

EXAMINATIONS POLICY (COLLEGE)

This policy is the responsibility of the Academic Planning Committee and was approved by Faculty Senate on January 19, 2018. It was revised by Faculty Senate on September 6, 2019.

POLICY OVERVIEW

This policy outlines the nature of undergraduate examinations, both mid-term and final, at Briercrest College and Seminary.

PRINCIPLES

This policy is guided by the principles of integrity and transparency.

SCOPE

This policy applies to all undergraduate mid-term and final course examinations.

POLICY STATEMENT

General Examination Guidelines:

Exams should be well thought out and fair; they should also test the student's ability to think and to apply the course material to new contexts. Additionally, exams should be directly connected to each course's learning objectives. The content should draw on knowledge and/or skills that have been taught, either directly or in-directly (i.e. reading assignments), during class presentations.

Exams should count substantially toward the semester grade (see final examinations expectations below), but should not be the complete determining factor. Exams should contain varied types of questions to accommodate students with different learning styles, learning preferences, and capabilities. Each department should follow these guidelines but discuss exam content relative to the nature and features of their discipline.

Faculty members are responsible for invigilating the exams of their own classes unless other arrangements are made with their Faculty Dean.

Course Level Examinations Guidelines:

Courses at Briercrest College and Seminary are assigned a course number. Numbers indicate the relative level and complexity of information presented in the course. Therefore, courses at the 100 and 200 levels are largely considered introductory and survey courses, whereas courses at the 300 and 400

levels have increased depth, complexity, and focus. In keeping with this differentiation, exam content and method(s) of assessment should reflect the nature and purpose of the course. Bloom’s Revised Taxonomy¹ provides a framework for assessing different levels of knowledge and cognitive processes. Faculty are encouraged to consider the table below when planning course assessments.

Course Level		Level of Taxonomy	Definition	Process Verbs	
400 Level Courses	300 Level Courses	200 Level Courses	100 Level Courses	Remembering	Recall or recognition of specific information Choose, cite, define, describe, give examples, group, know, label, list, listen, locate, match, memorize, name, quote, recall, recite, record, repeat, select, underline
				Understanding	Explaining ideas or concepts Ask, calculate, convert, describe, discuss, explain, give examples, identify, locate, observe, recognize, report, research, retell, review, summarize, tell
				Applying	Using information in another familiar situation Adapt, apply, calculate, change, compute, demonstrate, dramatize, draw, experiment, illustrate, list, make, manipulate, practice, produce, sequence, show, solve, teach, use
		Evaluating	Judging the value of ideas, materials and methods by developing and applying standards and criteria Argue, assess, choose, compare, conclude, criticize, debate, decide, defend, determine, evaluate, justify, prioritize, rate, recommend, support,		
		Creating	Putting together ideas or elements to develop an original idea or engage in creative thinking Act, arrange, assemble, combine, compose, construct, create, design, develop, devise, formulate, generate, improve, infer, invent, imagine, plan, predict, prepare, revise, show, write		

¹ Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition, New York: Longman.



Note that there is overlap between and among the course levels and process verbs.

Mid-Term Examinations:

Mid-term exams are recommended but not mandatory. Faculty members are responsible for scheduling and administrating their mid-term exams during class times. Faculty members are responsible for printing and distributing mid-term exams.

Final Examinations:

1. *Expectations:*

Final exams are generally expected for all courses and they should be weighted between 20 and 50 percent of the total semester grade. Students are allowed three hours to write each final exam regardless of whether the exam is designed to take the full three hours. Writing scheduled final exams is mandatory. Students who fail to write a final exam will receive an F (0 per cent) for the course. We do not permit students to leave before completing their final exams. With approval from the Dean, a final exam can be replaced by an approved alternative form of assessment that provides a percentage assessment consistent with the course outcomes. Approval must be sought prior to the syllabus due date for the oncoming semester. Once an alternative assessment is approved for a course, approval will continue indefinitely at the Dean's discretion.

The Dean's office must be informed of any exams that will be administered outside of the standard format (e.g. "Take home" exams, or online exams administered through Canvas) at least 2 weeks prior to the scheduled exam date.

Modular courses: Given the intense nature of modular courses, a final exam is not necessarily expected, though an approved form of assessment is required. If an in-class final exam is to be written, an option must be given for students to complete it by 5pm on the final scheduled day of the course (a Friday for most modulars) according to the college calendar. Faculty may also offer an alternative time for the final, such as proctoring it over a weekend or allowing the student to find a qualified proctor.

2. *Printing:*

Faculty members are not responsible for the cost of printing final exams. The Office of the Dean of the College facilitates the printing of final exams as requested by the faculty member. Faculty members are required to email a copy of all final exams to the Dean of the College's Assistant a minimum of two days in advance of the scheduled exam date.

3. *Scheduling:*

The Registrar sets the final exam schedule. As much as possible, exams are scheduled to avoid conflicts with other course exams. Students must write their final exams as scheduled unless the college has scheduled a conflict (i.e., two exams at the same time).

4. *Conflict Policy:*

Students may not reschedule exams for personal reasons (e.g., travel home for Christmas). Students should not purchase a plane ticket or plan any other transportation that will require them to leave before their last final exam. It is solely the student's responsibility to ensure that flights and/or travel arrangements or other circumstances do not conflict with her or his exam schedule. Conflicts with travel arrangements are not appropriate reasons for exam rescheduling.

If a scheduled conflict does occur as a result of the exam schedule set by the Registrar, students will write one of their conflicting exams during the scheduled conflict period (if possible). If the scheduled conflict period is not possible, students are responsible for making arrangements with the Registrar.

5. *Academic Accommodations:*

Students who require accommodation for writing their exams are responsible for making arrangements through the Student Success Centre.

PROCEDURES

Communication to Students

Faculty members will provide students with exam information in their class syllabi. Dates for mid-term exams as well as exam weighting and method of assessment will be given to students at the beginning of each semester.

The final exam schedule is determined by the Registrar and will be available online to students and faculty when each semester's course schedule is made available.

Grading System and Descriptions:

Briercrest College and Seminary employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

Grade Scale and Grade Point Average

Grade	Per cent	Grade Point	Level of Work
A+	90-100%	4.0	Exceptional Achievement
A	85-89%	4.0	Excellent Achievement
A-	80-84%	3.7	Superior Work
B+	77-79%	3.3	Very Good Work
B	73-76%	3.0	Good Work
B-	70-72%	2.7	Moderately Good Work
C+	67-69%	2.3	Solid Average Achievement
C	63-66%	2.0	Average Achievement
C-	60-62%	1.7	Marginally Acceptable Work
D+	55-59%	1.3	Below Average Work
D	50-54%	1.0	Poor Work
F	0-49%	0.0	Failure

General Grade Descriptors

90-100

Outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89

Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;

- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79

Above average 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;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69

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, and to express thoughts in writing.

50-59

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;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49

Unacceptable performance.

APPENDIX A

Related Forms/Policies	College Academic Calendar (http://www.briercrest.ca/college/academics/college-calendar/) Faculty Senate drive SSC process
Where is this policy published	Faculty Handbook
Contact Information	Dean of the College