



Council Committee on Undergraduate Admissions and Studies

Date: January 25, 2023

To: Council Committee on Undergraduate Admissions and Studies

From: Coby Stephenson on behalf of Dr. Jacob Muthu, Chair

Re: Meeting of Thursday, February 1, 2024

A meeting of the Council Committee on Undergraduate Admissions and Studies is scheduled for Thursday, February 1, 2024, 10:00 a.m. – 12:00 p.m. in AH 527 (Boardroom).

AGENDA

1. Approval of the Agenda
2. Approval of the Minutes of Meeting January 4 , 2024 - circulated with the Agenda
3. Business Arising from the Minutes
4. Reports from Faculties and Academic Units
 - 4.1. [Faculty of Education](#)
 - 4.2. [Faculty of Media, Art, and Performance](#)
 - 4.3. [Registrar's Office](#)
5. Adjournment

4. Reports from Faculties and Other Academic Units

4.1. Faculty of Education

The Faculty of Education is submitting the following motions for approval to CCUAS.

Items for Approval

4.1.1. Program Revision – Physical Education Major, Physical Education Major (BEAD), and the Secondary BEd/BKin Joint Program

Motion: That the EFLD 060 (PLACE) (0) requirement be removed from the following programs: Secondary BEd Program Physical Education Major (EPE) (120 Credit Hours), Secondary BEd After Degree (BEAD) Program Physical Education Major (EPE) (60 credit hours), and Secondary BEd/BKin Joint Program Physical Education Major/Physical Literacy Major (150 Credit Hours), **effective 202430.**

(as per page 181, 189 and 191 of the 2023-2024 Undergraduate Calendar)

Secondary BEd Program Physical Education Major (EPE) (120 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) EPE 100 (fall only) (3) KHS 135 (3) Minor (3)	ECS 102 (3) EHE 258 (3) KIN 120 (3) KIN 180 (KHS 151) (3) KHS 139 (3)
Term 3	Term 4
Open elective (3) EOE 224 (3) Minor (3) KIN 260 (3) KHS 231 (3)	EOE 338 (3) KHS 232 (3) KHS 233 (3) KIN 280 (3) Minor (3)
Term 5	Term 6
ECS 203 (3) ECS 303 (3) EHE 300 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EHE 350 (major education course) (3) EPE 350 (major instructional course) (3)
Term 7	Term 8
EFLD 400 (internship) (15)	EPSY 400 (3) Minor (3) Minor (3) Open elective (3) Open elective (3)

Secondary BEd After Degree (BEAD) Program Physical Education Major (EPE) (60 credit hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 303 (3) EPE 100 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3) EOE 224 (3)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EPE 350 (3) EHE 350 (3)
Term 3	Term 4
EFLD 400 (internship) (15)	EPSY 400 (3) EOE 338 (3) EHE 258 or Non-education elective (3) Open elective (3) Open elective (3)

Secondary BEd/BKin Joint Program Physical Education Major / Physical Literacy Major (150 Credit Hours)	
Term 1 (Fall)	Term 2 (Winter)
ECS 101 (3) ENGL 100 (3) EPE 100 (fall only) (3) KHS 100 (0) KHS 135 (3) KIN 170 (3)	BUS 007 (0) EHE 258 (3) KHS 139 (3) KIN 120 (3) KIN 180 (3) KIN 260 (3)
Term 3	Term 4
ECS 102 (3) KHS 231 (3) KIN 115 (3) KIN 267 (3) KIN 275 (3)	KHS 232 (3) KIN 105 (3) KIN 110 (3) KIN 269 (3) KIN 280 (3)
Term 5	Term 6
Open elective (3) EOE 224 (3) KIN 285 (3) KIN 370 (3) One of STAT 100, 160, or SOST 201(3)	EOE 338 (3) One of KHS 132, 182, or KIN 375 (3) KIN 220 (3) KHS 233 (3) Minor (3) ^{note 1}
Term 7	Term 8
ECS 203 (3) ECS 303 (3) EHE 300 (3) EPE 300 (major curriculum course) (3) E (minor curriculum course) (3) KHS 300 (0)	ECS 310 (3) ECCU 400 (3) ECS 401 (3) EFLD 060 (PLACE) (0) EFLD 350 (0) EHE 350 (major education course) (3) EPE 350 (major instructional course) (3)
Term 9	Term 10
EFLD 400 (internship) (15)	EPSY 400 or KIN 420 (3) One of PHIL 270, 272, 273, 276, or KIN 205 (3) Minor (3) Open elective (3) Open elective (3)
Note 1: Minors are restricted for Joint degrees students. Minors must include EHE or EOE. Other minors may be possible with additional credits.	

Rationale: Since COVID, PLACE has not occurred. Removing EFLD 060 from the template will permit the office to stop collecting additional fees from students that eventually have to be given back. Additionally, the removal of PLACE would be consistent with other program templates. Student lives have changed over the past few years and it is more difficult to engage students in zero credit hour experiences.

End of Motion

Items for Information

The following course revisions are presented below as items for information.

I. Course Revisions

EPE 350 3:3 - ~~1.5~~ 0

Theories of Instruction in Secondary School Physical Education

Course Description: A study of current trends in teaching physical education, analysis of teaching methods, course organization and management, utilization of teaching aids, and evaluation procedures***Prerequisite: Major Curriculum Class (EPE 300), Minimum of 18 credit hours in approved physical education courses and EPE 100***

Rationale: EPE 350 labs have not run since before COVID. This is a ripple effect of the EPE post-internship course and mentorship program being removed from the calendar.

EOE 338 3:3 - ~~3~~ 0

Utilization of the Winter Environment for Outdoor Education

Course Description: A developmental course in outdoor education using an interdisciplinary approach to the acquisition of personal skills, knowledge, and attitudes related to the winter outdoor environment***. Prerequisite: EOE 224 or permission of health and physical education subject area. ***Note: Normally offered in winter semester term only. *

Rationale: EOE 338 labs have not run since before COVID. This was due to complex scheduling and sessional instruction.

ECS 101 3:1.5- ~~0~~ 4.5

Education for Justice: Knowledge, Schooling and Society

The course provides an introduction to the foundations of teaching, including politics of education, ethical rationality, teacher identity and professionalism, conceptions of learners and learning, and teaching for justice, equality and equity.

Note: Required classroom-based placement of one half day per week for ~~8~~ 4 weeks.

Note: Students may only receive credit for one of ECS 101 and ECS 100.

Rationale: The fieldwork used to be 8 half days. Since COVID, there were not enough teachers to take our 101 students. In this 4 half-day setup, students would go out to the schools in cohorts of 8 - 10. They rotated throughout different grades and were able to see different teaching styles and classrooms. The schools have welcomed this change. There was an openness to take these cohorts for a shorter time. The number of days for this field experience is not required for certification. The contact hours should be 4.5 all the time, as this course has field hours and seminar hours.

End of Report from the Faculty of Education

4.2. Faculty of Media, Art, and Performance

The Faculty of Media, Art, and Performance is submitting the following items for approval to CCUAS.

Items for Approval

4.2.1. Revision to Minor in Creative Technologies

Motion: To revise the Minor in Creative Technologies as indicated in the following template, **effective 202520.**

Credit hours	Minor in Creative Technologies Required Courses
3.0	CTCH 110
3.0	<u>CTCH 113</u>
3.0	CTCH 203
3.0	CTCH 204 or CS 207
3.0	CTCH course at the 300 or 400 level
<u>6.0</u>	<u>Two of CTCH 301, 302, 306, 307, 311, 312, 313</u>
3.0	One Course from: ART 223, 355, ARTH 222, CS 280, 305, 325, 327, 408, 409, CTCH 111, CTCH 200, 300 or 400 level, (including CTCH 304, 305, 402), EDTC 300, ENGG 100, 123, ENSE 479, MAP 300, 401, MUCO 217, 341, MUHI 304, THDS 347
18.0	Total – GPA 65.00% required

Rationale:

These changes take into account that CS 207 will no longer be offered by the Department of Computer Science, while also giving students the flexibility to choose two 300-level CTCH courses from a list of regularly scheduled classes.

End of Motion

4.2.2 Revision to BA in Creative Technologies

Motion: To revise the BA in Creative Technologies as indicated in the following template, effective 202520.	
Credit hours	BA in Creative Technologies Required Courses
0.0	MAP 001
Critical Competencies – 33 credit hours	
Communication in Writing	
6.0	Two of ACAD 100, ENGL 100 or 110
Culture and Society	
3.0	MAP 202 or MAP 209*
6.0	Any two in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100- level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.
Natural or Social Sciences	
6.0	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology; any Science courses, including MATH.
Research Skills and Methodologies	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STATS* (any course), WGST 220. ARTH 301, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Critical Competency Electives – 9 credit hours	
9.0	9 credit hours from any of the critical competency categories.
Note: Course substitutions in the above categories may be granted by the Dean or designate.	
Major Requirements – 60 credit hours in the discipline	
3.0	CS 207 <u>CTCH 209/DES 209</u>
3.0	CTCH 110
3.0	CTCH 111
3.0	CTCH 112
3.0	CTCH 113
3.0	CTCH 203
3.0	CTCH 204
3.0	CTCH 301
3.0	CTCH 303
3.0	CTCH 306
9.0	Three CTCH courses at the 200-, 300-, or 400-level
3.0	One of CTCH 302 or 307
3.0	CTCH 498
3.0	CTCH 499
3.0	ENSE 271
3.0	FILM 200
6.0	Two courses from the Creative Technologies approved courses**
Media, Art, and Performance Requirements outside the major	
9.0	Three Media, Art, and Performance courses outside the major
3.0	One MAP course or other interdisciplinary Media, Art, and Performance course (approved by Dean or designate).
Open Electives – 15 credit hours	

Credit hours	BA in Creative Technologies Required Courses
15.0	Five Open Electives
120.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

CTCH 209/DES 209 will replace CS 207 because the Department of Computer Science will no longer offer CS 207. CTCH 209/DES 209 introduces students to foundational concepts and skillsets for developing their creative practice as they progress through the upper levels of the programs. [See Items for Information for course description.](#)

End of Motion

4.2.3 Revision to the BFA in Creative Technologies

Motion: To remove 3 credit hours from Open Electives and add CTCH 209/DES 209 Fundamentals of Creative Practice to the BFA in Creative Technologies as indicated in the following template, **effective 202520.**

Credit hours	BFA in Creative Technologies Required Courses
0.0	MAP 001
Critical Competencies – 21 credit hours	
Communication in Writing	
6.0	Two of ACAD 100, ENGL 100 or 110
Culture and Society	
3.0	MAP 202 or MAP 209*
3.0	Any course in the following areas (excluding courses in statistics, methods, or PHIL 150): ANTH, CLAS, ENGL above 100- level, HIST, HUM, INDG, IDS, JS, IS, Language other than English, Literature in translation, LING, RLST, PHIL, WGST.
Natural or Social Sciences	
6.0	Two courses in the following areas (excluding courses in research/statistics): ECON, GES, PSCI, PSYC, SOC, SOST, and STS other than statistics or methodology; any Science courses, including MATH.
Research Skills and Methodologies	
3.0	Any course in research methods, statistical analysis, logic, or computer science offered through La Cité, the Faculties of Arts and Science, such as PHIL 150, CS (any course), INDG 280, 282, SOST 201, 203, 306, 307, PSYC 204, 305, STATS* (any course), WGST 220. ARTH 301, and THST 250 may be counted in this area if not already counted in another area of the program – see Additional Regulations. *Statistics courses offered through faculties other than Arts and Science may be used with approval by the Dean or designate.
Media, Art, and Performance Requirements outside the major	
9.0	Three Media, Art, and Performance courses outside the major
Major Requirements – 6972 credit hours in the discipline	
3.0	CTCH 110

Credit hours	BFA in Creative Technologies Required Courses
3.0	CTCH 111
3.0	CTCH 112
3.0	CTCH 113
3.0	FILM 200
3.0	CTCH 203
3.0	CTCH 204
3.0	CS 110
3.0	ENSE 271
3.0	<u>CTCH 209/DES 209</u>
15.0	Five of the following courses: CTCH 201, 205, 213, 214, 215, 251, CS 207 or any other CTCH 2XX
3.0	CTCH 301
3.0	CTCH 302 or CTCH 307
3.0	CTCH 303
3.0	CTCH 306
15.0	Five of the following courses: CTCH 311, 312, 313, 314, 321, 305, ENSE 405 or any other CTCH 3XX or CTCH 4XX
3.0	CTCH 498
3.0	CTCH 499
Open Electives – 15 12 credit hours	
15.0 12.0	Five Four Open Electives
120.0	Total - PGPA 65.00% and 60.00% UGPA required

Rationale:

CTCH 209/DES 209 will cover requirements in the CTCH Major and BFA, as well as the Design programs. The course covers key processes and knowledge for students as they move through the upper levels of the programs.

End of Motion

4.2.4 Addition to the Admission Requirements for the BFA in Devised Performance & Theatre Creation and the BA in Drama & Theatre Studies

Motion: To implement an interview and letter of intent as entrance requirements for students coming into the BFA in Devised Performance & Theatre Creation and the BA in Drama & Theatre Studies. The letter of intent may be written or take the form of a video recording of the applicant discussing their intent in applying to our program(s), **effective 202520.**

Rationale: The addition of this admission requirement will provide an opportunity for faculty to inform potential students on the nature of Devised Performance & Theatre Creation and to determine suitability of the student for our Theatre programs.

End of Motion

Items for Information

The following new courses are submitted as items for information.

I. New Courses

Effective 202430

CTCH 209 Fundamentals of Creative Practice 3:3-0

In this course, students will be introduced to foundational concepts and skillsets for developing their creative practice. This practice-based, hands-on studio course will guide students in establishing strategies and techniques for artistic research, concept development, and presentation and documentation of creative work, with a focus on new media, creative technologies, and design practices. Discussion, peer review, and self-reflection activities will support students in investigating their interests as creative practitioners.

Note: Students may only receive credit for one of CTCH 209 or DES 209

DES 209 Fundamentals of Creative Practice 3:3-0

In this course, students will be introduced to foundational concepts and skillsets for developing their creative practice. This practice-based, hands-on studio course will guide students in establishing strategies and techniques for artistic research, concept development, and presentation and documentation of creative work, with a focus on new media, creative technologies, and design practices. Discussion, peer review, and self-reflection activities will support students in investigating their interests as creative practitioners.

Note: Students may only receive credit for one of CTCH 209 or DES 209

Rationale: This course will cover requirements in the CTCH Major and BFA, as well as the Design programs. The course covers key processes and knowledge for students as they move through the upper levels of the programs.

End of Report from the Faculty of Media, Art, and Performance

4.3. Registrar's Office

The Registrar's Office is submitting the following item for approval to CCUAS.

Items for Approval

4.3.1. Concurrent and Subsequent Credential Regulation

<p>Motion: To approve the calendar regulation changes to the Awarding of Concurrent and Additional Degrees, Diplomas, and Certificates as presented below, effective 202430.</p>
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Remove from Graduation section

Awarding of Concurrent and Additional Degrees, Diplomas, and Certificates

Upon formal application by a student, the University may permit enrolment in two concurrent undergraduate programs. Enrolment in two concurrent undergraduate programs is different from enrolment in a joint program leading to two degrees. Joint programs are indicated as such in the faculty sections of the Undergraduate Calendar and on the Application for Undergraduate Program Admission. A student's primary program will be the one the student declares and is subject to any approved faculty regulations. Faculties will determine which of their undergraduate programs cannot be taken concurrently with another and will publish this information. Students should refer to their faculty section.

As well, students who already hold a bachelor's degree from the University of Regina or another institution may pursue undergraduate studies leading to additional bachelor's degrees of the same or another designation.

The following conditions apply to concurrent and additional programs. Conditions 4 and 5 apply to degree programs only.

To graduate with a certificate, diploma, or degree, a student must first be admitted to the associated program (see the Undergraduate Admissions section of the Undergraduate Calendar). Exceptions to this regulation may be approved by the dean of the faculty that offers the program.

All of the requirements for each program must be met.

If students hold a first degree from another institution, they must meet the faculty's residency requirement for subsequent programs.

The principal area of study or academic emphasis of each program must be different. This determination will be made by the dean of the faculty that offers the second program.

30 additional credit hours must be completed for each additional degree beyond the first. If the degree programs are of different lengths, then the cumulative total required is 30 credit hours plus the credit hours of the longer program. For example, a student who completes both a three-year (90 credit hour) and a four-year (120 credit hour) degree program, in either order or concurrently, requires 150 credit hours (30 + 120) to graduate with the second degree. Formal after degree programs may require additional credit hours.

When a student who is enrolled in two programs concurrently graduates from a primary program, and the secondary program remains valid and current, the former secondary program becomes the primary program. A new student primary program record will be created by either Enrolment Services (programs in different faculties) or the student's faculty or college (programs in the same faculty).

and;

Remove from the Admissions Section (p. 31)

Adding a Second Program

Students interested in completing the academic requirements of two different programs at the same time, must discuss this option with an academic advisor in their current (Primary) program. Referring to the table below, adding an "Internal Secondary" program indicates both programs are within the same faculty and do not require a formal application. Adding an "External Secondary" program indicates both programs are not in the same faculty and will require a formal application using an Application for Undergraduate Concurrent Curricula Program form.

Admission to a Secondary program is dependent on approval of both the student's Primary and the potential Secondary program. Faculties that allow Secondary programs may have restrictions on the programs available. For additional information refer to the section on [Awarding of Additional and Concurrent Degrees, Diplomas, and Certificates](#).

Faculty	Required to be Primary Program	Internal Secondary Program Allowed	External Secondary Program Allowed
Arts	✗	✓	✓
Business Administration	✓	✗	✓
Centre for Continuing Education	✗	✓	✓
Education	✓	✓	✓
Engineering and Applied Science	✓	✗	✗
Kinesiology and Health Studies	✓	✓	✓
La Cité universitaire franco- phone	✗	✓	✓
Media, Art, and Performance	✗	✓	✓
Nursing	✓	✗	✗
Science	✗	✓	✓
Social Work	✓	✗	✓

Add to the Graduation Section:

Subsequent Credential Completion Requirements

Students who have been admitted to a subsequent credential are subject to the following completion regulations:

- All program requirements must be met.
- Unless otherwise specified in the program regulations, students who have completed a program elsewhere must complete the minimum residency requirements of the Faculty/academic unit.
- For baccalaureate programs with a different major, students must complete a minimum of 30 unique credit hours of coursework and meet all other requirements as specified by their Faculty/academic unit regulations.
- All graduation requirement must be met.

and;

Add to Admissions Section:

Completion of a Subsequent Credential

Individuals who have completed an undergraduate credential at the University of Regina or at another recognized post-secondary institution may seek admission to a subsequent credential when:

- The credential is in a different discipline; or

- The credential is at a higher level in the same discipline.

See the Subsequent Credential Guidelines table.

Subsequent Credential Guidelines

Program Completed	Program of Admission	Allowed (Yes/No)	Transfer Credit Eligibility
Undergraduate Certificate	Undergraduate Certificate same program	No	No
Undergraduate Certificate	Undergraduate Certificate different program	Yes	To the maximum allowed under residency
Undergraduate Certificate	Undergraduate Diploma same discipline	Yes	To the maximum allowed under residency
Undergraduate Diploma	Undergraduate Diploma same program	No	No
Undergraduate Diploma	Undergraduate Diploma different program	Yes	To the maximum allowed under residency
Undergraduate Diploma	Undergraduate Baccalaureate	Yes	To the maximum allowed under residency
Undergraduate Baccalaureate	Undergraduate Baccalaureate same program	Yes – provided it is in a different major	To the maximum that allows for the completion of 30 additional unique credit hours
Undergraduate Baccalaureate	Undergraduate Baccalaureate different program	Yes	To the maximum allowed under residency
Undergraduate Baccalaureate	Undergraduate Certificate or Diploma same program	No	No
Undergraduate Baccalaureate	Undergraduate Certificate or Diploma different program	Yes	To the maximum allowed under residency

An exception may be granted at the discretion of the faculty/academic unit when:

- A credential has been completed from an institution that is not recognized.
- A credential has been evaluated by an international credential evaluation service and has been deemed to be not equivalent to a Canadian credential.
- A licensure organization requires an individual to repeat their credential.

- A credential is considered to be stale-dated, and the individual would substantially benefit from refreshing or updating their credential with more modern content.
- In unusual circumstances at the discretion of the Faculty's Dean (or designate).

Note 1: While an international credential evaluation service may deem a credential not to be equivalent to a Canadian credential, individuals may only need to take a few courses to apply for professional licensure or accreditation in their profession. In those case, individuals are strongly encouraged to apply for admission as a Special Post Graduate Student so that they can take the necessary courses.

Note 2: The U of R reserves the right to refuse admission to a program where it has been deemed equivalent or of a lower level than a credential an individual has already received.

Enrolment in a Concurrent Credential

- Individuals who are enrolled in an undergraduate program at the University of Regina may enrol in one concurrent program at the same or lower level provided their Faculty regulations permit it.
- Unless Faculty regulations permit otherwise, students must complete at least 50% of their concurrent program with unique credits that have not been used to fulfill the requirements of the other program.
- Students may not enrol in concurrent programs of the same discipline unless they intend to complete a lower level credential that ladders into a higher level credential (a certificate that ladders into a baccalaureate for example).
- When students are in a concurrent program of the same discipline, the lower level credential must be completed first.
- Conjoint programs and double majors are distinct and are indicated in the Faculty sections of the Undergraduate Calendar and on the Application for Undergraduate Program Admission.
- Students who are enrolled in a conjoint program may enrol in a concurrent credential at a lower level only (certificate or diploma) unless their Faculty regulations specify otherwise.
- Students may not be enrolled in a concurrent program at another institution unless their Faculty regulations permit otherwise.

Note. Undergraduate programs that cannot be taken concurrently with another program are published in the relevant Faculty regulations.

Admission Requirements for Concurrent Programs

Students must meet the admission requirements of both programs.

Primary and Secondary Program

- The program at the highest level will serve as the student's primary program.
- When a student is concurrently enrolled in two programs at the same level, they must declare a primary and secondary program.
- Where Faculty regulations specify that the student's primary program must be within that Faculty, the primary program will be designated accordingly.
- When a student graduates from a primary program and the secondary program remains in progress, the secondary program becomes the primary program.

- Students may, after completion of a primary or secondary program, enrol in an additional concurrent program on conferral of their credential.

Additions to Glossary

CMEC – Council of Ministers of Education, Canada

CICIC – Canadian Information Centre of International Credentials

Laddering – The process that allows students to build a second credential on to their first one; for example, a Diploma that ladders into a Degree program means students get up to two years of credit for their diploma and only have to complete two more years to earn their degree.

Subject Area (as discipline) – A branch of learning or field of study. A precise area of academic study, e.g. mathematics, philosophy, art.

Subsequent Credential – a certificate, diploma, or degree that is earned after completing a previous credential.

Rationale:

There has been some confusion and inconsistent application of regulations pertaining to subsequent credentials and enrolment in concurrent programs. After discussion, a working group that included individuals from the Associate Deans Academic group, Enrolment Services, UR International, the Registrar’s Office, and the Centre for Continuing Education reviewed the current regulations. The regulations presented are intended to provide guidance and direction on the admission to subsequent credentials and enrolment in concurrent programs.

End of Motion

4.3.2. Exam Regulations

Motion: To approve the revisions to the Exams regulations in the Undergraduate Calendar as presented below, **effective 202430**.

<u>Current Calendar Copy</u>	<u>Proposed</u>
<p>Exams Exam Scheduling</p> <p>The following regulations apply to the scheduling of exams:</p> <ol style="list-style-type: none"> 1. No exams or tests worth more than 10% in the total evaluation of the course will be scheduled for credit courses in the last three hours of scheduled lectures, or in the day(s) between the end of lectures and the first day of the final exam period, without prior written approval from the instructor’s dean, with a copy to the Registrar. Practical 	<p>Exams Exam Scheduling</p> <p>The following regulations apply to the scheduling of exams:</p> <ol style="list-style-type: none"> 1. No exams or tests worth more than 10% in the total evaluation of the course will be scheduled for credit courses in the last three hours of scheduled lectures, or in the day(s) between the end of lectures and the first day of the final exam period, without prior written approval from the instructor’s dean, with a copy to the Registrar. Practical assessments such as lab exams, exhibitions, juries, and recitals are exempt.

assessments such as lab exams, exhibitions, juries, and recitals are exempt.

2. Mid-term exams are to be scheduled during a regular class meeting and are held on the published date(s) listed in the course outline.
3. Final exams are held in a designated exam period. Courses with take-home final exams will use the scheduled final exam date as the due date.
4. Final exam locations are added to the web course schedule towards the end of the term.
5. Once an exam date and time have been published, they cannot be changed without the written consent of all students in the course, and the approval of the instructor's dean.
6. Information about exams (including take-home finals) will be included in the course outline, as well as on the [UR Self-Service](#) class schedule.

Exam Types

The following exam types apply to the type of the course delivery type listed in the table below.

Course Delivery Type	Invigilated/Supervised			Non-invigilated
	On-site, paper	Online, on-site	Online, remote	*Other
On-site face to face	Yes	***Yes	No	Yes
Hybrid	Yes	***Yes	**Yes	Yes
Hyflex	Yes	***Yes	**Yes	Yes
Remote	No	No	Yes	Yes
Online	No	No	Yes	Yes
Blended	Yes	***Yes	Yes	Yes
Live Streamed	No	***Yes	Yes	Yes
Video-conferenced	Yes	***Yes	Yes	Yes

*Other refers to other formats that do not require invigilation such as take-home exams.

**Students attending remotely must have a remote exam option.

2. Mid-term exams are to be scheduled during a regular class meeting and are held on the published date(s) listed in the course outline.
3. Final exams are held in a designated exam period. Courses with take-home final exams will use the scheduled final exam date as the due date.
4. Final exam locations are added to the web course schedule towards the end of the term.
5. Once an exam date and time have been published, they cannot be changed without the written consent of all students in the course, and the approval of the instructor's dean.
6. Information about exams (including take-home finals) will be included in the course outline, as well as on the [UR Self-Service](#) class schedule. The course outline must include the type of exam (paper based or online) and how it will be invigilated (on-site or remotely proctored).
7. The weighting and/or the pass/fail requirement of a final exam cannot be changed once it has been published in the course outline.

Exam Location

1. Students are expected to write their exams at the scheduled location. Final exams for in-person classes will be scheduled at an on-site location.
2. Students registered in online or remote class sections (including live-streamed and blended courses) must refer to their course outline for instructions about exam delivery and on-site attendance requirements.
3. When in-person invigilation is required for courses that are not delivered in-person on the University of Regina campus, the final exam may be scheduled at the University of Regina campus or at designated, preauthorized locations within Saskatchewan.
4. Students who reside in a location that precludes them from writing a final exam in-person at the scheduled exam location must receive approval from the faculty, federated college, or academic unit delivering the exam to write at a location other than what has been scheduled by completing an Application for Alternate Exam Location form (see Requirement for Exam Invigilation Approval).
5. The University maintains the right to request documentation that confirms the student's place of residence and/or to refuse a proposed location and invigilator. Permission to write at an alternate location will not be granted to students registered for any in-person class in the same term as an online or remote class section.

***Limited resources are available to facilitate the invigilation/supervision of online, on-site exams therefore, faculties and academic units are responsible for making their own arrangements for these types of exams. Instructors are required to obtain permission from their dean (or designate) to hold an on-site, online exam.

On-Site Exam Regulations

Students are required to ensure they are familiar with and follow the following on-site exam regulations.

Identification for Exam – Exam invigilators are authorized to require students to show photo identification for admission to exams. The preferred form of photo ID is a U of R Student ID Card. Government issued photo id is also acceptable. If a student’s identity cannot be confirmed, exam invigilators have the authority to refuse admission to the exam room. Students should have their photo ID face up in the top right corner of their desk at all times during the exam.

Admission to an Exam Room – No student will be permitted to enter the exam room later than thirty minutes after the beginning of an exam. No additional time will be provided to a student who arrives late to an exam.

Leaving the Exam Room – No student will be permitted to leave the exam room within thirty minutes after the exam has commenced. Unless permission has been granted by the exam invigilator, students may only leave their seats to turn in their answer book(s).

Cheating – Students caught cheating on an exam will have the suspected incident along with the date and time of the suspected incident notated on their exam answer booklet. All incidents of suspected cheating will be investigated accordingly.

Food and Beverage – Only water is allowed in an exam room provided it is in a bottle that does not have a label.

Electronic Devices – Electronic devices are not allowed in an exam room unless otherwise permitted by the instructor. This includes, but is not limited to, smart devices, cell phones, wireless devices, calculators, and other electronic devices. All electronic devices must be turned off and stored in the designated areas.

Personal Belongings – All personal belongings are brought at the student’s own risk and must be stored in the designated areas. The only materials students are allowed to have at

Requirement for Exam Invigilation Approval

1. If the University approves a student’s Application for Alternate Exam Location, the student will be required to make invigilation arrangements.
2. The faculty, federated college, or academic unit will provide a list of invigilators that are currently approved by the University of Regina.
3. Students are responsible for any additional costs that are incurred for exam invigilation and must ensure an invigilator can provide the necessary environment to invigilate an online exam when required.
4. In cases where a student wants to seek approval for an invigilator that is not on the approved invigilator list, they must apply to the faculty, federated college, or Academic Unit responsible for the course.
5. Invigilators must meet the following requirements:
 - Provide a safe and quiet exam writing environment that is free from distraction and disruption.
 - Have a secure method of holding the exam information when required.
 - Have the ability to ensure that an exam is invigilated in accordance with University of Regina standards and in accordance with the Exam Invigilation Procedures of the exam.
 - Have the ability to ensure that a student does not have access to the exam outside of the scheduled write date and time.
 - Agree to ensure that the student writes the exam within the allotted time to do so.
 - Have the ability to provide a desktop or laptop computer that is compatible with the technology that is required to host the online exam when required and that the device is located in an environment that is suitable to the writing of the exam.
6. A proposed invigilator must be fluent in written and spoken English and be a permanent employee in one of the following categories:
 - A professor or instructor at a recognized public or private post-secondary institution;
 - An administrative, professional, or library employee of a recognized public or private post-secondary institution;
 - An administrative, professional, faculty, or library staff member of a recognized public or private elementary, middle, or secondary school;
 - An administrative or professional staff member of a public library;
 - A ranking officer in the Armed Forces;
 - An official at an embassy or consulate office.

their desk during an exam are writing instruments and approved calculators, notes, and/or textbooks. Any other personal items, including bags of any kind, must be set-aside in the designated area prior to the exam start.

Blank Paper – Students are not allowed to bring blank paper to an exam. If allowed, blank paper will be provided.

Exam Question Clarification – Students may only consult an invigilator for clarification of an exam question.

Communication – Communication with other students is strictly prohibited.

All students are required to sign and date all examination books used during an exam.

Online Invigilated/Supervised Exam Regulations

Exam writing space – Students should choose a quiet disruption free space for their online exams.

Identification for the onboarding and exam processes – The preferred form of photo ID is a U of R Student ID Card. Government-issued photo ID is also acceptable.

Onboarding – Students are required to onboard to the online exam platform well before their exam date (at least 72 hours prior) to ensure any technical difficulties can be resolved.

Admission to the exam – Students are required to follow the published exam admission procedures of their course. No student will be allowed to take an online exam after thirty minutes of exam opening. With the exception of students who are experiencing technical difficulties, late arrivals will not be accommodated with additional time.

Technical difficulties – Students who are experiencing technical difficulties upon admission to or during the scheduled exam must immediately report the difficulty to their instructor and email to: IT.Support@uregina.ca. If a resolution is not possible during the scheduled exam, the University will proceed in accordance with the regulations of the [Cancellation of Exam Papers](#) section of the Undergraduate Calendar. Failure to immediately report a technical difficulty will result in no further action being considered.

Exam question clarification – Students must follow the process included in their exam instructions when seeking clarification on an exam question.

7. A proposed invigilator may not be a friend, neighbour, co-worker, supervisor, family member, or relative of the student, and must not live at the same address as the student. The Faculty or Academic Unit must be confident that there is no conflict of interest between the approved invigilator and student.

8. The University retains the right to refuse a proposed invigilator.

Deadline for Application for Alternate Exam Location

The deadline for making a request is the 50% refund deadline of the course. For further information please check the MyRefund Schedule in [UR Self-Service](#).

Failure to Make a Request for an Alternate Exam Location

Students who fail to make a request within the deadline will be required to write at the published exam location or withdraw from the class section. Withdrawals will be processed in accordance with regulations of the Class Registration and Withdrawal section of this calendar.

Exam Regulations

Invigilation Requirement – Final exams delivered in courses offered in the remote and online formats, and courses that are offered off-campus (including live-streamed and blended courses) must be invigilated by a university-authorized in-person invigilator or University approved remote proctoring service in accordance with the course delivery type, except for courses with take-home final exams or other assessment types that do not require invigilation/supervision.

Note – Students may be required to complete final exams for online, remote, and off-campus courses in-person at a scheduled location.

Requirement for photo identification – For in-person or remote invigilation, students must provide photo identification to the invigilator prior to writing. Photo identification may include a U of R Student ID card or a government-issued photo ID.

Electronic Devices – Students may not be in the possession of electronic devices during an exam unless otherwise permitted by the instructor. This includes, but is not limited to, smart devices, cell phones, wireless devices, calculators, and other electronic devices.

Access to materials during an exam – Unless permission has been granted otherwise, students are not to access any materials (physical or online) during an exam.

Access to materials during an exam – Unless permission has been granted otherwise, students cannot access any materials (at their location or online) during an exam.

Cheating – All incidents of suspected cheating will be investigated accordingly.

Electronic devices – Electronic devices are not allowed during an exam unless otherwise permitted by the instructor. This includes, but is not limited to, smart devices, cell phones, wireless devices, calculators, and other electronic devices.

Communication – Communication with anyone other than the instructor (or the instructor’s assistants) during the exam is strictly prohibited.

Cancellation of Exam Papers

A student who becomes seriously ill or is informed of urgent family matters during an exam should report immediately to the person supervising the exam, hand in the unfinished paper, and request that it be cancelled. A dated, signed medical certificate or other supporting documentation must be provided to the student’s faculty, federated college, or academic unit (final exams) or instructor (term exams) within three days following the date of the exam.

A request for cancellation after the fact, when an exam has been written and handed in for marking, will be denied.

Deferred exam policies and procedures apply to a cancelled final exam, while action taken with respect to a cancelled term exam is at the discretion of the instructor (see [Defer- rals](#)).

Invigilation of Final Exams for Remote, Online, and Off-campus Courses

Invigilation – Only a University approved remote invigilation/proctoring platform can be used in the delivery of online exams.

Invigilation Requirement – Final exams delivered in courses offered in the remote and online formats, and courses that are offered off-campus (including live-streamed and blended courses) must be invigilated by a university-authorized in-person invigilator or University approved remote proctoring service in accordance with the course delivery type, except for courses with take-home final exams or other assessment types that do not require invigilation/supervision.

Requirement for photo identification – For in-person or remote invigilation, students must provide photo identification

Admission to an Exam – No student will be permitted to commence an exam later than thirty minutes after the scheduled start time. No additional time will be provided to a student who arrives late to an exam.

Leaving an Exam – No student will be permitted to leave an exam prior to its completion, unless permission has been granted by the exam invigilator.

Exam Question Clarification – Students may only consult an invigilator for clarification of an exam question.

Communication – Communication with other students during an exam is strictly prohibited.

Academic Misconduct – students suspected of cheating during an exam will normally be allowed to continue writing although unauthorized materials or devices may be confiscated, if possible. Allegations of cheating will be reported by exam invigilators in accordance with the University’s Academic Misconduct Procedures and investigated accordingly.

Online Invigilated/Supervised Exam Regulations

Exam writing space – Students must choose a quiet disruption free space for their online exams and no other individual may be present in that space.

Identification for the onboarding and exam processes – The preferred form of photo ID is a U of R Student ID Card. Government-issued photo ID is also acceptable.

Onboarding – Students are required to onboard to the online exam platform well before their exam date (at least 72 hours prior) to ensure any technical difficulties can be resolved.

Admission to the exam – Students are required to follow the published exam admission procedures of their course. No student will be allowed to take an online exam after thirty minutes of exam opening. With the exception of students who are experiencing technical difficulties, late arrivals will not be accommodated with additional time.

Technical difficulties – Students who are experiencing technical difficulties upon admission to or during the scheduled exam must immediately report the difficulty to their instructor and email to: IT.Support@uregina.ca. If a resolution is not possible during the scheduled exam, the University will proceed in accordance with the regulations of the [Cancellation of Exam Papers](#) section of the Undergraduate Calendar. Failure to immediately report a technical difficulty will result in no further action being considered.

Exam question clarification – Students must follow the process included in their exam instructions when seeking clarification on an exam question.

to the invigilator prior to writing. Photo identification may include a U of R Student ID card or a government-issued photo ID.

In-person invigilation – When in-person invigilation is required for courses offered through the Centre for Continuing Education that are not on the University of Regina campus, the Student and Instructor Services (Credit) office at the Centre for Continuing Education will arrange for exams at designated, pre-authorized sites within Saskatchewan.

When in-person invigilation is required for courses other than those offered through the Centre for Continuing Education, the Faculty that is offering the course will make the arrangements for exams and their invigilation.

Exam Location – Students are expected to write their exams at the scheduled site/location. Permission to write an exam at a site other than what has been scheduled must be obtained from the dean, director, or designate of the faculty, federated college or academic unit offering the course for the proposed site and invigilator. Students are responsible for making invigilation arrangements outside of the scheduled site and for any additional costs that are incurred. The University maintains the right to refuse a proposed site and invigilator.

Access to materials during an exam – Unless permission has been granted otherwise, students cannot access any materials (at their location or online) during an exam.

Cheating – All incidents of suspected cheating will be investigated accordingly.

Electronic devices – Electronic devices are not allowed during an exam unless otherwise permitted by the instructor. This includes, but is not limited to, smart devices, cell phones, wireless devices, calculators, and other electronic devices.

Communication – Communication with anyone other than the instructor (or the instructor’s assistants) during the exam is strictly prohibited.

Exams Regulations for Exams Delivered Using a Remote Proctoring Platform

Students who are writing an exam delivered using a remote proctoring platform are required to ensure they are familiar with the following regulations.

Exam writing space – Students should choose a quiet disruption free space for their online exams.

Identification for the onboarding and exam processes – The preferred form of photo ID is a U of R Student ID Card. Government-issued photo ID is also acceptable.

Onboarding – Students are required to onboard to the online exam platform well before their exam date (at least 72 hours prior) to ensure any technical difficulties can be resolved.

Technical difficulties – Students who are experiencing technical difficulties upon admission to or during the scheduled exam must immediately report the difficulty to their instructor and email to IT.Support@uregina.ca. If a resolution is not possible during the scheduled exam, the University will proceed in accordance with the regulations of the Cancellation of Exam Papers section of the Undergraduate Calendar. Failure to immediately report a technical difficulty will result in no further action being considered.

Cancellation of Exam Papers

A student who becomes seriously ill or is informed of urgent family matters during an exam should report immediately to the person supervising the exam, hand in the unfinished paper, and request that it be cancelled. A dated, signed medical certificate or other supporting documentation must be provided to the student’s faculty, federated college, or academic unit (final exams) or instructor (term exams) within three days following the date of the exam.

A request for cancellation after the fact, when an exam has been written and handed in for marking, will be denied.

	Deferred exam policies and procedures apply to a cancelled final exam, while action taken with respect to a cancelled term exam is at the discretion of the instructor (see Defer- rals).
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Rationale:

During the pandemic, we revised the University-level exam regulations to ensure students had access to exams in a remote learning environment. As we have transitioned back to primarily on-site delivered classes, there is a strong desire to provide faculties with the option of requiring students to have in-person invigilated exams for courses that are delivered in the online and/or remote learning environments. While students continue to participate in online and remote learning in areas that are outside of a scheduled exam location, these regulation revisions attempt to provide some guidance to our Faculties and some consistency in the student experience.

Please see [Appendix I](#) for a position paper prepared by Dr. Paul Bruno, Associate Professor in the Faculty of Kinesiology and Health Studies with informative data on the current state of academic misconduct in the remote proctored exam environment and [Appendix II](#) for a briefing related to the considerations that should be made in the delivery of in-person exams for online and remotely delivered courses.

End of Report from the Registrar's Office

5. Adjournment

Examination Invigilation for Remotely-Delivered Courses

Submitted without prejudice by Paul Bruno, Associate Professor, Faculty of Kinesiology & Health Studies

Preface

The intent of this document is to share data and information from the Faculty of Kinesiology & Health Studies (KHS) and inform the wider University community of the difficult circumstances our institution currently faces in attempting to maintain academic integrity in our remotely-delivered courses (e.g., online asynchronous, hybrid).

Background

Prior to 2020, final examinations for the University’s online asynchronous courses were invigilated in-person. For students living in Regina, the examinations were completed on campus with the instructor (or delegate) invigilating the examination; for students not living in Regina, the examinations were completed at a University-approved site with a University-approved individual invigilating the examination. Starting in Fall 2020 (i.e., near the start of the COVID-19 pandemic), the University adopted the use of Proctortrack software for the invigilation of our online examinations. In other words, the University was faced with a crisis (i.e., how to adequately invigilate online examinations when on-campus instruction was not possible) and addressed it with a reasonable solution. Since returning to on-campus instruction, the University has continued to use Proctortrack to invigilate online examinations. Recently, KHS has encountered a steadily increasing number of online examination-related academic misconduct cases. **The current situation is unsustainable, and requires the University to consider adopting a different strategy to invigilate the examinations in remotely-delivered courses.**

Extent of the Problem

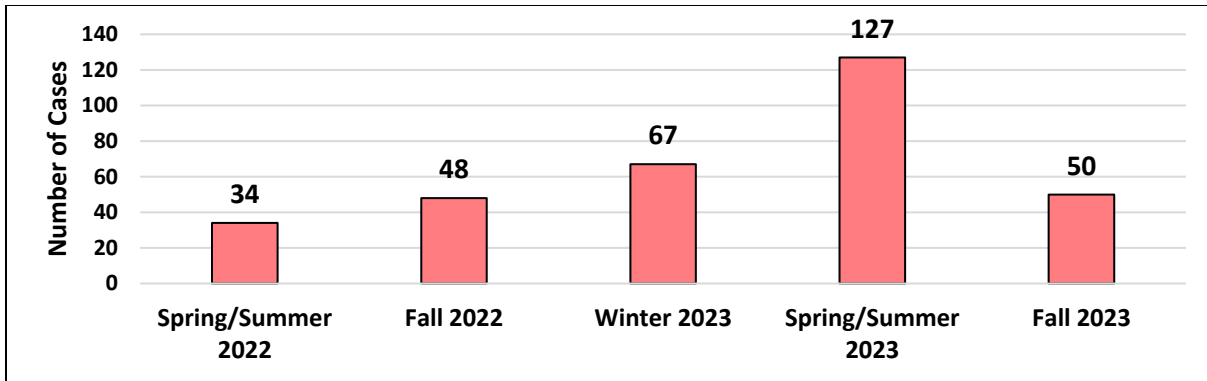
To better understand the extent of online-examination related misconduct in our Faculty, it is necessary to describe how Proctortrack invigilation works and how it has been used in our Faculty over the past three years.

Proctortrack offers four “levels” of invigilation:

- *Level 1*: performs automated identity verification and records video, audio, and screen shots during the examination.
- *Level 2*: same as Level 1 plus an “automated data analysis” (i.e., attaches “flags” to behaviours deemed suspicious by its AI software).
- *Level 3*: same as Level 2 plus a “manual QA review process” (i.e., the data is reviewed by Proctortrack staff).
- *Level 4*: same as Level 2 plus “live remote human proctors” (i.e., invigilators from the institution monitor the examination live and are able to send messages to the student).

Since adopting the use of Proctortrack, the University has centrally funded the use of Level 1 invigilation for its online examinations. Over the past three years, many Faculties have opted to provide additional funding to support the use of higher levels of invigilation. Between Fall 2020 and Winter 2022 (inclusive), KHS provided funding to support the use of Level 2 invigilation for all of its online final examinations. In Winter 2023, KHS piloted the use of Level 4 invigilation for the final examinations of two of its online asynchronous courses. Based on the results of the pilot program, KHS used Level 4 invigilation for the final examinations of all of its online asynchronous courses in Spring 2023 and Fall 2023.

The current KHS Associate Dean of Undergraduate Studies assumed the post on July 1, 2022. The following graph illustrates the number of reported online examination-related academic misconduct cases in our courses since that time.



It is important to highlight two points regarding these data.

- The 34 misconduct cases reported in Spring/Summer 2022 were from 6 courses, while the 127 cases reported in Spring/Summer 2023 were from 12 courses; i.e., there was a nearly 400% increase in cases in double the number of courses when Level 4 invigilation was used for all online final examinations compared to the same term from the previous academic year when Level 2 invigilation was used for all online final examinations.
- The number of cases for Fall 2023 are those reported prior to the final examination period. My goal is to be able to provide a verbal update at the meeting on the total number of cases for Fall 2023.

Limitations of Proctortrack

Since the University adopted the use of Proctortrack, I have used it to invigilate 36 examinations (e.g., mid-term examinations, lab examinations, final examinations) in 10 courses. In so doing, I have manually reviewed hundreds of Proctortrack videos (i.e., Level 1 and Level 2 invigilation) and have used live invigilation for one final examination (i.e., Level 4 invigilation).

It is my experience that the “automated data analysis” included with Level 2 invigilation is seriously flawed. There are many instances of the system attaching “flags” to behaviours that would not be deemed suspicious by a human viewer. Even more concerning, I have observed numerous clear instances of academic misconduct for which the system did not attach a “flag” (e.g., students clearly looking off-screen at other materials/devices, another individual sitting next to the student assisting them with the examination, students taking pictures of their monitor with their phones and/or receiving exam responses from another individual via their phone). **Therefore, for Level 1 or Level 2 invigilation to be used with any degree of confidence, the instructor (or delegate) must manually review the data (i.e., video, audio, screen shots).**

I am uncertain as to how the “manual QA review process” included with Level 3 invigilation is performed. If the Proctortrack staff reviewing the data rely on the “automated data analysis” included with Level 2 invigilation, the method would share the same flaws as those described above for Level 2.

It is my experience that Level 4 invigilation provides a slightly improved ability to detect and deal with cases of academic misconduct in real time. However, it is important to note the following:

- Even when students know that they are being monitored live, many still choose to engage in academic misconduct. This includes some who continue to do so even after receiving live messages from invigilators informing them of such.
- When live messages are sent to students asking them to show their room to the invigilator, many either ignore the messages or make various attempts to not do what is asked (e.g., turn their webcam slightly, delay the process while sounds are heard in the room suggesting that another individual is moving around).
- **Some students have their webcam directed at their face while another individual is completing their exam.** The evidence for this is the following: 1) the student sits incredibly still and stares straight ahead into the webcam for

the duration of the examination; 2) they demonstrate no eye or body movement related to the reading of examination questions or submitting responses; 3) they do not respond in any way to messages sent to them during the examination (e.g., eye movements directed to the message displayed on their screen); and 4) when the student's examination is stopped, they do not initially respond in any way but do eventually respond by looking anxiously off-screen (e.g., the individual completing the examination has informed the student that the examination has been stopped).

There are several additional limitations of using Proctortrack to invigilate online examinations which suggest that there is currently a dramatic under-reporting of academic misconduct on such examinations.

- The number of cases cited on the previous page for the past five terms only reflects the instances of academic misconduct that are obvious (e.g., students clearing looking off-screen at other materials/devices, another individual sitting next to the student assisting them with the examination, students taking pictures of their monitor with their phones and/or receiving exam responses from another individual via their phone). There are numerous behaviours and methods that students could use during an examination that would constitute academic misconduct which would be difficult or impossible to detect (e.g., students pretending to complete an examination with their webcam directed at their face while another individual is completing their exam).
- Not all instructors use Proctortrack or manually review their Proctortrack data.* In a survey of KHS instructors conducted in Winter 2023 (i.e., the term prior to our Faculty's move to using Level 4 invigilation for all online final examinations): 1) only approximately half of the respondents confirmed using Proctortrack for any of their online examinations, and 2) only approximately half of those who used Proctortrack confirmed that they manually review their Proctortrack data. When asked their reasons for not using Proctortrack or reviewing their Proctortrack data, nearly everyone reported that they did not do so due to a lack of time available to review the data and/or technical issues that many students encounter when they attempt to use the software (see below for further details). For the first two years that Proctortrack was used at the University (i.e., Fall 2020 to Spring 2022, inclusive), it was my practice to review the Proctortrack data for students who obtained an examination grade $\geq 70\%$. Starting in Fall 2022, I started reviewing the Proctortrack data for students who obtained an examination grade $\geq 50\%$. Doing so tripled the number of reported online examination-related academic misconduct cases for a course delivered in Fall 2022 compared to the previous offering of the same course. This is mirrored by the data presented at the top of the previous page of this document (e.g., Spring/Summer 2022 vs. Spring/Summer 2023). Collectively, these data support the suggestion that there was a dramatic under-reporting of online examination-related academic misconduct in our Faculty prior to Spring 2023.

** I have sent two emails to Information Services requesting data on the proportion of online examinations that are invigilated using Proctortrack across all Faculties, but have not received a response to my emails.*

Costs Associated With the Use of Proctortrack & Its Impact on Students

Direct Costs

In the 2022-23 academic year, the University centrally paid \$23,467 to support Level 1 invigilation for its online examinations. My goal is to be able to provide a verbal update at the meeting on the amount paid by KHS during the 2023 calendar year to support the use of Level 2 and Level 4 invigilation for its online examinations. I am uncertain as to the amounts spent by other Faculties each year to support higher levels of Proctortrack invigilation.

Indirect costs

There are a number of indirect costs to instructors, administrative staff, and support staff associated with the current use of Proctortrack for online examinations, including:

- As described previously, for Level 1 or Level 2 invigilation to be used with any degree of confidence, an instructor (or delegate) must manually review the Proctortrack data (i.e., video, audio, screen shots). This is very time-consuming, has significant workload implications, and dramatically reduces the instructor's productivity in their other duty areas (e.g., research, service).

- Cases submitted to an Associate Dean require that individual to review the Proctortrack data to ensure the validity of the case, write an initial letter that is emailed to the student, meet with the student to discuss the case, and write a decision letter that is emailed to the student. Collectively, these steps are very time-consuming, have significant workload implications, and dramatically reduce the Associate Dean's productivity related to their other responsibilities. Should students decide to appeal, there are also indirect costs associated with the time spent by the Council Discipline Committee to review the materials and adjudicate the evidence presented at the disciplinary hearing.

Impact on Students

- Due to the dramatic increase in online examination-related academic misconduct cases over the past two years, and the time required to resolve each case, the KHS Associate Dean currently has a six-month backlog of cases (i.e., he is still processing cases from Spring/Summer 2023). **Such a delay affects the ability of students with pending cases from registering for courses and applying for graduation in a timely manner. If the recent trend of increasing cases continues, it is expected that this situation will only worsen over time for students.**
- It is relatively common for students to encounter technical issues with the Proctortrack software when they attempt to access an online examination being invigilated with Proctortrack. This is even the case when students have successfully completed their Onboarding Quiz in a timely manner prior to an examination. **The result is increased stress and anxiety for students (as well as instructors and IT Support staff) when attempts are made to resolve these issues.**
- Anecdotally, many students have stated to me that the extent of academic misconduct that occurs in our online courses, and the under-reporting of such misconduct, makes them feel that they need to cheat when taking online examinations in order to be competitive with their peers. In other words, our current system of online examination invigilation is inadvertently causing good students to potentially make bad decisions.

Recommendation

There are two processes that can be used to maintain the integrity of examinations in remotely-delivered courses:

- 1) Use a system that permits students to engage in academic misconduct, and then spend a large amount of resources (e.g., money, time) to detect and manage the cases of misconduct.
- 2) Use a system that effectively prevents students from engaging in academic misconduct.

Using Proctortrack to invigilate online examinations is a potential solution that fits within the first category. This document has presented information regarding the relative ineffectiveness and lack of efficiency that is associated with this method.

Using in-person invigilation for the final examinations of remotely-delivered courses is a potential solution that fits within the second category. Such a system would resolve all of the issues associated with the use of Proctortrack that have been described in this document. As well, it would likely be associated with comparable or lower costs than what is currently being spent by the University to support the use of Proctortrack. It is worth noting that approximately 75% of students who register in remotely-delivered KHS courses have primary residences within 60 km of Regina. If this is similar to remotely-delivered courses from other Faculties, it would seem that most students who register in such courses would be able to complete their final examinations on campus, which would dramatically reduce the financial and administrative burden of such a system.

Finally, it is worth noting that at a recent meeting of the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA), the KHS Dean learned that, of those institutions with representatives at the meeting, the University of Regina is the only institution still using online final examinations for online asynchronous courses. All other institutions have moved to having the final examinations for remotely-delivered courses be invigilated in-person. **Investing in a system that prevents students from committing academic misconduct would maintain the standards and reputation of the University with its students, Faculty, staff, alumni, and broader community (e.g., donors).**

Future Action

I intend to make a motion at the February meeting of Executive of Council to reinstate the invigilation procedures that were used for the final examinations of remotely-delivered courses (e.g., online asynchronous, hybrid) prior to 2020, and have this system ready for use starting in Fall 2024.

17 January 2024

FOR CONSIDERATION**SUBJECT: Planning for in-person invigilation for online/remote courses****BACKGROUND**

Recognizing the direction of some members of the academic community to re-introduce in-person invigilation for online/remote/hybrid courses, the team at CCE has reviewed the proposed calendar changes and offers, below, some points of consideration and questions that may require clarification. The intended audience of this document is members of CCUAS for discussion at the meeting on Feb. 1, 2024.

CONTEXT

Prior to the onset of the pandemic, off-site in-person invigilation for online courses was managed by CCE. (On-site in-person invigilation was managed by the Faculties.) Human resources to perform this function at CCE included a full-time dedicated staff member, reporting to a manager who dedicated ~25% of her time to the task, as well as two staff members assigned to support this work during peak periods. (Estimated FTE = 2.0.) The individuals principally dedicated to the tasks associated with off-site in-person invigilation are no longer with CCE. Please see **Appendix A** for an overview of tasks and processes associated with this work. The CCE team notes that this level of staffing was required when there were fewer online courses and students—and prior to the introduction of remote and hybrid courses.

Note: In addition to in-person invigilation for online/remote courses, changes to assessment models and changes to our remote proctoring service may, in time, also help to address challenges to academic integrity currently observed in some online exams.

CONSIDERATIONS

The following notes and questions are provided for consideration and discussion.

1. Communication with students

- It is critical that students know, *at the time of registration*, what their course location requirements will be. If in-person invigilation is required, this information should ideally be included in the course catalog. The list of pre-approved sites for off-site invigilation should also be available at the time of registration.
 - Providing the information in the syllabus only will be too late for students who require location flexibility. By the start date of classes, many courses are already full with waitlists, so other options may not be available.
- Designated Faculty contacts should be provided to students who may have questions about the off-site in-person invigilation process.
- Communicating the new fees/requirements/processes to students is required.
 - Ideally, there should be consistency across the university. Variations between Faculties will be challenging for students who typically take courses from multiple Faculties/departments.

2. Question to be addressed

General

- In designated courses with this requirement, is the need for in-person invigilation for final exams only? Or will this include midterms, quizzes, other assessments?

Exam locations

- What is the expected turnaround time for the approval of an “Alternate Exam Location”?
 - These decisions should ideally be addressed prior to the add/drop date.
- How will student exam locations be monitored and tracked for individual students (within a single class, taking multiple classes, etc.)?
- Will the designated/authorized sites be free for students to access/use?

Regional Colleges

- With regard to the proposed Calendar statement: “Permission will not be granted to students registered for any in-person class in the same term as an online or remote class section.”
 - Will this apply to Regional College students as well? Students at the Regional Colleges often take a mix of in-person (at the College) and online/remote courses offered directly by the U of R. Presumably, Regional College students would be permitted to write exams in their home communities.
- If Regional Colleges are intended to be exam sites, are they aware of this and supportive?

Student accommodation

- How will student accommodation requests/requirements be managed for off-campus invigilation?
 - This is a critical question that was challenging pre-2020 as well.

Exam distribution

- How will exams be distributed to and collected from remote sites?
 - Note: Even with tracking numbers from couriers, completed exams can be lost. Is there a better way to manage this?
- If couriers are used, who will pay the costs for courier fees?
 - If students are required to pay these fees, how will this be facilitated?

Instructor considerations

- Will instructors waiting for returned exams be granted extra time to submit final grades?
- In general, what are the instructor responsibilities with regard to supporting students to access off-campus invigilation?

APPENDIX A
Tasks for Online Exam Invigilation Overview (Pre-2020)

1. **Course List Creation:**
 - Manager creates Course List from Course Database.
 - Assign courses to staff.
2. **Important Dates Document:**
 - Final Exam Lead creates Important Dates document.
 - Tasks added to Groupwise Calendar.
3. **Email Series Setup:**
 - Configure Delay Delivery Messaging and Important Information Folder.
 - Set up Step 1 to Step 4 emails for instructors.
4. **Exam Location Survey:**
 - Open Exam Location Survey in UR Courses.
 - Download lists after 100% add/drop and 50% drop deadlines.
 - Create, format, and update Feedback Lists.
5. **Supervised Exam Forms and 'Others':**
 - Send Next Steps document to 'Other' locations.
 - Review UR Courses for outstanding 'Others' and send reminders.
 - Update course binder Student List.
 - Email Invigilation Agreement to invigilators.
 - Track and record receipt of completed forms.
6. **Student Accommodations:**
 - Receive Student Accommodation Letters.
 - Distribute letters and confirm accommodations with instructors.
 - Make arrangements for CPD courses if needed.
7. **Exam Location Spreadsheet:**
 - Create Exam Location Spreadsheet after 50% drop date.
 - Use Pivot Table for analysis.
 - Print and organize Exam Location Table in binders.
8. **Invigilator Request Memos:**
 - Generate site memos from Exam Location Spreadsheet.
 - Email memos to designated invigilation sites.
 - Track site responses and update memos.
9. **Exam Location Lists in UR Courses:**
 - Save Feedback Lists as Exam Location Lists.
 - Update and format lists for UR Courses.
 - Upload lists to UR Courses.
10. **Order XpressPost Envelopes:**
 - Verify exam locations and order XpressPost Envelopes.
 - Attach tracking stickers and labels.
 - Email sites about mailed packages.

11. Final Exams Due:

- Send reminder emails to instructors.
- Process received exams, upload, and update Exam Spreadsheet.
- Encrypt exams if necessary.
- Order on-campus exams using Printing Services.
- Print off-campus exams in SIS and lock in cabinets.
- Prepare Exam Package Memos and mail XpressPost Envelopes.

12. Exams Written Internationally or at Remote Sites:

- Coordinate return of exams from international sites.
- Follow specific processes for exams written in the USA.

13. Exam Location Spreadsheet as of Student Location Download:

- Create detailed spreadsheet using Feedback Lists after 50% drop date.
- Use for Invigilation Site Memos and Envelope Order Spreadsheet.

14. Send Tracking Numbers to Instructors:

- Create spreadsheet with XpressPost tracking numbers.
- Email tracking numbers to instructors and Kinesiology separately.