as it Relates to APP

Possession of supporting documentation does not alter the application of APP deductions. It is not the instructor's responsibility to determine the validity of the absence in these situations, rather it is the student's responsibility to submit relevant documentation to the OSR-ITC before the end of term. The OSR-ITC will place the documentation in the student's file. In situations where an APP deduction decreases a student's final course grade, but the student passes the course, no adjustments will be made. In situations where an APP deduction takes a student's final course grade from a pass to a fail, consideration of any supporting documentation will be made by the ARAV committee (or Appeals committee if necessary) at the end of term. Documentation does not guarantee a change to the student's final grade; it allows for discussion of the student's situation by the committee.

Section 9: Grades Recording and Finalization

Grades Records

Instructors have full responsibility for setting course grading formulas that are consistent with school policy and including a clear breakdown of those grading formulas in the course outline. Instructors are also responsible for maintaining accurate and up-to-date grades records and for ensuring security and privacy of students' grades. Students can contact instructors to find out their current course grade (i.e. their term mark). Requests for end-of-term grades reports should be directed to the OC.

Pass Mark

The pass mark for each course is 65%. For any course or grade component that is marked on a pass/fail basis, the pass level will be set at the nearest equivalent to 65%.

Grades Finalization

At the end of each term (including the 15-week ASOHP), the OSR-ITC verifies the accuracy of spreadsheet equations and calculations and provides the Administrative Review and Validation (ARAV) committee with a final grades report. In the week after final exams are complete, the ARAV committee reviews the students' grades profiles and determines each student's status in accordance with the *Failed Courses* section of this document.

The ARAV committee will consider extenuating circumstances provided documentation is in the student's file at the time of grades finalization. It is important to note that the presence of documentation does not guarantee a grade adjustment; it only allows the committee to discuss the student's situation. All documentation must meet the requirements detailed in the *Acceptable Documentation* section of this document.

Students with a failed program component(s) will be contacted by phone. If a student will not be available by phone, they can submit a request to the ADE to receive their grades by email. Such a request must also include confirmation that their email is confidential. It is the student's responsibility to be available to receive information about their grades. If the student cannot be reasonably reached and the deadline for appeals is missed, appeals proceedings will not be rescheduled to accommodate the student's absence. In this situation the student will have forfeited the right to appeal.

Final course grades are not released until they are finalized by the ARAV committee at the end of term.

Students with course failures that result in a disruption in their progress through the program may pursue the appeals process (see *Appeals*). At the time the ARAV committee member contacts the student about their failed courses this process and any relevant deadlines will be discussed with the student.

Mid-Program Status Report

Prior to the mid-point of the program (end of year 1), students will be informed of their academic status. Students will be required to sign an Academic Progress Report to acknowledge this notification. A copy of this Report will be kept in each student's file.

Failed Courses

- 1) When a student fails a course or courses, supplemental examinations will be offered provided:
 - the total number of credits of the courses and clinics failed does not exceed three; and
 - the final grade of a failed course is not less than 50%
 - details of the supplemental exams can be found in the *Supplemental Examinations* section below
- 2) If a student fails more than 3 credits and/or the final grade of a course is less than 50% and/or the failure includes a clinical component, the student is assigned a 'term fail' status and must repeat the failed course(s)/clinic(s).
- 3) If a supplemental examination is passed, a grade of 65% or "P" (an exact pass for the course) will be entered into the student's transcript.
- 4) If a supplemental examination is failed, the course fail stands, and the student is required to repeat the course.
 - a) A student can repeat the course in the next available term provided there is space in the course and no more than two weeks of the course have elapsed.
 - b) If the course is repeated immediately and the student has missed classes due to the supplemental examination process, the student will not be held responsible for any evaluation component that occurred before the date of return.
 - c) Students repeating a failed course(s) cannot take any courses or clinics from the subsequent term until the failed credit has been successfully repeated.
- 5) If the number of credits failed is greater than three and/or the final course grade is less than 50%, supplemental examinations will not be offered, and the student must successfully repeat the failed course(s) before moving into the next term.
- 6) Students in the ASOHP can repeat the failed module in the equivalent course(s) in the Standard Program. This assumes there is space in the course, no more than two weeks of the course have elapsed, and there are no scheduling conflicts.
- 7) If a course is failed a second time:
 - a) A supplemental examination will be offered.
 - b) If the course credit weighting does not exceed one, the student may proceed in the program with a "Failure to Remediate". This is allowed one time in the program. This does not allow a student to elect not to repeat a failed course.
 - c) If the course credit weighting is greater than one, the student must step away from the school for a period of one calendar year.
- 8) If, upon returning from a mandated time away from the school (7c above), a student fails the course being repeated (i.e., a third attempt), a supplemental examination will be offered. If the supplemental examination is failed, the student will not be allowed to continue in the program.
- 9) Clinical credits have a different expiry than regular course credits. A student who is not in clinic for a time period greater than two terms is required to repeat the previously completed Student Clinic. The student is formally evaluated and must meet the established standards and expectations. Should the student fail the clinic being repeated, the *Failed Clinics* section below will be applied.
- 10) Different criteria are applied at the end of Term 4, as noted in the *Failing Program Components in Term 4* section of this document.
- 11) In any situation, students may repeat the failed courses/clinic(s) in the next available term, provided no more than two weeks of the term has elapsed. Special circumstances may be considered by the ADE.
- 12) To maintain the integrity of the exam, supplemental exams cannot be viewed by the student.

Supplemental Examinations

- Supplemental examinations are to be completed no later than two calendar weeks (not including holidays) following the release of grades by the ARAV committee. Students who do not complete their supplemental examinations within the two-week time frame are considered to have missed the supplemental exam and must repeat the course. Consideration of extenuating circumstances is at the discretion of the ADE.
- Students in the supplemental examination process are allowed into the subsequent term and are expected to fully participate in all classes and clinics, pending the results of the supplemental examination(s).
- The format of supplemental examinations is based on the course requirements and may include, but is not limited to, a written exam, an assignment, an O/P exam, or a combination of any of the above.
- The design and content of a supplemental examination is determined by the course instructor(s) and is to reflect the priorities and emphasis of the course. The level of difficulty of the final exam will be consistent with the course final exam.
- A passing grade in a supplemental exam is 65% or equivalent (depending on the exam format).
- There is a \$35.00 per supplemental examination fee which must be paid before the exam is taken. For example, if a course supplemental exam includes a written and an O/P, the fee is \$70.00.
- The details of the supplemental examinations will be included in a Supplemental Examination Agreement which is drafted and signed by the CE. Payment is made through the Finance Office (note: if payment is made via e-transfer, "For supplemental exam" must be included in the message field).

Failed Clinics

- Clinical failures do not qualify for supplemental examinations – the failed clinical component must always be repeated.
- Clinical failures cannot be carried as failures to remediate because clinical standards must be met at each term level.
- Students taking extra clinical credits (Student or Specialty) are expected to meet the same end of term expectations and the consequences for failure are the same as for other clinics.

Acceptance Into Clinic

An important aspect of a student's practical evaluation is the assessment of their readiness to participate in Student and Specialty Clinics. Before a student can attend and participate in clinics, they must:

- 1) have successfully completed the Clinic Observation and Mock Clinic requirements in the Term 1 Clinical Skills course
- 2) be current in all required immunizations (all clinics). Ref: *Vaccination and Personal Protective Equipment (PPE) Policy*
- 3) have a current CPR and Standard First Aid Training (all clinics), (ref: *CPR & First Aid Policy*).
- 4) have a current and clear Vulnerable Sector Check (Specialty Clinics) (Ref: *Criminal Record Check and VSC Policy*)
- 5) have the ability to physically perform massage treatments in the clinical environment

The school reserves the right to put conditions on or remove a student from any aspect of the clinical program if their participation would, in the school's opinion, introduce a safety risk to that student or their patient.

Failing Program Components in the ASOHP

If a student fails any program component in the 15-week ASOHP, their status will be determined in accordance with the *Failed Courses* section of this document. If a student in the ASOHP is required to repeat a module, it is possible to repeat the required content in the equivalent Standard program course(s), provided there is space in the course and there are no scheduling conflicts.

Failing Program Components in Term 4

If a student fails any program component in Term 4, the ARAV committee will, when grades are finalized at the end of term, consider the following:

- any mitigating factors contributing to the failure
- the final grade of the course failed
- the ability for the student to safely and effectively challenge the College of Massage Therapists of Ontario (CMTO) certification examinations

The ARAV committee will determine the best course of action which could include the student being given a supplemental examination(s), being required to remediate the course(s), or having to repeat the course(s) or clinic(s) when next offered.

Exam Viewing and Grades Release

Students can view their exams and pick up their grades reports on the day and time designated by the OC. If a student is unable to attend the designated day/time, they can request to view their exams on a different day and/or have their grades report emailed. The request should be made to the OC. Students wishing to have their grades reports released to someone other than themselves must submit a written letter of permission to the ADE.

Students writing supplemental examinations are allowed to view their exams prior to the supplemental examination. Arrangements can be made with the OC.

Program Withdrawal

A student who decides to withdraw from the program must notify the ADE who will set up a meeting to discuss the process and required documentation (ref: *Withdrawal and Expulsion Policy*).

Any student missing more than two weeks in the Standard program will be withdrawn. Any student missing more than one week in the ASOHP will be withdrawn.

Special circumstances may be considered by the ADE.

Evaluation Retention

Tests and Assignments

Unretrieved tests and assignments will be placed in a confidential manner in a student's mail slot. If the student has left the school, the evaluation(s) will be given to the OC and will be kept for three years after which, they are shredded.

Examinations

Student examinations are retained as part of the student file and are kept by the school for three years after which, they are shredded.

Section 10: Appeals

Students have the right to appeal a term fail status. This does not include having to repeat a course because of a failed supplemental examination.

Each appeal is considered unique and is judged on its own merits. Appeals are decided by the Appeals Committee. All appeals decisions are guided by the policies outlined in this document, any information known to the committee that may have relevance to the student's situation, and no single decision sets a precedent for future decisions. Appeals must have adequate grounds, as outlined below.

Evaluation of an appeals will include consideration of the number of credits failed, the proximity of the failing grade(s) to the pass mark, the student's academic record, and the validity of the grounds the student provides.

Grounds

The following are the grounds upon which appeals will be heard:

- 1) ill health, substantiated by submission of documentation that applies to the timing of grade component(s) that led to the failing result (see: *Acceptable Documentation*)
- 2) emergency, serious illness, or death of a loved one, substantiated by submission of documentation that applies to the timing of grade component(s) that led to the failing result (see: *Acceptable Documentation*)
- 3) a dispute or claim related to the process of grading a failed course/clinic

In considering an appeal, the Appeals Committee will consider whether or not the circumstance being described by the student influenced them over the entire term. Appeals are more likely to be successful if the circumstance negatively affected a specific time (e.g., final exam week) or a specific and significant grade component that compromised an otherwise passing grade.

Appeal Submission Process

At the time that the student is informed of their term fail status, the ADE (or designated Education Team member) will:

- discuss what qualifies for an appeal (i.e. do they have grounds)
- discuss the appeal process with the student
- provide the student with the deadline to submit their appeal (typically, noon on the second day after grades finalization)
- remind the student of when the Appeals Committee will meet and render their decision (typically three days after the submission deadline), which would have been previously indicated in the final exam memo
- provide the student with any additional information needed to follow proper process

Students who wish to pursue an appeal must submit a Letter of Appeal that is addressed to the Chair of the Appeals Committee (CESC). The letter must be legible, dated, and signed and must contain:

- the student's grounds for appeal (see: *Grounds*)
- all information relevant to the student's appeal
- the phone number at which the student can be reached on the day the Appeals Committee meeting

Substantiating documentation, if not already in the student's file, **must** be included with the submission.

Submissions are to be sent via email to the Chair of the Appeals Committee who will distribute it, along with any supporting documents, to the other members of the Appeals Committee.

It is the student's responsibility to be available in the period related to lodging an appeal. If the student cannot be reasonably reached and/or does not meet the deadline for submission, the student will have forfeited the right to appeal.

A student pursuing an appeal will not attend any classes or clinics until the Appeals Committee's decision has been made.

Deliberations and Decisions

- If the Appeals Committee sees a potential conflict of interest for a committee member, that member will be asked to withdraw from some or all the committee's processes related to that student's appeal.
- When considering a student's appeal, committee members may consult with any relevant faculty member(s).
- The committee will determine, based on the grounds presented:
 - 1) to grant the appeal (with or without conditions)
 - 2) to deny the appeal
 - 3) to hear the appeal (meet with the student to hear further information and/or have opportunity to ask the student to respond to questions)
- A member of the Appeals Committee will contact the student to communicate the committee's decision. If the committee has elected to hear the appeal, the student will be notified of the date and time of the hearing, which will usually be within a few days.
- When a hearing has been scheduled, the student is expected to appear before the Appeals Committee. If the student does not attend, the appeal will still proceed based on consideration of the documentation received by the committee.
- After the hearing, the Appeals Committee will decide upon the most appropriate course of action given the information presented by the student, school policies, and input from ARAV and others as consulted.
- The Appeals Committee will inform the full Administration Team and the appellant of the outcome of the appeal.
- The decision of the Appeals Committee along with any relevant documentation will be placed in the student's file. Documents containing private or confidential information will be sealed.
- All appeals decisions are final.

Section 11: Acceptable Documentation

In circumstances where substantiating documentation is required, it is the student's responsibility to present the documentation to their instructor and submit the documentation to the OSR-ITC for placement in the student's file. If needed, and in discussion with the ADE, the letter can be sealed in an envelope and marked 'confidential' before being added to the student's file.

Medical Letter

A medical letter must include all the following:

- student's name
- physician's name and contact information
- relevant date(s) seen by the physician
- date(s) of absence
- diagnosis/nature of illness/reason for absence

The following, if applicable, may be added:

- limitations/restrictions upon returning to school including ability to provide or receive massage
- suggested accommodations

If the letter is from a health practitioner other than a medical doctor, the letter should include the practitioner's credentials and qualification related to the diagnosis/condition. Only letters from duly-credentialed professionals will be considered.

Medical Letter/Death Certificate of a Close Person

Verification of a student's absence due to the illness or passing of a close friend or family member should be dated and include a simple verification of the circumstances, the relevant dates, and the signature of the verifying professional.

Court/Legal Document

Absence for legal proceedings can be verified with a subpoena, a jury duty notice, or some other documentation that indicates the student's need to attend and the dates required.

Letter from a Religious Leader

Verification of a student's observance of a religious holiday or practice that requires absence from school should include the observance and the date(s) involved.

Section 12: Graduation Requirements

To graduate from the program, students must have successfully completed:

- all course and clinic requirements (the only exception being 6b in *Failed Courses*)
- a minimum of 330 hours of Direct Patient Care (DPC) (see: *Clinical Hours Requirement*)
- a minimum of 25 Community Outreach hours
- a minimum of 8 times in clinic as patient (see: *Inter-Term Student Massage Program*)
- the Term 4 Comprehensive Examinations (subject to grades finalization policies and procedures, see: *Grades Recording and Finalization*)

Students who have not met the above requirements do not graduate and their names do not get submitted for the regulatory body's certification examinations until the requirements are met (see: *Credit Expiry*)

Clinical Hours Requirement

To graduate from an accredited massage therapy program, students must have provided a minimum of 330 hours of faculty-supervised, direct massage therapy to the public (CMTCA Standard 1.12).

What Counts Towards a Student's Hours (i.e. what counts as Direct Patient Care)

- time spent reviewing a patient's file prior to treatment
- time spent before or after treatment discussing a patient with the clinic instructor
- time spent treating a member of the public including a schoolmate
- time spent documenting the treatment

What Does Not Count Towards a Student's Hours

- time spent setting up the treatment space
- time spent discussing a patient with another student
- time spent in independent research
- time spent treating a classmate, staff, or faculty member
- time spent treating a friend or family member, a person with whom the student has a personal relationship, or has regular interactions (even in a faculty-supervised clinical environment)

Documentation of Hours

Direct patient care hours must be documented using the form provided by the school, must be verified by the student as being accurate (as per the criteria listed above), and must be verified by the clinic instructor. Maintaining the tracking documentation is the responsibility of the student. Any student who falsely logs hours is subject to the consequences outlined in the *Academic Dishonesty* section of this policy.

Hours Benchmarks

Students are responsible for completing the Clinical Hours and Inter-Term Student Massage Requirements. While there are no formal end-of-term exit criteria, the following end-of-term benchmarks (based on projected clinic booking rates and available events) are recommended:

Term	Total
Term 1: 6.0 hours (Mock Clinics in T1 Clinical Skills) (DPC) 2 times in clinic as patient (Inter-Term)	6.0
Term 2: 65 hours (60 hrs Student and Specialty Clinics, 5 hrs Community Outreach) (DPC) 2 times in clinic as patient (Inter-Term)	71.0
Term 3: 130 hours (120 hrs Student and Specialty Clinics, 10 hrs Community Outreach) (DPC) 2 times in clinic as patient (Inter-Term)	201.0
Term 4: 130 hours (120 hrs Student and Specialty Clinics, 10 hrs Community Outreach) (DPC) 2 times in clinic as patient (Inter-Term)	331.0

Student Responsibilities

Students are expected to actively participate in self-promotion for Student Clinics (ref.: *Clinic Handbook, Re-Booking Skills*).

Section 13: Deadlines/Important Dates

For the school to effectively manage class lists, examinations, schedules, and other educational and administrative processes, we maintain a list of deadlines and important dates.

Term Entry

Entry into any given term of the Standard program is not possible after two weeks from the term's start date. Special circumstances may be considered by the ADE.

Advanced Standing

All advanced standing credits must be determined prior to entry into the program (i.e. the first day of classes). Ref: *Prior Learning Assessment Policy & Procedure*.

Contracts

All contracts (e.g., partial credit load, auditing, re-enrolment) must be finalized prior to the start of the term and must be signed by the Finance Office Coordinator before the student is allowed to attend class or clinic. Any exceptions based on extenuating circumstances are decided at the discretion of the ADE.

First Aid & CPR

Students must complete a valid Standard First Aid and CPR course (Basic Rescuer (Level C or 2 adult, infant and child)) before the start of Term 2. Proof of course completion must be submitted to the OSR-ITC. Students who have not met this requirement will not be allowed into clinic. Failing clinic for not having met this requirement is not grounds for appeal. Ref: *CPR/First Aid Policy*.

Vulnerable Sector Check (VSC)

Students in the Standard Program must have submitted a clear VSC one month before the start of Term 3. Failing clinic for not having met this requirement is not grounds for appeal. Ref: *Criminal Record/Vulnerable Sector Check Policy*