

Procedures for: “Course-based Assessment Policy”

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The University of Saskatchewan [Policy on Course-based Assessment of Student Learning](#) describes the intent of assessment processes at the university. It clarifies roles of the university, colleges and schools, departments, educators and students in the assessment process and describes the university’s beliefs and intent related to assessment. The procedures outlined in this document are designed to describe how these roles and beliefs are practiced and include details about specific actions related to assessment.

Colleges and schools have responsibility for, and must maintain, their own assessment procedures consistent with the University of Saskatchewan Assessment Policy and these assessment procedures.

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1. Grading Systems

1.1 Multiple Grading Systems

Colleges and schools may choose to use either conventional and/or competency-based assessment structures and must detail the expectations of the structure in their procedures and processes in the *University Catalogue*. These college procedures must be communicated to the Registrar's Office. Assessment structures must be clearly communicated in the syllabus for each class or common program documentation, and students and faculty must achieve common understanding about the type of assessment being used and what is expected.

Grade modes must not change once registration in a particular class has begun. All sections of a given course must adhere to the one consistent system of assessment, either a conventional grading system or a competency-based one.

1.2 Weighting

Students should have sufficient opportunity for timely practice and feedback that supports improvement during the class. Accordingly, some activities may be graded, and others may not be, and students should know what is being graded.

Students should have clear information about how graded work is weighted. In courses with conventional grading structures, educators will communicate how much each assessment contributes to the overall grade. In courses with competency-based structures, educators will communicate how much each outcome is worth and which assessments are related to each outcome. Regardless of the method, the relevant weight should be specified in the class syllabus, so students are able to clearly determine how to direct their learning efforts.

1.3 Grade Descriptors for Conventional Grading

The university's implementation of the percentage system for reporting final grades was approved by University Council in 1986. Grading systems are within the purview of each college or school but must be communicated to the Registrar's Office. When a conventional assessment system is used in undergraduate programs, bands of performance (called the literal descriptors) should be referenced to situate expectations for assessments relative to the literal descriptors, making the resulting grades a more reliable indication of performance. Grades will not be recalculated to create a curved distribution in the final grades of the students in the course, except where granted in college procedures to fit established disciplinary practices.

The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows for all undergraduate programs using a conventional grading mode. The College of Graduate and Postdoctoral Studies grading system is outlined in the [University Catalogue](#).

1.3.1 Literal descriptors for undergraduate courses

Percentage assessment for undergraduate courses is based on the literal descriptors, below, to provide consistency in grading among colleges. The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

90-100 Exceptional

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter
- an ability to make insightful critical evaluation of the material given
- an exceptional capacity for original, creative, and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89 Excellent

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter
- an ability to make sound critical evaluation of the material given
- a very good capacity for original, creative, and/or logical thinking
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

70-79 Good

A good performance with evidence of:

- a substantial knowledge of the subject matter
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques
- some capacity for original, creative, and/or logical thinking
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner.

60-69 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material
- a fair understanding of the relevant issues
- a general familiarity with the relevant literature and techniques
- an ability to develop solutions to moderately difficult problems related to the subject material
- a moderate ability to examine the material in a critical and analytical manner.

50-59 Minimal Pass

A barely acceptable performance with evidence of:

- a familiarity with the subject material
- some evidence that analytical skills have been developed

- some understanding of relevant issues
- some familiarity with the relevant literature and techniques
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

<50 Failure

An unacceptable performance.

1.4 Grading Based on Criteria in a Competency-Based Approach

In a competency-based approach, students will be graded relative to course outcomes. The grade will reflect the degree to which each student demonstrated the criteria for success on each outcome or competency. When a competency-based system is used, detailed information on the degree of success, including multiple attempts, generate the reliable indication of performance. The goal of the system is to have as many students demonstrate competency as possible, and the literal descriptors need not be used. A competency-based approach may utilize a scale that is not 1-100, and may include a pass-fail approach, or credit/no-credit. A straight average of all attempts is not typically used in competency-based grading, but detailed common scales are, and they improve inter-rater reliability. Grades reported to the Registrar's Office must be either a mark out of 100, a pass/fail, or a credit/non-credit.

2. Generating Official Grades**2.1 Reporting Grades**

The colleges and schools and the university as a whole share responsibility for reporting grades.

2.1.1 University

- The Registrar's Office will record and report final grades in all classes according to the grade descriptors outlined above, unless an exception has been approved by University Council because the class uses neither a conventional nor competency-based reporting structure.
- All student grades in all classes must be reported in a timely manner, according to procedures established by the registrar and documented in these procedures.

2.1.3 College

- Each college has the responsibility for ensuring, at the beginning of each class, that students are familiar with the assessment procedures and their application to the literal descriptors.
- Unless approved by the college, all sections of a given course must adhere to the same system of assessment.
- In competency-based systems, colleges have the responsibility for maintaining records of additional information about degree of student competency for accreditation or program evaluation purposes.

All student grades must be reported in a timely manner, according to procedures established by the registrar. Detailed procedures may be found in the [Grade Entry and Approval Manual](#).

2.2 Grading Deadlines

Final grades should be released to students in a timely way, both for the benefit of the students and to assist university business processes such as Convocation. Final grades will be submitted and approved according to procedures established by the registrar.

2.2.1 Deadlines for final grades

Final grades in all classes are to be submitted and approved based on examination scheduling:

- If there is no final examination, no later than the end of the final examination period for standard term classes in each term.
- If there is a scheduled final examination or assessment, within five business days (including Saturday, when exams may be scheduled) after the date of the final examination.
- Final grades resulting from deferred, special deferred, supplemental, and special supplemental final examinations must be submitted within five business days after the date of the final examination.
- Open learning classes without a final examination must be submitted within five business days after the end of the class.

2.2.2 Deadlines for midterm grades in 100-level 6 credit unit courses

For the purposes of identifying and advising first-year students experiencing academic difficulty, mid-year grades in 100-level six credit-unit classes held over the Fall Term and Winter Terms are also reported to the Registrar's Office and released to students. They are to be reported to the Registrar's Office within five business days after the date of the midterm assessment or exam.

2.2.3 Exceptions and delays

- If for any reason the above deadlines cannot be met, the educator should discuss the reason for the delay with their department head, or dean (or designate) in non-departmentalized colleges. The educator will also notify both registrar and the students in the class as to the anticipated date of submission.
- Colleges which use additional or different grade approval procedures, such as using a board of examiners, should arrange a grading deadline in consultation with the registrar.
- The Registrar's Office shall notify colleges of any final grades not submitted by the grading deadlines.
- Students shall be notified of delays related to grade changes or related to any other process involving grades, including those delays related to grade disputes between a student and an educator or between an educator and a department head, or dean (or designate) in non-departmentalized college.

The registrar will communicate with educators who have not met the above deadlines and who have not notified the registrar.

2.3 Approving and Releasing Final Grades

2.3.1 University

- Only the Registrar's Office may release official final grades. The Registrar's Office will post final grades electronically as they are received.
- Final grades must adhere to the grade mode assigned to the class (see Section 3).

2.3.2 Department or College (in non-departmentalized colleges)

- Final grade submission and approval is a two-stage process, with responsibility shared between the educator, who submits the final grades, and the department head, or dean (or designate) in non-departmentalized colleges, who approves the final grades.
- If permitted in college procedures, an educator wishing to release or post any final grades unofficially, should do so confidentially. Grades should not be posted with public access.
- When final grades are approved by the department head, or dean (or designate) in non-departmentalized colleges, they will be submitted electronically according to procedures established by the registrar.
- Once submitted and approved, final grades may still be changed by the educator. Grade changes are also approved by the department head, or dean (or designate) in non-departmentalized colleges. Each college will establish a process to review grade changes using information provided by the Registrar's Office.

3. Approved Final Grade Modes

Only one of the following grade modes must be reported centrally to the registrar. Course grades will be one of:

- Pass/Fail/In Progress (P/F/IP)
- Percentage/Numeric/In Progress (0-100/IP)
- Completed Requirements/In Progress/Not Completed Requirements (CR/IP/F)

Depending on the grading system and context, the following grade alternatives may be reported:

- Audit (AU)
- [No Credit \(N\)](#) - referred to as N-grades
- Not Applicable (NA)
- [Withdrawal \(W\)](#)
- Withdrawal from Audit (WAU)
- [Aegrotat Standing \(AEG\)](#)
- In Progress (IP)
- [No Grade Reported \(NGR\)](#)

Final grades recorded as percentage units may be accompanied by the following additional grade comments as warranted:

- [Incomplete Failure \(INF\)](#)
- [Deferred Final Examination Granted \(DEFG\)](#)
- Special Deferred Final Examination Granted (SPECDEFG)
- [Supplemental Final Examination Granted \(SUPPG\)](#)
- Supplemental Final Examination Written (SUPP)
- Special Supplemental Final Examination Granted (SPECSPG)
- Special Supplemental Final Examination Written (SPECSUP)

3.1 No Credit (N grades) Grade Alternative and Grade Comment

- The N grade (No Credit) is attached to the percentage grade to show that a student has a passing grade but has not earned credit. These must be distinguished from failing grades in that a student will not have failed the class for which the N-Grade has been issued. For example, a college may issue a grade of N when a student has not mastered an “essential component” in a class. If an essential component is failed, but the final grade results in a passing mark, a notation of N (No Credit) will be attached to the percentage grade on the transcript (e.g., 72N).
- Essential components must always be identified as such on course syllabi. College promotion standards determine whether a student must successfully repeat the course.

3.2 Aegrotat Standing

In exceptional circumstances, a student may be offered Aegrotat standing (AEG) in lieu of writing the deferred or special deferred final examination, or in lieu of a final grade. Aegrotat standing can be provided when all the following criteria are met:

- The student has obtained a grade of at least 65 percent in term work in the class(es) in question (where such assessment is possible), OR there is no means of assessing term work, and the student's overall academic performance has otherwise been satisfactory.
- The educator of the class, along with the department head, or dean (or designate) in a non-departmentalized college, recommends offering AEG to the registrar.
- The registrar has been consulted and approves the AEG.
- The student's college approves awarding AEG Standing.

3.3 No Grade Reported (NGR)

If a final grade is not reported by the educator for past terms, the registrar may assign an administrative placeholder notification of No Grade Reported (NGR) in lieu of a grade. NGR can be listed on a transcript to signify that the class status has changed from ‘In Progress’ to ‘Completed,’ but with no grade reported. The NGR grade assigns no credit unit weight, final grade status, or average calculator, but is simply a stand-in used by the registrar until a final grade has been submitted and approved. Only the registrar may assign a placeholder notification of No Grade Reported (NGR). Colleges should review all NGR grades on a regular basis and determine the true final grade for the student in the class.

3.4 In Progress Final Grade (IP)

IP Grade is a placeholder grade applied to a class that spans multiple terms. The final grade, which indicates class completion and full credit is only awarded in the last term of the class. An IP grade may also be used for a class in which the final grade has not yet been determined after the completion of the class and for which other student's final grades have been determined. For more information on the use of an IP grade after a class has concluded without a final grade, see Section 5.

4. Calculating Averages

Each college is responsible for assigning credit values to courses within its academic authority, in consultation with the registrar, to ensure that consistency is maintained across the program catalogue. There are four common ways to calculate an average:

- *Weighted averages* are calculated by multiplying the grade achieved in each class by the number of credit units in the class. The sum of the individual calculations is then divided by the total number of credit units to produce the weighted average.
- *Sessional weighted averages* are calculated from classes taken in Fall Term and Winter Term.
- *Annual weighted averages* are calculated from all classes taken in a year.
- *University cumulative averages* are calculated from all classes taken at the University of Saskatchewan.
- Students should consult with their college for policies on repeating classes and non-numeric grade conversion.

Example of calculation of a student average:

Class	Grade	Credit Units	Weighted Marks
ENG 113.3	72	3	216
MATH 110.3	80	3	240
PSY 121.3	76	3	228
POLS 111.3	73	3	219
INDG 107.3	74	3	222
BIOL 120.3	70	3	210
WGST 112.3	81	3	243
CREE 101.3	85	3	255
CHEM 112.3	71	3	213
ASTR 113.3	79	3	237
TOTAL		30	2283

Weighted Average (2283/30) = 76.1%

5. Incomplete Class Work and Incomplete Fail (INF)

5.1 Grading Extensions for Incomplete Class Work

When a student has not completed work (includes any assignment or examination including the final examination) by the time of submission of the final grades, they may be granted an extension or deferred examination.

- The student must apply to the educator for such an extension and provide satisfactory reasons for the extension request.
- Extensions past the final examination date for the completion of assignments must be approved by the department head or the dean (or designate) in non-departmentalized colleges.
- Extensions should be less than thirty days, except in unusual circumstances.
- Deferred final examinations are granted as per college procedures.
- In special circumstances (under the discretion of the educator and approval by the department head or the dean, or designate, in non-departmentalized colleges) extensions may be granted until the last day to register and to drop with 100% tuition credit of the following term. After that date, consultation and approval from the registrar is required. Re-registration and associated tuition and fees may be required.

5.2 Calculating Grades when Extensions are Granted

If a grade must be submitted to the department or Registrar's Office in the interim, the educator will submit a computed percentage grade for the class which factors in the incomplete class work as a zero, along with a grade comment of INF ([Incomplete Failure](#)) if a failing grade. INF grade comment can only be used with a failing grade.

- In the case where the student has a passing percentage grade, but the educator has indicated in the class syllabus that incomplete required class work will result in failure in the class, a final grade consistent with failure* must be submitted, along with a grade comment of INF ([Incomplete Failure](#)). A student can pass a class based on work completed in the class, provided that any incomplete classwork has not been deemed mandatory by the educator in the class syllabus as per college regulations for achieving a passing grade.
- Once extended or deferred assessment is completed, the educator will submit a revised assigned final percentage grade. The grade change will replace the previous grade, and any grade comment of INF ([Incomplete Failure](#)) will be removed.

*For more information on each college's grading system, please see the University Catalogue.

6. Scheduling of Midterm and Final Assessment

6.1 Mid-term Assessments

- Students who have more than three mid-term assessments on the same day will be dealt with as special cases by their college. Colleges and schools may establish additional regulations regarding the number of mid-term assessments a student can sit in any given period of time, as mid-term examination scheduling is the responsibility of colleges and schools.
- Mid-term assessment, including mid-term examinations, shall not be scheduled outside of regularly scheduled class times or in the final assessment period, except with the approval of the college. The College of Graduate and Postdoctoral Studies is the approving authority for graduate courses.
- Any scheduling of mid-term assessments and other required class activities outside of regularly scheduled class times must be noted in the class syllabus, so that students have fair warning of such scheduling. Any resultant conflicts created by mid-term assessment activities with other classes, other registered class activities, or any other scheduled university-related business that a student may be involved in, will be accommodated at an alternative time. The educator responsible for the conflict, or the college responsible for the class, must facilitate the accommodation, in consultation with the student.

6.2 Final Assessments

Educators should consult college or school-procedures and processes when planning final assessments, including examinations.

6.2.1 Final assessment period

Centrally scheduled final examinations are scheduled by the Registrar's Office and must be scheduled during the final assessment period of the term of which the class is offered. In very unusual circumstances, the registrar may schedule such a final examination outside the final assessment period on the recommendation of the educator and department head, or dean (or designate) in a non-departmentalized college. With agreement of the college and the registrar, the college or department may assume responsibility for scheduling and administering their own final examinations/assessments. In this case, the college will assume all responsibility for administering assessments internally and the logistics thereof, while ensuring adherence to the Assessment Policy.

- For the Fall Term and Winter Term, the final assessment period shall commence on the day following the last day of lectures for that term.
- For Spring Term and Summer Term, the final assessment period shall consist of the two to three days immediately following the last day of lectures for a class.

6.2.2 Scheduling of final assessments

This section applies in cases where educators want to schedule final examinations and includes how educators should ensure they have a scheduled time.

- Educators must complete an [Exam Information Sheet](#) to indicate scheduling requests or special formats necessary for the final examination scheduled. Exam Information Sheets are available in PAWS during the week prior to and the first week of each regular term and during the two days prior to and the first two days of the spring and summer terms.
- The Registrar's Office schedules conventional, digital, and take-home final examinations.
- Classes identified as having a primary schedule type of LAB (Laboratory), PRB (Problem sessions), or TUT (Tutorial) will not be scheduled by the Registrar's Office for a final examination even if a final examination is requested.
- Once the Registrar's Office has scheduled final examinations for a term, educators wanting to change the date and/or time of their final examination must obtain the consent of all students in the class according to procedures established by the registrar, as well as authorization from the department head, or dean (or designate) in non-departmentalized colleges.

6.2.3 Duration and timing of examinations

- Centrally scheduled final examinations are scheduled for a window of two hours by default. Requests for three-hour examinations will be assessed on a case-by-case basis and accommodated in distinct examination blocks separate from the default two-hour examinations.
- Writing periods for final examinations usually start at 9am, 12noon, 3pm, and 6pm with a possible 11pm digital take home exam deadline slot.
- Writing periods for 3-hour final examinations usually start at 9am, 2pm, and 7pm with a possible 11pm digital take home exam deadline slot.
- Final assessments may be scheduled during the day or evening on any day during the final assessment period except Sundays or holidays. No final assessments are scheduled for the Saturday following Good Friday.
- Final examinations for evening classes can occur in any evening examination slot or anytime on a Saturday. Normally, common final examinations between day and evening classes can only be accommodated in an evening examination slot or on a Saturday.
- Final assessments for day classes can be scheduled in the evening. Normally, in the case of common assessment between day classes and evening classes, the final assessments will be scheduled either in the evening or on a Saturday.

Colleges may authorize final assessment of different duration or format for classes if deemed necessary for pedagogical or other similar justifiable reasons. The registrar must be consulted, and the educator may be responsible for scheduling the exam if the format cannot be accommodated within the standard exam timetable.

6.2.4 Scheduling to optimize for student success

- Final examinations (not including evening classes) may be scheduled at any time during examination periods. Until the schedule has been finalized and posted, students and educators should avoid making travel or other professional or personal commitments to optimize student success during final exams.
- The Registrar's Office will arrange the schedule so that no student writes more than two final examinations in one 24-hour period.
 - If a student has final examinations scheduled for three consecutive examination periods - such as on day one at 3pm and 6pm, and on day two at 9am - the Registrar's Office will move one of the examinations.
 - If a student has final examinations scheduled only on two consecutive examination periods, with at least one period between examination groups - such as on day one at 3 pm and 6pm, and on day two at 3pm and 6pm – the Registrar's Office will not move any of the examinations.
- Any student conflicts created by scheduling common final assessments between two or more classes will be accommodated by the educators of those classes.

6.3 Final Assessments for Online Classes

- Final assessments for online courses are assumed to occur online.
- Blended courses may have either online or in person assessments, and the Registrar's Office uses the exam information sheet to determine if an in-person examination time is requested.
- In rare situations, an in-person examination may be scheduled for an online course. Educators are encouraged to consider redesigning assessments or making use of [proctoring software](#) over requesting an online course be scheduled for an in-person examination. The [process to apply for in-person examination](#) is available in PAWS and requires both college and the registrar's approval for each class identifying each term where an exemption is requested.

7. Expectations for All Examinations

- The primary educator or instructor of record must respond to student questions about examinations promptly. Colleges shall define what prompt means in a given examination context.
- Educators, proctors and invigilators will monitor and report any instances of academic or non-academic misconduct according to the [Regulations on Student Academic Misconduct](#) and the [Standard of Student Conduct in Non-Academic Matters](#). They shall familiarize themselves with all related regulations and policies, and document immediately following suspected misconduct.
- Examinations must conform to legally-required accommodations, as per the [Duty to Accommodate](#) policy, regardless of the type of exam. Students may not be denied access to tools or conditions required for accommodation purposes.

- Students are required to confirm their identity when taking an examination. Identity can be confirmed by any of the following methods:
 - Presenting official identification (ID), including a legible University of Saskatchewan student card or government issued ID.
 - Being asked to log in with their NSID and password or answer security questions.
 - Having a photo of themselves or screenshot of the exam taken.
 - Signing an exam paper, assessment rubric, sign-in paper, or a declaration that they are the person taking a specific exam.
 - Being monitored by proctoring software.
- Failure or refusal to provide acceptable identification within two working days will result in an academic misconduct charge under the [Regulations on Student Academic Misconduct](#). Students shall follow the rules of the examination as defined by the educator, including but not limited to what resources and materials are permitted during an examination, what can be taken with them when they leave the room, and what can be accessed on devices. Students should expect that they may need to declare in writing that they have completed the examination under the conditions required by the educator, for example, without outside materials or without help. If the student refuses to cooperate with any request of the invigilator, invigilators should note the refusal when reporting.
- Students shall have no unauthorized communication of any kind while the examination is in progress. This includes failing to protect the security of their own work by leaving their examination paper exposed to view by any other student or sharing the exam's contents without explicit permission of the educator. In all cases, the student is allowed to finish writing the exam.
- If the examination is interrupted by fire alarm, power outage, or similar emergency requiring evacuation, educators and students should respond to the emergency and protect the security of the assessment. If the situation requires cancellation of the examination, it will be rescheduled by the Registrar's Office at the earliest practical date and time. In all cases, the student is allowed to finish writing the exam.

8. In-Person Examinations

8.1 Invigilation

Normally, the primary educator is expected to invigilate their own examinations. If the educator is not available, the examination should be invigilated by qualified replacements in sufficient numbers for the course size, and who are familiar with the subject of the examination. The process by which backup, replacement or additional invigilation is provided should be established by the department head or dean (or designate) in non-departmentalized colleges.

8.2 Assessment security

- Students may be required to sit at any desk or table at any time during the exam.
- Invigilators provided by the registrar in gymnasiums, for deferred examinations, for examinations accommodated by Access and Equity Services, for religious accommodation,

or by any other academic or administrative unit for any similar examination invigilation situation exercise the same authority to enforce assessment security as an educator.

- Students should not be allowed to leave the examination room until 30 minutes after the start of the examination and may be denied entrance if they arrive later than 30 minutes after the start of the examination. A student denied admission to the examination under this regulation may apply to their college for a deferred final examination, subject to consideration under the usual criteria for that college.
- Students who do not verify their identity as required, or who fail to follow rules for security during an examination, will be permitted to finish sitting the examination after any of following to ensure security:
 - Completing a [Failure to Produce Proper Identification at an Examination](#) form and having a photo taken.
 - Having belongings or devices searched while they observe, including removal of anything that does not conform to the expectations for the examination set by the educator.
 - Being recorded as they complete the remainder of an exam.
- The student shall be informed that charges may be laid under the [Regulations on Student Academic Misconduct](#) and that there is no guarantee that the examination paper will be graded if any discrepancies are discovered upon investigation during the exam or after the exam.
- Leaving the examination at any time requires the permission of the educator or invigilator. A student may be asked to sign in or out and may need to wait briefly while another student returns or use a designated washroom. A student must be allowed to access washrooms.
- A student using the opportunity to leave the room to communicate with another person or accessing a device or content to engage in unauthorized access of materials has engaged in academic misconduct.
- Students are not permitted to leave the assessment room with any paper, booklets, or any other assessment materials unless permitted to do so by the educator. The educator is also responsible for protecting assessment materials before, during and after the examination.
- Each college, school, or department has the responsibility and authority for setting additional standards for invigilation appropriate to their college or department and in compliance with university policy and federal and provincial legislation.

9. Oral/Practical Final Examinations

- The educator can determine the method of final assessment, including individual oral/practical examinations, unless the method of assessment is pre-determined by the department or college.
- A class with a final oral/practical examination shall communicate this information to the student through the class syllabus. If an exam will be recorded (e.g. audio, video), it should also be specified in the syllabus.

- Educators must identify an oral/practical exam when completing the exam information sheet. If the examination of all students can be entirely accommodated within a standard exam time slot, the Registrar's Office will schedule an exam slot and a room. If the oral/practical exam for all students cannot be accommodated within an assigned two-hour examination slot, the exam scheduling is the educator's responsibility.
- Students must have sufficient choice of times so that they do not have direct examination conflicts or three examinations in 24 hours. (e.g. a student sign-up sheet with 15-minute blocks to allow the student to determine the best time to participate). See section 6.2.4 for more information on what constitutes three examinations in 24 hours. Oral exams scheduled by the Registrar's Office will not sub-divide the exam slot into timeslots for individual students; this is the responsibility of the invigilator or educator. However, educators may contact the Registrar's Office for suggestions for suggestions on scheduling dates.
- Oral/practical examinations may be recorded by the examiner, but not the student. A student should know if a recording is being made. If an exam is recorded, the copy of the recording must be maintained for one year and must then be destroyed/erased beyond recovery.
- An oral examination does not need to give all students the same questions. Examination questions must test the same course outcomes and be of equal difficulty but may be varied to protect exam security. Educators should retain a record of the exam questions or prompts for use in challenge procedures.

10. Digital examinations

- USask digital exams are most often available through the Learning Management System, Canvas. Students should use devices that meet [current system requirements](#).
- Online classes with examinations will have online, digital examinations times scheduled and will not be assigned an examination room.
- An exemption to enable an in-person examination being scheduled for an online course is possible with approval of the college and sign off by the registrar. Educators are encouraged to consider redesigning assessment or the use of [proctoring software](#) over requesting an online course be scheduled for an in-person examination. For each class and each term where an exemption is requested, an educator must [complete an application for exemption](#). If an exemption is granted:
 - Permission must be granted before class starts and the in-person exam must be specified in the syllabus. This process must be completed before each term.
 - All information must be submitted to the Registrar's Office for final approval in order that the exam can be scheduled for a room or to assist with the Special Centre invigilation of the exam, prior to the start of class.
- In-person and blended classes may have digital exams, and this information will be identified on the exam information sheet. Digital exams for in-person and blended classes may have scheduled examination rooms if requested and when availability permits.
- When the examination is three hours or less, educators must be available for the entire length of the exam to assist with any technical issues and questions.

- The ICT Help desk will be available for help during formally scheduled exams and may be contacted by educators at 4263. For extended examination times, for example with a take-home digital examination, educators must communicate to students about how and when the educator or designate will be available to respond to questions and technical issues.
- If a student has reduced time due to technical problems, the student should inform educators of the technical issue immediately. The educator should consider giving an equivalent amount of time to complete the examination. Examination length can be extended for individual students using Canvas (tutorials to add time in [New Quizzes](#) or [Classic Quizzes](#)). IT support is available to help evaluate what may have occurred.
- Students cannot take, duplicate, or record any digital examination without explicit permission from the educator.
- Lock-down browser tools vetted by the university are [documented here](#) and are available free of charge. Invigilators should not use automated video camera monitoring features in proctoring software due to the reportedly high error rates. However, digital exams may be invigilated visually using video conferencing tools like Zoom.

11. Retention and Accessibility of Assessment and Syllabi

- If practical, all graded final assessments shall be retained in the department, or college in non-departmentalized colleges for a period of at least one year following the assessment period in which assessment was held, in case of student appeals under university policy.
- It is recommended that examples of all assessment questions for a class, along with the corresponding class syllabus, be retained in the department or college for a period of at least ten years following the end of the class. Retention supports the evaluation of transfer credit for students.
- For details regarding accessibility of assessment material please refer to the policy on [Student Appeals of Evaluation, Grading and Academic Standing](#) and the [Procedures for Student Appeals in Academic Matters](#).

12. Student Assessment Issues and Special Circumstances

12.1 Withdrawal

- If a student withdraws from a class before the add-drop deadline for a term, the listing of the class is deleted from their registration record and transcript. If a student withdraws from a class after the add-drop deadline but before the withdrawal deadline for that class, the class remains on their transcript and is shown as a withdrawal.
- Students cannot withdraw from a class after the withdrawal deadline for that class.
- [Withdrawal](#) is a grading status alternative which appears permanently on a student's transcript as a W.
- Withdrawal has no academic standing and does not impact on the calculation of a student's average.

12.2 Retroactive Withdrawal

A retroactive withdrawal may be granted by the college of authority on the course when a student has received a failing grade in a class due to serious personal circumstance or there is a verifiable error in registration. Incomplete class work or failure to complete the final examination has no bearing on whether a retroactive withdrawal will be awarded.

12.2.1 Student responsibilities

- Students will submit a letter to the college in which they are registered and will include the college responsible for the course (if different) requesting a retroactive withdrawal.
- The request letter will include:
 - The class(es) from which they are seeking retroactive withdrawal.
 - The serious personal circumstances that led to the failing grade.
 - Supporting documentation relevant to the request for retroactive withdrawal.
- Requests for retroactive withdrawal will be submitted within 30 days of the receipt of a failing grade. Requests outside of 30 days may be considered in exceptional circumstances.

12.2.2 College responsibilities

- The college in which a student is registered is responsible for reviewing a student's request for retroactive withdrawal.
- If the course(s) a student is requesting retroactive withdrawal from is from a college the student is not registered in, the student's home college is responsible for requesting the retroactive withdrawal from the other college(s).
- The college where the student is registered will communicate its decision within 30 days, report it to the Registrar's Office, and will provide reasons for its decision. Decisions about the granting of withdrawal are subject to appeal under [Procedures for Student Appeals in Academic Matters](#).

12.3 Deferred or Special Deferred Final Examinations

A deferred final examination may be granted to a student if the student is absent from a final examination or assessment for valid reasons such as medical or compassionate reasons, or if a student becomes ill during a final examination/assessment or cannot complete the final examination or assessment for other valid reasons and has notified the invigilator immediately of their inability to finish. A student who has sat for and handed in a final examination for marking and signed the tally sheet will not be granted a deferred examination. However, they may apply for a retroactive withdrawal or a supplemental examination, subject to individual college policy and procedures.

A special deferred examination may be granted to a student if the student qualifies for a deferred examination and cannot, for valid reason, write during the regularly scheduled deferred examination period. They are the responsibility of the educator to schedule and invigilate unless arrangements are made with the Registrar's Office.

12.3.1 Student responsibilities

- Notify the invigilator immediately if they are unable to finish a final examination that they have started.
- Submit their requests for a deferred or special deferred examination within three business days of the missed or interrupted final examination to their home college, including supporting documentation with their request, if relevant.
- Pay reasonable fees for deferred and special deferred examinations.

12.3.2 College responsibilities

- Review all requests for deferred and special deferred examinations.
- Notify the student, the educator, and the Registrar's Office (only if approved) of its decision within ten business days of the close of the final examination period or the receipt of the request for special deferred examination
- Inform the Registrar's Office if the educator is going to schedule and invigilate the deferred exam themselves.
- Organize a time and date for the student to take the special deferred examination(s) (if granted), in consultation with the educator and the student.
- Respond to appeals of decisions, as outlined in the [Procedures for Student Appeals in Academic matters](#) for deferred and special deferred examinations.

12.3.3 Educator responsibilities

- If invigilation by the Registrar's Office is required, provide copies of in-person deferred examinations to the Registrar's Office at least five business days prior to the start of the deferred examination period.
- Educators or the department are responsible for invigilating deferred competency-based final assessments that are not examinations.
- Grade the examination, giving it the same weight as the originally scheduled examination.
- Assign a revised final grade. The grade comment of DEFG (Deferred Final Examination Granted) or SPECDEFG (Special Deferred Final Examination Granted) will be removed from a student's official record when the new grade is received. If the examination is not written, the original grade/grade comment submitted by the educator will stand.

12.3.4 Registrar's responsibilities

- Schedule in-person deferred examinations, unless the class educator has chosen to accept this responsibility, in the following examination windows:
 - Fall Term classes, the four business days of the February midterm break.
 - Fall and Winter two-term classes and Winter Term classes, the five business days following the second Thursday in June.
 - Spring Term and Summer Term classes, the first or second Saturday following the start of classes in September.

12.4 Supplemental or special supplemental final examinations

A supplemental examination is the re-writing of a final examination or re-attending of a competency-based final assessment. A student may be granted a supplemental examination under regulations established by the college.

A special supplemental examination may be granted for a student who, for medical, compassionate or other valid reasons, is unable to write during the college scheduled supplemental examination period. They are the responsibility of the educator to schedule and invigilate unless arrangements are made with the Registrar's Office.

Special supplemental examinations are subject to the same regulations as supplemental examinations but may be assessed additional fees. Supplemental and special supplemental examinations, if granted, should assess the same outcomes as the original assessment.

12.4.1 Student responsibilities

- Make formal application for a supplemental examination to their college according to that college's established schedule.
- Pay reasonable fees for supplemental and special supplemental examinations.

12.4.2 College responsibilities

- Decide in consultation with the department and educator whether to grant a supplemental exam, and, in the case of special supplemental exams, schedule the exam. Organize a time and date for the student to take the special supplemental examination(s) (if granted), in consultation with the educator and the student.
- Grant a supplemental or special supplemental examination to a student registered in the college based on the college's conditions for granting supplemental and special supplemental examinations and the criteria for eligibility. These may include but are not limited to:
 - Requirement of a competency-based grading system.
 - the subsequent availability of the course or an appropriate substitute.
 - the grades obtained by the student in term work.
 - the weighting of the final examination in determining the final grade.
 - the class schedule of the student in the subsequent session.
- Respond to appeals of decisions, as outlined in the [Procedures for Student Appeals in Academic matters](#) for supplemental and special supplemental examinations.

12.4.3 Educator responsibilities

- Educators must provide copies of in-person supplemental examinations to the Registrar's Office at least five business days prior to the start of the supplemental examination period.
- Educators or the department are responsible for invigilating competency-based supplemental final assessments that are not examinations.
- Once the examination has been written, the educator will assign a revised final percentage grade. The grade comment of SUPPG (Supplemental Final Examination Granted) or

SPECSPG (Special Supplemental Final Examination Granted) will be replaced with a grade comment of SUPP (Supplemental Final Examination Written) or SPECSUP (Special Supplemental Final Examination Written) on a student's official record. If the supplemental examination is not written, the original grade submitted by the educator will stand.

- Supplemental examinations shall be accorded the same weight as the original examination in the computation of the student's final grade. However, college regulations may affect how grades based on supplemental examinations are calculated.

12.4.4 Registrar's responsibilities

- Schedule in-person supplemental examinations, unless the class educator has chosen to accept this responsibility, in the following examination windows:
 - Fall Term classes, the four business days of the February midterm break.
 - Fall and Winter two-term classes and Winter Term classes, the five business days following the second Thursday in June.
 - Spring Term and Summer Term classes, the first or second Saturday following the start of classes in September.

13. Accommodations for Prohibited Grounds of Discrimination and Other Reasons

Students registered with Access and Equity Services may be granted accommodation regarding attendance, availability of study materials, and assessment requirements (including midterm and final examinations) as per the policy. Disability, pregnancy, religion are all legally required reasons under the *Saskatchewan Human Rights Code, 2018* to change assessment scheduling or practices. Accommodation may be requested for other prohibited grounds not listed here.

- Students must arrange such accommodation according to stated procedures and deadlines established by Access and Equity Services and the registrar.
- Educators must provide midterm and final examinations for students to be accommodated according to the processes and deadlines established by Access and Equity Services.
- Students must present a signed [Student Permission to Travel for University Business](#) form to be considered for special accommodation for attendance, availability of study materials, and assessment requirements (including midterm and final examinations) in the following circumstances:
 - as reservists in the Canadian Armed Forces who are required to attend training courses or military exercises, or deploy for full-time service either domestically or internationally,
 - as students participating in official university business, like Huskie Athletics, university fine or performing arts groups, participation at academic conferences, workshops or seminars related to the student's academic work, or similar activities. Travel time to and from such activities is also considered official university business.

Denials of accommodation may be appealed to the dean's office of the educator's college.

14. Procedures for Grade Disputes

Students who are dissatisfied with the assessment of their class work or performance in any aspect of class work, including a midterm or final examination, should consult University Council policies titled [Student Appeals or Evaluation, Grading and Academic Standing](#) and [Procedures for Student Appeals in Academic Matters](#). The policies describe the process to be followed in appealing the assessment. Appeals based on academic judgment follow a step-by-step process including consultation with the educator and re-reading of written work or re-assessment of non-written work.

14.1 Grade dispute between educator and department head or dean

In the absence of any other approved mechanism to resolve grade disputes between an educator and department head, or dean (or designate) in a non-departmentalized college, the following steps, to be completed in a maximum of twelve business days, shall be followed.

- Members of each department or college shall agree ahead of time on a conciliation mechanism that the department or non-departmentalized college will follow in the event of a grade dispute.
- If five business days following the last day of examinations pass and the department head or dean (or designate) has not approved the grade report for a class due to a dispute with the educator, the department or non-departmentalized college shall immediately commence the conciliation procedure. The department or college has five business days to complete this conciliation process.
- If, after five business days the conciliation procedure does not resolve the dispute, the matter shall be immediately referred to the dean, or the provost and vice-president (academic) in the case of non-departmentalized colleges, who will set up an arbitration committee within two business days. The committee shall consist of three members: one member nominated by the educator, one member nominated by the department head, or dean in non-departmentalized colleges, and a chairperson. If one of the parties does not nominate a member, the dean or provost and vice-president (academic) shall do so. All appointees to the arbitration committee should be members of the General Academic Assembly. The chairperson shall be appointed by the mutual agreement of the nominees for the educator and the department head or, if the two nominees cannot agree, by the dean. In non-departmentalized colleges, the chair will be appointed by the provost and vice-president (academic) if the dean and the educator cannot agree.
- Also, within two business days of the failure of the conciliation process, the department head, or dean (or designate) in a non-departmentalized college, must list in writing what material was considered in conciliation. A copy of this list shall be sent to the educator who must immediately report in writing to the dean, or provost and vice-president (academic) for non-departmentalized colleges, as to the accuracy of the list. Within the same two business days, the department head, or dean (or designate) in non-departmentalized colleges, and the educator shall forward written submissions with supporting documents to the dean, or provost and vice-president (academic) in non-departmentalized colleges.

- Written submissions and all supporting documentation considered in the conciliation (including the list drawn up by the department head, or dean (or designate) in non-departmentalized colleges), and the response of the educator, are to be forwarded to the arbitration committee. The committee shall consider only written submissions and all supporting documentation forwarded during their deliberations. To the extent possible, the arbitration committee will use the same relative weighting of final examination and class work as was used by the educator in arriving at the final grades. The arbitration committee shall be given a maximum of three business days to complete its deliberations and reach a final decision about the disputed marks. The committee can either uphold the disputed marks or assign new marks. Once the committee reaches a final decision a written report which explicitly outlines the rationale for the decision shall immediately be submitted to the registrar, with copies to the dean, department head (if applicable), and educator. Any grade changes required by the decision shall be submitted by the educator and approved by the department head, or dean (or designate) in a non-departmentalized college.
- If after three business days the arbitration committee has not submitted a final decision about the disputed marks, the dean or provost and vice-president (academic) will be notified as to the reasons for the impasse, and the arbitration committee will have two business days to resolve their differences and come to a final decision.
- If, after two additional business days, an arbitration committee cannot come to a final decision, the dean, or the provost and vice president (academic) in the case of non-departmentalized colleges, will reach a final decision about the disputed marks based upon the written submissions and supporting documents. The dean, or the provost and vice-president (academic) shall immediately submit a written report which explicitly outlines the rationale for the decision to the registrar, with copies to the dean, department head (if applicable) and educator. Any grade changes required by the decision shall be submitted by the educator and approved by the department head, or dean (or designate) in a non-departmentalized college.
- Once this process is completed, affected students who previously ordered a transcript can contact the registrar whereupon corrected transcripts will be issued free of charge.

15. Integrity

Expectations for student academic integrity are outlined in the [Regulations on Student Academic Misconduct](#). Students and educators have a responsibility to familiarize themselves with the processes outlined in the Regulations.

Educators have a responsibility to articulate clearly academic integrity expectations for the course and to design assessments to support and encourage responsible academic practices and to minimize opportunities for academic misconduct. Support for course and assignment design is available through the Gwenna Moss Centre for Teaching and Learning.

Definitions

- **“Digital examinations”** are exams using software, like Canvas, to deliver the exam. Digital examinations are the default exam type for online courses, to allow students taking the course at a distance to have access to the assessment.
- **“Educator”** means a person primarily teaching a specific class, or person grading a specific assignment.
- **“In-person examinations”** are examinations where students are together physically, and they are supervised by an educator or invigilator.
- **“Invigilator”** is a person overseeing an in-person exam to ensure the exam security. An invigilator may not know the course content or be able to answer questions about the exam. An invigilator may also be referred to as a proctor.
- **“Online class”** means a class where participants are not in the same physical room as the educator when the learning or assessment is occurring.
- **“Oral or practical examinations”** are examinations where students are demonstrating applied skills or speaking to prompts.
- **“Primary educator/ Primary instructor”** means the person with the main responsibility for teaching or grading the course, whose name is in university registration systems as the “instructor.”
- **“Serious personal circumstance”** means a situation or challenge beyond the student's control that negatively affects the student's well-being, and/or lowers their typical level of functioning. Examples of serious personal circumstances include, but are not limited to:
 - death of a family member or close personal friend
 - family emergency
 - physical or mental health issues
 - challenges related to institutional transition
 - undiagnosed learning challenges
 - criminal or legal emergency
- **“Supporting documentation”** means materials that are used to demonstrate serious personal circumstances and/or the impact of the serious personal circumstances on a student's academic performance. Examples of supporting documentation include, but are not limited to:
 - obituary, death certificate, or memorial service document
 - note from a licensed medical professional
 - letter from a licensed counsellor or psychologist
 - police report or legal documentation
 - AES verification
- **“Time-sensitive final assessment”** means a final examination, or similar assessment, occurring on a single date, such as a performance or demonstration (etc.).