**APSC Resources for Instructors for Modifications to Syllabi and Exams**

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## Introduction:

This document contains a large amount of information, with the goal of compiling as much as possible in one place rather than in individual messages. In this document you will find a compilation of information about modification of assessment strategies, suggestions for online testing strategies, and guidelines for conducting or modifying final exams, as well as specific information for setting up assessments for students registered at the Centre for Accessibility. Note that additional details related to the technical aspects of setting up assessments in Canvas are currently being documented and will be distributed in a separate guide as soon as possible.

Due to the length of the documents, a table of contents has been provided above. You can use Ctrl+Click on the table entries to navigate directly to the associated part of the document.

## Grading Practices – for 2019W2 only (for information)

The Faculty, in conjunction with other Faculties on campus and the Provost’s office are arranging for students to be able to choose between a % grade and Credit/D/Fail (Cr/D/F), or alternately a withdraw standing (W). Most courses will be eligible for this option, with the likely exception of capstone courses. As an instructor, you will continue to enter your grades in the Faculty Service Centre (FSC) as per normal practices. Engineering Student Services will work with students after grades have been entered to make any necessary adjustments adjustments.

Credit/D/Fail is a system where the instructor enters the final grade in percent (%) as calculated, but on the student’s transcript it is replaced with one of the following:

|  |  |
| --- | --- |
| **Grade** | **Standing** |
| 55 or higher | Cr |
| 50 - 54 | D |
| 49 or lower | F |

The original grade is preserved in the student system should it ever need to be recovered.

## Guidelines for Assessment (including final exams) and Modification of Syllabi

Things have changed rapidly and everyone is doing their best to create or modify their assessments to suit the technology and constraints that we have. These are guidelines and recommendations that are meant to help everyone adjust, to give some leniencies for the challenges that students might face with technology, time zones, and so on. They are also meant to try to limit the incentive for students to cheat on exams, reduce student anxiety, and encourage them to respect social distancing practices while studying. This list is not exhaustive as it is not possible to anticipate all scenarios. The high-level principles are to enable students to be able to maintain a reasonable schedule and complete their remaining assessments as best as possible, and in a manner that is as fair as possible.

* If you had a final exam scheduled, you should continue with plans to offer an exam of some form. While adjustments will have to be made for format and perhaps other elements, many students will have been relying on this assessment (particularly if they had not had sufficient assessment earlier in the term or performed poorly on assessments earlier in the term).
* Don’t replace exams with a large take home project. New projects will negatively affect a student’s ability to divide their study time amongst their other courses.
* For final exams, do not move them into the term. It will create an undue burden on students if additional (and potentially high value) assessments are moved to an earlier date.
* Note that there is no rule associated with exam length. If you feel that you can only offer a shorter exam because of the change in nature of the exam, feel free to do so.
* You can adjust the weighting of the final exam and place more weight on other elements in the course, but in general aim for flexible assessment weightings, such as calculating final grades using ‘best of’ approaches (e.g. Allow best 2 of 3 assessments, calculate final grade with different weightings of midterm and final and take the best one, etc.).
* If you give a ‘take home’ exam, or an exam that has an extended window of opportunity to attempt it, it should not take more than 2.5 hours to complete, and the end time should be aligned with the originally scheduled ending time of the final exam.
* You are encouraged to find ways to minimize the risk of cheating wherever possible.
* If your test lends itself well to online proctoring, Proctorio software is available to us. There will be a separate document coming from the Centre for Instructional Support with additional help on how to use this software.
* Consider allowing an open book test, even if time limited, which may discourage students from cheating.
* Be prepared to give extra time at the end of the exam to allow for file uploads or to account for technical difficulties. Ensure that students have a backup plan for submitting their work (e.g. email a file to the instructor).
* [suggestion from other schools] You could choose to conduct brief follow up calls or Collaborate Ultra or Skype sessions with a random selection of students after the exam to ask them how they solved a particular questions as a deterrent to cheating. You should warn students of this ahead of time. This may or may not be practical but in the interest of sharing all ideas circulating, it is included here.
* For small classes, you could give oral exams if appropriate. Having your TA participate as an observer would be the safest approach, and you should have a way of documenting how you assessed each student.
* You can give additional quizzes or small assessments later into the term than normal (normally we avoid testing in the last two weeks) as long as they form part of a ‘best of’ scenario. In other words, any additional assessments should have a ‘no harm’ philosophy where completing them can only improve a student’s outcome. This may also be helpful in spreading out the assessment if the final becomes shorter and carries less weight.
* Communicate changes in the syllabi to students as soon as possible

## APSC Integrity Pledge

The following pledge can be used for remote exams. It is suggested text, and you can modify it to suit your needs if you wish. Note that there is a section that needs to be customized for each exam (rules). The Centre for Instructional Support (CIS) is coding this as a question in Canvas which can be added to everyone’s course shell to use as you see fit.

I affirm that I will not give or receive any unauthorized help on this examination, that all work will be my own, and that I will abide by University of British Columbia policies and any special rules for conduct set out by the examiner.

I understand that any violation of University rules or those set out by the examiner will be investigated as a case of academic misconduct, and the usual consequences and penalties as set out in the UBC Academic Calendar will apply.

The rules that apply to this exam are as follows:

*[instructor to enter details here – e.g. work alone, no calculator, how work will be shown, etc. as applicable)]*

[  ] I agree to the APSC Integrity Pledge

[  ] I understand that violation of the pledge will result in an academic misconduct investigation

Type your name here [                                             ] in place of a signature.

## Information for Assessing Students Registered at the Centre for Accessibility

This information in this section has been provided directly by the Centre for Accessibility:

**EXAMS FOR STUDENTS WITH DISABILITIES**

The University is committed to ensuring that students with disabilities are able to complete their coursework within the term wherever possible. The Centre for Accessibility will not be conducting any in-person exams for the remainder of this term.

Students requiring exam accommodations will be asked to continue to use Clockwork to book their exams following the standard procedure. Instructors or Department staff will be responsible for implementing the accommodations for online exams. Detailed information regarding the implementation of accommodations is included below.

An automated confirmation message sent to instructors 7 days in advance of the exam will provide information regarding the issues to consider when providing accommodations for online exams and links to tutorials or instructions on how to provide extended time for students requiring this accommodation.

Centre for Accessibility staff will also review all exam bookings and work with instructors to arrange more complex accommodations.

Centre for Accessibility Exam Coordinators and an extended team will serve as support for instructors who need one-on-one assistance to set up their exams accommodations for students. This support is available to instructors on both campuses.  As needed, staff from the VPS portfolio will be reassigned to help the Exam Coordinators respond to requests for assistance from instructors. Email [exam.coordinator@ubc.ca](mailto:exam.coordinator@ubc.ca) for assistance.

Complex issues should go directly to the Accessibility Advisor listed on the Accommodation Letter which should have been provided to the instructor at the beginning of term.

**Implementation of Exam Accommodations:**

**Extra time accommodation** – instructors will be asked to manage this for each exam. Many are already doing so for any quizzes, exams in Canvas. A tutorial will be created for instructors who have not done this before now. Centre for Accessibility staff will be available to assist remotely.

**Private space or distraction-reduced environment** – students will be responsible for finding a suitable space in their home or alternative to write the exam.

**Alternative Format** – e-text and audio is already uploaded to a secure site for course materials so we can do this for exams as well. As is the case now, Braille will be contracted out to a company with high security standards. Much of the coursework has already been produced for this term.

**Students requiring in person supports** – a scribe or mobility assistant as examples - will be worked out on a case by case basis. Family members or roommates may be asked to serve in this function and will be asked to sign a document confirming they understand and agree to the restrictions required for exam integrity.

**Adaptive Technology/Technology –** most student who require adaptive technology should already have it on their personal computer. Some may require financial and technical support if this is not the case. We are exploring options for students who are not tech savvy and were already struggling with Canvas and other on-line activities.

**Traditional take home exams** where students are given more than a day to complete the exam. The accommodation of extended time does not typically apply in these cases. Students who believe they would still require this would connect with their advisor as they do under normal circumstances.

**Canvas, Proctorio and other online platforms:**

Canvas is compatible with most adaptive software. Unfortunately, some adaptive software such as Read and Write Gold (a widely used product for many students with disabilities) is not compatible. Alternative platforms will have to be used to accommodate students who require this software.

Proctorio is incompatible with many accommodations required by students with disabilities and will require adjustments to typical procedures. Many students with chronic health conditions require fr*equent access to a washroom* or the ability to move around the room, alternate between sitting and standing and/or to stretch or lay down during exams. In other cases, students may have rituals or routines associated with their disability or their coping strategies and will be extremely anxious if they feel that their instructor or TA is witness to these behaviours.

We recognize that a wide variety of online platforms are being used by programs and instructors across campus. Centre for Accessibility staff are available to assess the accessibility of these platforms. Please email [info.accessibility@ubc.ca](mailto:info.accessibility@ubc.ca) for assistance.

To address these concerns the following measures have been agreed to by the Associate Deans – Academic on the Vancouver Campus:

1. Centre for Accessibility will invigilate Proctorio and other video enabled exams for students with the following accommodations:

* 1. Close proximity to a washroom
  2. Private space
  3. Ability to move around the room

1. Alternative platforms will be required for students when it is not possible to provide the appropriate accommodations through Canvas, Proctorio, or other selected software.

1. Academic Concession where no immediate solution exists.