

**University of Windsor
Senate**

5.6.2: **Proposed Revisions to Policy on Evaluative Procedures**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

Changes are in bold.

MOTION: That the proposed revisions to the Policy on Evaluative Procedures be approved:

(See also Bylaw 51)

No student enrolled in a first-entry undergraduate program at the University of Windsor shall be required to complete a single evaluative procedure worth more than one half of his/her final course grade (50%) in any undergraduate course (with the exception of independent study/seminar/research/directed reading/capstone courses, and performance courses). Further, no final course mark should be based entirely on a single piece of work. However, if a student is unable to complete an evaluative procedure based on medical or compassionate grounds, the instructor shall have the option to add the portion of the evaluative procedure not completed to the value of the final evaluative procedure even if the result is that the final evaluative procedure is worth more than 50 percent.

Guidelines

- 1) **The stipulation that “no final course mark should be based entirely on a single piece of work” precludes grading policies that result in a failing course grade should a certain mark level not be achieved on the final examination, or other evaluative procedure. This practice is known, colloquially, as the “must pass the final to pass the course” requirement.**
- 2) Instructors may seek to opt out of this policy for a particular course by requesting an exemption as follows: Any instructor wishing to assign an evaluative procedure worth more than 50% of a final course grade, with the exception of independent study/seminar/research/directed reading/capstone courses, and performance courses, must obtain the approval of the Dean of the Faculty in which the course is taught and may only be granted such consideration upon the presentation of significant evidence of the necessity of such a testing procedure.

Rationale:

- Some instructors require that a student pass a certain evaluative procedure, in order to pass the course. For instance, while the final exam may only be worth 30% of the final course grade, the instructor might place an additional requirement that the student pass the final exam to pass the course. This requirement is often used for distance education as the final exam may be the only invigilated assessment. However, there are certainly in-class courses that use this as well.
- Requiring students to pass the final exam in order to pass the course making the final effectively a 100% exam goes against the principle of the policy on evaluative procedures which is to minimize stress to ensure optimum conditions for students to study and succeed. Further, requiring students to pass the exam in order to pass the course puts into question the value of the other assessment methods used in the course if the student's success (or lack thereof) in the final can override his/her success throughout the 3-4 months in the course.
- The proposed wording change makes it clear that grading policies that result in a failing course grade should a certain mark level not be achieved on the final examination, or other evaluative procedure, are not in compliance with this policy.