

EXAMINATIONS POLICY (COLLEGE)

Approved by	Faculty Senate January 19, 2018
Responsibility of	Academic Planning Committee
Reviewed	September 6, 2019; April 21, 2026
Next Review	2031

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. It is expected that 100- and 200-level courses will emphasize assessment at the lower levels of the taxonomy (remembering, understanding, and applying), while 300- and 400-level courses will place greater emphasis on the higher levels (analyzing, evaluating, and creating). However, faculty should recognize that both introductory and advanced courses may engage all levels of the taxonomy, with the depth and complexity of assessment appropriately aligned to the course level.

	Level of Taxonomy	Definition	Process Verbs
Lower Levels	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
Mid Levels	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
	Analyzing	Breaking information down into its component elements	Calculate, categorize, classify, compare, contrast, diagram, differentiate, discover, distinguish, examine, experiment, group, interpret, investigate, order, organize, question, relate, research, sequence, solve, survey
Higher Levels	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,

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.

	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
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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 administering 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, it should be completed by 5pm on the final scheduled day of the course (a Friday for most modulars) except when an alternative time is approved by the Dean of the College and noted in the syllabus. In cases of exceptional need (subject to the approval of the Dean of the College, Faculty may also offer individual students an alternative time for the writing of the final exam.

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.

2. *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).

3. *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.

4. *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

Faculty should grade their exams using the grade scales published in the current academic calendar.

APPENDIX A

Related Forms/Policies	College Academic Calendar (http://www.briercrest.ca/college/academics/college-calendar/) Undergraduate Grade Scale and Grade Point Average Policy
Where is this policy published	Faculty Handbook
Contact Information	Dean of the College