UNIVERSITY OF SASKATCHEWAN

NOTICE OF MOTION

Committee Name: Academic Programs Committee, University Council
Date: January 29, 2026
Presented by: Paul Jones, Chair, Academic Programs Committee

Subject: New Course based Assessment of Student Learning and Course Delivery Policies and Procedures

MOTION

It is recommended by the Academic Programs Committee that Council approve the New Course based Assessment of Student Learning Policies and Procedures and Course Delivery Policies and Procedures effective Fall 2027.

CONTEXT AND BACKGROUND

Updates to the Academic Courses Policy (ACP) in line with this policy direction began in 2022 in response to issues identified following remote teaching and the return to USask campuses. There have been 3 phases of changes designed to directly address commonly identified concerns, with faculty, staff and academic and administrative leaders intensively involved and overseeing each draft, overseen via USask academic governance processes.

Changes made to address key issues

The issue	How the proposed policies & procedures are designed in response
Faculty and college administrators commented that it was hard to find things in ACP, given it was long and had complex language.	• ACP was divided into 4 shorter documents, so those using the documents only need to look through related text. • Complex paragraphs were changed into simpler, bulleted text. • A linked table of contents and internal document links were added, so things are easy to jump to.
Faculty noted that they wanted to use forms of assessment supported in their Scholarship of Teaching and Learning research or assessment literature, but their academic freedom was limited by ACP.	• The assessment policy and procedures have been substantially broadened to support both conventional and competency-based assessment processes. • Procedures for a much wider range of final assessments have been added, like oral, practical, and digital assessments. • Exemptions will no longer be required.
The dates for final exam periods were too close to the Christmas holidays.	Pressure in exams times can be reduced in 3 ways through the proposed changes: • Allowing oral exams faculty could set times for • Allowing faculty to choose 2- or 3-hour exam slots, so more exams could be scheduled on earlier days

BE WHAT THE WORLD NEEDS

The issue	How the proposed policies & procedures are designed in response
	• Indicating forms of final assessment other than a scheduled final exam are valid as a default, so faculty no longer have to seek special permission (unless required by a college)
There are concerns about cheating, and the fact that exam security details were not modern (i.e. not built in the era of cell phones, cheating software etc.)	• Language was updated to include modern methods, and to clearly articulate students could only access supports specified by faculty • Clauses using modern monitoring tools were added • Security was aligned with human rights legislation

Faculty noted that ACP placed expectations on faculty, but did not clarify the roles of others in the assessment process, including students	• The assessment policy clarifies roles for the university, academic leaders, educators, the Registrar, and students. Student items clarify core expectations for students in assessment like:
	  o Engaging appropriately with assessment tasks.
	  o Proactively seeking help with accommodation, if required.
	  o Seeking to understand and follow expectations for academic integrity for each assessment.

How timing impacted the changes

Many of the changes were driven by issues with assessment that were identified as we came out of remote teaching. However, the introduction of Generative AI shaped the last several years of changes as faculty expressed increasing concerns about assessment security and the need to redesign assessments in response to the capabilities of Generative AI. In addition to specific changes in the drafts of the security and digital and oral assessment procedures, the following other needs were identified and added to the policy, procedures, guidelines or supports available:

- A need for campus wide access to browser lockdown features for exam writing (now offered)
- AI literacy supports (available for students, staff and faculty with special modules for students and faculty forthcoming)
- Help redesigning assessments (available through the Gwenna Moss Center for Teaching and Learning)
- Concomitant work to revise academic misconduct regulations (in progress, planned to come to University Council in Winter term 2026)

Why policy is being changed

Policy is one of many things changing to help faculty address current assessment related pressures. The comprehensive response, alongside this policy revision, includes faculty development, grants for assessment, curriculum, and instructional innovation, support for AI literacy, and changes to academic misconduct regulations. While we cannot change Generative AI or the pace of change, steps can be taken to help respond to added pressures. Policy articulates intention, providing a way to clarify what we aspire to accomplish with our assessment practice, and the corresponding procedures describe how we work together to accomplish it. If additional support was offered, but policy and procedures were not changed, faculty would be limited in using those supports or making a full spectrum of decisions regarding assessment.

Brief history of USask Assessment policy change

TLARC began work in 2021 to move USask toward more pervasive evidence-informed assessment practices. The first phase of the work included a literature and good practice review and development of a set of

evidence informed principles to guide assessment practice that supports student learning and enables achievement of our goals regarding inclusive education. The work included consultation with faculty and other stakeholders and development of a workplan to advance the principles through professional development, department led change processes, and examination of policy and systems for alignment with the devised principles.

One outcome of this work was the identification of change needed in the policy related to assessment, the Academic Courses Policy. A joint working group of the Academic Programs Committee (APC) and the Teaching, Learning and Academic Resources Committee (TLARC), was established in 2022 to take forward examination of assessment policy related to TLARC's evidence informed assessment principles. That group completed the following actions with input from TLARC and oversight from APC:

1. The Working group recommended changes to the Academic Courses Policy that were approved via APC and University Council in 2023. That year it was agreed that the best course of action was to write a new assessment policy for USask.
2. The group drafted a new assessment policy and set of associated procedures with iterative revisions based on feedback throughout 2024 and 2025.
3. The creation of the new assessment policy and procedures left the sections of the current Academic Courses Policy that focused on course delivery without a home. As such, the working group devised a separate course delivery policy and procedures to house these aspects of the current Academic Courses Policy.

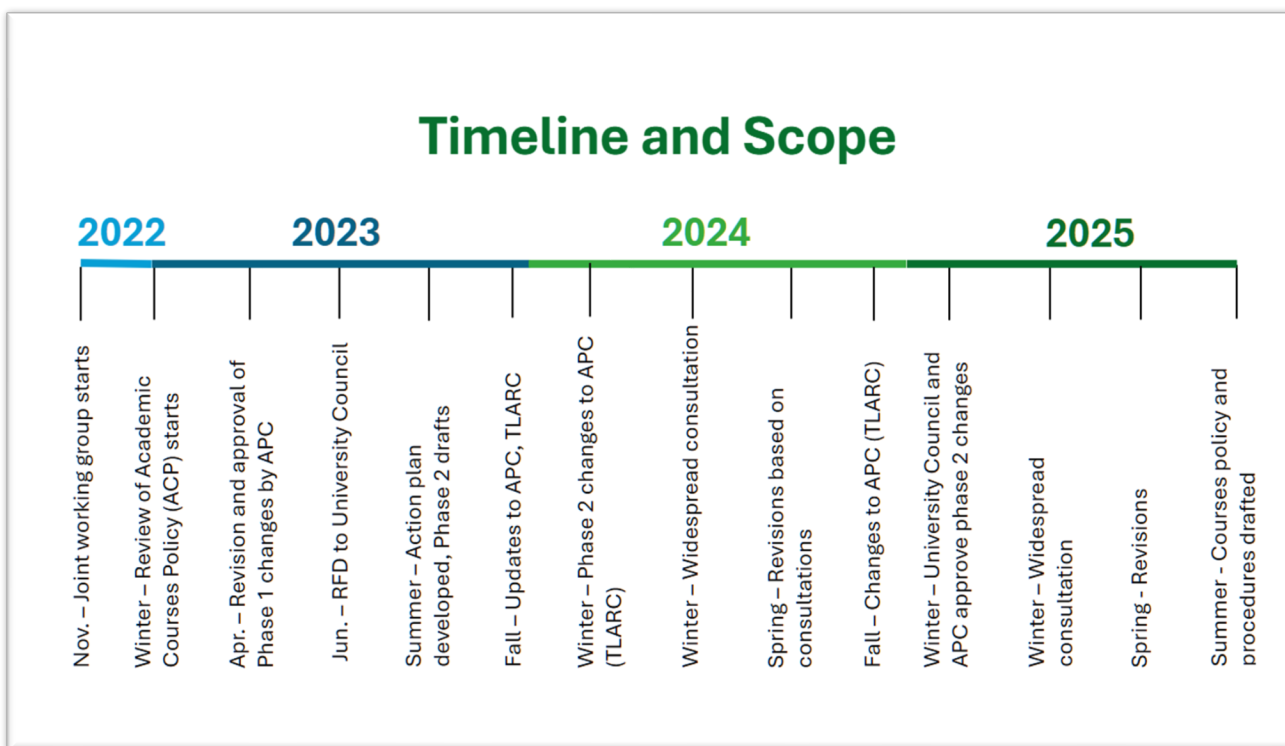**Who was involved?**

Assessment Working Group:
The assessment working group was comprised of members representing two committees of University Council, Academic Programs Committee (APC) and Teaching Learning and Academic Resources Committee (TLARC).

Joint assessment working group members from 2022/23 to 2024/25:
- TLARC: Kathleen James-Cavan (2022/23), Sharon Jacobs (2022/23), Elisabeth Bauman (2023/24 and 2024/25), Greg Malin, Kelly Foley, Nancy Turner (all 2022/23 through 2025/26)
- APC: Sharon Jacobs (2022/23), Elisabeth Bauman (2023/24 and 2024/25), Yvonne Shevchuk (2022/23), Russ Isinger (2022/23 through 2024/25), Brent Bobick (2022/23 through 2024/25), Jan Gelech (2022/23 through 2025/26), Salomé Ries (2025/26)
- Resource members: Amanda Storey (2022/23 through 2024/25), Jason Doell, and Wendy James (both 2022/23 through 2025/26) and Danielle Rudulier (late 2024/25 through 2025/26)

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CONSULTATION

Consultations were extensive and encompassed many individuals and groups between 2022 and 2025. Both TLARC and APC saw multiple draft versions for feedback, and APC approved drafting and consultation results.

Timeline and Scope

| 2022 | 2023 | 2024 | 2025 |

- Nov. – Joint working group starts
- Winter – Review of Academic Courses Policy (ACP) starts
- Apr. – Revision and approval of Phase 1 changes by APC
- Jun. – RFD to University Council
- Summer – Action plan developed, Phase 2 drafts
- Fall – Updates to APC, TLARC
- Winter – Phase 2 changes to APC (TLARC)
- Winter – Widespread consultation
- Spring – Revisions based on consultations
- Fall – Changes to APC (TLARC)
- Winter – University Council and APC approve phase 2 changes
- Winter – Widespread consultation
- Spring - Revisions
- Summer - Courses policy and procedures drafted

The following table clarifies the groups consulted and timeframes for those consultations.

What	Year	Who
Assessment Principles	2022-23	• Faculty focus groups • Student leaders' groups • Vice and AADeans
	2023-24	• Multiple colleges/schools and departments
Iterative drafts of: Course-based Assessment of Student Learning Policy	2023-24 2024-25	• Vice and AADeans x3 • Several Faculty groups made up of those with assessment expertise, from varied colleges/schools and with varied experience • Senior college/school staff x 2 • Deans and select senior leaders

		• Staff members in governance, the Registrar's office and colleges x2
Iterative drafts of: Course-based Assessment Procedures	2023-24 2024-25	• Any impacted TLSE units, often many members, many times • Staff members in colleges • Vice and AADean x 3, with additional one on one meetings with 13 of them • Senior staff x3 • Several Faculty groups made up of those with assessment expertise, from varied colleges/schools and with varied experience
Iterative drafts of: Course-based Assessment of Student Learning Policy Course-based Assessment Procedures Course Delivery Policy Course Delivery Procedures	Spring/Summer 2025 Fall 2025	• Student leaders' groups • USSU leadership x6 • Registrar's office, Governance office, GMCTL, ITC • Vice Provost, Faculty Relations x 2 • College teams (Dean, AADean, administrators) • Final review by additional college teams, e.g., CGPS, Agriculture, Law, Arts and Science
Final versions of: Course-based Assessment of Student Learning Policy Course-based Assessment Procedures Course Delivery Policy Course Delivery Procedures	Fall 2025	• Deans • CGPS leadership • Associate Deans Academic x2 • ICT • USSU leadership x2 • UG Chairs in A&S

ATTACHMENTS
1. Course-based Assessment of Student Learning Policy
2. Course-based Assessment Procedures
3. Course Delivery Policy
4. Course Delivery Procedures

UNIVERSITY OF SASKATCHEWAN

Course-based Assessment of Student Learning

Office of Administrative Responsibility: Gwenna Moss Centre for Teaching and Learning	**Category:** **Policy Number:**
Policy Sponsor (Owner): Provost	**Last Revision Date:** **Effective Date:** September 1, 2027 **Next Review Date:**
Approving Body: University Council	

Purpose:

The University of Saskatchewan is committed to a shared pursuit of learning and to high-quality programs and activities that foster essential learning outcomes and significant discovery. Our programs and courses offer fair, meaningful, and effective assessments of student learning that reflect the degree to which the planned learning outcomes have been achieved. Because assessment practices have a significant impact on students' learning and wellbeing, the University's common assessment principles and practices are an essential element of an equitable and supportive learning experience. The University is committed to transparent and reliable assessments of and for learning that inspire confidence in the teaching and learning process for students, educators, disciplines, accrediting bodies, and employers.

Assessment is the process of determining the extent to which each undergraduate and graduate student is making progress toward – and achieving – what we are helping them to learn. Based on clearly articulated outcomes, reasonable and diverse criteria of success, and multiple means of representing learning, assessment should give students ongoing information about their progress toward the learning outcomes (assessment as learning) and how to improve (assessment for learning). Assessment should also quantify what students have learned at the end of a course, program, and/or period of learning (assessment of learning).

The University values evidence-informed assessment practices and seeks to align with them. This policy statement, along with its associated processes, articulates a holistic and strategic blueprint that aims to:
1. Prepare skilled graduates who can accurately describe the quality of their learning and articulate steps they can take to improve;
2. Reflect the University's deep commitment to equity, diversity, inclusion, and accessibility in how and what we assess;
3. Situate our assessment practices within the body of research that demonstrates a clear link between effective assessment and learning; and
4. Articulate a vision for assessment of student learning that is an effective, fair, and transparent process which follows University, college, and department regulations so that students across the institution are treated respectfully and impartially.
5. Balance the assessment load for students and educators while providing sufficient breadth and depth to maintain standards and facilitate student learning.

This policy document flows out of and acknowledges educator, student, and university community commitments made in the *University of Saskatchewan Learning Charter* and the types of learner competencies *Our Learning Charter* articulates.

Principles:

The following assessment principles guide assessment-related practices at USask.

Effective assessment of students:

1. Is aligned with learning outcomes and instructional strategies (assessment of learning).
2. Is inclusive and transparent, so students have equitable opportunities to demonstrate their learning.
3. Gives students multiple opportunities to learn through practice and feedback, so they have sufficient time and support to reflect and improve (assessment for learning).
4. Develops students' ability to learn effectively and prepares students to be self-directed, reflective, and engaged learners (assessment as learning).
5. Is designed so students apply disciplinary learning under authentic, or as close to authentic as possible, circumstances.
6. Is constructed and sequenced in ways that support positive student mental health and well-being.

This policy articulates the following academic unit and system-wide approaches to assessment for which we are establishing supports and structures. As such, USask supports assessment that:

7. Provides a valid and trustworthy representation of student achievement that students, educators, disciplines, accrediting bodies, and employers can have confidence in.
8. Is manageable and sustainable for educators and appropriately facilitated by policy and resourcing.
9. Provides useful information for ongoing course and program enhancement.
10. Forms an integral part of program design, aligning with what programs of study are aiming to achieve within disciplinary communities.

Policy:

The following assessment policies are derived from the assessment principles that are the foundation of this policy. They are intended to describe how assessment processes in courses and programs should be designed and conducted.

Scope of this Policy:

1. **Validity**
   1.1 Students are graded on clearly communicated learning outcomes that were the focus the course, and/or pre-requisites. (principles 1, 6, 7)
   1.2 Assessments ensure appropriate challenge for level, credit units, and program of study. (principle 7)
   1.3 Grading decisions in courses are made by humans, and a human-in-the-loop is an essential part of a valid grade. (principle 1, 7)

2. **Improvement**

    2.1 All feedback is designed to facilitate student learning by helping students self-assess and develop their knowledge and skills. (principles 2, 3, 6)

    2.2 Students have opportunity for guided practice with feedback (assessment for learning) to give them necessary information to prepare themselves for success in major graded assessments (assessment of learning). (principles 3, 6)

    2.3 Recognizing that students are responsible for their learning, Educators endeavour to design assessments that provide students with opportunity to engage in assessment as learning, for example: opportunities to self-assess, opportunities to reflect, opportunities for choice, or opportunities for goal setting. (principle 4)

3. **Transparency and Fairness**

    3.1 Educators share the assessment criteria and expectations associated with each assessment task. (principles 1, 2)

    3.2 Educators endeavour to design assessments that are equitable and consider diverse student learning needs. (principle 2)

    3.3 The assessments must address the duty to accommodate, as legally required. (principle 2)

4. **Integrity**

    4.1 Educators have a responsibility to clearly state the academic integrity expectations for the course. (principle 2)

    4.2 Assessment design enables and encourages good academic practices and minimizes opportunities and incentives for academic misconduct. (principle 8)

    4.3 Educators consider what supports and tools might be used to complete a task like the assessment task in a setting outside the course (e.g., workplace). (principles 1, 5)

    4.4 Students do not use support or tools an educator has prohibited. (principle 7)

Responsibilities:

The Office of the Provost, or its designate, in collaboration and consultation with relevant units in the Provost's portfolio and other stakeholder administrative and academic units, is responsible for all matters of interpretation arising from the policy and for its regular review and revision. Academic leaders, educators, and students engage with each other in the reciprocal process of assessment and essential responsibilities for the process and outcomes of assessment:

5. **USask central leadership/administration:**

    5.1 Provide resources and education to university community members regarding evidence-informed assessment practices, the intentions behind assessment processes, and the rules that govern those practices.

    5.2 Review student assessment practices across the institution periodically to aid consistency and take steps to address equity, diversity, and inclusion concerns.

    5.3 Ensure fair and consistent procedures for student appeals of assessments across the university.

    5.4 Provide appropriate academic technologies to support high quality formative and summative assessment processes across the university.

5.5 Oversee and lead continuous improvement of centrally managed procedures and processes related to this policy.

5.6 Consider resourcing of colleges and schools, in light of this policy.

5.7 Provide campus-wide opportunities for students to develop core competencies required to be successful completing assessment tasks (e.g., University Library's student academic support).

6. **Academic Units (e.g., colleges and schools) with structural responsibilities for assessment:**

    6.1 Provide learning opportunities and resources for members of academic units that are focused on assessment practices, policy and procedures.

    6.2 Regularly review student assessment practices across the college/department/ program to aid consistency and academic integrity.

    6.3 Develop and maintain academic unit processes consistent with university policy and procedures.

    6.4 Align assessment practices and processes with accreditation standards, if applicable.

    6.5 Oversee and coordinate the administration of assessments within the academic unit.

    6.6 Consider resources for courses in light of this policy.

    6.7 Establish core competencies required for success in assessments and design them into progression across programs, as required (e.g. common capstone or practical exam).

    6.8 Use assessment trends to inform program enhancement efforts within the academic unit.

7. **Leaders with collegial responsibilities for assessment (such as School or Department Heads, Undergraduate/Graduate Chairs, and/or Vice/Assistant/Associate Deans Academic/Graduate Programs):**

    7.1 Organize ongoing learning opportunities for educators to help them select and use assessment approaches consistent with the assessment principles and policies.

    7.2 Ensure assessment committees and educators have sufficient opportunity to access advice and support to:
    - align assessments to course learning outcomes and competencies
    - provide transparent criteria for grading assessments for everyone taking, teaching, or grading in a course
    - offer feedback during the learning process.

    7.3 Oversee the grading process, including timely approval of final grades, so grades are a valid, consistent, and trustworthy representation of student achievement.

    7.4 Organize or delegate the administration of shared or common assessments.

8. **Educators with responsibility for teaching a course:**

    8.1 Design assessments that are aligned with learning outcomes or competencies and select appropriate instructional strategies to align with the assessments.

    8.2 Articulate specific expectations to students for academic integrity and what supports (e.g., editorial support, GenAI tools), if any, are permissible to use in completing an assessment.

    8.3 Monitor the fairness of the assessment process and respond appropriately to issues.

8.4 Ensure assessments are transparent and provide students with equitable opportunities to demonstrate their learning.

8.5 Respond appropriately to a student request for a grade appeal.

8.6 Consider assessment approaches that mimic how students are likely to demonstrate competency beyond a higher education context.

8.7 Sequence and construct assessments to balance rigor and student workload.

8.8 Provide opportunity for guided practice with feedback (e.g., guided peer feedback, polling questions, practice quizzes) to give students necessary, timely information to prepare themselves for major graded assessments.

8.9 Communicate marking criteria and expectations associated with each assessment task clearly.

9. **Students taking a course:**

9.1 Engage appropriately with assessment tasks.

9.2 Proactively seek help if unclear about the purpose of the assessment task or what is required to be successful with the assessment task.

9.3 Proactively seek help for accommodation, if required.

9.4 Use practice and feedback to reflect and improve performance on core academic competencies and assessment tasks.

9.5 Monitor personal self-direction, competency, and engagement, including through self-assessment in courses and independently.

9.6 Seek to understand and follow expectations for academic integrity for each assessment.

10. **The Registrar, or their delegate(s):**

10.1 Create and maintain procedures around the management and administration of final examinations.

10.2 Record and report final grades in all classes.

10.3 Create and share official transcripts.

10.4 Schedule final exams or delegate responsibility for scheduling.

Definitions

- *Assessment as Learning* or *Metacognition*: A part of the Assessment for Learning process in which students monitor their own learning, gather information about how they are progressing, and use that information to set goals for improvement – usually in the form of self- or peer-assessment.

- *Assessment for Learning* or *Formative Assessment*: A process of checking to see what students are understanding as it is taught, and prior to any major summative assessment. Formative assessments give students feedback about how they are doing and how they can improve, and information to educators about student understanding and what students need to do next to be successful. They are usually ungraded or have grades that may be replaced by a later final product, for example, answering practice questions in class or handing in an outline in advance for feedback.

- *Assessment of Learning* or *Summative Assessment*: An assessment delivered once learning has ceased, like a major project or final exam, where the main purpose is to determine what has been learned.

- ***Educators***: The word *educator* describes anyone who has a major assessment role, like a faculty member, instructor, preceptor, teaching assistant, etc.
- ***Human in the loop***: An educator may use AI to support the assessment process but retains responsibility for the validity of the grade a student is given and must be able to defend the thinking behind why the grade was given.
- ***Shared understanding***: Course time has been used to discuss the assessment topic, criteria, or process completely enough that markers, educators, and most students have a similar understanding of it.
- ***Students***: The word *student* describes anyone who is completing course assessments and who needs to understand the assessment process well to direct their efforts appropriately.
- ***Authentic***: In higher education, assessment validity is linked to authenticity—the extent to which an assessment reflects what would occur in a work or community setting or professional practice in a field of study. An assessment that requires students to produce a product or perform a task relevant to their future career is considered more authentic.

Related Policies/Documents/Procedures

Our Learning Charter
Duty to Accommodate
Equity, Diversity, and Inclusion Policy
Assessment procedures (in draft)

Revision History

Please list the historical information in chronological order from oldest to newest.

Date initially approved and date(s) re-formatted or revised	By who and what type of revision	Maintained by

Approval Pathway
Senior Management Team (SMT)
Teaching, Learning and Academic Resources (input)
Academic Programs Committee (recommendation to Council)

UNIVERSITY OF SASKATCHEWAN

Procedures for: *"Course-based Assessment"*

Office of Administrative Responsibility:	**Category:**
University Registrar	**Policy Number:**
Policy Owner (Sponsor):	
Provost	**Last Revision Date:**
Procedures Approved by:	**Effective Date:** September 1, 2027
University Council	**Next Review Date:**

Procedures:

The *University of Saskatchewan* Policy on Course-based Assessment of Student Learning (link once posted) 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 University 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
Learners 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 learners should know what is being graded.

Learners 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 University's 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.

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 or Outcomes-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 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 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 and released to students. They are to be reported to the registrar 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 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 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 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 may release official final grades. The registrar 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

- 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 in non-departmentalized colleges, who approves the final grades.
- If educators wish to release or post any final grades unofficially, they should do so confidentially. Grades should not be posted with public access.
- When final grades are approved by the department head, or dean 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 in non-departmentalized colleges. Each college will establish a process to review grade changes using information provided by the University 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 considered 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).
- There is no means of assessing term work, and the student's overall academic performance has otherwise been satisfactory.
- The registrar has been consulted and approves the AEG.
- The educator of the class, along with the department head, or dean in a non-departmentalized college, recommends offering 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:

- *Sessional weighted averages* are calculated from classes taken in Fall Term and WinterTerm.
- *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.
- *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. 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 deficiency.
- Extensions past the final examination date for the completion of assignments must be approved by the department head or the dean in non-departmentalized colleges.
- Extensions should be less than thirty days, except in unusual circumstances.
- Deferred final examinations are granted as per college policy.
- In special circumstances (under the discretion of the educator) extensions may be granted until the add/drop deadline of the following term. After that date, re-registration and all associated tuition and fees will be required, and a new registration record will be created. An IP grade will be applied to the prior terms and the final grade applied to the final term.

5.2 Calculating Grades when Extensions are Granted
If a grade must be submitted to the department or registrar 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-level procedures and processes when planning final assessments, including examinations. A college or school can determine, for example:

- Whether students will be permitted to pass a class without completing an assessment that is required in the syllabus, including a final examination or clinical requirement.
- If an educator may change the form of final assessment for a class section from that approved and built in Banner.

6.2.1 Final assessment period

Centrally scheduled final examinations are scheduled by the registrar 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 in a non-departmentalized college. With agreement of the college and the Registrar's office, the college or department may assume responsibility for scheduling and administering their own final examinations/assessments. On 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 <u>Exam Information Sheet</u> 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 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 for a final examination even if a final examination is requested.
- Once the registrar 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 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. These distinct three-hour examination blocks may take place at the latter end of the examination period in each term, conditional upon the number of requests received.
- 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. 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. 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 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 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 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 legal 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 should expect that they may need to confirm they are the person taking an exam, and prepare in case any of the following are required:
  - Presenting official 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.

- o Having a photo of themselves or screenshot of the exam taken.
  - o Signing an exam paper, assessment rubric, sign-in paper, or a declaration that they are the person taking a specific exam.
  - o 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 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.

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 of 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 two-hour exam window, the University 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 University 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 University Registrar's Office for suggestions regarding the best dates upon which to offer a choice of times on.
- 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.
- In rare situations, an in-person examination may be scheduled for an online course. Educators are encouraged to consider redesigning assessments or the use of proctoring software over requesting an online course be scheduled for an in-person examination. The process to apply for exemption requires both college and the registrar's approval for each class and each term where an exemption is requested. If an exemption is granted:
    o Permission must be granted before class starts and the in-person exam must be specified in the syllabus. This process must be completed in each affected term.
    o All information must be submitted to the University 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 University 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 University 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 (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 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 is required, provide copies of in-person deferred examinations to the registrar 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 University 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 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 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 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 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 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 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 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 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.).

Revision History

Please list the historical information in chronological order from oldest to newest.

Date initially approved and date(s) re-formatted or revised	By who and what type of revision	Maintained by

Course Delivery

Office of Administrative Responsibility: University Registrar **Policy Sponsor (Owner):** Provost **Approving Body:** University Council	**Category:** **Policy Number:** **Last Revision Date:** **Effective Date:** September 1, 2027 **Next Review Date:**

Purpose:

The University of Saskatchewan (USask) has clear and common basic expectations for course delivery at USask to enable students to understand expectations clearly. This policy statement, along with its associated procedures, also articulates what must be included in course syllabi. This policy document flows out of and acknowledges educator, student, and university community commitments made in *Our University of Saskatchewan Learning Charter* and the types of learner competencies *Our Learning Charter* articulates, particularly: the provision of high quality programs for learning and discovery and provision of safe, secure and inclusive environments in our university community commitments, and our educator commitments to align learning outcomes, teaching activities and assessments that are effective in helping students achieve the learning outcomes of a course or learning activity.

Policy:

1. Transparent Course Requirements

Every course must have a comprehensive syllabus provided to students at the outset of the term. The syllabus must include essential information such as course learning outcomes, required materials, assessment criteria, grading policies, communication protocols, and academic support resources, in alignment with university-wide standards.

2. Consistent and Accountable Learning Environment

Academic units and instructors are responsible for ensuring that course delivery and syllabi comply with the university's common expectations. Regular reviews and feedback mechanisms must be in place to maintain consistency, uphold academic quality, and respond to evolving student and institutional needs.

Responsibilities:

The Office of the Provost, or its designate, in collaboration and consultation with relevant units in the Provost's portfolio and other stakeholder administrative and academic units, is responsible for all matters of interpretation arising from the policy and for its regular review and revision. The University Registrar shall undertake revisions of this policy and the related procedures on behalf of the Provost.

Central Leadership and/or Administrative Units:
- Oversee and lead continuous improvement of centrally managed procedures and processes related to this policy.

- Provide appropriate academic technologies to support course delivery and syllabus generation.
- Review the course policy and procedures across the colleges periodically to ensure consistency and address concerns.

Academic Units (colleges, schools and/or departments) with academic responsibilities for courses:
- Develop and maintain college/department processes consistent with university policy and procedures.
- Align course practices and processes with accreditation standards, if applicable.
- Oversee and coordinate procedures related to course delivery within the academic unit.

Leaders (Department Heads, Associates Deans Academic):
- Review syllabi for coherence with University and College requirements

Educators:
- Design course syllabi or use required syllabi for a course.
- Communicate specific expectations to all students in areas required by course procedures, including negotiation of changes to the syllabi after the course starts.

Students:
- Engage appropriately with course expectations articulated in the syllabus.
- Proactively seek support if unclear

Related Policies/Documents/Procedures
- Course Procedures (to be added)
- Our Learning Charter
- Duty to Accommodate
- Equity, Diversity, and Inclusion Policy

Revision History

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Date initially approved and date(s) re-formatted or revised	By who and what type of revision	Maintained by

Approval Pathway

Senior Management Team (SMT)

Teaching, Learning and Academic Resources (input)

Academic Programs Committee (recommendation to Council)

Procedures for: *"Course Delivery"*

Office of Administrative Responsibility:	**Category:**
University Registrar	**Policy Number:**
Policy Owner (Sponsor):	
Provost	**Last Revision Date:**
Procedures Approved by:	**Effective Date:** September 1, 2027
University Council	**Next Review Date:**

Purpose:

Our University Learning Charter encourages a multitude of educational experiences that contribute to growth in essential learning pursuits and the personal and professional interests of university community members. To accomplish this, educators need to be aware of the range of instructional methods and assessment strategies and select and utilize teaching methods that are effective in helping students achieve the learning outcomes of a course or learning activity. Additionally, teaching practice will support students in different ways of knowing and learning, including independently, experientially, and collaboratively. Regardless of methodology, there are universal elements of class delivery that ensure appropriate learning opportunities are provided to the students at the university.

1. Class Syllabus

- Department heads, and deans in non-departmentalized colleges, are accountable for the maintenance of academic standards and relevancy of programs of their department and college, including those expressed by syllabi.
- The syllabus is a public document that provides details about a particular class for both potential and enrolled students. It is useful for recruiting prospective students and sharing information about university classes with the broader community (for example, for the purposes of transfer credit evaluation).
- It is recommended that students also have online access to syllabi prior to the beginning of the class.
- Syllabi must be submitted to department heads, or deans in non-departmentalized colleges, prior to the start of a class.
- After submission to the department head, or dean in non-departmentalized colleges, syllabi should be posted through learning management systems and/or publicly accessible departmental or other websites. Educators who post their syllabus on publicly accessible websites may wish to redact certain information that is not related to the core instruction of the class (e.g. personal contact information, names and contact information for teaching assistants, material protected under copyright, etc.).

1.1 Content of the syllabus

Educators shall review the contents of the class syllabus with their students at the beginning of the class. Educators are encouraged to use the *University of Saskatchewan Syllabus Template and Guide* to assist with satisfying the listed requirements below. The syllabus shall include the following:

1.1.1 Course details

- Type and schedule of class activities.
- Contact information and consultation availability.
- Canas course or class website URL, if used.
- If the class is offered online, through distance learning, or off campus, any additional or different expectations around any class activities and requirements.
- Notice if any required class activities, including assessments, are scheduled outside of usual class times (with college permission) or location, and how student time conflicts will be accommodated should they arise because of this change.
- Whether there are any approved class-specific fees being charged in addition to tuition (such as materials fees, mandatory fees for software and/or applications, mandatory or optional excursions and the fees associated with these activities, etc.).

1.1.2 What will be learned

- Expected learning outcomes, competencies, or objectives for the class.

1.1.3 Assessment

- Method of evaluation and final grade mode (e.g., Numeric, Pass/Fail, or Completed

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Requirements).
- The type and schedule of graded assessments.
- The structure and expectations of any final assessment. If there is a final examination, specify the length in hours as well as its mode of delivery.
- Relative weight of all assessments or all outcomes.
- Consequences related to missed or late assessments, if any.
- Whether any or specific work assigned in a class, or any outcome, is mandatory for passing the class.
- Whether there are any college-level regulations that specify requirements for passing the class
- If an on-line or blended class, whether there is a requirement for in-person assessment. The educator must also specify if there is a location requirement for the in-person assessment.
- Expectations for the use of proctoring software, including supported types of student computers.

1.1.4 Behaviour
- Attendance and/or participation expectations, if applicable.
- How attendance and/or participation will be monitored and assessed, and the consequences of not meeting expectations. Where possible, marks should be related to the achievement of outcomes, and not solely on attending or participating in any form, regardless of quality.
- Experiential learning expectations, if applicable, including how experiential learning will be monitored and evaluated, the consequences of not meeting experiential learning expectations, and their contribution to the assessment process.

1.1.5 Additional details, as needed
- Notice of whether the educator intends to record lectures and whether students are permitted to record lectures.
- Explanation of copyright where it relates to class materials prepared and distributed by the educator.
- Location of the following policy and procedure: *Course Delivery, Assessment, (add links once posted) Academic Misconduct, Non-academic Misconduct and Appeals in Academic Matters.*
- Information regarding support services.

1.2 Changes to the syllabus after distribution
After distribution, a syllabus may only be changed if no student in the class objects to such changes and the department head, or dean in non-departmentalized colleges, is notified. Otherwise, methods, modes, and timing of assessment for all assessments must remain as stated in the syllabus: no major graded assessment is to be newly assigned in a class and no changes to already set dates, or the stated grade weighting of graded assessments or outcomes is permitted.

However, it may be deemed necessary to revise a syllabus in ways that impact the methods, modes, and timing of class work (such as competencies, assignments, examinations, weighting of grades, etc.) to address emergency circumstances that may impact academic programming. Such changes will be permitted only if they have been approved by the dean's office of the college of instruction. The reasons for the changes to the syllabus will be communicated to the students affected.

1.3 Change of final examination date

- Once the registrar 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 in non-departmentalized colleges.
- It is the responsibility of the educator to arrange for rooms and invigilators for these changes.

1.4 Online Classes

Classes delivered online should be expected to deliver all assessments (e.g. mid-terms, final exams, oral exams, etc.) online. See the digital assessments section of the *Assessment Procedures* (add link once posted) for additional information on recommended practices and alternative practices.

2. Contact Hours and Availability of Educators

As per *Nomenclature,* a three credit unit course involves approximately 30-39 direct instructional course hours, and a course can involve a further equivalent contact time in student consultations and/or tutorial or laboratory sessions.

2.1 Availability of educator

Educators should make it known to the students through the class syllabus how they can be contacted to arrange for one-on-one consultation about class material. These need not be face-to-face meetings but can include, for instance, responses to queries through email or other electronic media. Instructors should inform students about how quickly they can expect an email response to any enquiry.

3. Student Attendance

- Regular and punctual attendance in their classes is expected of all students (including lectures, seminars, laboratories, tutorials, etc.).
- Attendance expectations apply equally to classes offered in a physical classroom, online, or through distance learning, though the practical requirements of attendance may be defined differently in each instance.

3.1 Permission to attend and participate in classes

- No person may gain the full benefit of instruction in a class without being duly registered in the class either as a credit or audit student. Educators must advise students who are not on their class list that they need to be registered for their class, either as a credit or audit student.
- Educators may invite visitors to attend a class for pedagogical and other reasons related to the delivery of the class (for example, guest lecturers, professional observers or mentors, teaching or marking assistants, laboratory, or tutorial assistants, and so forth).
- Primary educators of an online class may, at their discretion, open their class to a broader set of participants (including those not registered as students) provided that non-registered participants are not using software or materials limited by license for use by students. Educators shall not grade any work of such non-registered participants in these online courses. Retroactive registration or credit challenge by such non-registered participants will not be permitted.

3.2 No credit unless registered
Only students who are registered in a class can receive credit for a class.

4. Class evaluation by students

- Improvement of class delivery is an on-going responsibility of all educators. Student feedback is an important source of information to help guide educators in their search for improved delivery mechanisms.
- At the university, all classes will be evaluated by students on a regular basis using an approved evaluation tool. All educators have the responsibility to ensure that students have access to such an evaluation tool.
- Department heads, or deans in non-departmentalized colleges, shall ensure that a process exists for educators to receive student evaluations on a regular basis, and for arranging an opportunity for constructive discussion of the evaluation as required. This discussion should centre on the importance of maximizing the educational experience through continual class delivery improvement.

5. Class Recordings

- The university is committed to providing accessibility and flexibility for student learning and seeks to foster knowledge creation and innovation. Recording of lectures and other classroom activities can contribute to these goals.
- Classes at the university may be recorded for learning or research purposes, subject to the regulations and procedures stated in this policy.

With permission of educators, presenters, and students, and following the procedures listed below, the university supports and encourages the audio and video recording of lectures and other learning activities for purposes of teaching, learning and research.

5.1 Privacy, permission, and consent

The classroom is a private space accessible only by members of a class, where student and educators alike can expect to interact in a safe and supportive environment. Recording of lectures or other classroom activities should not infringe on privacy rights of individuals.

5.2 Intellectual property and copyright
Class recordings are normally the intellectual property of the person who has made the presentation in the class. Ordinarily, this person would be the educator. Copyright provides presenters with the legal right to control the use of their own creations. Class recordings may not be copied, reproduced, redistributed, or edited by anyone without permission of the presenter except as allowed under law.

5.3 Accommodation for students with disabilities
When an accommodation for recording lectures or classroom activities is authorized by Access and Equity Services, an educator must permit an authorized student to record classroom activity. Only the student with the accommodation would have access to this recording. Educators should consider the implications for student privacy when specific students are identified to the class as being permitted to record for this reason.

5.4 Responsibilities of educators and presenters
For purposes of teaching, research or evaluation, educators may record lectures and other learning activities in courses with permission from the presenters.

Notification of intent to record classroom sessions should be included in the class syllabus and, where possible, in the catalogue description of the course. If not so noted, permission from students will be obtained prior to making recordings for teaching or research where a student's image or voice may be recorded.

If such permission is refused by a student, the educator will arrange for that student's image or voice not to be included in the recording.

5.5 Responsibilities of students
Student use of personal recording devices of any type during lectures or other classroom learning activities requires consent of the educator.

A student may record lectures without such permission only if the Access and Equity Services Office has approved this accommodation for the student. The educator will be notified of this accommodation. Such recordings would not be shared and would be deleted at the conclusion of the class.

5.6 Restrictions on use of classroom recordings
The use of recordings of classroom activities is restricted to use for teaching, learning, and research. Students may not distribute classroom recordings to anyone not registered in the

class without permission of the primary educator.

Educators may use recordings for purposes of research, teaching evaluation, student evaluation, and other activities related to teaching, learning, and research. With permission of the educator, presenters may also use recordings for such purposes.

Recordings of classroom sessions may not be used in the formal evaluation of an educator's teaching.

5.7 Storage, archiving, and permission to use

Permission for any use of a recording of class and other learning activities remains with the educator after the class term is ended. In a case where the educator is no longer available to give permission for use of a recording, the department head, or dean in non-departmentalized colleges, can authorize such use only for purposes of teaching, learning, and research.

Students may retain recordings of classes and other learning activities solely for personal review and not for redistribution.

5.8 Special circumstances: clinics, training, art classes

Recordings of learning activities such as clinical or training experiences involving patients and/or professional staff outside of university classrooms will be based on professional standards and on the policies of the clinical institution. In art classes, written permission of models is also required before any video recording by educators or students takes place.

Definitions

The following definitions apply to section 5 on course recordings:

- **Classroom:** For the purposes of section 6, a classroom is defined as any room or virtual location where students are directed to meet as part of class requirements. This includes tutorials, laboratories and web-conferences which are required elements of a class but does not include study groups and other voluntary student activities.
- **Educator and Primary Educator**: The word educator describes anyone who has a major teaching role, like a faculty member, instructor, preceptor, teaching assistant, etc. A primary educator is the individual with authority for decision making in the class, often including design, instruction, assessment and collection of student feedback.
- **Learning activities:** For the purposes of section 6, a learning activity is any gathering of students and educators which is required as part of the class requirements, such as a laboratory, seminar, tutorial, and so forth.
- **Presenter**: For the purposes of section 6, a presenter is defined as any individual who by arrangement of the class educator will provide instruction to students in the class. In addition to the class educator, presenters might include guest lecturers, students, tutorial leaders, laboratory educators, clinical supervisors, teacher trainers, and so forth.

Related Policies/Documents

Academic and Curricular Nomenclature

Revision History

Please list the historical information in chronological order from oldest to newest.

Date initially approved and date(s) re-formatted or revised	By who and what type of revision	Maintained by