

Legal Education  
Society of Alberta

# 2016/2017 CPLED Alberta Student Guide



Acronyms and abbreviations used in the CPLED Program and this Guide:

AC	Assessment Criteria
CD	Competency Demonstrated
CE	Competency Evaluation
CNYD	Competency Not Yet Demonstrated
CPLED	Canadian Centre for Professional Legal Education
CRM	Client Relationship Management Module
D2L	Desire2Learn
DC	Drafting Contracts Module
DP	Drafting Pleadings Module
EP	Ethics & Professionalism Module
F2F	Face-to-Face
IA	Interviewing & Advising Module
LE	Learning Exercises
LESA	Legal Education Society of Alberta
LGF	Learning Group Facilitator
LGE	Learning Group Evaluator
LRW	Legal Research & Writing Module
LSA	Law Society of Alberta
Neg	Negotiations Module
OA	Oral Advocacy Module
PIP	Professional Integrity Policy
PF	Practice Fundamentals
PM	Practice Management Module
PR	Professional Responsibility
Supps	Supplemental Competency Evaluations
WAA	Written Advice & Advocacy Module

**Note:** All references to rule numbers in this Guide are references to the Rules of the Law Society of Alberta, as amended. All references to the Director in this Guide are references to the Director of the CPLED Program in Alberta.

# TABLE OF CONTENTS

Director’s welcome to incoming students.....	4
Introduction to this guide .....	5
Program overview .....	6
Applying to the CPLED Program .....	9
Application .....	9
Program agreement.....	9
Tuition.....	9
Student-at-law status .....	10
Deadlines and timelines .....	10
Program requirements.....	11
Face-to-face.....	12
Schedule .....	12
Facilitators and evaluators .....	13
Requirements and expectations.....	13
Online .....	14
Schedule .....	14
Learning management platform.....	14
Facilitators and evaluators .....	16
Requirements and expectations.....	16
Additional online requirements .....	18
Demonstrating competency .....	19
Competency-based approach .....	19
Competency evaluations.....	19
Assessment criteria .....	20
Grading scale .....	20
Competency development .....	22
Marking of competency evaluations .....	23
Grades and feedback for competency evaluations.....	23
Supplemental competency evaluations.....	24

Reserve period.....	24
Completing the CPLED Program .....	25
Statement of grades.....	25
Trust Accounting Fundamentals certificate .....	25
Repeating the CPLED Program (in whole or in part).....	26
Appealing a decision in the CPLED Program .....	26
Policies .....	27
Code of Conduct and Ethics.....	27
Conduct in the CPLED Program .....	27
CPLED materials and work product.....	29
Information and privacy .....	31
Accessibility and special circumstances .....	33
Concerns and complaints .....	38
Resources for CPLED students .....	39
CPLED student resources .....	39
External resources.....	40
Alberta Lawyers' Assistance Society (Assist) .....	41
Contact .....	42
Appendix A: Getting started in D2L.....	43
Troubleshooting.....	43
Appendix B: Submission protocol .....	45
Formatting requirements .....	45
Saving and naming requirements .....	45
Appendix C: Sample online module timeline .....	46
Index .....	47

## DIRECTOR'S WELCOME TO INCOMING STUDENTS

Welcome to the 2016/2017 Canadian Centre for Professional Legal Education (CPLED) Program. The CPLED Program marks a new phase in your professional development. Congratulations on reaching this next step towards your accreditation as a practising lawyer.

The CPLED Program helps students bridge the gap between law school and practice. In delivering the CPLED Program, the Legal Education Society of Alberta (LESA) strives to maintain a highly-valued learning experience – complete with background readings, learning exercises, and assignments – in a mix of online and face-to-face environments. Throughout the CPLED Program, you have opportunities to work with a range of practitioners who share their experiences and provide you with valuable feedback.

LESA is also responsible for administering CPLED Program competency evaluations. These competency evaluations are designed to ensure that you have the necessary knowledge, skills, and abilities to be successful as a practising lawyer. In administering these competency evaluations, our goal is fairness, validity, and reliability. We apply rules and deadlines designed to ensure a level playing field and, ultimately, to maintain the integrity of the assessment and evaluation process.

I understand, first-hand, the challenges of balancing articling and bar admission training. I have also come to appreciate how bar admission training, in combination with practical experience, provides an excellent opportunity to develop core competencies linked to future success in the practice of law. At this critical juncture in your professional development, I sincerely hope that you find the CPLED Program valuable to you.

I wish you the very best for a successful 2016/2017 CPLED Program year!

**Jennifer LC Flynn** BComm, JD, MACT, CHRP  
Executive Director, Legal Education Society of Alberta  
Director, CPLED Program, Alberta

## INTRODUCTION TO THIS GUIDE

LESA produces this Guide for CPLED students in Alberta. It is designed to help students (and their principals) know what to expect in the CPLED Program, including some important rules. The information contained in this Guide is intended to supplement the following key documents (with which students should be familiar):

- the *Legal Profession Act*,
- the *Rules of the Law Society of Alberta*,
- the Law Society of Alberta's *Articling Handbook*, and
- the Law Society of Alberta's *Articling Manual*.

This Guide is not intended to override the rules, policies, or procedures of the Law Society of Alberta. To the extent that any of the above sources deviate from what is in this Guide (now or in the future), those sources govern. For questions about the information contained in this Guide, contact LESA. See the "Contact" section for details.

This Guide, and the policies and procedures referred to in it, may be changed or updated from time to time. The current version of this Guide is the version posted at [LESA.org/CPLED](http://LESA.org/CPLED).



## PROGRAM OVERVIEW

Students seeking admission to the Alberta Bar must successfully complete the CPLED Program. Completion requires attendance, participation, professional behaviour, academic integrity, and demonstration of competence. Along with the experience of articling, the CPLED Program is intended to help students develop the competencies required of an entry-level lawyer and ensure that students can demonstrate these competencies before being admitted to the practice of law.

Three entities play important roles in the delivery of the CPLED Program:

- The **Law Society of Alberta** regulates the legal profession in Alberta. It administers applications for admission as a student-at-law, sets articling requirements, and establishes the Rules for bar admission. The Law Society of Alberta requires students to successfully complete the CPLED Program in order to be enrolled as a Law Society member.
- The **Canadian Centre for Professional Legal Education (CPLED)** sets the competency profile, curriculum, and assessment standards for the harmonized professional licensing (bar admission) program in Alberta, Saskatchewan, and Manitoba (the CPLED Program).
- The **Legal Education Society of Alberta (LESA)** serves the spectrum of educational and professional development needs of Alberta's lawyers, articling students, and their staff. LESA delivers the CPLED Program on behalf of the Law Society of Alberta.

The CPLED Program is based on a Competency Profile, which defines the knowledge, skills, and abilities expected of a newly-called lawyer. The CPLED Program uses a blended learning environment combining face-to-face sessions with online modules to guide students in developing these competencies. Students are evaluated on these competencies throughout the program.

Admission requirements include:

1. *Application for Admission to the CPLED Program,*
2. *CPLED Program Agreement,*
3. payment of tuition, and
4. confirmation of student-at-law (or conditional student) status.

The application deadline is **May 31, 2016**. Documentation and fees are due **July 29, 2016**. For more information, see the “Applying to the CPLED Program” section of this Guide.

The CPLED Program requires the successful completion of three face-to-face modules, six 3-week online modules, a 1-week online Ethics & Professionalism competency evaluation, and a Trust Accounting Fundamentals online self-study course. Students participating in the CPLED Program must also conduct themselves with professional and academic integrity. Full-time attendance and participation is required. For more information, see the “Program Requirements” section of this Guide.

Three modules, namely **Oral Advocacy, Interviewing & Advising, and Negotiations**, are taught and evaluated in-person. Instruction and learning exercises within these face-to-face sessions assist in preparing students for their face-to-face competency evaluations. During the face-to-face sessions, students also learn about **Professional Responsibility** (taught the same week as Oral Advocacy) and **Practice Fundamentals** (taught the same week as Negotiations). For each module, students can choose from four sessions, two of which are offered in Calgary and two of which are offered in Edmonton. For more information, see the “Face-to-Face Modules” section of this Guide.

The online modules run on the following dates:

Legal Research & Writing	September 1, 2016 to September 22, 2016
Drafting Pleadings	October 6, 2016 to October 27, 2016
Drafting Contracts	November 10, 2016 to December 1, 2016
Written Advice & Advocacy	December 1, 2016 to December 22, 2016
Practice Management	January 12, 2017 to February 2, 2017
Client Relationship Management	February 16, 2017 to March 9, 2017
Ethics & Professionalism	March 23, 2017 to March 30, 2017

Online modules open at 4:00 pm on the start date. Discussion boards and weekly assignments help students prepare for their competency evaluations. The competency evaluations build on the skills practised in the assignments. Online submissions are due before 4:00 pm each Thursday. **Deadlines are strictly enforced.** For more information, see the “Online Modules” section of this Guide.

In addition to completing the face-to-face and online modules, students must complete a **Trust Accounting Fundamentals** self-study course. The Trust Accounting Fundamentals online self-study course can be completed any time during the CPLED year. For more information, see the “Other Requirements” section of this Guide.



Students complete 10 **competency evaluations** and are required to demonstrate competency in all 10 (a grade of at least 60). For more information, see the “Demonstrating Competency” section of this Guide.

Completion of all 10 competency evaluations is evidenced by a **Statement of Grades**. The Law Society of Alberta provides a copy to the student’s principal. Completion of the Trust Accounting Fundamentals requirement is evidenced by a digital certificate. Students submit a copy to the Law Society of Alberta with their *Application for Enrolment as a Member*. For more information, see the “Completing the CPLED Program” section of this Guide.

The length of time to complete the entire CPLED process (from the time the process is initiated to when a Statement of Grades is issued) varies. For the average student who does not have any supplementals or deferrals, the process takes approximately 10 months (from the application deadline to the issuance of a Statement of Grades).

If a student fails to demonstrate competency in more than three modules, that student must repeat the CPLED Program. If a student fails to demonstrate competency on one or more supplemental competency evaluations (up to a maximum of three), that student must repeat the modules in which he or she was unsuccessful. The Rules do not permit more than two attempts at the CPLED Program. For more information, see the “Repeating the CPLED Program” and “Appealing a decision in the CPLED Program” sections of this Guide.

Students are required to comply with various **policies**, including those related to conduct in the CPLED Program, CPLED materials and work product, information and privacy, and special circumstances (such as accommodation, absences, deferrals, and withdrawals). For more information, see the “Policies” section of this Guide.

Finally, there are many **resources** available to students to support them in their CPLED year. For more information, see “Resources for CPLED Students”.

For questions about the CPLED Program that are not covered in this Guide, see the “Contact” section for LESA’s contact information details.

## APPLYING TO THE CPLED PROGRAM

Admission requirements include (a) receipt of a completed *Application for Admission to the CPLED Program*, (b) receipt of a signed *CPLED Program Agreement*, (c) payment of tuition, and (d) confirmation of student-at-law (or conditional student) status.

### Application

To initiate the registration process, students submit an *Application for Admission to the CPLED Program*. Applications can be completed online at [LESA.org/CPLED](http://LESA.org/CPLED). The application deadline is May 31, 2016. See the “Contact” section for LESA’s contact information details.

Face-to-face module enrolment is limited. Students are encouraged to register early; preferences are granted on a first-come, first-served basis.

### Program agreement

To be admitted to the CPLED Program, an applicant must agree to certain terms and conditions as set out in the *CPLED Program Agreement*. By signing this agreement, the applicant agrees, among other things, to be bound by the *CPLED Professional Integrity Policy*, which can be found at [LESA.org/CPLED](http://LESA.org/CPLED). See “Conduct in the CPLED Program” for details.

### Tuition

The Law Society of Alberta sets tuition for the CPLED Program. For 2016/2017, tuition is \$2,967 (plus GST) for Alberta students and \$4,845 (plus GST) for Northwest Territories students. The fee includes:

- admission to the CPLED Program,
- enrolment in all face-to-face sessions,
- enrolment in all online modules,
- evaluation of all 10 competency evaluations, including any re-marking or supplemental competency evaluations,
- access to the Trust Accounting Fundamentals online self-study course (required), plus LESA’s Code of Conduct and Alberta Lawyers’ Assistance Society (Assist) online courses, and
- access to the online LESA Library for the CPLED educational year.

For questions or concerns regarding payment of tuition (including payment plan options), please contact LESA. See the “Contact” section for LESA’s contact information details.

### Student-at-law status

The Law Society of Alberta (or the Law Society of the Northwest Territories, for students articling in the Northwest Territories) administers the rules, regulations, and procedures for students-at-law and principals. Persons who want to article in Alberta must seek admission to the Law Society as a student-at-law. This is separate from the requirement to register for the CPLED Program. Questions regarding admission as a student-at-law should be directed to Membership Services at the Law Society of Alberta (or the Law Society of the Northwest Territories).

Applicants can apply to the CPLED Program before completing the requirements to be admitted as a student-at-law. Before commencing the CPLED Program, however, an applicant must be confirmed eligible by either the Law Society of Alberta or the Law Society of the Northwest Territories. Eligibility generally requires conferral of student-at-law status. Questions regarding eligibility to commence the CPLED Program should be directed to Membership Services at the Law Society of Alberta (or the Law Society of the Northwest Territories).

### Deadlines and timelines

The application deadline is May 31, 2016. Students who have not submitted an application by this date are subject to a non-refundable late filing fee of \$150 plus GST. After the application deadline, students must contact LESA's Student Coordinator to apply. See the "Contact" section for LESA's contact information details.

LESA contacts students by email on or about June 30, 2016 to confirm receipt of their application, advise them of their schedule, provide the *CPLED Program Agreement* for signature, and provide an invoice for tuition.

The program agreement and fees are due July 29, 2016. Students whose signed program agreement and fees have not been received by this date may have their applications cancelled and/or have their entry into the CPLED Program delayed.

If 10 days before the start of a module, all requirements have not been satisfied (i.e. application, program agreement, fees, and confirmation of student-at-law status), an applicant may not be permitted to commence that module. Missed modules are scheduled during the Reserve Period (March 30, 2017 to June 22, 2017).

If a student has not been permitted to commence the CPLED Program by December 1, 2016, the student can expect their admission to the CPLED Program to be delayed until the 2017/2018 year.



## PROGRAM REQUIREMENTS

Successful completion of the CPLED Program requires:

- (a) attendance, participation, and professional behaviour,
- (b) completion of all mandatory assignments, competency evaluations and examinations with professional and academic integrity, and
- (c) a grade of “competency demonstrated” in all mandatory assignments, competency evaluations, and examinations.

Students are expected to complete all requirements within one CPLED year (July 1, 2016 – June 30, 2017). All of the requirements for successful completion of the CPLED Program must be met within the two year period immediately preceding enrolment as a member of the Law Society (unless a longer period is approved).

The CPLED Program requires the successful completion of three face-to-face modules, six 3-week online modules, a 1-week online Ethics & Professionalism competency evaluation, and a Trust Accounting Fundamentals online self-study course. Students are expected to successfully complete these requirements within one CPLED year (July 1, 2016 – June 30, 2017).

Face-to-Face Modules	Online Modules	Other Requirements
Oral Advocacy & Professional Responsibility	Legal Research & Writing	Trust Accounting Fundamentals Online Self-Study Course
Interviewing & Advising	Drafting Pleadings	
Negotiations & Practice Fundamentals	Drafting Contracts	
	Written Advice & Advocacy	
	Practice Management	
	Client Relationship Management	
	Ethics & Professionalism	

Students participating in the CPLED Program must conduct themselves with professional and academic integrity. Full-time attendance at, and participation in, all parts of the CPLED Program is required for successful completion.



## FACE-TO-FACE

Three of the modules, namely **Oral Advocacy**, **Interviewing & Advising**, and **Negotiations**, are taught and evaluated in-person. Instruction and learning exercises within these “face-to-face” modules assist in preparing students for their face-to-face competency evaluations.

The first two days of a face-to-face module focus on instruction and learning exercises. On the third day, students complete their competency evaluation.

During face-to-face, students also learn about **Professional Responsibility** (taught the same week as Oral Advocacy) and **Practice Fundamentals** (taught the same week as Negotiations).

### Schedule

Each session runs three days (in the case of Oral Advocacy & Professional Responsibility and Interviewing & Advising) or four days (in the case of Negotiations & Practice Fundamentals). Students must complete all three face-to-face sessions, scheduled over three separate weeks (a total of 10 business days). **Attendance is mandatory for all students.**

In 2016/2017, students can choose from four sessions for each module, two of which are offered in Calgary and two of which are offered in Edmonton:

Oral Advocacy & Professional Responsibility	Interviewing & Advising	Negotiations & Practice Fundamentals
Week of August 22, 2016 (Calgary)	Week of September 26, 2016 (Calgary)	Week of October 31, 2016 (Calgary)
Week of August 29, 2016 (Edmonton)	Week of September 26, 2016 (Edmonton)	Week of November 7, 2016 (Edmonton)
Week of January 2, 2017 (Calgary)	Week of February 6, 2017 (Edmonton)	Week of March 13, 2017 (Calgary)
Week of January 9, 2017 (Edmonton)	Week of February 6, 2017 (Calgary)	Week of March 20, 2017 (Edmonton)

Session enrolment is limited. Students are encouraged to register early; preferences are granted on a first-come, first-served basis. Students should consult with their articling firm, wherever possible, before making their selections. This helps ensure that module preferences take into account the interests of the principal, the law firm, and the applicant.

### Facilitators and evaluators

Facilitators and evaluators include senior, highly-respected members of the Alberta legal community. These individuals volunteer to deliver course materials, lead in-person sessions (including discussions and learning exercises), and evaluate student performance. All facilitators and evaluators are trained on the same set of assessment criteria. They use their practical experience and CPLED training to develop and evaluate student competencies.

### Requirements and expectations

Face-to-face modules generally consist of instruction and learning exercises (Days 1 and 2) and a competency evaluation (Day 3).<sup>1</sup> In addition to the general expectations that students conduct themselves with professional and academic integrity, the following are expectations of students at face-to-face:

- **Mandatory Attendance.** Students should plan to be away from work for the entire day noted on the schedule. Some days are scheduled to finish earlier than others; students can use this time away from the office as additional time to prepare for their competency evaluations. Students are expected to sign in.
- **Punctuality.** Students are expected to arrive on time each day. Late arrival for a competency evaluation could result in a student having less time to demonstrate the competency in question or being awarded a grade of “competency not yet demonstrated” (CNYD).
- **Respectful, Professional Behaviour.** This includes being prepared to participate. It also includes full attention. Students are expected to complete all background readings and learning exercises. Students are expected to turn off phones and other devices, unless they are used to access instructional content.
- **Appropriate Attire.** Students are expected to wear business attire (e.g. suits) for their competency evaluations and Oral Advocacy learning exercise. Otherwise, business casual attire is acceptable.

Involvement in other work, regardless of its nature, is not adequate reason for non-attendance, failure to participate, or failure to satisfactorily complete the CPLED Program requirements. Students should not schedule work meetings, court appearances, or other work-related activities during this time. Students are not granted an excused absence for these types of matters.

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<sup>1</sup> The Negotiations & Practice Fundamentals session runs four days, with the additional day covering Practice Fundamentals.



## ONLINE

The majority of the CPLED Program is delivered and evaluated online. When students log in to the online platform, they enter the office of “CPLED LLP”, a virtual pseudo-law firm environment. Background readings, learning exercises, and assignments within these online modules help prepare students for their mandatory competency evaluations.

### Schedule

Students admitted to the CPLED Program are automatically registered for the online modules, which run on the following dates:

Legal Research & Writing	September 1, 2016 to September 22, 2016
Drafting Pleadings	October 6, 2016 to October 27, 2016
Drafting Contracts	November 10, 2016 to December 1, 2016
Written Advice & Advocacy	December 1, 2016 to December 22, 2016
Practice Management	January 12, 2017 to February 2, 2017
Client Relationship Management	February 16, 2017 to March 9, 2017
Ethics & Professionalism	March 23, 2017 to March 30, 2017

Online modules open at 4:00 pm MDT/MST on the start date. This is the earliest that students can access their course work. Discussion boards and weekly assignments help students prepare for their online competency evaluations. These evaluations build on the skills practiced in the assignments. When students submit their weekly assignments, learning group facilitators provide feedback.

**During a module, online submissions are due before 4:00 pm MDT/MST each Thursday. Deadlines are strictly enforced, unless prior approval in writing has been granted.**

### Learning management platform

Online modules and other program information are delivered through a learning management platform known as Desire2Learn (D2L). The CPLED D2L platform can be accessed at [cpled.desire2learn.com](http://cpled.desire2learn.com). Students receive their unique login names and passwords by email. D2L facilitates content-sharing, communication, and submissions.

Any student having problems accessing information or using D2L tools should contact LESA or CPLED Technical Support. See the “Contact” section for contact details.

### Content

Through D2L, students receive module instructions, assessment criteria, background readings, learning exercises, assignments, and competency evaluations. Students can also access information about the CPLED Program, information about D2L tools, and various online resources. For more information, see “Getting Started in D2L” included as **Appendix A**.

### Communications

Communicating in the online part of the program relies mainly on D2L email and discussion boards. Information about such tools is found on the D2L site.

**Tip:** Notifications can be personalized by D2L users. These alerts can include new discussion board postings, news items, Gradebook updates, and emails. Users can also set emails in D2L to forward to an external email address. Note that D2L does not accept email responses from outside D2L. Users must login to D2L and respond within D2L for a recipient to get the email response.

### Dropbox and quiz tools

For most online modules, students use an application in D2L known as the “Dropbox” to submit assignments and competency evaluations. If students submit more than one document to the Dropbox, the last document submitted at the time of the deadline is the one that is assessed or evaluated. The Dropbox closes at **4:00 pm MDT/MST** on the deadline.

Learning group facilitators also use the Dropbox to return unit assignments with embedded feedback. LESA staff use the Dropbox to return marking sheets for competency evaluations on which a student received a grade of “competency not yet demonstrated” (CNYD).

**Tip:** Some students submit drafts to the Dropbox as they work rather than waiting until their submission is complete. Later submissions to the Dropbox simply replace earlier submissions until that Dropbox closes. This provides a safety net in case of unforeseen problems as the deadline approaches. It is preferable to have a nearly finished draft in the Dropbox than to have no submission at all.

For modules with exam-like assignments and competency evaluations, students use the “Quizzes” application in D2L. Accessibility to such “quizzes” also ends promptly at **4:00 pm MDT/MST** on the specified deadline.





### Facilitators and evaluators

Experienced Alberta lawyers serve as online learning group facilitators throughout the CPLED Program. These facilitators play a key role in student progress and learning, serving as front-line resources for students throughout the online components.

Students are assigned to an online learning group. For each module, a learning group has its own assigned facilitator. That learning group facilitator provides feedback on assignments, responds to that group of students' email questions, and sends out group email information or comments if needed. Student performance on online competency evaluations is evaluated by another experienced Alberta lawyer who has also served as a learning group facilitator for that module. All facilitators and evaluators are trained on the same assessment criteria.

### Requirements and expectations

Although each online module differs in form and content, they all tend to follow the same pattern of steps and information. Online modules typically include the following basic components:

1. **General module instructions.** The general module instructions outline typical module components and include general contact information for students with questions. The general module instructions also advise that assignments and competency evaluations must adhere to a standardized formatting, saving, and naming system known as a "Submission Protocol." The Submission Protocol can be found on D2L and is included for reference as **Appendix B**.
2. **Module introduction.** The introduction to each module outlines the particulars of the module substance and objectives, as well as the assignment structure for the module and any specific requirements.
3. **Assessment criteria.** The assessment criteria outline the specific competencies (knowledge, skills, and tasks) to be assessed in the module, as well as performance indicators for each competency. The performance indicators identify factors to be considered in assessing each competency.
4. **Background readings.** Each module identifies background readings and other resources to help students develop competencies related to the assessment criteria for the module. Students are not limited to using these materials. In some units, students may find they need to do additional research, while in others, they may find that the materials identified cover the information needed.

5. **Learning exercises.** Each module includes learning exercises to help students further develop module-specific competencies. These learning exercises are typically “hands on,” consisting of questions for students to answer or activities to complete. Students get answers or suggestions on how to complete the exercises; these guide students as they self-check their own competency development. In some cases, the learning exercises are “reflective,” instructing students to review something they have already done or seen.
6. **Units.** With the exception of Ethics & Professionalism, each online module consists of three units.<sup>2</sup> Units 1 and 2 are assignments; Unit 3 is the competency evaluation. In some cases, the units are presented in the form of a “client file memo” outlining a hypothetical client fact situation and instructions from a “CPLED LLP” lawyer; in other cases, the units are presented in an exam-like set of multiple choice and constructed response questions.
  - **Assignments.** Assignments are **strongly recommended** but not mandatory for students taking the CPLED Program in Alberta. Assignments, which are similar to the mandatory competency evaluation for the module, are designed to build towards the competency evaluation. Students who complete and submit unit assignments receive feedback (based on the assessment criteria) from their module learning group facilitator. Assignments are due before **4:00 pm MDT/MST** on the deadline. **Late submissions are not provided feedback.** Students can expect to receive feedback approximately five days after the submission deadline.
  - **Competency evaluations.** The final unit of each online module is a mandatory submission called a “competency evaluation”. This unit is confidential. The submission is assessed on the basis of the assessment criteria. Competency evaluations are due before **4:00 pm MDT/MST** on the deadline. **Late submissions are not evaluated and the result is a grade of CNYD for that module.** Competency evaluations are summative evaluations measuring attainment of a competency threshold; they are not intended as development exercises. Students do not receive feedback on competency evaluations.

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<sup>2</sup> Ethics & Professionalism consists of a single unit: a mandatory competency evaluation. There are no weekly assignments leading up to the Ethics & Professionalism competency evaluation; instead, issues related to ethics and professional responsibility are emphasized throughout both the face-to-face and online modules.

**Note:** For competency evaluations that use an exam-like structure (e.g. Practice Management and Client Relationship Management), students must be supervised by an approved invigilator (i.e. either a member in good standing of the Law Society of Alberta or someone approved by such a member). Detailed information is provided to students in advance of any module with this requirement.

A Sample Online Module Timeline is included at **Appendix C**.

**Tip:** As students work on their submissions, a tool within D2L known as the “Locker” may be useful for those who access D2L from more than one computer or location (such as home and office). The Locker is a private storage space that students can use to upload documents at one location and access them again from another location. This can be used instead of emailing versions between locations.

### Additional online requirements

In addition to completing the face-to-face and online modules, students must complete a **Trust Accounting Fundamentals** online self-study course. This course is one of two online self-study Trust Accounting courses offered by LESA in conjunction with the Law Society of Alberta. Since its launch in 2010, the course has been completed by more than 4,500 Alberta lawyers.

The Trust Accounting Fundamentals course is designed for anyone who may deal with trust funds. By the end of this course, students should understand why it is necessary to protect trust funds and how the Law Society of Alberta’s trust fund initiatives affect them. Students should also be able to safely perform some common trust account-related activities and be able to minimize risks for themselves and their firms.

Students can complete the Trust Accounting Fundamentals course at any time during the CPLED year. To avoid delaying their bar admission, students should obtain their certificate of completion by March 31, 2017.

The course can be accessed through LESA’s online classroom at [courses.lesaonline.org](http://courses.lesaonline.org). Students are automatically registered in the online classroom and given access to a range of courses, including Trust Accounting Fundamentals. A student’s username is the same as their D2L username; the password is emailed to students.

## DEMONSTRATING COMPETENCY

As members of the legal profession, lawyers are held to a high standard. The public trusts that lawyers not only know the law but also have the practical knowledge, skills, and experience to help them work through their legal issues. The CPLED Program uses a competency-based evaluation system to ensure that those who are admitted to practice can meet this expectation.

### Competency-based approach

A **competency-based approach** to evaluation stresses the ability to demonstrate required competencies, rather than the ability to achieve a particular grade on an exam or meet certain target hours of work.

CPLED students are assessed and evaluated based on a **competency profile** for entry-level practitioners. The Canadian Centre for Professional Legal Education uses the *National Entry to Practice Competency Profile for Lawyers and Quebec Notaries*, approved by the Council of the Federation of Law Societies of Canada. Guided by consultants specializing in credentialing, the competency profile was developed with the assistance of law society leaders and senior staff and practitioners from across the country. It was validated through a large-scale national survey of members of the profession to ensure it accurately reflects the knowledge, skills, and abilities required for new lawyers to practice competently.

The **National Entry to Practice Competency Profile** is accessible at <http://flsc.ca/wp-content/uploads/2014/10/admission4.pdf>.

### Competency evaluations

During the CPLED Program, students complete 10 competency evaluations:

1. Oral Advocacy
2. Interviewing & Advising
3. Negotiations
4. Legal Research & Writing
5. Drafting Pleadings
6. Drafting Contracts
7. Written Advice & Advocacy
8. Practice Management
9. Client Relationship Management
10. Ethics & Professionalism

Each competency evaluation covers various competencies set out in the National Entry to Practice Competency Profile.



While the competency evaluations require that students perform certain tasks, and necessitate some basic underlying knowledge, the competency evaluations are used to evaluate the following critical skills:

- oral and written communication skills,
- research and analytical skills,
- client relationship management skills,
- practice management skills, and
- ethics and professionalism skills.

### Assessment criteria

Students are provided with assessment criteria at the start of each module. The assessment criteria are used by several people:

- by students to self-assess their own work,
- by facilitators to guide them in providing effective feedback, and
- by evaluators to determine whether a student demonstrates competency on a competency evaluation.

The assessment criteria outline the specific competencies (knowledge, skills, and tasks) to be assessed, as well as performance indicators for each competency. The performance indicators identify factors to be considered in assessing each competency.

### Grading scale

Students must achieve a grade of “competency demonstrated” (CD) in all 10 competency evaluations. If a student does not demonstrate competency on a competency evaluation, the result is a grade of “competency not yet demonstrated” (CNYD).<sup>3</sup>

All modules use the same 0 to 5 grading scale. A mark of 3, 4, or 5 in a criterion equates to CD for that item; a mark of 0, 1, or 2 in a criterion equates to CNYD for that item. Students are generally expected to achieve a mark of 3 (“competent”) on each competency.

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<sup>3</sup> Students may relate to a result of CD as a “pass” and CNYD as a “fail,” although in competency-based assessment, those are not the intended meanings. CNYD means that some aspects of the competency standard simply have not yet been exhibited; further evidence is still required to demonstrate competency.

Each competency evaluation is marked out of 100 points. An overall grade of 60 out of 100 is required to achieve CD on a competency evaluation. The 60 points threshold reflects the baseline of competency expected of first-year practicing lawyers in the area being assessed.

A grade below 60 out of 100 results in a CNYD. This indicates that there was inadequate demonstration of certain requisite knowledge, skills, or abilities, which was not sufficiently offset by intermediate or advanced demonstration of other competencies.

0	<i>Competency Not Yet Demonstrated (CNYD)</i>	<i>No demonstration of knowledge, skill, or ability</i>
1		<i>Minimal demonstration of knowledge, skill, or ability</i>
2		<i>Partial, but insufficient, demonstration of knowledge, skill, or ability</i>
3	<b>Competency Demonstrated (CD)</b>	<b>COMPETENT</b> Entry-level demonstration of knowledge, skill, or ability
4		Intermediate level demonstration of knowledge, skill, or ability
5		Advanced level demonstration of skill knowledge, skill, or ability

**Note:** In competency-based learning, percentage scores are not equivalent to traditional letter grades. They are not intended to reflect the percentage of knowledge a student possesses in particular substantive areas of law, nor are they intended as a measure of the likelihood of success a student will have as a lawyer.

### Competency development

Students may have previously developed some competencies during their law school experience, articling experience, or elsewhere. In other cases, there may be competencies that students have not yet developed. During the CPLED Program, there are opportunities to develop and hone requisite entry-level competencies. Students are encouraged to avail themselves of these opportunities by:

- reviewing the recommended background readings for each module,
- completing online learning exercises and self-assessing using the sample answers provided,
- engaging in discussions on the online discussion boards and in the classroom at face-to-face sessions (for all units **except competency evaluations**),
- discussing readings, learning exercises, and assignments (everything **except competency evaluations**) with colleagues, lawyers, other students,
- asking facilitators (online and face-to-face) questions about the assessment criteria, background readings, module content, learning exercises, and assignments,
- submitting **all assignments** for feedback,
- thinking critically about the feedback provided by facilitators (online and face-to-face) and applying it in future learning exercises, assignments, and competency evaluations, and
- using the assessment criteria to self-assess performance on learning exercises and assignments and to prepare for face-to-face competency evaluations.



#### Note:

The opportunity to receive feedback on assignments and to get one-on-one support from learning group facilitators is limited to the duration of the relevant module.

Students who choose not to submit recommended assignments are cautioned that there is no further opportunity for feedback if they receive a grade of CNYD. Students are strongly encouraged to submit all assignments.

### Marking of competency evaluations

All competency evaluations are evaluated by experienced Alberta lawyers who are trained on the relevant assessment criteria. Evaluators complete marking sheets that are based on the assessment criteria. LESA reviews and processes these marking sheets before a grade of CD or CNYD is assigned.

If a student obtains a result of CNYD on any competency evaluation, the competency evaluation is automatically re-marked by a different evaluator at no cost to the student. The grade of a re-marked competency evaluation replaces the original grade and becomes the final grade for that competency evaluation.

The final grade of CD or CNYD is posted confidentially to each individual student through the D2L Gradebook approximately three weeks after the close of a module (approximately five weeks for modules extending over the December break). This three-week period is used to process marking sheets, review grades, administer re-marking, validate results, and upload grades.

### Grades and feedback for competency evaluations

A grade of CD means that the student successfully completed that module of the CPLED Program. A grade of CNYD means that the student was not successful in completing that module of the CPLED Program.

**Students who receive a CD grade do not receive a copy of their marking sheet nor do they receive any other feedback on their CE.** Competency evaluations are summative evaluations measuring attainment of a competency threshold; competency evaluations are not intended as development exercises.

Students who receive a grade of CNYD (after re-mark) receive a copy of their individual re-marking sheet posted to the related Dropbox. **The re-marking sheet is the only feedback students receive on CNYD CEs.** This is intended to help students identify specific areas of concern, so they can better prepare for their supplemental competency evaluation.

If a student receives a grade of CNYD (after re-mark), the student is entitled to complete a supplemental competency evaluation, subject to the *Rules of the Law Society of Alberta* that provide for a maximum of three supplemental competency evaluations.

### Supplemental competency evaluations

A final grade of CNYD (after re-mark) in any module requires a student to complete a supplemental competency evaluation, subject to the limitations in rule 63(1). A student may complete a maximum of three supplemental competency evaluations. If a student receives a grade of CNYD in more than three competency evaluations, that student is required to repeat the entire CPLED Program.

Supplemental competency evaluations are scheduled during the Reserve Period. If a student fails to demonstrate competency on a supplemental competency evaluation, that supplemental competency evaluation is automatically re-marked by a different evaluator at no cost to the student. The grade on the re-mark replaces the original grade and becomes the final grade for that supplemental competency evaluation.

If, after the re-mark a student still has a result of CNYD, the student must return to the CPLED Program the following year to repeat the module(s) in which he or she was unsuccessful. See “Repeating the CPLED Program.”

### Reserve period

A Reserve Period runs March 30, 2017 to June 22, 2017. Supplemental competency evaluations are scheduled during the Reserve Period. Applicants whose entry into the CPLED Program has been delayed also complete missed modules during this period. Students who are granted a deferral due to medical or other personal circumstances can also complete outstanding competency evaluations at this time. Additional information regarding the Reserve Period is made available in early March.

#### Note:

Many CPLED students receive one or more CNYDs throughout the course of the CPLED Program; many CPLED students can expect to complete supplemental competency evaluations or missed modules during the Reserve Period. Students should bear this in mind when scheduling their bar calls or vacations.

While grades of CNYD are not uncommon, receiving a grade of CNYD can be a distressing occurrence for some students. Students experiencing anxiety are encouraged to contact the Alberta Lawyers' Assistance Society (Assist) for help.

## COMPLETING THE CPLED PROGRAM

Students participating in the CPLED Program must conduct themselves with professional and academic integrity. Full-time attendance at, and participation in, all parts of the CPLED Program is required for successful completion. The Law Society of Alberta is notified if a student fails to conduct themselves with professional and academic integrity or if he or she fails to meet the requirement of full-time attendance and participation.

In addition, the CPLED Program requires a grade of “competency demonstrated” (CD) in each of the 10 competency evaluations (after all permitted supplemental and deferred competency evaluations).

Students are also expected to complete a Trust Accounting Fundamentals online self-study course.

Students are expected to complete all requirements within one CPLED year (July 1, 2016 – June 30, 2017).

### Statement of grades

The official record of a student’s performance in the CPLED Program is the Statement of Grades. The Statement of Grades indicates whether or not competency has been demonstrated in each of the competency evaluations.

This Statement of Grades is automatically prepared by LESA once all final grades are posted. LESA sends all Statements of Grades to the Law Society of Alberta’s Membership Services department. Grades are processed as expeditiously as possible, but processing may take several weeks. Students can download their final grades from D2L or request that LESA email a copy of their Statement of Grades to them. The Law Society of Alberta provides a copy of the Statement of Grades to the student’s principal.

### Trust Accounting Fundamentals certificate

Completion of the Trust Accounting Fundamentals online self-study requirement is evidenced by a digital certificate awarded online once the course has been completed. Students are expected to maintain a copy of this certificate for their records and to submit a copy to the Law Society of Alberta with their *Application for Enrolment as a Member*.

**Note:** Successful completion of the CPLED Program is just one requirement of admission to the bar. Students (and their principals) should be familiar with, and regularly monitor, the Law Society of Alberta's requirements and timelines. Questions about student-at-law status and bar admission requirements should be directed to the Law Society of Alberta's Membership Services. LESA cannot respond to inquiries of this nature.

### Repeating the CPLED Program (in whole or in part)

Under the *Rules of the Law Society of Alberta*, a student has only one supplemental attempt per competency evaluation and a maximum of three supplemental attempts for all competency evaluations combined.

- If a student receives a grade of CNYD in more than three modules, that student is required to repeat the entire CPLED Program.
- If a student receives a grade of CNYD on one or more supplemental competency evaluations (up to a maximum of three), that student must return to the CPLED Program the following year to repeat the module(s) in which he or she was unsuccessful.

In both cases, this constitutes a second attempt at the CPLED Program. The *Rules* do not permit more than two attempts at the CPLED Program. There is a right of appeal of the requirement to repeat the program under the *Rules*.

### Appealing a decision in the CPLED Program

In some circumstances, a student has a right to appeal a decision. According to rule 64.1(1), a student may appeal only:

- (a) a requirement to repeat the entire CPLED Program,
- (b) a suspension or expulsion from the CPLED Program,
- (c) a denial of admission to the CPLED Program, or
- (d) an inability to repeat the CPLED Program due to the number of past attempts, where the student has made no more than two attempts.

For further information, see "Part 2" of the *Rules of the Law Society of Alberta*.

Other than set out above, there is no appeal of any decision of the Director or in respect of the marking of competency evaluations (rule 64.1(2)).



## POLICIES

To maintain the integrity of the assessment and evaluation process, and to ensure a level playing field for all students, LESA consistently applies a clear set of policies. Students should familiarize themselves with these policies. Notices and amendments regarding such policies (including related forms) can be found at [LESA.org/CPLED](http://LESA.org/CPLED) and on the D2L site.

### Code of Conduct and Ethics

LESA personnel are committed to upholding a *Code of Conduct and Ethics*, which can be found at [LESA.org](http://LESA.org). Among other things, this *Code* highlights LESA's core values and expected standards of conduct. In particular:

- LESA understands the importance of impartiality in carrying out its credentialing activities, manages conflicts of interest, and ensures the objectivity of its credentialing activities;
- LESA respects the confidentiality of information to which it has been entrusted and commits to protecting personal information of students; and
- LESA is committed to healthy, positive environment in which all are treated with respect, in which equal opportunities are promoted, and personal and professional excellence is fostered.

Individuals who feel that the *Code* is not being observed are encouraged to act right away. For questions or concerns regarding the *Code of Conduct and Ethics*, please contact LESA. When concerns are not resolved directly, students may complete a formal *Code of Conduct and Ethics Complaint Form*, which is available by contacting LESA. See the "Contact" section for contact details.

### Conduct in the CPLED Program

Students in the CPLED Program are expected to maintain the highest standards of integrity.

#### *Program agreement*

To be admitted to the CPLED Program, an applicant must first agree to certain terms and conditions as set out in the *CPLED Program Agreement*, which can be found at [LESA.org/CPLED](http://LESA.org/CPLED). The *CPLED Program Agreement* includes, among other things, provisions dealing with collaboration, original work, and plagiarism.

Students are also expected to abide by and comply with:

- the *Rules of the Law Society of Alberta*,
- the Law Society of Alberta's *Code of Conduct*,
- the Law Society of Alberta's *Articling Handbook*,
- the Law Society of Alberta's *Articling Manual*,
- *CPLED Professional Integrity Policy*,
- this *CPLED Alberta Student Guide*,
- CPLED protocols (including the Submission Protocol and any Competency Evaluation Protocol), and
- other established policies and protocols,

each as amended from time to time.

### *Professional integrity*

The CPLED Program is a critical element of the qualification process in Alberta; it depends on the integrity of each student. Students must conduct themselves with professional and academic integrity; this is **required** for successful completion of the CPLED Program.

Students are expected to maintain the **highest standards of integrity** in meeting CPLED Program requirements, including full compliance with the *CPLED Professional Integrity Policy* and with the Law Society of Alberta's *Code of Conduct*. Breaches of professional integrity, including plagiarism, are not tolerated by CPLED and may result in investigation, suspension, failure in the program and disciplinary action by CPLED, or referral to the Law Society of Alberta for investigation and disciplinary action.

Students with questions about whether particular conduct could trigger a breach of the *CPLED Professional Integrity Policy* should contact LESA.

Students who inadvertently breach the *CPLED Professional Integrity Policy* must immediately advise the Director.

Students with questions about whether particular conduct could trigger a general breach of the lawyer's *Code of Conduct* should consult, on a confidential basis, with a Practice Advisor at the Law Society of Alberta.

The current *CPLED Professional Integrity Policy* can be found at [LESA.org/CPLED](http://LESA.org/CPLED). The *Code of Conduct* can be found at <http://lawsociety.ab.ca/lawyers/regulations/code.aspx>.

### *Suspension or expulsion*

Where the Director concludes that a student has behaved unprofessionally, without academic integrity, or without professional integrity, the Director may take appropriate action. This includes, without limitation, expulsion from the CPLED Program and/or an award of a failed standing in all or part of the program (rule 61(2)). The Director shall advise the Executive Director of the Law Society of Alberta of the conduct in question and the action taken as a result (rule 61(2)). There is a right of appeal of this decision (rule 64.1).

The Director may provide, and upon a request from the Executive Director of the Law Society of Alberta shall provide, the Executive Director with evidence relevant to a breach of the requirements of professional behaviour, professional integrity, and academic integrity (rule 61(3)).

### **CPLED materials and work product**

Students in the CPLED Program are expected to abide by policies governing the materials and resources to which they are provided access. Students are also expected to abide by policies related to the work they produce in the CPLED Program.

### *Proprietary content*

The CPLED materials provided to students are proprietary. The CPLED module content and materials are for student use only.

Students may also be provided complimentary access to a range of LESA's educational resources. Access to and use of these resources is subject to individual terms of use; access to or use of these resources signifies acceptance of those terms.

### *Student work product*

Students are responsible for any work they produce as a result of participating in the CPLED Program. Students cannot lend, give, or sell their CPLED work or materials to any other students, prospective students, or individuals. If a student is found to have participated in or assisted another student's plagiarism in any way, directly or indirectly, he or she may be subject to disciplinary action by the Canadian Centre for Professional Legal Education or the Law Society of Alberta.

### *Instructions and protocols*

In completing their work, students are expected to comply with all instructions and protocols including, but not limited to, the CPLED Submission Protocol (for online assignments and competency evaluations) and any specific competency evaluation protocols.

Assignments or competency evaluations that do not adhere to instructions or protocols may be deemed not submitted and may receive a grade of “competency not yet demonstrated” (CNYD).

### *Late or incomplete submissions*

Unless a student obtains prior approval in writing from the Director, or unless the Director grants a deferral, submissions for assignments and competency evaluations are not accepted after the deadline. The ability to submit online ends promptly at **4:00 pm MDT/MST** on the specified deadline. **Deadlines are strictly enforced.**

If a student submits more than one document to the Dropbox, the last document submitted at the time of the deadline is the one that is assessed or evaluated.

Incomplete submissions may be provided feedback (for assignments) or evaluated (for competency evaluations) to the extent reasonably possible. Late assignments are not provided feedback; late competency evaluations are not evaluated and the result is a grade of CNYD for that module.

Except when a belated deferral is granted, there is no exception to this policy in respect of an assignment, competency evaluation, or examination where a student has an opportunity to make a supplemental attempt. Where a student does not have an opportunity to make a supplemental attempt, the Director may review the matter, including any special or unusual circumstances, with a view to preserving the integrity of the credentialing process (including maintaining a level playing field for all students).

### *Collaboration*

The CPLED Program emphasizes student involvement and participation. Subject to the *CPLED Professional Integrity Policy*, collaboration among students and between students and their principals and other lawyers in their firms is encouraged. It is an essential part of the learning process and a hallmark of practice as a lawyer.



Collaboration, of any kind, is **strictly prohibited** on competency evaluations. Competency evaluations, competency evaluation submissions, and competency evaluation marking sheets are strictly confidential. Once the competency evaluation opens, questions can only be directed to LESA staff. See the *CPLED Professional Integrity Policy* for details.

### Information and privacy

LESA and the Canadian Centre for Professional Legal Education collect, use, and disclose information, including personal information, for the purposes of delivering the CPLED Program.

#### *General collection, use, and disclosure of personal information*

LESA and the Canadian Centre for Professional Legal Education collect, use, and disclose personal information for various purposes, including:

- to assist in the operation of the CPLED Program, including processing applications, administering the program and participation in it, and monitoring performance,
- to prevent, detect, sanction, or report any breach of the requirements of professional behavior, professional integrity, and academic integrity, and
- to provide evidence relevant to a breach of the requirements of professional behavior, professional integrity, and academic integrity.

This includes disclosing the names of students and the names of the organization(s) where they are completing their articles to facilitators and evaluators for the purposes of assisting in the operation of the CPLED Program and determining whether there are any conflicts involved in a particular individual assessing a student's assignments and competency evaluations.

This also includes collecting, using, and disclosing submitted assignments and competency evaluations for the purposes of evaluating and improving the CPLED Program. Any materials with personally identifying information are only disclosed for this purpose to individuals and organizations who are obligated to keep the information confidential pursuant to an agreement with LESA or the Canadian Centre for Professional Legal Education.

### *Student contact information*

Student contact information is used to communicate with students about the CPLED Program and to send them information regarding educational resources for articling students.

Students must maintain a current and alternate address, phone number, and email address on file with LESA. All changes to contact information (including name changes) must be sent to the LESA Student Coordinator. See the “Contact” section for relevant contact details.

Students should also advise the Law Society of Alberta of any changes in student contact information. Updating information with LESA does not result in an update of information with the Law Society of Alberta (and vice versa).

### *Recording*

LESA records live performance CPLED competency evaluations. Students give permission for their image and voice, captured during these evaluations, to be collected, used, and disclosed for the purposes of the CPLED Program. These purposes include evaluating student performance, training evaluators, and monitoring and assessing evaluator performance.

Students with an approved accommodation may also be permitted to capture in-person instruction using an audio recording device. Such recordings may include voices of other participating students. The accommodated student commits to destroying these recordings once the purpose for which the recording was made has been served.

### *Exchange of information with the Law Society of Alberta*

Information, including personal information about students, may be exchanged between the Law Society of Alberta, LESA, and the Canadian Centre for Professional Legal Education where the exchange of that information is made for the purpose of monitoring student performance, assisting in the operation of the CPLED Program, or governing the articling process.

The Director also discloses personal student information to the Law Society of Alberta:

- to prevent, detect, sanction or report any breach of the requirements of professional behavior, professional integrity, and academic integrity,
- to advise the Law Society of Alberta of any actions taken by a student that are unprofessional, without academic integrity, or without professional integrity, and

- to provide evidence relevant to a breach of the requirements of professional behavior, professional integrity, and academic integrity.

See also rules 61 and 63.2 of the Rules of the Law Society of Alberta.

#### *Exchange of information with principals*

Both the Law Society of Alberta and the student-at-law's principal are advised of students' grades (rule 63.2). Other personal information concerning a student is not shared with that student's principal unless otherwise permitted by the student in question or by the Law Society of Alberta.

Except as prohibited by the *CPLED Professional Integrity Policy*, students are strongly encouraged to share information directly with their principals.

#### *Other collection, use, and disclosure*

Information about any other collection, use, and disclosure of personal information by LESA is set out in LESA's *Privacy Policy*, as posted at LESA.org and as amended from time to time.

#### **Accessibility and special circumstances**

LESA strives to ensure the CPLED Program is easily accessible, but is sensitive to the fact that the program may present unintended challenges for some students. In some cases, students may have individual needs that necessitate an accommodation, an excused absence, a deferral, scheduling change, or a withdrawal from the CPLED Program. More information about these options can be found below.

#### **Note:**

LESA encourages students to identify individual circumstances of which they would like LESA to be aware. This information helps LESA identify students for whom the CPLED Program might present unintended challenges.

Such circumstances include (but are not limited to) physical disability, mental disability, family status, financial hardship, and living more than 125 km (one way) from the nearest CPLED site.

Providing this information is voluntary. Such information (as with all personal information) is kept in the strictest confidence.

### *Accommodation*

Accommodation refers to the process of making alterations to the delivery of the CPLED Program so that it becomes accessible to more people, including persons with disabilities.

There is no specific time limit for making a request for accommodation. To give effect to a request, however, the request must be received within a reasonable period of time, bearing in mind the nature of the accommodation sought. Whenever possible, students are encouraged to raise potential accessibility issues during the registration process.

Accommodation requests must be supported by evidence that the student has a ground for accommodation. The documentation requirement is not intended to create additional challenges for the student, but to ensure that accommodations are only granted when appropriate (to preserve fairness for all students). In many cases, evidence takes the form of medical documentation (e.g. a note or report from a physician, psychiatrist, psychologist, counsellor, or other professional). In some cases, other evidence suffices (e.g. a CNIB card as evidence of visual impairment). The Director reviews the evidence to determine whether an accommodation can be granted; the Director does not assess the disability, but only the sufficiency of the evidence provided in support of the request.

Students requesting accommodation are not requesting to be relieved of their responsibility to develop the essential competencies expected of all students. To protect both students and the integrity of the program, all students (regardless of accommodation) must still meet all requirements and participate in all essential program components.

LESA works directly with each student to develop an individualized plan, considering a range of environmental, instructional, and assessment conditions. Both the student and LESA are responsible for working towards a successful accommodation strategy.

Once an accommodation strategy is identified, LESA follows up with the student (typically by letter sent via email, unless another method of communication is requested) with the proposed accommodation plan. The student is asked to confirm whether the proposal addresses the relevant concerns and to identify if anything has been missed. Once the plan is complete, relevant portions are then communicated, on a need-to-know basis, to those involved in delivering the CPLED Program.

### Absences

Attendance at face-to-face CPLED sessions is mandatory for all students. Successful completion of the CPLED Program requires attendance and participation (rule 60(2)(a)). Students are expected to be available for the entirety of a face-to-face session.

Sometimes, however, circumstances arise that are beyond a student's control. Such circumstances might include an illness or medical condition, religious conviction, domestic affliction or bereavement, or other special or unusual circumstance. If such circumstances result in a conflict with a face-to-face session, students are encouraged to apply for an excused absence.

An application to be excused from the requirement of attendance and participation is to be made and addressed in accordance with the Articling Handbook (rule 62). If a student requests to be excused from the requirement of attendance and participation, he or she may apply to the Director. Absences may only be excused with the approval of the Director, with or without conditions (Articling Handbook). The Director's decision is final (rules 64.1(2)(a)).

Where no application is received, or where the request is denied, the Director may indicate by notation on the Statement of Grades that a student did not attend and participate as required by rule 60(2)(a).

To obtain approval to be absent from any part of the CPLED Program, students should complete an *Application for an Excused Absence* form and submit it to LESA.

If a student would miss a substantial portion of a face-to-face session, or would miss the competency evaluation, the student must instead complete an *Application for a Deferral* form.

**Note:** Involvement in other work, regardless of its nature, does not constitute adequate reason for non-attendance, failure to participate, or failure to satisfactorily complete CPLED Program requirements. Students should not schedule work meetings, court appearances, or other firm-related activities during this time. Students are not granted an excused absence for these types of matters.

*Application for an Excused Absence* forms are available online at [LESA.org/CPLED](http://LESA.org/CPLED) or by contacting LESA directly. See the "Contact" section for relevant contact details.

### Deferrals

Students must comply with all deadlines and timelines. Sometimes, however, circumstances arise that are beyond a student's control. Such circumstances might include an illness or medical condition, religious conviction, domestic affliction or bereavement, or other special or unusual circumstance. If a student cannot complete a module or competency evaluation due to such circumstances, he or she may apply to the Director for a deferral.<sup>4</sup>

Students must generally apply for a deferral on or before the scheduled date of the requirement. Deferral applications must be made and addressed in accordance with the Articling Handbook (rule 62). Students should complete an *Application for a Deferral* form and submit it to LESA.

Within seven days of the student's application, the application must be supported by evidence satisfactory to the Director that the student is suffering from illness or other circumstances that materially contributed to his or her inability to complete the requirement (Articling Handbook).

The Director may grant a deferral to a time and place determined by the Director and within a reasonable time of the original requirement (Articling Handbook). Where no application is received or the Director is not satisfied that the application is adequately supported by evidence, the Director may rule that the student stands failed in the requirement (Articling Handbook). There is no appeal from the Director's decision regarding deferrals (rule 62). LESA notifies a student of the Director's decision by email within 10 business days of receipt of all supporting documentation.

**Note:** A belated request for a deferral (one made after the time of the requirement) is not accepted except in the limited circumstances in which the student is able to show objectively that his or her judgment (at the time of the requirement) was impaired to such an extent that he or she was unable to know that a deferral should have been requested. Generally, this determination is only made on the basis of medical, psychiatric, or psychological evidence.

*Application for a Deferral* forms are available online at [LESA.org/CPLED](http://LESA.org/CPLED) or by contacting LESA directly. See the "Contact" section for relevant contact details.

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<sup>4</sup> If a student cannot complete an entire module, due to serious illness or other extraordinary circumstances beyond the student's control, he or she can also apply to the Director for a deferral of an entire module. Deferral applications must be made on or before the scheduled date the module is set to open.

### *Scheduling requests*

Students are expected to be available for the entirety of a CPLED face-to-face session. During certain portions of the face-to-face sessions, however, students may only be scheduled to attend for part of a day (e.g. for a learning exercise or competency evaluation). Students are not generally advised of these schedules until the day before the scheduled exercise or evaluation.

Individual requests to be scheduled at a particular time are considered in limited cases:

- Requests *are* considered in cases of serious illness, bereavement, or extraordinary circumstances beyond the student's control;
- Requests *may be* considered in cases of travel conflicts for out-of-town students to attend a scheduled face-to-face session (e.g. flight times, driving time, etc.); and
- Requests *are not* considered in cases of conflicting work or personal travel plans.

Students can contact LESA's Student Coordinator to discuss scheduling requests. See the "Contact" section for relevant contact details.

### *Withdrawals*

A student who wishes to withdraw from the CPLED Program may apply to the Director. For students who have not yet commenced the CPLED Program, an *Application to Withdraw* is not required; they may simply request to cancel their registration.

A student who withdraws from the CPLED Program is eligible for a *pro rata* refund of tuition. The tuition refund is calculated based on the number of modules (out of 10) to which the student has not yet been provided access. Other fees (such as late registration fees) are non-refundable.

If a student commences the CPLED Program (i.e. receives access to any module's materials, learning exercises, or competency evaluation) and thereafter chooses to withdraw from the CPLED Program, the student has attempted the CPLED Program. If a student re-applies to the CPLED Program in a subsequent year, the student must repeat the entire CPLED Program, unless the Law Society of Alberta directs otherwise.

Rule 63(2) provides that a student who has not successfully completed the CPLED Program after attempting to do so a second time (a) is deemed to have demonstrated incompetence; (b) may not repeat the CPLED Program; and (c) will have their registration as a student-at-law terminated.

If a student is considering withdrawing is due to an illness or medical condition, religious conviction, domestic affliction, bereavement, or other special or unusual circumstance, he or she may have grounds for a deferral. Contact LESA for details. See the “Contact” section for relevant contact details.

*Application to Withdraw* forms are available online at [LESA.org/CPLED](http://LESA.org/CPLED) or by contacting LESA directly. See the “Contact” section for relevant contact details.

### Concerns and complaints

If a student has a concern or complaint, he or she is encouraged to contact LESA’s Student Coordinator. If the concern or complaint is not resolved to the student’s satisfaction, the matter can be escalated to the Director. See the “Contact” section for contact details.



## RESOURCES FOR CPLED STUDENTS

During the CPLED Program, students take responsibility for their own learning. Students do this by:

1. reading and understanding the *Rules of the Law Society of Alberta*, the *Articling Handbook*, the *Articling Manual*, this *Guide*, and communications throughout the year,
2. effectively managing time to meet demands of both articling and the CPLED Program,
3. accessing available resources, including those provided by the Law Society of Alberta, LESA, and the Canadian Centre for Professional Legal Education,
4. managing stress in a healthy manner, and
5. knowing when to seek help and obtaining it.

Many resources are available to support students during the CPLED Program, some of which are listed in this section. This list of resources is not exclusive. Students should not feel limited to the resources listed here nor to resources provided to them during the course of the CPLED Program.

### CPLED student resources

In addition to basic information about articling and the CPLED Program (including *Rules of the Law Society of Alberta*, *Articling Handbook*, *Articling Manual*, and this *Guide*), all students have access to the following resources:

- online module-specific resources, through D2L in the Background Readings and Learning Exercises sections,
- competency-based resources available through the D2L CPLED Library, including skills and how-to materials,
- complimentary access to the online LESA Library, and
- complimentary access to various LESA online self-study modules, including Code of Conduct and Alberta Lawyers' Assistance Society (Assist).

Answers to frequently asked questions (FAQs) are also posted on D2L; to access the FAQs in D2L, click on the "Course Materials" dropdown menu.

### External resources

Other resources students may want to use during the CPLED Program include their legal text books, law school materials and notes, law journals and legal news updates (print or electronic), Alberta Law Reform Institute Reports, and other resources from law libraries. The following websites (accessible to all CPLED students) may also be useful:

- Alberta Courts ([albertacourts.ab.ca](http://albertacourts.ab.ca))
- Alberta Lawyers' Assistance Society ([albertalawyersassist.ca](http://albertalawyersassist.ca))
- Alberta Queen's Printer ([qp.alberta.ca](http://qp.alberta.ca))
- Canadian Bar Association – Alberta Branch ([cba-alberta.org](http://cba-alberta.org))
- Canadian Centre for Professional Legal Education ([cpled.ca](http://cpled.ca))
- CanLII ([canlii.org](http://canlii.org))
- the CPLED D2L site ([cpled.desire2learn.com](http://cpled.desire2learn.com))
- Government of Alberta ([alberta.ca](http://alberta.ca))
- Government of Canada ([canada.gc.ca](http://canada.gc.ca))
- LSA ([lawsociety.ab.ca](http://lawsociety.ab.ca))
- LESA ([LESA.org](http://LESA.org))
- LESA's online classroom ([courses.lesaonline.org](http://courses.lesaonline.org))
- Online LESA Library ([library.lesaonline.org](http://library.lesaonline.org))
- Pro Bono Law Alberta ([pbla.ca](http://pbla.ca))
- Supreme Court of Canada ([scc-csc.ca](http://scc-csc.ca))

Students should remember that LESA's Student Coordinator, learning group facilitators, law librarians, principal, Law Society of Alberta Practice Advisors, and the Law Society of Alberta's Membership Services department are also valuable resources during their articling year.

### Alberta Lawyers' Assistance Society (Assist)

Balancing the demands of articling and the CPLED Program can be challenging for students. Part of making a successful transition from law school to practice is learning how to manage stress in a healthy manner and knowing when to get outside help. Students who are feeling stressed or overwhelmed are encouraged to contact the **Alberta Lawyers' Assistance Society (Assist)**. Students should not wait until an issue is affecting their performance; Assist can help students address challenges proactively, setting them up for long-term success.

Assist is a charitable society providing help to lawyers, law students, and their families with personal issues. Assist is completely **independent** from the Law Society of Alberta, LESA, and CPLED. Assist offers **free, confidential** services including:

- **Professional counselling.** Assist provides up to four hours of professional counselling to articling students and their families. This time is given to each family member, per issue, per year, so that problems can be assessed and referrals made to long-term sources of help, if necessary.
- **Peer support.** This is a peer support program of lawyers helping lawyers. The goal is to develop a relationship of trust and confidentiality with another lawyer who relates to your experiences, providing encouragement and hope.
- **Resources.** Assist offers information on various topics such as Career & Education, Physical & Mental Health, Work-Life Balance, and Overcoming Addictions.

Students should call Assist if they are experiencing:

- Stress
- Anxiety
- Depression
- Fatigue
- Anger
- Burnout
- Irritability
- Lack of focus
- Relationship difficulties
- Family or parenting issues
- School and work problems
- Career dissatisfaction/transition
- Alcohol, drug or other abuse and addiction issues
- Time management challenges
- Financial/debt issues
- Any other personal issue

For immediate help, call **1.877.498.6898** (toll free) from anywhere in Alberta. For more information on Assist's services and to access online resources, visit **albertalawyersassist.ca**.

## CONTACT

For up-to-date information about the CPLED Program in Alberta visit [LESA.org/CPLED](http://LESA.org/CPLED) or contact LESA at:

CPLED Alberta c/o Legal Education Society of Alberta  
2610 – 10104 103 Avenue, Edmonton, Alberta T5J 0H8  
Phone: 780.420.1987  
Toll free (Alberta): 1.800.282.3900  
Fax: 780.425.0885

Students may have questions or encounter issues related to the CPLED Program. **Students' primary point of contact is the Student Coordinator.**

For questions about:	Contact:	At:
General CPLED information, submitting forms, or other issues not listed below	Craig Edhart, Student Coordinator	via D2L to <a href="#">abcedhart</a> by email to <a href="mailto:craig.edhart@lesa.org">craig.edhart@lesa.org</a> by phone to <a href="tel:780.969.3554">780.969.3554</a>
Face-to-face modules (while onsite)	Hilary Tanasichuk, Face-to-Face Coordinator	Onsite Office
Online modules	Assigned learning group facilitator (see list in D2L)	See D2L Discussion Board
D2L technical issues	CPLED Technical Assistance	via D2L to <a href="#">D2L_admin</a> or by email to <a href="mailto:cpled.support@lawsociety.ab.ca">cpled.support@lawsociety.ab.ca</a>
Concerns or complaints not resolved by the Student Coordinator	Jennifer LC Flynn Director, CPLED Alberta	<a href="mailto:jennifer.flynn@lesa.org">jennifer.flynn@lesa.org</a>

For urgent matters outside of regular business hours, students may also contact emergency CPLED Support at [CPLED.Support@lesa.org](mailto:CPLED.Support@lesa.org).

LESA staff and contractors strive to respond to concerns by the next business day. Patience and courtesy is appreciated.

**Note:** Successful completion of the CPLED Program requires students to conduct themselves with professional integrity. All communication with LESA staff, facilitators, evaluators, and other students is expected to be professional and courteous in both tone and content.

## APPENDIX A: GETTING STARTED IN D2L

1. **Perform a system check.** This step is available at the D2L login screen before entering a username and password.
2. **Log in.** Once students complete the System Check and follow any recommendations to optimize their system for D2L, they are ready to enter the username and password that was emailed to them. The usernames and passwords ARE case sensitive.
3. **Explore D2L.** From here, students can choose to enter the course and start exploring the rest of D2L, the CPLED material and any modules that are open.



### Troubleshooting

A small number of students each year experience issues accessing D2L. Typically, the issues revolve around technical issues outside D2L. Most often, the issues are resolved by:

1. Checking firm or personal computer firewall or security settings to ensure that they are permitting access and communication to and from the CPLED D2L site,
2. Having firm IT check that work computers permit access to and communication with the CPLED site (and in particular, uploading assignments),



3. Checking that popup blockers are “off” for the CPLED site,
4. Using recommended browsers and browser versions for the CPLED site or changing browsers to access the site,
5. Ensuring that if email or other notifications are forwarded to non-D2L email, that responses are only sent from within D2L (D2L does not “route” external email responses; they simply are not received by the recipient, but notification of that may not be received for 1 to 2 days),
6. Checking to see whether there are variations needed between PC and Mac computers, if going between them, and
7. Contacting technical support (see “Contact” section) if issues persist.

Note that inside D2L, the first screen has a link to “Getting Started” which gives students more options to deal with Computer setups, browsers, firewalls, and related issues.

## APPENDIX B: SUBMISSION PROTOCOL

Students must comply with the following requirements when submitting online assignments and competency evaluations to the D2L Dropbox. Failure to meet all elements of this Submission Protocol may result in a submission being rejected, feedback not being provided on an assignment (or portions of it), and/or a grade of CNYD on a competency evaluation.

### Formatting requirements

1. Use Arial font (not Arial Narrow) or Times New Roman.
2. Use a minimum of 11-point font.
3. Use 1.5 line spacing.
4. Make all four margins at least one inch.
5. Number the pages.
6. Put citations in the text of the submission, not in a footnote or endnote.
7. Do not exceed any specified maximum length for the submission.

Note that explanatory emails or comments in the D2L Dropbox are not considered or read as part of a submission; only the document in the Dropbox is read.

### Saving and naming requirements

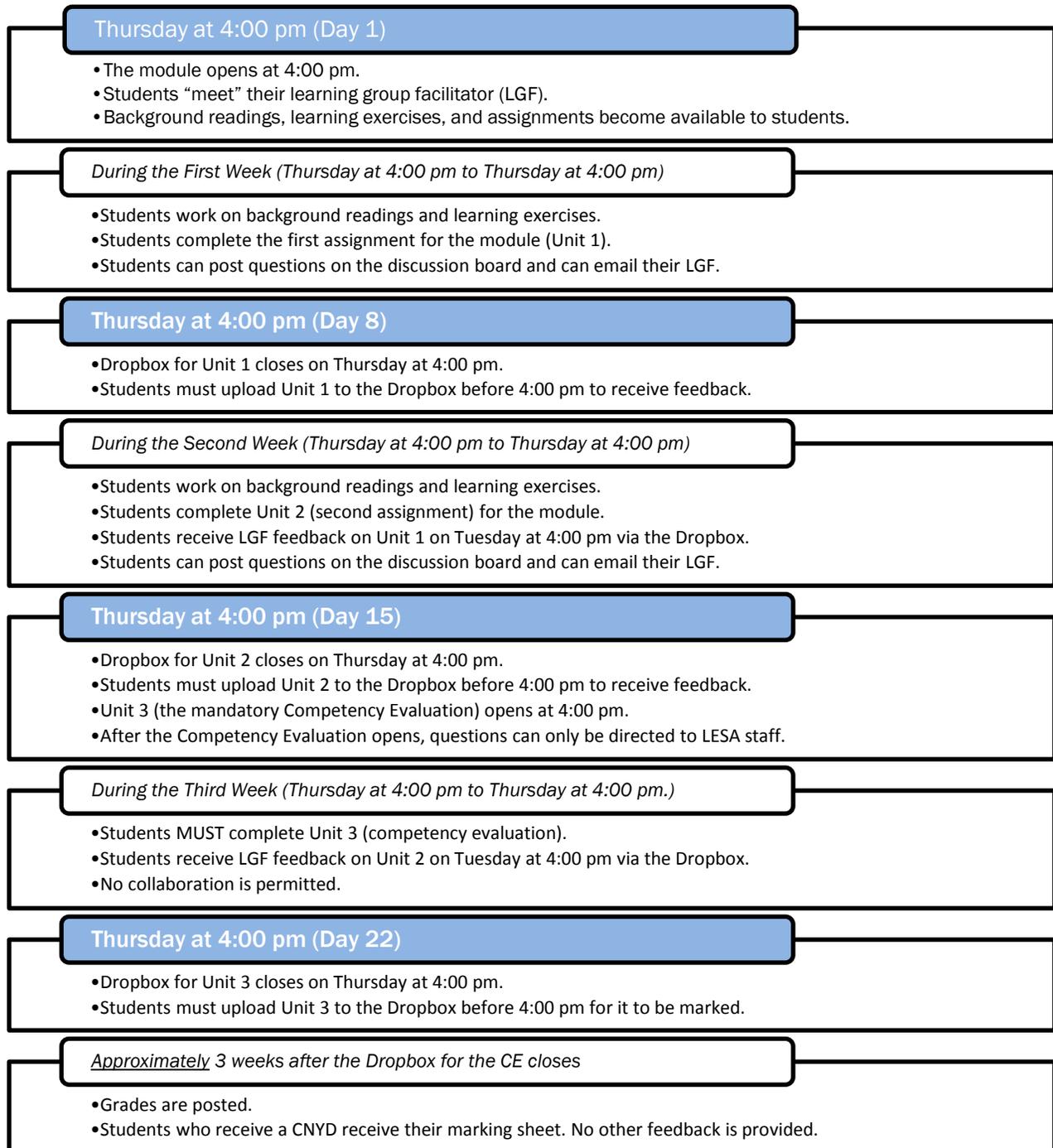
1. Save submissions in Word (.doc, .docx) or in Rich Text Format (.rtf).
2. Put a header on each page with the required file name (e.g. Smith\_Jane\_DP\_U1) using a minimum 8 -point font for the header.
3. Use the following file-naming protocol for submissions:

Last Name\_First Name\_Module\_U# (or CE)

### Examples (using Jane Smith):

Module & Unit Submission #	Sample File Name
Drafting Pleadings – Unit 1 Assignment	Smith_Jane_DP_U1
Legal Research & Writing – Unit 2 Assignment	Smith_Jane_LRW_U2
Written Advice & Advocacy – Competency Evaluation	Smith_Jane_WAA_CE

## APPENDIX C: SAMPLE ONLINE MODULE TIMELINE



# A

## INDEX

### A

Absences, 35  
 AC. See Assessment criteria  
 Accommodation, 34  
 Acronyms, 1  
 Admission requirements. See Applying to the CPLED Program  
 Alberta Lawyers' Assistance Society. See Assist  
 Appeals, 26  
 Application, 9  
 Applying to the CPLED Program, 9  
 Assessment criteria, 20  
 Assignments, 14  
     Feedback, 17  
 Assist, 41  
 Attendance  
     Mandatory, 13  
 Attire, 13

### B

Background readings, 16  
 Behaviour, 13

### C

Canadian Centre for Professional Legal Education, 1, 6  
 CD. See Competency demonstrated  
 CE. See Competency evaluation  
 CNYD. See Competency not yet demonstrated  
 Collaboration, 30  
 Competency demonstrated, 20  
 Competency evaluations, 17, 19, 30  
 Competency not yet demonstrated, 20  
 Competency-based approach, 19  
 Completing the CPLED Program, 25  
 Contact information, 42

### D

D2L, 14, See Desire2Learn  
 Deadlines  
     Application deadline, 10  
     Module commencement deadline, 10  
     Online submission deadline, 14, 30  
     Program commencement deadline, 10  
     Tuition deadline, 10  
 Dealing with stress. See Assist  
 Deferrals

    Applying for a deferral, 36  
     Late request, 36  
 Demonstrating competency, 19  
 Desire2Learn, 14, 43  
     Troubleshooting, 43  
 Developing competencies, 22  
 Director, 1, 26, 29, 36  
 Drafting Contracts. See Online modules  
 Drafting Pleadings. See Online modules

### E

Evaluators  
     Face-to-face evaluators, 13  
     Online evaluators. See Learning group evaluator  
 Exchange of information, 32, 33  
 Expulsion, 29

### F

Facilitators  
     Face-to-face facilitators, 13  
     Online facilitators. See Learning group facilitator

### G

Gradebook, 23  
 Grading scale, 20, 21

### I

Interviewing & Advising. See Face-to-face modules

### L

Law Society of Alberta, 6  
 Learning exercises, 16, 17  
 Learning group evaluator, 16  
 Learning group facilitator, 16  
 Learning management platform. See Desire2Learn  
 Legal Education Society of Alberta, 6  
 Legal Research & Writing. See Online modules  
 LESA. See Legal Education Society of Alberta  
 LGE. See Learning group Evaluator  
 LGF. See Learning group facilitator  
 Locker, 18

## M

Marking, 23  
 Marking rubric. See Grading scale  
 Missed modules, 10

## N

Negotiations. See Face-to-face modules

## O

Online Modules, 14  
   Incomplete submissions, 30  
   Late submissions, 30  
   Sample timeline, 46  
 Oral Advocacy. See Face-to-face modules

## P

Peer support. See Assist  
 Practice Fundamentals. See Face-to-face modules  
 Practice Management. See Online modules, See Online modules  
 Professional counselling. See Assist  
 Professional integrity, 28  
*Professional Integrity Policy*, 28  
 Professional Responsibility. See Face-to-face modules  
 Program requirements, 11  
 Punctuality, 13

## R

Repeating the CPLED Program, 26  
 Reserve period, 24  
 Resources for CPLED Students, 39

## S

Schedule  
   Face-to-face schedule, 12  
   Online module schedule, 14  
   Scheduling request, 37  
 Statement of grades, 25  
 Student conduct, 27  
 Student contact information, 32  
 Student-at-law status, 10  
 Submission protocol, 45  
   File naming, 45  
   Formatting requirements, 45  
 Supplemental competency evaluations, 24  
 Suspension, 29

## T

Trust Accounting Fundamentals, 25  
 Tuition, 9

## W

Withdrawals, 37  
 Written Advice & Advocacy. See Online modules