



The following Motions and Documents were considered by the GFC Committee on the Learning Environment at its Wednesday, December 02, 2020 meeting:

Agenda Title: **Proposed Revisions to the Conduct of Examinations Section of the University Calendar**

CARRIED MOTION:

THAT the GFC Committee on the Learning Environment recommend to the GFC Executive Committee proposed revisions to the Conduct of Examinations Section of the University Calendar, as contained in Attachment 1, as amended, and to take effect upon final approval by GFC.

FINAL Item 4

Governance Executive Summary
Action Item

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| Agenda Title | Proposed Revisions to the Conduct of Examinations Section of the University Calendar |
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Motion

THAT the GFC Committee on the Learning Environment recommend to the GFC Executive Committee proposed revisions to the Conduct of Examinations Section of the University Calendar, as contained in Attachment 1, as amended, and to take effect upon final approval by GFC.

Item

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| Action Requested | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation |
| Proposed by | Dr. Tammy Hopper, Vice-Provost (Programs) |
| Presenter(s) | Dr. Tammy Hopper, Vice-Provost (Programs) Carlo Dimailig, University Calendar Editor, Office of the Registrar |

Details

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| Office of Administrative Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (<i>please be specific</i>) | To revise the Conduct of Examinations section of the University Calendar. |
| Executive Summary (<i>outline the specific item – and remember your audience</i>) | <p><u>Issue:</u></p> <p>The University Calendar sections related to Examinations is in need of revision to reflect our current context of remote delivery of courses and online assessment.</p> <p><u>Background:</u></p> <p>The University Calendar regulations establish standards for evaluation practice, including in a remote delivery context. In particular, they indicate:</p> <ul style="list-style-type: none"> • Academic standards for weighting of term work and final exams • Regulations for scheduling and conducting final exams <p><u>Considerations:</u></p> <p>The regulations are being revised to reflect the contemporary learning environment including remote delivery and an online assessment environment. Instructors and students need clarity around these regulations. Of particular importance is the section on <i>Conduct of Examinations</i>. This section currently reflects in person examination regulations only.</p> |
| Supplementary Notes and context | <This section is for use by University Governance only to outline governance process.> |

Engagement and Routing (Include meeting dates)

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| Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) | <p><u>Those actively participating:</u></p> <p>Vice-Provost (Learning Initiatives)</p> <p>Vice-Provost (Programs)</p> <p>Portfolio Initiatives Manager (Office of the Provost)</p> <p>Melissa Padfield (Vice-Provost and University Registrar)</p> <p>Mike McGregor (Vice-Provost, IST)</p> |
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| <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p> | <p>Helen Vallianatos (Vice-Dean, Dean of Students Office) Kate Peters (GFC Secretary) Carlo Dimailig, University Calendar Editor, Office of the Registrar GFC CLE GFC Executive Committee GFC</p> |
| | <p><u>Those who have been consulted:</u> Faculty of Graduate Students and Research Students' Union Graduate Students' Association Public Health Response Team, Sub-Committee on Academic Impacts Program Support Team (PST) (Undergraduate and Graduate) Council on Student Affairs (COSA) GFC CLE GFC</p> |
| | <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • |
| <p>Approval Route (Governance) (including meeting dates)</p> | <p>GFC CLE, December 2, 2020 GFC Executive Committee, January 11, 2020 GFC, January 25, 2020</p> |

Strategic Alignment

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| <p>Alignment with <i>For the Public Good</i></p> | <p>GOAL: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> | | |
| <p>Alignment with Core Risk Area</p> | <p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table> | <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure | <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success |
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| <p>Legislative Compliance and jurisdiction</p> | <p>Post-Secondary Learning Act (PSLA) GFC CLE Terms of Reference GFC Executive Committee Terms of Reference GFC Terms of Reference University Calendar UAPPOL Assessment and Grading Policy</p> | | |

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| | UAPPOL Grading Procedure UAPPOL Consolidated Final Exams Procedure UAPPOL Duty to Accommodate Procedure |
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Attachment:

1. Proposed Revisions to the Conduct of Examinations Section of the University Calendar

Prepared by: Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), apatrick@ualberta.ca; Carlo Dimailig, University Calendar Editor, Office of the Registrar, carlo@ualberta.ca

Academic Regulations

Examinations (Exams)

Term exam - any written or oral exam, test or quiz (other than a final exam) which is scheduled as part of the term work of a course.

Final exam - summative examination administered to students in a course at the end of the term in which the course is offered.

Examinations - General

There is no requirement by General Faculties Council that the final examination be taken in order to obtain credit. Faculties are permitted to make their own regulations in this regard. Final examinations should only be used if they are necessary to evaluate the student's achievement of stated learning outcomes for the course. See the Assessment and Grading Policy for additional information on guiding principles for formative and summative assessments.

Conduct of Exams

Note: Conduct which violates the rules of conduct for exams may also violate the Code of Student Behaviour. Amendments to the Code of Student Behaviour occur throughout the year. The official version of the Code of Student Behaviour, as amended from time to time is housed on the University Governance website.

Enforcement of the regulations in the Conduct of Exams section are bound by the Discrimination Harassment and Duty to Accommodate Policy and associated procedures, and are subject to exceptions in cases of accommodation. -The Academic Success Centre is the office responsible for providing specialized support and accessibility services, and is guided by the mandate of the University of Alberta's Policy for Students with Disabilities.

In this section, "term exam" is used to refer to any written or oral exam, test or quiz (other than a final exam) which is scheduled as part of the term work of a course.

4. — **Student Identification:** Students taking exams in person (i.e., physically in person on the University of Alberta campuses) and online (i.e., remotely via teleconference) ~~writing exams are required to confirm their identities by providing their student ID numbers and signatures and by presenting their student ID cards (ONEcard) or other acceptable identification. Students who are unable to present valid identification at the time of the exam will not be permitted to take the exam. For physical in-person examinations, instructors are advised to circulate an attendance sheet and verify student ID numbers and signatures.~~ present satisfactory identification at the time of the exam will be permitted to write the exam, but will be required to present themselves with acceptable photo identification to the instructor of the course within two working days of the exam and may be required to provide a sample of their handwriting. Failure to provide proper identification will result in a mark of zero for the exam. Instructors are advised to circulate an attendance sheet at all exams.

1. —

- **Permitted References and Aids:** Only those items specifically authorized by the instructor may be brought into the exam facility. The use of unauthorized personal listening, communication, recording, photographic and/or computational devices is strictly prohibited.

2.

~~1.—**Registration:** Students may not be present in an exam or write an exam in a course section in which they are not registered.~~

3.

~~2.—**Arriving and Leaving:** Students must arrive at the specified time to take the exam. Once the exam has started, students must remain in the physical in-person or remote environment for at least 30 minutes. Students who arrive 30 or more minutes late for the scheduled start of the exam, whether physically in-person or remotely, will not be permitted to take the exam and may apply for a deferred examination. Students may not enter the exam area after the first half-hour has elapsed, and they may not leave the exam area until one half-hour has elapsed.~~

4.

~~3.—**Communications:** During the exam, all communications should be addressed to the instructor or exam proctor. Students will not, under any circumstances, or by any means, communicate with other students in the exam environment, or share any part of the examination, leave their answers exposed to view, or in any way share with others any part of the examination. During the exam, all communications should be addressed to a supervisor. Students should not, under any circumstances, speak to or communicate with other candidates or leave their answer papers exposed to view.~~

5.

~~—**Brief Absence from an Exam:** Students who need to use the washroom during a physical in-person exam must leave their exam materials in the custody of a supervisor and retrieve them upon their return. In a remote exam environment, the student must notify the instructor or proctor of the need to leave the exam and suspend work on the exam during that period. visit the washroom during an exam must leave their papers in the custody of a supervisor and retrieve it upon return.~~

6.

~~4.—**Cancellation of Paper During Exam:** If a student suddenly is unable to finish the exam due to unexpected medical or physical circumstance, or similarly disruptive event, the student must inform the instructor or proctor immediately, submit the unfinished exam, and request that the exam be cancelled. If a student becomes incapacitated because of illness or receives word of domestic affliction during the course of an exam, the student should report at once to the Supervisor, hand in the unfinished paper, and request that it be cancelled.~~

Students may provide supporting documentation by way of a form from the student's Faculty or a statutory declaration. Medical notes cannot be required. In cases other than illness, adequate documentation must be provided. For more information, contact your faculty or visit What to do when you are sick (students) on the office of the Registrar website.

~~5.—For final exams, the student must provide documentation and apply to their Faculty for a deferred exam within two working days following the cancelled final exam or as soon as the student is able, having regard to the circumstances underlying the cancellation. Students should consult their Faculty for detailed information on requirements. Also see Absence from Final Exams for details.~~

~~6.—For other exams, instructors may use their discretion to request supporting documentation. The student must contact the instructor within two working days of the exam or as soon as the student is able, having regard to the circumstances underlying the cancellation and present supporting documentation to the instructor if requested.~~

7.

~~Requests to cancel and reschedule an exam that has already been written and submitted will not be considered. However, students may apply for a deferred examination under extenuating circumstances. A student who requests a deferred examination citing extenuating circumstances that are later determined to be false will be liable under the Code of Student Behaviour. Should a student write an exam, hand in the paper for marking, and later report extenuating circumstances to~~

~~support a request for cancellation of the paper and for another exam, such request will not be entertained. Any student who requests a cancellation of their paper and subsequently applies for or obtains an excused absence by making false statements will be liable under the Code of Student Behaviour.~~

8. **End of Exam:** When the signal is given to end the exam, students must promptly cease writing. If a student does not stop at the signal, the instructor has the discretion either not to grade the exam paper or to lower the grade on the examination.