



**512th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE
on the APC meetings held on April 14th and May 2nd, 2022**

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL - none

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS

Office of the Provost and Vice-Principal (Academic)

Amendments and renaming of the University Student Assessment Policy (USAP) to the Policy on Assessment of Student Learning (PASL) – appendix A

At a meeting on May 2nd, 2022, APC reviewed and approved a proposal to revise the current University Student Assessment Policy (USAP) following a three-year extensive and university wide review and consultation process. The updated Policy on Assessment of Student Learning (PASL) is principles based and less procedural than the current version and recognises the importance of assessment for learning. It emphasizes the importance of feedback, accountability, equity and is less exam-centric, with a broader understanding of modes of assessment. A separate document focusing on procedures and implementation is being prepared by TLS to complement the Policy. To reflect the extent of the revisions undertaken and give units and instructors sufficient time to adjust their assessment and potentially teaching strategies, the PASL will only come into effect in Fall 2024. TLS will provide guidance and support for a successful transition.

Be it resolved that Senate approve recommend to the Board of Governors for approval the proposed Policy on Assessment of Student Learning.

Office of the Vice-Principal (Research and Innovation)

Revisions to the Policy on the Study and Care of Animals - appendix B

At a meeting on April 14th, 2022, APC reviewed and approved proposed revisions to the Policy on the Study and Care of Animals. Ahead of an assessment visit that will be conducted by the Canadian Council on Animal Care (CCAC) in the Fall 2022, and since the Policy on the Study and Care of Animals has not undergone any in-depth review since its inception in 2011, the Office of the Vice-Principal (Research and Innovation) has undertaken a two-phase review process of the Policy. Phase 1 of the process has led to several administrative revisions, reflecting recent name changes to the University Animal Care committees, which are here presented for approval. Phase 2 will consist of a deeper review and subsequent updating of the Policy, and will follow the University's consultation and approval processes.

Be it resolved that Senate approve and recommend to the Board of Governors for approval the proposed revisions to the Policy on the Study and Care of Animals.

(C) CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES - none

(D) CHANGES IN DEGREE DESIGNATION – none

(E) INTER-UNIVERSITY PARTNERSHIPS – none

(F) OTHER – *none*

II. **TO BE ENDORSED BY SENATE / PRESENTED TO SENATE FOR DISCUSSION** – *none*

III. **APPROVED BY APC IN THE NAME OF SENATE**

(A) DEFINITIONS – *none*

(B) STUDENT EXCHANGE PARTNERSHIPS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS - *none*

(C) OTHER - *none*

IV. **FOR THE INFORMATION OF SENATE**

I. **ACADEMIC UNIT REVIEWS** - *none*

II. **APPROVAL OF COURSES AND TEACHING PROGRAMS** - *none*

1. **Programs**

a) APC Approvals (new options/concentrations and major revisions to existing programs)

i. New Programs - *none*

ii. Major Revisions of Existing Programs - *none*

b) APC Subcommittee on Courses and Teaching Programs (SCTP) Approvals
(Summary Reports: <http://www.mcgill.ca/sctp/documents/>)

i. Moderate and Minor Program Revisions - *none*

ii. Program Retirements - *none*

2. **Courses**

a) **New Courses** - *none*

b) **Course Revisions** - *none*

c) **Course Retirements** - *none*



MEMORANDUM

OFFICE OF THE PROVOST AND VICE-PRINCIPAL (ACADEMIC)

James Administration Building, Room 504

Tel: (514) 398-4177 Fax: (514) 398-4768

TO: Senate

FROM: Christopher Manfredi, Provost and Vice-Principal (Academic), Chair of APC

RE: The Policy on Assessment of Student Learning (PASL)

DATE: May 2nd, 2011

FOR: Approval

Background: The current [University Student Assessment Policy \(USAP\)](#) was approved in 2011 with the most recent amendment passed in 2016. The Assessment Policy Revision Working Group (co-chaired by the Associate Dean of Students (Glenn Zabowski) and the Director of Teaching and Learning Services (Laura Winer), with faculty and student members, see below)) has been working for two and a half years to replace the current University Student Assessment Policy (USAP) with a principles-based Policy on Assessment of Student Learning (PASL). The principles were presented at Senate in 2021 and the Policy drafts have benefitted from extensive discussions within the Working Group and multiple Faculties, instructors, and student groups, committees, and some members of the Senior Administration. A more complete draft of the revised policy was presented to Senate for information (for discussion and feedback) on 19 April 2022.

The Policy will provide guidance to McGill's academic units and instructors, articulate mandatory procedures, and establish the limits of permissible practice. The new Policy will require the modification of some current assessment strategies at McGill, which in turn may entail changes to teaching strategies. Instructors will require support in making these changes to their assessment and teaching practices.

In addition to the Co-Chairs, this academic year's version of the Workgroup includes:

Prof. Manuel Balán
 Prof. Robin Beech
 Dr. Alice Cherestes
 Prof. Miranda Hickman
 Dr. Lisa Starr
 Hossein Poorhemati (PGSS)
 Megan Boyer (Student Advocacy)
 Claire Downie (SSMU)

Timeline: The full implementation will be at the start of the Fall 2024 academic term. A long window before implementation is deemed essential to ensure there is adequate time for awareness and education about the new policy, as well as the development of the skills and knowledge required to implement new approaches to assessment. A detailed implementation and support plan will include the following:

- Raising awareness about the new PASL by highlighting changes that will potentially have an impact on teaching and learning.
- Highlighting how the changes support teaching and learning.
- Providing guidance and recommended practices for complying with the policy.
- Offering workshops/webinars/podcasts.
- Publishing documentation (e.g., Teaching and Learning Knowledge Base articles); blog posts.
- Producing instructional videos.
- Offering consultations (e.g., review course outlines; design rubrics/rating scales).
 - for individual instructors.
 - for departments/units/Faculties.

Prior consultations: Enrolment and Student Affairs Advisory Committee (ESAAC), SSMU Caucus, Legal Services, Enrolment Services, Assessment and Feedback Group, Office for Students with Disabilities, APC Subcommittee on Teaching and Learning, Teaching and Learning Services, AGSEM (The Association of Graduate Students Employed at McGill), Student Leaders' Forum, Engineering, Biochemistry, Urban Planning, Music, Nursing, Medicine, FAES, Economics, French Language Centre, Senate (for information), MAUT, Senate (2021, 2022), Senior Administration. Approved by APC on May 2nd, 2022.

Appendices:

Appendix A: Policy on Assessment of Student Learning (clean)

Appendix B: Side-by-Side PASL vs USAP

Appendix C: Track-Changes Version of the Policy on Assessment of Student Learning (based on feedback received since mid-March 2022, including from MAUT, and Senate)

Policy on Assessment of Student Learning

1. PREAMBLE

Assessment plays an integral role in teaching and learning. Sound assessment practices help to shape and enhance student learning by:

- allowing for fair, meaningful, and effective assessment of a student's learning.
- creating a learning environment that is both healthy and rigorous.
- informing instructors and students as to the extent to which the planned learning outcomes are achieved.

Sound assessment practices exert a profound impact on students' ability to develop the knowledge, skills, and values appropriate for a given academic level. Further, such assessment practices can have a profound positive impact on students' wellbeing. Instructors are recognised as being domain experts, best positioned to evaluate the learning and assessment needs of their students and to manage the evolution of their courses, modes of teaching and evaluation.

Faculties, Enrolment Services, and other University units have the authority to and should develop local guidelines and procedures that are consistent with this Policy and any other McGill University regulations.

2. SCOPE

- 2.1. The purpose of this Policy is to provide a set of common principles to guide assessment of student learning throughout McGill University, recognizing the different needs of Faculties and academic units. In doing so, the Policy promotes equity, consistency, effective learning experiences, a healthy learning environment, and academic integrity under the [Code of Student Conduct and Disciplinary Procedures](#).
- 2.2. This Policy shall apply to all undergraduate and graduate courses offered by McGill University for which credit is earned and students receive a final grade on an official McGill transcript. For courses which do not follow the standard course schedule identified in the Key academic dates approved by Senate annually, Faculties and academic units are expected to adapt the specified timelines to respect the Guiding Principles.
- 2.3. This Policy shall not apply to credit activities with their own policies and regulations, for example, comprehensive examinations and internships.
- 2.4. No provision in this policy should be understood as contradicting McGill's University Statement of Academic Freedom.

3. DEFINITIONS

- 3.1. “Assessment” means the process through which the progress and achievements of a student or students are measured or determined. Based on established criteria and standards, assessment provides ongoing feedback to the student about the quality and extent of their knowledge, understanding, and performance, and determines assigned grades.
- 3.2. “Student” means any person registered in the University for a course, courses, or research activities, whether or not they are a candidate for a degree, diploma, or certificate.
- 3.3. “Instructor” means the member of the academic staff responsible for instruction, the means of assessment, and the grades to be granted in a course.

4. GUIDING PRINCIPLES

The following guiding principles have been developed to inform the McGill University Policy on Assessment of Student Learning. They are intended as the foundation on which Faculties, Enrolment Services, and other University units can develop guidelines and procedures.

- 4.1 Assessment practices are aligned with and reflective of the commitment to healthy teaching and learning environments underpinning a McGill education.
 - a) Assessment practices are conducted in a fair, reasonable, and equitable manner.
 - b) Expectations are clearly communicated to students.
 - c) Reasonable student concerns are heard and responded to in a prompt and thoughtful manner.
 - d) Provisions are made for reasonable scheduling of completion of assessment tasks.
 - e) Assessment tasks are sufficiently inclusive and diverse to permit reliable judgements of individual students’ knowledge, understanding, and performance.
 - f) In setting assessment tasks for the course, students’ workloads, task due dates, and the credit value of the course are taken into account.
 - g) Provisions are made for reasonable accommodation of student needs.
- 4.2 Assessment practices uphold high academic standards and promote academic integrity.
 - a) Grades are determined based on high standards and are applied consistently.
 - b) The instructor is ultimately responsible for the assessment of all students’ work, even if they are assisted by teaching assistants, graders, or external subject matter experts.
 - c) Courses offered with multiple sections should have equivalent levels of workload and equivalent assessment tasks.
 - d) Instructors are provided with support to develop effective and meaningful assessment and feedback strategies.

- 4.3 Assessment practices are pedagogically sound.
- a) Assessment tasks are aligned with planned learning outcomes.
 - b) Assessment tasks may include individual and group work, with assessment criteria that explicitly address the basis for individual and group grades.
 - c) Students have the opportunity to receive timely and ongoing feedback they can use to improve (formative assessment), and feedback used to judge students' knowledge, understanding, and performance at the end of a unit, course, or program to determine if they have achieved the learning outcomes (summative assessment).
- 4.4 Assessment practices allow for valid and reliable judgments about individual student learning.
- a) The grading system is criterion-referenced: it is designed to indicate an individual student's achievement of clearly stated learning outcomes.
 - b) Ranking students is not the primary goal of assessment.
 - c) The average grade and/or distribution of grades for any course, examination, or other academic assessment task is not predetermined.
 - d) Normally, each course should have more than one graded assessment task, with the exception of single-project courses such as undergraduate/graduate thesis courses, internships, and individual reading courses.

5. RIGHT TO FAIR ASSESSMENT

- 5.1. It is the responsibility of instructors and students to exercise due diligence in familiarizing themselves with the provisions of this Policy and other relevant or applicable [University](#) and Faculty-level policies.
- 5.2. Regardless of mode of delivery, all forms of assessment shall be conducted in such a manner as to promote academic integrity, using strategies such as changing question content, or reordering questions or answers in different versions of the same assessment task.
- 5.3. Students must have the opportunity to receive some formative feedback before the University's official course withdrawal (without refund) deadline.
- 5.4. Students registering for courses during the add/drop period shall be provided alternative arrangements for missed assessment tasks (including attendance-based assessment tasks) that were due during the add/drop period.
- 5.5. Instructors must include in the course outline expectations for all assessment tasks, including for participation, detailing explicitly the variety of ways in which grades can be earned. Details include explicit criteria to describe the key elements of students' learning. Instructors are to provide in writing concrete descriptors for each level of performance when the assessment task is formally assigned to students.

- 5.6. Graded assessment tasks, including third party rereads, must be available to the student at no financial cost. Access to assessment tasks must not require the payment of fees other than approved course fees.
- 5.7. Students may view and consult any written assessment, oral assessment (if recorded), or other artifact they created for which a grade has been assigned, along with an explanation of the grade. This right is available until the end of the following term.
- 5.8. Successful completion of a specific assessment task may be required to pass a course. In such cases, the requirement and a pedagogical justification must be stipulated in the course outline and the assessment task must be worth at least 20% of the final course grade.

6. COMMUNICATION OF COURSE ASSESSMENT TASKS

- 6.1. During the first week of a course, students shall be provided with a course outline that includes a description of the means of assessment for the course, including assessment tasks taking place outside scheduled class time (such as during tutorials, conferences, and labs). This description shall include the due date, weight, structure, penalties for assessment tasks submitted after a specified due date, and mode of delivery of each assessment task contributing to the final grade. Students can be offered a choice of alternative assessment tasks, but these should be explicit and available to all students.
- 6.2. It is the responsibility of students to exercise due diligence in familiarizing themselves with the requirements and due dates for the assessment tasks for a course, as well as the circumstances that would permit academic accommodation.
- 6.3. In the event of extraordinary circumstances beyond the control of McGill University, assessment tasks in a course are subject to change, provided students are sent adequate and timely communications regarding the change.
- 6.4. If a means of assessment is modified after the add/drop period, students must be given the option to decide, by a specified date, whether the original or modified means of assessment should apply towards their individual final grade.
- 6.5. Students shall be permitted to use either English or French in completing any assessment task, except for courses in which acquiring proficiency in a particular language is one of the learning outcomes, and in-class oral presentations.
- 6.6. All assessment tasks must have a due date before the last day of Exams as specified in the University Calendar.

- 6.7. In-term assessment tasks must not have due dates scheduled in the last 10 working days of classes as specified in the University Calendar, except in these cases:
- Oral examinations in language courses
 - Take-home assessment tasks (such as essays, papers, examinations, problem sets, and lab reports) if the questions, topics, and/or instructions are given to students in advance (at least 15 working days before the end of classes)
 - Assessment tasks worth 10% or less of the final course grade
- 6.8. No assessment tasks shall be due during the University's official fall and winter reading breaks. All course content must be covered between the first and last day of classes, inclusive, as specified in the University Calendar.
- 6.9. Corrections or clarifications to instructions or content of any assessment task must be documented in a timely manner through University email or the learning management system.

7. REASONABLE ACCOMMODATION FOR STUDENTS

- 7.1. Students requiring disability-related academic accommodations have the right to request reasonable accommodation in fulfilling an assessment task in a course in accordance with the [Policy Concerning the Rights of Students with Disabilities](#). Students who because of religious commitment cannot undertake or submit an assessment task in a course have the right to request reasonable accommodation in fulfilling the assessment task in accordance with the [Policy for the Accommodation of Religious Holy Days](#). Pregnant students and students caring for dependants have the right to request reasonable accommodation in fulfilling an assessment task in a course in accordance with the [Guidelines for the Academic Accommodation of Pregnant Students and Students Caring for Dependants](#).
- 7.2. Students who for valid documented reasons (such as extenuating illness or serious personal circumstances) cannot undertake or submit an assessment task in a course may request academic accommodations within a timeframe that is in accordance with local guidelines and procedures, and instructor approval. Processes around academic accommodation vary by Faculty, and students should consult their academic advisor for the appropriate request pathway.
- 7.3. Students who wish to request an academic accommodation must do so before the assessment task is submitted.
- 7.4. Exceptionally, if additional information becomes available after an assessment task has been submitted, a request for reasonable accommodation may be submitted within 7 working days.
- 7.5. Students who without a valid documented reason fail to submit an assessment task shall receive a grade of 0 or F for that task (or J in the case of a final assessment).

8. THIRD PARTY REREADS

- 8.1. Students may request an impartial and competent reread by a third party designated by McGill University for any assessment task, including oral assessment tasks that are recorded. Requests for rereads must be made within 10 working days of the date of the return of the graded materials to the student, and reassessments should normally be completed within 20 working days of the request, subject to reasonable administrative arrangements.
- 8.2. Before requesting a third party reread, the student must make a request to the course instructor for an explanation of the grade. This request must be in writing and include a rationale for any requested change of the grade. No penalty may be assessed for this request or for a formal reread request. If a third party reviewer deems the original grade to be inappropriate, it will be revised up or down accordingly. The reviewer's grade overrides the original grade.

9. EXAMINATIONS AND FINAL ASSESSMENT TASKS

- 9.1. In the interest of academic integrity, instructors should modify assessment tasks each time the course is offered to minimize the possibility of students obtaining answers from previous terms.
- 9.2. All examination questions are confidential and shall not be shared or reproduced unless otherwise permitted by the instructor, Department, and/or Faculty.
- 9.3. Instructors are responsible for creating at least two versions of each multiple-choice examination by scrambling the questions and/or responses, or using question pools.
- 9.4. Students must be provided with a high-level description of the format and content of examinations reasonably in advance of the scheduled date.
- 9.5. Regardless of where examinations take place, all students in the same course must be provided with the same access to examination instructions.
- 9.6. If instructors choose to hold an examination after the last day of classes as specified in the University Calendar, it shall be called a "final assessment" and be worth at least 25% and no more than 75% of the final grade.
- 9.7. Faculties are responsible for procedures for deferred, supplemental, and special examinations.

10. PROCESS FOR CONTESTING ASSESSMENT

- 10.1. In cases where a student believes this Policy is not being respected, they are advised to make their concern known by contacting the instructor and/or Program Director/Chair of the Department in writing. A response shall be provided to the student within 7 working days. If the matter is not resolved satisfactorily, any party may refer it to the Office of the Dean of Students or an Associate Dean of the Faculty where the course resides. A response outlining the process and indicating an expected resolution date will be provided within 7 working days. All parties should exercise discretion around the student's identity to maintain the integrity of the process.
- 10.2. Matters unresolved through these channels may be grieved through the [Code of Student Grievance Procedures](#) under the [Charter of Students' Rights](#) and students may avail themselves of an advisor as described in the procedures therein. The Office of the Ombudsperson for Students offers confidential, informal, independent, and impartial dispute resolution services.

11. POLICY REVIEW

The Policy shall be reviewed by the Office of the Dean of Students and Teaching and Learning Services every 5 years through a process that includes stakeholder consultation with both instructors and students. Proposed amendments are to be reviewed by Senate.

PASL	COMMENT	USAP
<p>1. PREAMBLE</p> <p>Assessment plays an integral role in teaching and learning. Sound assessment practices help to shape and enhance student learning by:</p> <ul style="list-style-type: none"> • allowing for fair, meaningful, and effective assessment of a student’s learning. • creating a learning environment that is both healthy and rigorous. • informing instructors and students as to the extent to which the planned learning outcomes are achieved. <p>Sound assessment practices exert a profound impact on students’ ability to develop the knowledge, skills, and values needed appropriate for a given academic level. Further, such assessment practices can have a profound positive impact on students’ wellbeing. Instructors are recognised as being domain experts, best positioned to evaluate the learning and assessment needs of their students and to manage the evolution of their courses, modes of teaching and evaluation.</p> <p>Faculties, Enrolment Services, and other University units have the authority to and should develop local guidelines and procedures that are consistent with this Policy and any other McGill University regulations.</p>	<ul style="list-style-type: none"> • <i>Explains importance of assessment</i> • <i>Explicitly provides Faculties, Enrolment Services, and other units with the authority and responsibility to develop local guidelines and procedures that fit their circumstances.</i> 	<p>9. PROCEDURES FOR CONDUCT OF EXAMINATIONS</p> <p>9.1.1 The University/Faculty/Unit shall develop procedures governing the administration and conduct of examinations which shall include:</p> <ul style="list-style-type: none"> (i) seating arrangement for Students; (ii) the time constraints on entry to and exit from an examination room; (iii) the circumstances for, and conditions under, which Students may leave and re-enter an examination room; (iv) the personal items (electronic or other), if any, to which Students may have access during the taking of an examination; (v) the interruption of any examination by an external event; (vi) the administration of multiple-choice examinations.

PASL	COMMENT	USAP
		<p>10. FACULTY STUDENT ASSESSMENT PROCEDURES 10.1.1 Faculties may develop student assessment procedures provided they are not inconsistent with this Policy or any University regulations.</p>
<p>2. SCOPE</p>		<p>1. SCOPE</p>
<p>2.1. The purpose of this Policy is to provide a set of common principles to guide assessment of student learning throughout McGill University, recognizing the different needs of Faculties and academic units. In doing so, the Policy promotes equity, consistency, effective learning experiences, a healthy learning environment, and academic integrity under the Code of Student Conduct and Disciplinary Procedures.</p>	<ul style="list-style-type: none"> • <i>Introduces principles-based approach</i> 	<p>1.1 The purpose of this policy is to bring together into a single document all the disparate policies with regard to all types of Student Assessments. This policy is meant to protect the students from excessive workloads, and to ensure that all students are treated equally. Students should be able to write examinations in conditions that permit them to put forth their best effort.</p>
<p>2.2. This Policy shall apply to all undergraduate and graduate courses offered by McGill University for which credit is earned and students receive a final grade on an official McGill transcript. For courses which do not follow the standard course schedule identified in the Key academic dates approved by Senate annually, Faculties and academic units are expected to adapt the specified timelines to respect the Guiding Principles.</p>	<ul style="list-style-type: none"> • <i>Clarifies range of application</i> • <i>Removes named exceptions</i> 	<p>1.2 This policy shall apply to all undergraduate and graduate Courses, offered by the University, that are evaluated by any form of Assessment. Except where otherwise indicated, this policy applies to all Faculties, including those which administer their own examinations.</p> <p>The principles enunciated in this policy shall be applied, appropriately modified, to Courses of less than a 13 week duration.</p>
<p>2.3. This Policy shall not apply to credit activities with their own policies and regulations, for example, comprehensive examinations and internships.</p>	<ul style="list-style-type: none"> • <i>Clarifying out of scope credit activities</i> 	
<p>2.4 No provision in this policy should be understood as contradicting McGill’s University Statement of Academic Freedom.</p>		

PASL	COMMENT	USAP
		<p>1.3 This policy was approved by Senate on February 16th, 2011.</p>
	<ul style="list-style-type: none"> • See Section 10.1 	<p>1.4 Students may come forward in cases of perceived violation of the University Student Assessment Policy. The matter may, as appropriate, be confidentially referred to the Professor, Department Chair, Director or Associate Dean to ensure the spirit of the University Student Assessment Policy is respected.</p>
<p>3. DEFINITIONS</p>		<p>2. DEFINITIONS 2.1 For the purposes of this policy:</p>
<p>3.1. "Assessment" means the process through which the progress and achievements of a student or students are measured or determined. Based on established criteria and standards, assessment provides ongoing feedback to the student about the quality and extent of their knowledge, understanding, and performance, and determines assigned grades.</p>	<ul style="list-style-type: none"> • <i>Assessments include assignments and examinations.</i> 	<p>2.1.1 "Assessment" means any form of student activity in a Course to which a grade is to be granted by the Instructor.</p>
<p>3.2. "Student" means any person registered in the University for a course, courses, or research activities, whether or not they are a candidate for a degree, diploma or certificate.</p>		
<p>3.3. "Instructor" means the member of the academic staff responsible for instruction, the means of assessment and the grades to be granted in a course.</p>		
	<p>See 3.1</p>	<p>2.1.2 "Assignment" means any form of Assessment other than examinations.</p>

PASL	COMMENT	USAP
	<p>Regulations pertaining to exams are overseen by Enrolment Services and will not be replicated here. See https://www.mcgill.ca/exams/regulations and https://www.mcgill.ca/students/exams/dates/conflicts.</p>	<p>2.1.3 “Chair” includes the chairs of departments, directors of Institutes and Schools, directors of departments in the School of Continuing Studies, and deans of faculties without departments.</p>
	<p><i>To be addressed in Exam Regulations.</i></p>	<p>2.1.4 “Conflict” means an academic conflict as defined by Enrolment Services. https://www.mcgill.ca/students/exams/dates/conflicts</p>
	<p><i>See 2.2.</i></p>	<p>2.1.5 “Course” means any educational activity for which credit may be earned by a Student.</p>
	<p><i>To be addressed in Exam Regulations.</i></p>	<p>2.1.6 “Deferred Assessment” means any Assessment provided a Student who for documented legitimate reasons could not complete a Course requirement by its due date.</p>
	<p><i>To be addressed in Exam Regulations.</i></p>	<p>2.1.7 “Examiner” means the member of the academic staff (including contract academic staff) who is responsible for the mode of Assessment and the grades to be granted in a Course.</p>
	<p><i>To be addressed in Exam Regulations.</i></p>	<p>2.1.8 “Faculty” means all faculties, the School of Continuing Studies, and the Graduate and Postdoctoral Studies Office.</p>
	<p><i>To be addressed in Exam Regulations.</i></p>	<p>2.1.9 “Official Examination Period” means the examination period identified in the relevant University calendar.</p>
	<p><i>See 3.3.</i></p>	<p>2.1.10 “Instructor” means the member of the academic staff responsible for a Course.</p>

PASL	COMMENT	USAP
	<i>To be addressed in Exam Regulations.</i>	<p>2.1.11 “Related Party” means:</p> <ul style="list-style-type: none"> (i) a member of an Examiner’s or Instructor’s immediate family; (ii) a person living in an Instructor’s household; (iii) a person with whom an Instructor has, or had, a close or intimate personal relationship; (iv) a person with whom an Instructor shares, directly or indirectly, a financial or other interest; or (v) a person to whom an Instructor owes a financial or moral obligation.
	<i>To be addressed in Exam Regulations.</i>	2.1.12 “Spanned-course” means a Course that is taught over more than one semester.
	<i>To be addressed in Exam Regulations.</i>	2.1.13 “Special Examination” means any Deferred Examination held outside of the official deferred examination period.
	<i>See 3.2.</i>	2.1.14 “Student” means a Student as defined in the Code of Student Conduct and Disciplinary Procedures.
	<i>To be addressed in Exam Regulations.</i>	2.1.15 “Supplemental Assessment” means any Assessment provided a Student who receives a grade of D, F, J or U in a course.
	<i>To be addressed in Exam Regulations.</i>	2.1.16 “Take-home Examination” means an examination that is to be written by students outside of a regular examination setting.

PASL	COMMENT	USAP
4. GUIDING PRINCIPLES		
<p>The following guiding principles have been developed to inform the McGill University Policy on Assessment of Student Learning. They are intended as the foundation on which Faculties, Enrolment Services, and other University units can develop guidelines and procedures.</p>	<p><i>The Principles serve to define the framework that all local guidelines and procedures must respect.</i></p>	
<p>4.1 Assessment practices are aligned with and reflective of the commitment to healthy teaching and learning environments underpinning a McGill education.</p> <ul style="list-style-type: none"> a) Assessment practices are conducted in a fair, reasonable, and equitable manner. b) Expectations are clearly communicated to students. c) Reasonable student concerns are heard and responded to in a prompt and thoughtful manner. d) Provisions are made for reasonable scheduling of completion of assessment tasks. e) Assessment tasks are sufficiently inclusive and diverse to permit reliable judgements of individual students' knowledge, understanding, and performance. f) In setting assessment tasks for the course, students' workloads, task due dates, and the credit value of the course are taken into account. g) Provisions are made for reasonable accommodation of student needs. 		

PASL	COMMENT	USAP
<p>4.2 Assessment practices uphold high academic standards and promote academic integrity.</p> <ul style="list-style-type: none"> a) Grades are determined based on high standards and are applied consistently. b) The instructor is ultimately responsible for the assessment of all students' work, even if they are assisted by teaching assistants, graders, or external subject matter experts. c) Courses offered with multiple sections should have equivalent levels of workload and equivalent assessment tasks. d) Instructors are provided with support to develop effective and meaningful assessment and feedback strategies. 		
<p>4.3 Assessment practices are pedagogically sound.</p> <ul style="list-style-type: none"> a) Assessment tasks are aligned with planned learning outcomes. b) Assessment tasks may include individual and group work, with assessment criteria that explicitly address the basis for individual and group grades. c) Students have the opportunity to receive timely and ongoing feedback they can use to improve (formative assessment), and feedback used to judge students' knowledge, understanding, and performance at the end of a unit, course, or program to determine if they have achieved the learning outcomes (summative assessment). 		

PASL	COMMENT	USAP
<p>4.4 Assessment practices allow for valid and reliable judgments about individual student learning.</p> <ul style="list-style-type: none"> a) The grading system is criterion-referenced: it is designed to indicate an individual student’s achievement of clearly stated learning outcomes. b) Ranking of students is not the primary goal of assessment. c) The average grade and/or distribution of grades for any course, examination, or other academic assessment task is not predetermined. d) Normally each course should have more than one graded assessment task, with the exception of single-project courses such as undergraduate/graduate thesis courses, internships, and individual reading courses. 		
<p>5. RIGHT TO FAIR ASSESSMENT</p>		<p>3. GENERAL 3.1 Right to Fair Assessments:</p>
	<p><i>See Principle 4.1 Rights under the Charter of Student Rights are not repeated.</i></p>	<p>3.1.1 The evaluation of a Student’s performance in a Course shall be fair and reasonable, and shall reflect the content of the Course. <i>(Article 12 of the Charter of Student Rights)</i></p>
<p>5.1. It is the responsibility of instructors and students to exercise due diligence in familiarizing themselves with the provisions of this Policy and other relevant or applicable University and Faculty-level policies.</p>		<p>3.1.2 It is the responsibility of Students to exercise due diligence in familiarizing themselves with the provisions of this policy, the examination schedule, and other University, Faculty and Unit regulations governing the conduct of Assessments.</p>
<p>5.2. Regardless of mode of delivery, all forms of assessment shall be conducted in such a manner as to promote academic integrity, using strategies such as changing question content, or reordering questions or answers in different versions of the same assessment task.</p>	<p><i>To include online</i></p>	<p>3.1.3 All forms of Assessment shall be conducted in such a manner as to preserve academic integrity.</p>

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5.3. Students have the opportunity to receive some formative feedback before the University's official course withdrawal (without refund) deadline.	<i>Implementation of bullet 3 in preamble and Principle 4.3</i>	
	<i>See 4.4.d</i>	3.1.4 There should be more than one Assessment for each Course. ^{1,2}
5.4. Students registering for courses during the add/drop period shall be provided alternative arrangements for missed assessment tasks (including attendance-based assessment tasks) that were due during the add/drop period.		3.1.5 Students registering for courses during the Add/Drop period shall not be penalized for missed Assessments (including attendance-based assessments) which were due during the course change period. This applies to full term/year courses for which there is an Add/Drop period.
5.5. Instructors must include in the course outline expectations for all assessment tasks, including participation, detailing explicitly the variety of ways in which grades can be earned. Details include explicit criteria to describe the key elements of the students' learning. Instructors are to provide in writing concrete descriptors for each level of performance when the assessment task is formally assigned to students.	<i>Extend requirement for rubric to all assessments, not just participation greater than 10%. The term rubric was avoided because of concerns about perceived jargon.</i>	3.1.6 Normally, participation will not exceed 10% of the final grade. If participation (which may include attendance) is to exceed 10%, instructors must include a clear rubric in the course outline.
5.6. Graded assessment tasks, including third-party rereads, must be available to the student at no financial cost. Access to assessment tasks must not require the payment of fees other than approved course fees.	<i>Ensure equity in assessment process.</i>	

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<p>5.7. Students may view and consult any written assessment, oral assessment (if recorded), or other artifact they created for which a grade has been assigned along with an explanation of the grade. This right is available until the end of the following term.</p>		<p>3.6 Review of Assessments by Student 3.6.1 Subject to reasonable administrative arrangements and provided the request is made by a Student within a reasonable time after the notification of a mark, every Student has a right to consult any written Assessment for which he/she has received a mark and a right to receive an explanation of this Assessment from the Instructor/Examiner. (Article 14 (a) of the Charter of Students' Rights)</p> <p>In the case of 600 and 700 level courses, the Graduate and Postdoctoral Studies Reread Policy shall apply.</p>
<p>5.8. Successful completion of a specific assessment task may be required to pass a course. In such cases, the requirement and a pedagogical justification must be stipulated in the course outline and the assessment task must be worth at least 20% of the final course grade.</p>		<p>3.1.7 In courses where failure to complete a specific assignment or activity, or failure to achieve a passing grade for that assignment or activity would prevent the student from passing the course, this stipulation must be stated clearly in the course outline. The assignment or activity in question, if it is assigned a percentage value, must be worth no less than 20% of the final course grade. In the case of noncompliance, the matter may, as appropriate, be confidentially referred to the Department Chair, Director or Associate Dean.</p>

PASL	COMMENT	USAP
<p>6. COMMUNICATION OF COURSE ASSESSMENT TASKS</p>		<p>3.2 Notification of Form of Assessment:</p>
<p>6.1 During the first week of a course, students shall be provided with a course outline that includes a description of the means of assessment for the course, including assessment tasks taking place outside of scheduled class time (such as during tutorials, conferences, and labs). This description shall include the due date, weight, structure, penalties for assessment tasks submitted after a specified due date, and mode of delivery of each assessment task contributing to the final grade. Students can be offered a choice of alternative assessment tasks, but these should be explicit and available to all students.</p>	<ul style="list-style-type: none"> • <i>Regrouping all course outline requirements.</i> 	<p>3.2.1 During the first week of class, Students shall be provided with a description of the means of evaluation to be used in the Course which shall include:</p> <ul style="list-style-type: none"> (a) the number, nature and forms of Assessment to be used in the Course; (b) the weighting to be accorded each Assessment; (c) the Course pre-requisites; (d) whether a form of Assessment to be used may be subjected to text-matching in accordance with the Policy on Text-Matching Software; and (e) the University’s academic integrity policy. <p>3.2.4 Assessments taking place outside of scheduled lecture time (i.e. tutorials, conferences, labs) should have their meeting times set by the end of add/drop period.</p> <p>6.1.6 Penalties for late submitted assignments must be stated in the course outline.</p>
<p>6.2. It is the responsibility of students to exercise due diligence in familiarizing themselves with the requirements and due dates for the assessment tasks for a course, as well as the circumstances that would permit academic accommodation.</p>		<p>3.2.2 It is the responsibility of Students to exercise due diligence in familiarizing themselves with:</p> <ul style="list-style-type: none"> (i) requirements of the Assessments to which they will be subjected in their Courses; (ii) the due date of Assessments; (iii) the date, time and location of their examinations; (iv) the regulatory framework governing: <ul style="list-style-type: none"> • Academic integrity; • The conduct of examinations; • The format and substance of written forms of Assessment, especially graduate theses (v) circumstances that would permit Reasonable Accommodation (see below Section 3.4)

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6.3. If a means of assessment is modified after the add/drop period, students must be given the option to decide, by a specified date, whether the original or modified means of assessment should apply towards their individual final grade.	<i>Previously no possibility of modifying assessment once course outline distributed.</i>	
6.4. In the event of extraordinary circumstances beyond the control of McGill University, assessment tasks in a course are subject to change, provided students are sent adequate and timely communications regarding the change.		3.2.3 In the event of extraordinary circumstances beyond the University's control, the evaluation scheme in a Course is subject to change, provided that there be timely communications to the students regarding the change.
6.5. Students shall be permitted to use either English or French in completing any assessment task, except for courses in which acquiring proficiency in a particular language is one of the learning outcomes, and in-class oral presentations.	<i>To be addressed in Exam Regulations.</i>	<p>3.3 Language of Assessment</p> <p>3.3.1 Students shall be permitted to use either English or French in completing any form of Assessment other than:</p> <ul style="list-style-type: none"> (i) In-class oral presentations; and (ii) Assessments in Courses in which acquiring proficiency in a language is one of the objectives, where the Assessments shall be in the language of the Course. <p>3.3.2 Due to the bilingual nature of its program, exception is granted to Courses in the Faculty of Law.</p> <p>5.4 Language of Examination</p> <p>5.4.1 Examination questions shall be set in the language in which:</p> <ul style="list-style-type: none"> (i) the Course is taught; or (ii) the Student's proficiency is being assessed. <p>5.4.2 Due to the bilingual nature of its program, exception is granted to Courses in the Faculty of Law.</p>
6.6. All assessment tasks must have a due date before the last day of Exams as specified in the University Calendar.	<ul style="list-style-type: none"> • <i>Allow for flexible use of the Examination period.</i> 	

<p>6.7. In-term assessment tasks must not have due dates scheduled in the last 10 working days of classes as specified in the University Calendar, except in these cases:</p> <ul style="list-style-type: none"> • Oral examinations in language courses • Take-home assessment tasks (such as essays, papers, examinations, problem sets, and lab reports) if the questions, topics, and/or instructions are given to students in advance (at least 15 working days before the end of classes) • Assessment tasks worth 10% or less of the final course grade 	<p><i>To be addressed in Exam Regulations.</i></p>	<p>4. WRITTEN ASSIGNMENTS OTHER THAN EXAMINATIONS</p> <p>4.1 Submission of Written Assignments other than Examinations</p> <p>4.1.1 Instructors shall ensure that Students are provided with sufficient time to complete in-term written Assignments prior to the commencement of the final examination period.</p> <p>4.1.2 Unless otherwise provided by the Unit/Faculty, the due date for in-term written Assignments shall be no later than the last day of classes as specified in the University calendar.</p> <p>7. EXAMINATIONS – IN-TERM</p> <p>7.1 Scheduling:</p> <p>7.1.1 Subject to section 7.1.2, no in-term Examination in a regularly scheduled Course shall be scheduled during the last 14 calendar days of classes as specified in the University calendar.</p> <p>7.1.2 In-term Assessment may be scheduled during the last 14 calendar days of classes where the Assessment is:</p> <ul style="list-style-type: none"> (i) part of a pattern of regular in-term Assessments in the Course and is not worth more than 10% of the final mark; or (ii) an oral examination in a language Course; or (iii) where an Assessment (exclusive of Examinations) was assigned as per 3.2.1. <p>7.1.3 Notwithstanding the foregoing provisions, mid-course examinations held in spanned-courses shall be held during the final examinations period.</p> <p>7.1.4 Officially scheduled academic activities take precedence over any examinations scheduled outside of normal class time for the Course in which the examination is being given.</p>
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		<p>7.1.5 When a student has conflicting in-term examinations, scheduled outside of normal class time, the student shall be permitted to write a Deferred Examination in one (or more) of the Courses.</p> <ul style="list-style-type: none"> • The Instructors of the classes shall consult in an attempt to reach a mutual decision as to who shall offer the make-up examination. • In the event that a mutual decision is not possible, regulations concerning examination conflicts of the Faculty in which the Student is registered shall apply.
<p>6.8. No assessment tasks shall be due during the University's official fall and winter reading breaks. All course content must be covered between the first and last day of classes, inclusive, as specified in the University Calendar.</p>	<ul style="list-style-type: none"> • <i>Ensure that breaks are in fact breaks.</i> • <i>Ensure that required content is covered during the official class schedule.</i> 	
<p>6.9. Corrections or clarifications to instructions or content of any assessment task must be documented in a timely manner through University email or the learning management system.</p>	<ul style="list-style-type: none"> • <i>This becomes an update to the Course Outline.</i> 	

PASL	COMMENT	USAP
<p>7. REASONABLE ACCOMMODATION FOR STUDENTS</p>		<p>3.4 Reasonable Accommodation of Students:</p>
<p>7.1. Students requiring disability-related academic accommodations have the right to request reasonable accommodation in fulfilling an assessment task in a course in accordance with the Policy Concerning the Rights of Students with Disabilities. Students who because of religious commitment cannot undertake or submit an assessment task in a course have the right to request reasonable accommodation in fulfilling the assessment in accordance with the Policy for the Accommodation of Religious Holy Days. Pregnant students and students caring for dependants have the right to request reasonable accommodation in fulfilling an assessment in a course in accordance with the Guidelines for the Academic Accommodation of Pregnant Students and Students Caring for Dependants.</p>	<ul style="list-style-type: none"> • <i>Adding Guidelines for the Academic Accommodation of Pregnant Students and Students Caring for Dependants.</i> 	<p>3.4.1 Students with disabilities have the right to request reasonable accommodation in fulfilling the Assessment requirements in a Course in accordance with the McGill University Policy Concerning the Rights of Students with Disabilities.</p> <p>3.4.2 Students who, because of religious commitment, cannot undertake or submit an Assessment in a Course have the right to request reasonable accommodation in fulfilling the Assessment requirements in accordance with the Policy for the Accommodation of Religious Holy Days.</p>
<p>7.2. Students who for valid documented reasons (such as extenuating illness or serious personal circumstances) cannot undertake or submit an assessment task in a course may request academic accommodations within a timeframe that is in accordance with local guidelines and procedures, and instructor approval. Processes around academic accommodation vary by Faculty and students should consult their academic advisor for the appropriate request pathway.</p>		<p>3.4.3 Students, who for valid documented reasons (such as illness or family tragedy), cannot submit a required Assessment in a Course, on providing satisfactory proof of their inability, may apply in accordance with the Faculty procedures relating to Deferred Assessments for permission to undertake a Deferred Assessment or receive another type of accommodation, provided the application is made within a timeframe that is in accordance with Faculty procedures.</p> <p>If a student who has been granted permission to write a deferred midterm examination cannot write it for valid documented reasons, the instructor may accommodate the student in any manner deemed pedagogically appropriate by the instructor, including, but not limited to, increasing the weight of the final examination beyond 75%, notwithstanding article 6.1.3 of this policy.</p> <p>Students registered for a Deferred Assessment must have access to all the relevant course material.</p>

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<p>7.3. Students who wish to request an academic accommodation must do so before the assessment task is submitted.</p>		
<p>7.4. Exceptionally, if additional information becomes available after an assessment task has been submitted, a request for reasonable accommodation may be submitted for the assessment within 7 working days.</p>		<p>3.4.5 Students who have already submitted an Assessment cannot subsequently request for the Assessment to be deferred.</p>
<p>7.5. Students who, without a valid documented reason, fail to submit an assessment task shall receive a grade of O or F for that task (or J in the case of a final assessment).</p>		<p>3.4.4 Students who without a valid documented reason fail to submit an Assessment shall receive a grade of F for the Assessment (or J in the case of a final examination).</p>
<p>8. THIRD PARTY REREADS</p>		<p>3.7 Re-Read by Third Party:</p>
<p>8.1. Students may request an impartial and competent reread by a third party designated by McGill University for any assessment task, including oral assessment tasks that are recorded. Requests for rereads must be made within 10 working days of the date of the return of the graded materials to the student, and reassessments should normally be completed within 20 working days of the request, subject to reasonable administrative arrangements.</p>		<p>3.7.1 Subject to reasonable administrative arrangements, and provided the request is made by a Student within a reasonable time after the notification of a mark, Students have a right to an impartial and competent re-read of any written Assessment and, where warranted, a revision of the grade received. <i>(Article 14(b) of the Charter of Students' Rights)</i> 3.7.2 Faculties shall establish administrative procedures governing the process relating to Students' right to a re-read.</p>

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<p>8.2. Before requesting a third party reread, the student must make a request to the course instructor for an explanation of the grade. This request must be in writing and include a rationale for any requested change in grade. No penalty may be assessed for this request or for a formal reread request. If a third party reviewer deems the original grade to be inappropriate, it will be revised up or down accordingly. The reviewer's grade overrides the original grade.</p>	<ul style="list-style-type: none"> • <i>Request of explanation required to reduce unfounded rereads.</i> 	
<p>9. EXAMINATIONS AND FINAL ASSESSMENT TASKS</p>		
<p>9.1. In the interest of academic integrity, instructors should modify assessment tasks each time the course is offered to minimize the possibility of students obtaining answers from previous terms.</p>		<p>5.3 Content: 5.3.1 The content of the examinations in a Course shall be changed significantly each semester.</p>
<p>9.2. All examination questions are confidential and shall not be shared or reproduced unless otherwise permitted by the instructor, Department, and/or Faculty.</p>	<ul style="list-style-type: none"> • <i>Returning not always possible; the concern is confidentiality.</i> 	<p>5.9 Confidentiality of Examination Questions: 5.9.1 All examination questions are confidential and shall be returned to the Instructor unless otherwise determined by the Instructor/Unit/Faculty.</p>

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<p>9.3. Instructors are responsible for creating at least two versions of each multiple-choice examination by scrambling the questions and/or responses, or using question pools.</p>		<p>8. EXAMINATIONS – MULTIPLE CHOICE 8.1.1 Several versions of each multiple-choice examination shall be created by scrambling the questions so that no one is seated next to, in front of, or behind a student writing the same version. A minimum of two (2) versions is to be used. Where enrolment exceeds 200 and where it is not possible to seat students in alternate rows, four (4) versions are required. With everyone in the room writing the same examination, four (4) versions are also required. 8.1.2 Machine scored multiple-choice examinations in a Course may be subject to analysis by the McGill Exam Security Computer Monitoring Program.</p>
<p>9.4. Students must be provided with a high level description of the format and content of examinations reasonably in advance of the scheduled date.</p>		
<p>9.5. Regardless of the where examinations take place, all students in the same course must be provided with the same access to examination instructions.</p>	<ul style="list-style-type: none"> • <i>Different locations may be used for same exam due to logistical constraints or because of OSD accommodations.</i> 	

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<p>9.6.If instructors choose to hold an examination after the last day of classes as specified in the University Calendar, it shall be called a “final assessment” and be worth at least 25% and no more than 75% of the final grade.</p>	<p><i>To be addressed in Exam Regulations.</i></p>	<p>6. EXAMINATIONS-- FINAL 6.1 Scheduling and Weighting: 6.1.1 Final examinations in regularly scheduled Courses shall be held in the period designated by the University for such examinations, except for the Faculties of Medicine and Dentistry. 6.1.2 If a final examination is offered in a Course, it shall be worth at least 25% of the Course grade. 6.1.3 The maximum weight of a final examination in a regularly scheduled Course shall be no more than 75% of the Course Grade³. Exceptions shall be made where a student has been offered the choice in advance to write a final examination worth more than 75% of the Course grade. In the case of documented extenuating circumstances that cause a student to miss an assessment (such as a midterm examination), the student must be given the choice of another assessment in addition to the option of writing a final examination worth more than 75% of the Course Grade. 6.1.4 Should written examinations in a regularly scheduled Course contribute 50% or more to the Course grade, one of the examinations shall be held during the final examination period, except for the Faculties of Medicine and Dentistry.</p>
<p>9.7. Faculties are responsible for procedures for deferred, supplemental, and special examinations.</p>		<p>3.5 Supplemental and Special Examinations: 3.5.1 In a Faculty which offers Supplemental Assessments, a Student who has received a grade of D, F, J or U in a Course may apply to undertake a Supplemental Assessment in accordance with the Faculty’s procedures pertaining to such Assessments. Students registered for a Supplemental Assessment must have access to all the relevant course material. 3.5.2 Students in very exceptional cases, and whose particular circumstances cannot be accommodated by</p>

PASL	COMMENT	USAP
		a Deferred Assessment or Supplemental Assessment may apply for permission to undertake a Special Examination in accordance with Faculty procedures.
	<i>To be determined at the local level</i>	<p>3.8. Associate Examiner: 3.8.1 There shall be an Associate Examiner for each final examination, who shall be named in accordance with the procedures established by the Faculty.</p> <p>3.8.2 Associate Examiners shall substitute for the Examiner/Instructor should the latter be unavailable when the examination is written.</p>
		<p>3.9 Examiner Conflict of Interest: 3.9.1 Associate Examiners shall substitute for the Examiner/Instructor should the latter be unavailable when the examination is written.</p>
	<i>Covered under Student Code of Conduct</i>	<p>4.2 Plagiarism: 4.2.1 When the University has reasonable cause to suspect that a Student has represented the work of another person as his or her own, the University may take any reasonable means to verify the originality of the work including the use of text-matching software in accordance with the Policy on Text-Matching Software.</p>
		<p>5.1 Pre-requisites to Examination: 5.1.1 A Student's right to take an examination is contingent on:</p> <ul style="list-style-type: none"> (i) being registered in the Course; (ii) being able to produce valid student identification before and during the examination; and (iii) the fulfillment of any Course requirements, for taking of the examination.

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	<i>Removing the assumption of nature of exam.</i>	<p>5.2 Nature: 5.2.1 Examinations shall be “closed book” examinations unless otherwise specified by the Instructor.</p>
		<p>5.5 Conflict of Examinations 5.5.1 Students are responsible for reporting any Conflict that may exist in their examination schedule: <ul style="list-style-type: none"> (i) to their Instructor, in the case of mid-term exams, and (ii) to the Examination Office, or to their Faculty for those Faculties not administered by Enrolment Services, in the case of final examinations. 5.5.2 Where the existence of a Conflict is confirmed it shall be resolved: <ul style="list-style-type: none"> (i) by the instructor in the case of mid-term exams; (ii) by the Examinations Office, in accordance with the University procedures for the resolution of such conflicts, and (iii) by the Faculty, in accordance with Faculty procedures applicable to the resolution of Conflicts for those Faculties whose final examinations are not administered by Enrolment Services. 5.5.3 In case of conflicting applicable Faculty procedures, those of the Faculty in which the Student is registered shall apply.</p>

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	<i>Online examinations are not invigilated.</i>	5.6 Invigilation: 5.6.1 All written examinations other than take-home examinations shall be invigilated by the Instructor or designate, or by an individual appointed by the University.
	<i>To be determined at the local level.</i>	5.7 Use of Computers, Equipment, Tools or Aids, Electronic or Other by Students: 5.7.1 Use of computers and other equipment, tools or aids, electronic or other, during the course of an examination is prohibited unless expressly permitted by the Instructor/Department/Faculty. 5.7.2 Where the use of items referred to in section 5.7.1 is permitted in the course of an examination, students shall comply with all restrictions imposed on such use.
	<i>This was implemented with earlier technology and the new programs address the concerns.</i>	5.8 Use of In-Class Student Response Systems by Instructors: 5.8.1 Instructors may only use In-class Student Response Systems to contribute to a participation grade not exceeding 10% of the final grade.
	<i>To be determined at the local level.</i>	6.1 Scheduling and Weighting 6.1.5 Faculties shall develop guidelines for the administration of take-home final examinations.

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10. PROCESS FOR CONTESTING ASSESSMENT		
<p>10.1. In cases where a student believes this Policy is not being respected, they are advised to make their concern known by contacting the instructor and/or Program Director/Chair of the Department in writing. A response shall be provided to the student within 7 working days. If the matter is not resolved satisfactorily, any party may refer it to the Office of the Dean of Students or an Associate Dean of the Faculty where the course resides. A response outlining the process and indicating an expected resolution date will be provided within 7 working days. All parties should exercise discretion around the student's identity to maintain the integrity of the process.</p>	<ul style="list-style-type: none"> • <i>Provides clear accountability process.</i> 	
<p>10.2. Matters unresolved through these channels may be grieved through the Code of Student Grievance Procedures under the Charter of Students' Rights and students may avail themselves of an advisor as described in the procedures therein. The Office of the Ombudsperson for Students offers confidential, informal, independent, and impartial dispute resolution services.</p>	<ul style="list-style-type: none"> • <i>Provides clear accountability process.</i> 	
11. POLICY REVIEW		
<p>The Policy shall be reviewed by the Office of the Dean of Students and Teaching and Learning Services every 5 years through a process that includes stakeholder consultation with both instructors and students. Proposed amendments are to be reviewed by Senate.</p>		

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		Notes: 1 Exception granted to the Faculty of Medicine for clinical evaluations. 2 Exception granted to the Faculty of Law to grandfather existing sessional lecturers/practitioners 3 Exception granted to the Faculty of Law to grandfather existing sessional lecturers/practitioners 4 Exception granted to the Faculty of Law.

Policy on Assessment of Student Learning

1. PREAMBLE

Assessment plays an integral role in teaching and learning. Sound assessment practices help to shape and enhance student learning by:

- allowing for fair, meaningful, and effective assessment of a student's learning.
- creating a learning environment that is both healthy and rigorous.
- informing instructors and students as to the extent to which the planned learning outcomes are achieved.

Sound assessment practices exert a profound impact on students' ability to develop the knowledge, skills, and values appropriate for a given academic level. Further, such assessment practices can have a profound positive impact on students' wellbeing. Instructors are recognised as being domain experts, best positioned to evaluate the learning and assessment needs of their students and to manage the evolution of their courses, modes of teaching and evaluation.

Faculties, Enrolment Services, and other University units have the authority to and should develop local guidelines and procedures that are consistent with this Policy and any other McGill University regulations.

2. SCOPE

2.1. The purpose of this Policy is to provide a set of common principles to guide assessment of student learning throughout McGill University, recognizing the different needs of Faculties and academic units. In doing so, the Policy promotes equity, consistency, effective learning experiences, a healthy learning environment, and academic integrity under the Code of Student Conduct and Disciplinary Procedures.

2.2. This Policy shall apply to all undergraduate and graduate courses offered by McGill University for which credit is earned and students receive a final grade on an official McGill transcript. For courses which do not follow the standard course schedule identified in the Key academic dates approved by Senate annually, Faculties and academic units are expected to adapt the specified timelines to respect the Guiding Principles.

2.3. This Policy shall not apply to credit activities with their own policies and regulations, for example, comprehensive examinations and internships.

2.4. No provision in this policy should be understood as contradicting McGill's University Statement of Academic Freedom.

3. DEFINITIONS

- 3.1. “Assessment” means the process through which the progress and achievements of a student or students are measured or determined. Based on established criteria and standards, assessment provides ongoing feedback to the student about the quality and extent of their knowledge, understanding, and performance, and determines assigned grades.
- 3.2. “Student” means any person registered in the University for a course, courses, or research activities, whether or not they are a candidate for a degree, diploma, or certificate.
- 3.3. “Instructor” means the member of the academic staff responsible for instruction, the means of assessment, and the grades to be granted in a course.

4. GUIDING PRINCIPLES

The following guiding principles have been developed to inform the McGill University Policy on Assessment of Student Learning. They are intended as the foundation on which Faculties, Enrolment Services, and other University units can develop guidelines and procedures.

4.1 Assessment practices are aligned with and reflective of the commitment to healthy teaching and learning environments underpinning a McGill education.

- a) Assessment practices are conducted in a fair, reasonable, and equitable manner.
- b) Expectations are clearly communicated to students.
- c) Reasonable student concerns are heard and responded to in a prompt and thoughtful manner.
- d) Provisions are made for reasonable scheduling of completion of assessment tasks.
- e) Assessment tasks are sufficiently inclusive and diverse to permit reliable judgements of individual students’ knowledge, understanding, and performance.
- f) In setting assessment tasks for the course, students’ workloads, task due dates, and the credit value of the course are taken into account.
- g) Provisions are made for reasonable accommodation of student needs.

4.2 Assessment practices uphold high academic standards and promote academic integrity.

- a) Grades are determined based on high standards and are applied consistently.
- b) The instructor is ultimately responsible for the assessment of all students’ work, even if they are assisted-assessed by teaching assistants, graders, and-or external subject matter experts.
- c) Courses offered with multiple sections should have equivalent levels of workload and equivalent assessment tasks.
- d) Instructors are provided with support to develop effective and meaningful assessment and feedback strategies.

4.3 Assessment practices are pedagogically sound.

- a) Assessment tasks are aligned with planned learning outcomes.
- b) Assessment tasks may include individual and group work, with assessment criteria that explicitly address the basis for individual and group grades.
- c) Students have the opportunity to receive timely and ongoing feedback they can use to improve (formative assessment), and feedback used to judge students' knowledge, understanding, and performance at the end of a unit, course, or program to determine if they have achieved the learning outcomes (summative assessment).

4.4 Assessment practices allow for valid and reliable judgments about individual student learning.

- a) The grading system is criterion-referenced: it is designed to indicate an individual student's achievement of clearly stated learning outcomes.
- b) Ranking students is not the primary goal of assessment.
- c) The average grade and/or distribution of grades for any course, examination, or other academic assessment task is not predetermined.
- d) Normally, each course should have more than one graded assessment task, with the exception of single-project courses such as undergraduate/graduate thesis courses, internships, and individual reading courses.

5. RIGHT TO FAIR ASSESSMENT

5.1. It is the responsibility of instructors and students to exercise due diligence in familiarizing themselves with the provisions of this Policy and other relevant or applicable [University](#) and Faculty-level policies.

5.2. Regardless of mode of delivery, all forms of assessment shall be conducted in such a manner as to promote academic integrity, using strategies such as changing question content, or reordering questions or answers in different versions of the same assessment task.

5.3. Students must have the opportunity to receive some formative feedback before the University's official course withdrawal (without refund) deadline.

5.4. Students registering for courses during the add/drop period shall be provided alternative arrangements for missed assessment tasks (including attendance-based assessment tasks) that were due during the add/drop period.

5.5. Instructors must include in the course outline expectations for all assessment tasks, including for participation, detailing explicitly the variety of ways in which grades can be earned. Details include explicit criteria to describe the key elements of students' learning. Instructors are to provide in writing and a rating scale with concrete descriptors for each level of performance when the assessment task is formally assigned to students.

- 5.6. Graded assessment tasks, including third party rereads, must be available to the student at no financial cost. Access to assessment tasks must not require the payment of fees other than approved course fees.
- 5.7. Students may view and consult any written assessment, ~~recorded~~ oral assessment (if recorded), or other artifact they created for which a grade has been assigned, along with an explanation of the grade. This right is available until the end of the following term.
- 5.8. Successful completion of a specific assessment task may be required to pass a course. In such cases, the requirement and a pedagogical justification must be stipulated in the course outline and the assessment task must be worth at least 20% of the final course grade.

6. COMMUNICATION OF COURSE ASSESSMENT TASKS

- 6.1. During the first week of a course, students shall be provided with a course outline that includes a description of the means of assessment for the course, including assessment tasks taking place outside scheduled class time (such as during tutorials, conferences, and labs). This description shall include the due date, weight, structure, penalties for assessment tasks submitted after a specified due date, and mode of delivery of each assessment task contributing to the final grade. Students can be offered a choice of alternative assessment tasks, but these should be explicit and available to all students.
- 6.2. It is the responsibility of students to exercise due diligence in familiarizing themselves with the requirements and due dates for the assessment tasks for a course, as well as the circumstances that would permit academic accommodation.
- 6.3. In the event of extraordinary circumstances beyond the control of McGill University, assessment tasks in a course are subject to change, provided students are sent adequate and timely communications regarding the change.
- 6.4. If a means of assessment is modified after the add/drop period, students must be given the option to decide, by a specified date, whether the original or modified means of assessment should apply towards their individual final grade.
- 6.5. Students shall be permitted to use either English or French in completing any assessment task, except for courses in which acquiring proficiency in a particular language is one of the learning outcomes, and in-class oral presentations.
- 6.6. All assessment tasks must have a due date before the last day of ~~the term~~ Exams as specified in the University Calendar.

- 6.7. In-term assessment tasks must not have due dates scheduled in the last 10 working days of classes as specified in the University Calendar, except in these cases:
- Oral examinations in language courses
 - Take-home assessment tasks (such as essays, papers, examinations, problem sets, and lab reports) if the questions, topics, and/or instructions are given to students in advance (at least 15 working days before the end of classes)
 - Assessment tasks worth 10% or less of the final course grade
- 6.8. No assessment tasks shall be due during the University's official fall and winter reading breaks. All course content must be covered between the first and last day of classes, inclusive, as specified in the University Calendar.
- 6.9. Corrections or clarifications to instructions or content of any assessment task must be documented in a timely manner through University email or the learning management system.

7. REASONABLE ACCOMMODATION FOR STUDENTS

- 7.1. Students requiring disability-related academic accommodations have the right to request reasonable accommodation in fulfilling an assessment task in a course in accordance with the [Policy Concerning the Rights of Students with Disabilities](#). Students who because of religious commitment cannot undertake or submit an assessment task in a course have the right to request reasonable accommodation in fulfilling the assessment task in accordance with the [Policy for the Accommodation of Religious Holy Days](#). Pregnant students and students caring for dependants have the right to request reasonable accommodation in fulfilling an assessment task in a course in accordance with the [Guidelines for the Academic Accommodation of Pregnant Students and Students Caring for Dependants](#).
- 7.2. Students who for valid documented reasons (such as extenuating illness or serious personal circumstances) cannot undertake or submit an assessment task in a course may request academic accommodations within a timeframe that is in accordance with local guidelines and procedures, and instructor approval. Processes around academic accommodation vary by Faculty, and students should consult their academic advisor for the appropriate request pathway.
- 7.3. Students who wish to request an academic accommodation must do so before the ~~last day of the term as specified in the University Calendar~~ assessment task is submitted.
- 7.4. Exceptionally, if additional information becomes available after an assessment task has been submitted, a request for reasonable accommodation may be submitted within 7 working days.
- 7.5. Students who without a valid documented reason fail to submit an assessment task shall receive a grade of 0 or F for that task (or J in the case of a final assessment).

8. THIRD PARTY REREADS

- 8.1. Students may request an impartial and competent reread by a third party designated by McGill University for any assessment task, including oral assessment tasks that are recorded. Requests for rereads must be made within 10 working days of the date of the return of the graded materials to the student, and reassessments should normally be completed within 20 working days of the request, subject to reasonable administrative arrangements.
- 8.2. Before requesting a third party reread, the student must make a request to the course instructor for an explanation of the grade. This request must be in writing and include a rationale for any requested change of the grade. No penalty may be assessed for this request or for a formal reread request. If a third party reviewer deems the original grade to be inappropriate, it will be revised up or down accordingly. The reviewer's grade overrides the original grade.

9. EXAMINATIONS AND FINAL ASSESSMENT TASKS

- 9.1. In the interest of academic integrity, instructors should modify assessment tasks each time the course is offered to minimize the possibility of students obtaining answers from previous terms.
- 9.2. All examination questions are confidential and shall not be shared or reproduced unless otherwise permitted by the instructor, Department, and/or Faculty.
- 9.3. Instructors are responsible for creating at least two versions of each multiple-choice examination by scrambling the questions and/or responses, or using question pools.
- 9.4. Students must be provided with a high-level description of the format and content of examinations reasonably in advance of the scheduled date.
- 9.5. Regardless of where examinations take place, all students in the same course must be provided with the same access to examination instructions.
- 9.6. If instructors choose to hold an examination after the last day of classes as specified in the University Calendar, it shall be called a "final assessment" and be worth at least 25% and no more than 75% of the final grade.
- 9.7. Faculties are responsible for procedures for deferred, supplemental, and special examinations.

10. PROCESS FOR CONTESTING ASSESSMENT

- 10.1. In cases where a student believes this Policy is not being respected, they are advised to make their concern known by contacting the instructor and/or Program Director/Chair of the Department in writing. A response shall be provided to the student within 7 working days. If the matter is not resolved satisfactorily, any party may refer it to the Office of the Dean of Students or an Associate Dean of the Faculty where the course resides. A response outlining the process and indicating an expected resolution date will be provided within 7 working days. All parties should exercise discretion around the student's identity to maintain the integrity of the process.
- 10.2. Matters unresolved through these channels may be grieved through the [Code of Student Grievance Procedures](#) under the [Charter of Students' Rights](#) and students may avail themselves of an advisor as described in the procedures therein. The Office of the Ombudsperson for Students offers confidential, informal, independent, and impartial dispute resolution services.

11. POLICY REVIEW

The Policy shall be reviewed by the Office of the Dean of Students and Teaching and Learning Services every 5 years through a process that includes stakeholder consultation with both instructors and students. Proposed amendments are to be reviewed by Senate.



Memorandum

OFFICE OF THE PROVOST AND VICE-PRINCIPAL (ACADEMIC) James Administration
Building, Room 504
Tel: (514) 398-4177 Fax: (514) 398-4768

Date: May 2nd, 2022
To: Senate
From: Christopher Manfredi, Provost and Vice-Principal (Academic), Chair of APC
Re: Phase 1 Revisions to the *Policy on the Study and Care of Animals*
For: Approval at the May 2nd, 2022 meeting of Senate

Purpose:

The Policy on the Study and Care of Animals was initially approved in 2011. Minor administrative reviews were conducted in 2015 and 2018 but there has not been a comprehensive review since its initial approval. The Policy does not currently have a review clause or a timetable for cyclical review. The Canadian Council on Animal Care (CCAC), the national peer-review organization responsible for setting, maintaining, and overseeing the implementation of high standards for animal ethics and care in science throughout Canada, is conducting an assessment visit in the fall of 2022 and the Policy must reflect recent changes to University animal care committee names.

Considering the CCAC assessment visit, revisions to the Policy will be conducted in two phases. First, the administrative revisions that reflect the recent changes to University animal care committee names will be completed at this time. Second, a deeper review and refresh of the Policy and its supporting documents was initiated in early 2022 and will go through the consultation and approval process for research related policies.

Background:

Administrative and minor language revisions have been incorporated throughout the document, the most significant of which is the restructuring of the University Animal Care Committee (UACC) to become the University Animal Policy & Welfare Oversight Committee (APWOC), established by the Vice-Principal (Research and Innovation), to oversee that the university animal care program meets the CCAC guidelines. The APWOC is responsible for issuing policies regulating the humane care and use of animals in research, teaching or testing, carried out by University personnel, harmonizing the work of the Facility Animal Care Committees (FACCs) throughout the animal care program.

In addition, due to the CCAC's decision to give separate Good Animal Practice (GAP) certifications to the university and affiliated hospital research institutes (RIs) as they are separate legal entities, reference to the RIs from Section 1 of the policy has been removed. The University continues to work closely and share resources with the RIs but the RIs may now choose to follow McGill's policies and guidelines related to animal care or develop their own.

*Prior consultations/
approvals*

- Director, Animal Compliance Office (Fall 2021)
- APWOC (Fall 2021; February 2022)
- Legal Services (February 2022)
- Office of the VP (RI) (February 2022)
- Research Advisory Council (April 6, 2022)
- APC (April 14th, 2022)

Attachments

- *Policy on the Study and Care of Animals*

POLICY NAME	POLICY ON THE STUDY AND CARE OF ANIMALS
Approving Body	Senate Board of Governors
Initial Approval Date	Senate May 18, 2011 Executive Committee June 23, 2011
Date of last review	June 19, 2018
Date of next review	June 19, 2023
Executive Sponsor	Vice-Principal (Research and Innovation)

Related Documents	Appendix I: List of Affiliated Hospitals' Research Institutes
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Current	Revisions
<p>1. Preamble</p> <p>The purpose of this policy is to outline the basic principles for the care of animals involved in research, teaching or testing at McGill University and affiliated institutions (1) (henceforth McGill University).</p> <p>McGill University recognizes the importance of animal research in our efforts to further our knowledge of natural processes, diseases and conservation. McGill University also recognizes that animal models are a valuable component of teaching.</p> <p>Research, educational and testing projects must be conducted with full commitment to the wellbeing of the animal subjects. In order to limit animal use to meritorious research or educational projects, McGill University relies on stringent peer review processes, along with assessment of ethical issues by the Animal Care Committee (ACC). Decisions of ACCs are of the utmost importance to the entire review process; the objective of ACCs is to keep a balance between the need for high quality research, teaching and</p>	<p>1. Preamble</p> <p>The purpose of this policy is to outline the basic principles for the care of animals involved in research, teaching or testing at McGill University and affiliated institutions¹ (henceforth McGill University).</p> <p>McGill University recognizes the importance of animal research in our efforts to further our knowledge of natural processes, diseases and conservation. McGill University also recognizes that animal models are a valuable component of teaching.</p> <p>Research, educational and testing projects must be conducted with full commitment to the wellbeing of the animal subjects. In order to limit animal use to meritorious research or educational projects, McGill University relies on stringent peer review processes, along with assessment of ethical issues by the <u>relevant aAnimal Care-care Committee-committee</u> (ACC). –Decisions of ACCs are of the utmost importance to the entire review process; the objective of ACCs is to keep a balance between the need for high quality research,</p>

<p>testing, and compassionate treatment of animal subjects.</p> <p>McGill University recognizes that the use of animals in research, teaching and testing carries significant responsibilities. McGill University will continue to develop and maintain guidelines and regulations, following the high standards established by the Canadian Council on Animal Care (CCAC).</p> <p>McGill University is committed to conducting the highest-quality research and to providing animals with the best care. At McGill University, all research, teaching and testing involving animals is guided by the Russell-Burch tenet of Replacement, Reduction and Refinement (2). A rigorous review by ACCs ensures that animals are used only when necessary and under humane conditions.</p> <p>McGill University regards the use of animals in research, teaching, and testing to be an integral component of continued progress in medicine, science, education, environmental sciences and agriculture, resulting in enormous potential benefits for human and animal health.</p>	<p>teaching and testing, and compassionate treatment of animal subjects.</p> <p>McGill University recognizes that the use of animals in research, teaching and testing carries significant responsibilities. McGill University will continue to develop and maintain guidelines and regulations, following the high standards established by the Canadian Council on Animal Care (CCAC).</p> <p>McGill University is committed to conducting the highest-quality research and to providing animals with the best care. At McGill University, all research, teaching and testing involving animals is guided by the Russell-Burch tenet of Replacement, Reduction and Refinement (3Rs)²¹. A rigorous review by ACCs ensures that animals are used only when necessary and under humane conditions.</p> <p>McGill University regards the use of animals in research, teaching, and testing to be an integral component of continued progress in medicine, science, education, environmental sciences and agriculture, resulting in enormous potential benefits for human and animal health.</p>
<p>2. Policy Statement</p> <p>All individuals involved in the oversight, care and use of animals:</p> <ol style="list-style-type: none"> a. Have a responsibility to the scientific community and society as a whole for the proper stewardship of the animals under their care; b. Will be aware of their responsibilities in the use of animals in research, teaching and testing, as determined by public concerns, federal and provincial laws and regulations, and McGill University policies. 	<p>2. Policy Statement</p> <p>All individuals involved in the oversight, care and use of animals:</p> <ol style="list-style-type: none"> a. Have a responsibility to the scientific community and society as a whole for the proper stewardship of the animals under their care; b. Will be aware of their responsibilities in the use of animals in research, teaching and testing, as determined by public concerns, federal and provincial laws and regulations, and McGill University policies.
<p>3. Office and Committees Responsible for Monitoring the Care and Use of Animals</p> <ol style="list-style-type: none"> a. Vice-Principal (Research & International Relations) - VP (RIR) 	<p>3. Office and Committees Responsible for Monitoring the Care and Use of Animals</p> <ol style="list-style-type: none"> a. Vice-Principal (Research & Innovation International Relations)- VP (RIR)

<ul style="list-style-type: none"> • The VP (RIR) has executive responsibility for the Animal Care and Use Program; • The VP (RIR) hears and decides appeals of administrative or Animal Care Committee actions and/or decisions. <p>b. Animal Compliance Office (ACO)</p> <ul style="list-style-type: none"> • The ACO is headed by its Director who reports directly to the VP (RI); • It works closely with the University Animal Care Committee (UACC) for establishing McGill University institutional policies on the care and use of animals; • It assists investigators, research staff, students, veterinary and animal care staff, FACCs, and administrators in remaining compliant with animal care and use regulations, policies and guidelines; • The ACO promotes University-wide understanding of the requirements for the ethical conduct of research, teaching, and testing involving animals. <p>c. University Animal Care Committee (UACC)</p> <ul style="list-style-type: none"> • The UACC is the institutional body responsible for ensuring the humane care and use of animal in research, teaching and testing, and has final authority to suspend any activity involving animals, which does not comply with applicable laws, regulations, policies and guidelines, where the Facility Animal Care Committee (FACC) refuses or fails to act. To that end, it has the right to investigate any area where animals are housed or used. When such inspections are deemed necessary by the UACC, efforts will be made to minimize the risks of compromising ongoing scientific investigations, and whenever possible, a collaborative approach will prevail; • The Committee works closely with the ACO; • The Committee's specific composition and function will accord with the requirements of the CCAC and are detailed in its Terms of Reference. <p>d. Facility Animal Care Committees (FACC)</p>	<ul style="list-style-type: none"> • The VP (RI)R has executive responsibility for the Animal Care and Use Program; • The VP (RI)R hears and decides appeals of administrative or Animal Care Committee<u>ACC</u> actions and/or decisions. <p>b. Animal Compliance Office (ACO)</p> <ul style="list-style-type: none"> • The ACO is headed by its Director who reports directly to the VP (RI)<u>R</u>; • It works closely with the <u>Animal Policy & Welfare Oversight Committee (APWOC)</u>University Animal Care Committee (UACC) for establishing McGill University institutional policies on the care and use of animals; • It assists investigators, research staff, students, veterinary and animal care staff, <u>Facility Animal Care Committees (FACCs)</u>, and administrators in remaining compliant with animal care and use regulations, policies and guidelines; • The ACO promotes University-wide understanding of the requirements for the ethical conduct of research, teaching, and testing involving animals. <p>c. University Animal Care Committee<u>Animal Policy & Welfare Oversight Committee (APWOC)</u>(UACC)</p> <ul style="list-style-type: none"> • The UACC<u>APWOC</u> is the institutional body responsible for ensuring the humane care and use of animal in research, teaching and testing, and has final authority to suspend any activity involving animals, which does not comply with applicable laws, regulations, policies and guidelines, where the Facility Animal Care Committee (FACC) refuses or fails to act. To that end, it has the right to investigate any area where animals are housed or used. When such inspections are deemed necessary by the <u>APWOC</u>UACC, <u>reasonable</u> efforts will be made to minimize the risks of compromising ongoing scientific investigations, and whenever possible, a collaborative approach will prevail; • The Committee<u>APWOC</u> works closely with the ACO;
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<ul style="list-style-type: none"> • The FACCs are the local bodies responsible for ensuring the humane care and use of animals in research, teaching or testing, within its jurisdiction according to CCAC guidelines and policies; • The FACCs are responsible for the ethical review and certification of Animal Use Protocols (AUPs). The Committees are also responsible for monitoring compliance with approved protocols; • The FACCs, with the assistance of the Quality Assistant responsible for post-approval monitoring, have the authority to suspend any activity involving animals that does not comply with the applicable laws, regulations, policies and/or guidelines. The FACCs have the right to inspect areas where animals are housed or used. When such inspections are deemed necessary by the FACC, efforts will be made to minimize the risks of compromising ongoing scientific investigations and whenever possible, a collaborative approach will prevail; • The Committee's specific composition, jurisdiction and function will accord with the requirements of the CCAC and are detailed in its Terms of Reference. • The responsibility for ensuring compliance is shared with all the constituents of the program. 	<ul style="list-style-type: none"> • The Committee'sAPWOC's specific composition and function will accord with the requirements of the CCAC and are detailed in its Terms of Reference. <p>d. Facility Animal Care Committees (FACC)</p> <ul style="list-style-type: none"> • The FACCs are the local bodies responsible for ensuring the humane care and use of animals in research, teaching or testing, within its jurisdiction according to CCAC guidelines and policies; • The FACCs are responsible for the ethical review and certification of Animal Use Protocols (AUPs). The CommitteesFACCs are also responsible for monitoring compliance with approved protocols; • The FACCs, with the assistance of the Quality Assistants responsible for post-approval monitoring, have the authority to suspend any activity involving animals that does not comply with the applicable laws, regulations, policies and/or guidelines. The FACCs have the right to inspect areas where animals are housed or used. When such inspections are deemed necessary by the FACC, <u>reasonable</u> efforts will be made to minimize the risks of compromising ongoing scientific investigations and whenever possible, a collaborative approach will prevail; • The Committee'sFACCs' specific composition, jurisdiction and function will accord with the requirements of the CCAC and are detailed in its Terms of Reference. • The responsibility for ensuring compliance is shared with all the constituents of the <u>Animal Care and Use Program</u>program.
<p>4. Use of Animals in Research, Teaching and Testing</p> <p>The use of animals in research, teaching and testing must be described in an Animal Use Protocol (AUP). At McGill University, all AUPs:</p> <ol style="list-style-type: none"> a. Are peer-reviewed for scientific or pedagogical merit; b. Are approved by the Facility Animal Care Committee (FACC) before animals are 	<p>4. Use of Animals in Research, Teaching and Testing.</p> <p>The use of animals in research, teaching and testing must be described in an Animal Use Protocol (AUP). At McGill University, all AUPs:</p> <ol style="list-style-type: none"> a. Are peer-reviewed for scientific or pedagogical merit; b. Are approved by the Facility Animal Care Committee (FACC) before animals are

<p>purchased and/or used in laboratory or field studies;</p> <p>c. Comply with the CCAC policies and guidelines;</p> <p>d. Ensure that work with animals is performed in an area approved by the FACC and/or a CCAC certified institution's facility, which will consistently ensure the appropriate care of animals and the safety of staff through high standards of animal care and management.</p> <p>In addition, all AUPs conducted outside Canada by McGill individuals:</p> <p>a. Are ideally performed in an institution or facility accredited by the CCAC, the International Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) or other national or international accreditation organizations;</p> <p>b. Failing the existence of any official accreditation policy in the relevant location, it is the responsibility of the McGill researcher to obtain reasonable assurance that all work will be conducted in an environment where animals are treated humanely to the satisfaction of the FACC.</p> <p>The AUP will contain detailed explanations on:</p> <p>a. Alternatives: Whenever compatible with research, teaching or testing objectives, alternative methods for replacement (non-animal use), reduction in the number of animals, and refinement in procedures and husbandry will be applied for the proposed project;</p> <p>b. Animal numbers: Animal numbers will be minimized and justified based on a clear description of the objectives, the study design and/or on a statistical rationale;</p> <p>c. Endpoints: Any anticipated signs of morbidity will be clearly outlined and will warrant appropriate monitoring by trained individuals. Procedures which cause severe pain near, at, or above the pain tolerance threshold of unanesthetized conscious animals, or death and moribundity as clinical endpoints or study goals are not permitted.</p> <p>d. Pilot Project: The FACC may require a pilot study if the clinical signs, and their severity or</p>	<p>purchased and/or used in laboratory or field studies;</p> <p>c. Comply with the CCAC policies and guidelines;</p> <p>d. Ensure that work with animals is performed in an area approved by the FACC and/or a CCAC certified institution's facility, which will consistently ensure the appropriate care of animals and the safety of staff through high standards of animal care and management.</p> <p>In addition, all AUPs conducted outside Canada by McGill individuals:</p> <p>a. Are ideally performed in an institution or facility accredited by the CCAC, the International Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) or other national or international accreditation organizations;</p> <p>b. Failing the existence of any official accreditation policy in the relevant location, it is the responsibility of the McGill researcher to obtain reasonable assurance that all work will be conducted in an environment where animals are treated humanely to the satisfaction of the FACC.</p> <p>The AUP will contain detailed explanations on:</p> <p>a. <u>AlternativesThe 3Rs – Replacement, Reduction and Refinement: On an annual basis and w</u>Whenever compatible with research, teaching or testing objectives, alternative methods for replacement (non-animal use), reduction in the number of animals, and refinement in procedures and husbandry will be applied for the proposed project;</p> <p>b. Animal numbers: Animal numbers will be minimized and justified based on a clear description of the objectives, the study design and/or on a statistical rationale, <u>when applicable</u>;</p> <p>c. Endpoints: Any anticipated signs of morbidity will be clearly outlined and will warrant appropriate monitoring by trained individuals. Procedures which cause severe pain near, at, or above the pain tolerance threshold of unanesthetized conscious</p>
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<p>frequency, are unknown. Results from this pilot study will be reported to the FACC before approval of the complete protocol. Animals will be removed from the study, treated or euthanized at the earliest possible endpoint consistent with the objective(s) of the proposal, and in accordance with the endpoints in the AUP accepted by the FACC;</p> <p>e. Long term housing and reuse of animals: These issues will be carefully considered by the FACC, taking into account the general welfare of the animals;</p> <p>f. Research, teaching, testing and husbandry procedures: These will be performed in conditions that consider both the welfare of the animals and the success of the procedures. They will be performed by trained individuals who are capable of ensuring appropriate care;</p> <p>g. Euthanasia: The method used will follow the recommendations of the CCAC. The euthanasia will be carried out by trained individuals and be performed in conditions which avoid unnecessary pain or distress to the animal;</p> <p>h. Source of animals: The source of animals will be legal, recognized and reputable. The FACC will approve the source of the animals before they are ordered or used;</p> <p>i. Hazardous materials: The use of hazardous agents (radioactive materials, recombinant DNA/RNA, human/plant/animal pathogens, toxins, chemical carcinogens, etc.) must be described in detail including the potential health risks to humans and animals, special animal care and containment requirements, precautions for individuals, animal disposal and related waste requirements as well as applicable emergency procedures. Individuals working with hazardous material must adhere to applicable environmental and safety guidelines.</p>	<p>animals, or death and moribundity as clinical endpoints or study goals are not permitted.</p> <p>d. Pilot Project: The FACC may require a pilot study if the clinical signs, and their severity or frequency, are unknown. Results from this pilot study will be reported to the FACC before approval of the complete protocol. Animals will be removed from the study, treated or euthanized at the earliest possible endpoint consistent with the objective(s) of the proposal, and in accordance with the endpoints in the AUP accepted by the FACC;</p> <p>e. Long term housing and reuse of animals: These issues<u>matters</u> will be carefully considered by the FACC, taking into account the general welfare of the animals;</p> <p>f. Research, teaching, testing and husbandry procedures: These will be performed in conditions that consider both the welfare of the animals and the success of the procedures. They will be performed by trained individuals who are capable of ensuring appropriate care;</p> <p>g. Euthanasia: The method used will follow the recommendations of the CCAC. The euthanasia will be carried out by trained individuals and be performed in conditions which avoid unnecessary pain or distress to the animal;</p> <p>h. Source of animals: The source of animals will be legal, recognized and reputable. The FACC will approve the source of the animals before they are ordered or used;</p> <p>i. Hazardous materials: The use of hazardous agents (radioactive materials, recombinant DNA/RNA, human/plant/animal pathogens, toxins, chemical carcinogens, etc.) must be described in detail including the potential health risks to humans and animals, special animal care and containment requirements, precautions for individuals, animal disposal and related waste requirements as well as applicable emergency procedures. Individuals working with hazardous material must adhere to applicable environmental and safety guidelines.</p>
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<p>5. Animal Care</p> <p>Animals will be maintained in an environment and using practices that will promote their health and psychological wellbeing in terms of housing, social, dietary and behavioural needs unless approved otherwise by the FACC for a specific AUP.</p>	<p>5. Animal Care</p> <p>Animals will be maintained in an environment and using practices that will promote their health and psychological wellbeing in terms of housing, social, dietary and behavioural needs unless approved otherwise by the FACC for a specific AUP.</p>
<p>6. Veterinary Care</p> <p>a. The veterinarians have the authority and responsibility to make determinations concerning animal wellbeing and to assure that this is appropriately monitored and promoted;</p> <p>b. The veterinarians participate in the development of policies and procedures for animal care, animal study, the training and qualification of animal users and animal care personnel, standards of husbandry, facilities and equipment, procedures for alleviation of unnecessary pain or distress; procedures for the proper and effective use of anesthesia and analgesia; standards for post-operative care and procedures for euthanasia;</p> <p>c. The veterinarians have the authority to remove an animal from a study, test, or teaching activity that is adversely affecting its wellbeing beyond a level reviewed and approved by the FACC;</p> <p>d. The veterinarians have the authority to use appropriate treatment or control measures, including euthanasia if indicated, following diagnosis of an animal disease or injury. Whenever possible, the veterinarian will discuss the situation with the principal investigator (PI) or designate to determine a course of action consistent with the study goals. However, if the PI or designate is not available, or if agreement cannot be reached, the veterinarian has the authority to act to protect the health and wellbeing of the animals;</p> <p>e. The veterinarian has the right to inspect areas where animals are being used or housed. Efforts will be made to minimize the risks of compromising ongoing scientific investigations</p>	<p>6. Veterinary Care</p> <p>a. The veterinarians have the authority and responsibility to make determinations concerning animal wellbeing and to assure that this is appropriately monitored and promoted;</p> <p>b. The veterinarians participate in the development of policies and procedures for animal care, animal study, the training and qualification of animal users and animal care personnel, standards of husbandry, facilities and equipment, procedures for alleviation of unnecessary pain or distress; procedures for the proper and effective use of anesthesia and analgesia; standards for post-operative care and procedures for euthanasia;</p> <p>c. The veterinarians have the authority to remove an animal from a study, test, or teaching activity that is adversely affecting its wellbeing beyond a level reviewed and approved by the FACC;</p> <p>d. The veterinarians have the authority to use appropriate treatment or control measures, including euthanasia if indicated, following diagnosis of an animal disease or injury. Whenever possible, the veterinarian will discuss <u>explain</u> the situation with <u>to</u> the principal investigator (PI) or designate to determine a course of action consistent with the study goals <u>and animal welfare standards</u>. However, if the PI or designate is not available, or if agreement cannot be reached <u>in a timely manner</u>, the veterinarian has the authority to act to protect the health and wellbeing of the animals;</p> <p>e. The veterinarian has the right to inspect areas where animals are being used or housed. Efforts will be made to minimize the risks of compromising ongoing scientific investigations</p>

<p>and whenever possible, a collaborative approach will prevail;</p> <p>f. Veterinarians providing professional services to McGill University will have an appropriate certification and training or experience. They will be knowledgeable in the care of the species being used or capable of identifying appropriate sources of expertise and be cognizant of concepts involved in animal-based research;</p> <p>g. External providers of veterinary services will have a contractual agreement in which their responsibilities and obligations are clearly outlined, according to the Canadian Association for Laboratory Animal Medicine (CALAM) Standards of Veterinary Care.</p>	<p>and whenever possible, a collaborative approach will prevail <u>that guarantees maintaining animal welfare standards</u>;</p> <p>f. Veterinarians providing professional services to McGill University will have an appropriate certification and training or experience. They will be knowledgeable in the care of the species being used or capable of identifying appropriate sources of expertise and be cognizant of concepts involved in animal-based research;</p> <p>g. External providers of veterinary services will have a contractual agreement in which their responsibilities and obligations are clearly outlined, according to the Canadian Association for Laboratory Animal Medicine (CALAM) Standards of Veterinary Care.</p>
<p>7. Education and Training</p> <p>a. Before undertaking a procedure or using and caring for a species, all individuals involved will have appropriate training and preparation in accordance with UACC policies;</p> <p>b. All classroom projects involving animals must be approved by an FACC. Students who are part of such projects and work under the direct and constant supervision of a certified animal user, will be instructed on the ethical care and use of animals but are not required to obtain individual training certification.</p>	<p>7. Education and Training</p> <p>a. Before undertaking a procedure or using and caring for a species, all individuals involved will have appropriate training and preparation in accordance with UACC <u>APWOC</u>- policies;</p> <p>b. All classroom projects involving animals must be approved by an FACC. Students who are part of such projects and work under the direct and constant supervision of a certified animal user, will be instructed on the ethical care and use of animals but are not required to obtain individual training certification.</p>
<p>8. Occupational Health</p> <p>a. Individuals who are exposed to animals, tissues, body fluids, wastes, bedding, living quarters or equipment involved in the care and use of animals are strongly encouraged to participate in an occupational health program. For individuals working with non-human primates, participation in the program is mandatory. Any costs related to mandatory compliance with this policy shall be borne by McGill University (or Affiliated Hospital when applicable).</p> <p>b. All individuals working with or exposed to non-human primates will be tested yearly for tuberculosis for their own safety and the safety of the animal colonies.</p>	<p>8. Occupational Health</p> <p>a. Individuals who are exposed to animals, tissues, body fluids, wastes, bedding, living quarters or equipment involved in the care and use of animals are strongly encouraged to participate in an <u>the</u> occupational health program <u>for animal related activities</u>. For individuals working with non-human primates, participation in the program is mandatory. Any costs related to mandatory compliance with this policy shall be borne by McGill University (or Affiliated Hospital when applicable).</p> <p>b. All individuals working with or exposed to non-human primates will be tested yearly <u>and measles</u> for their own safety and the safety of the animal colonies.</p>

<p>9. Record Keeping</p> <p>a. The Principal Investigator is responsible for maintaining research records which should include pertinent information such as number of animals used, date of inoculations, history of surgical procedures, post-operative care and information on study procedures, etc.;</p> <p>b. Records documenting such activities as the provision of appropriate veterinary care and occupational safety as it pertains to animal research must conform to the recommendations of the CCAC and with commonly accepted standards;</p> <p>c. All records must be readily available for inspection by regulatory authorities, veterinary staff and animal care staff.</p>	<p>9. Record -Keeping</p> <p>a. The Principal Investigator is responsible for maintaining research records which should <u>must</u> include pertinent information such as <u>the</u> number of animals used, date of inoculations, history of surgical procedures, post-operative care, <u>monitoring logs, —and</u> information on study procedures, etc. and any <u>information requested by the FACC</u>;</p> <p>b. Records documenting such activities as the provision of appropriate veterinary care and occupational safety as it pertains to animal research must conform to the recommendations of the CCAC and with commonly accepted standards;</p> <p>c. All records must be readily available for inspection by regulatory authorities, <u>the FACC,</u> veterinary staff and animal care staff.</p>
<p>10. Physical Plant</p> <p>a. All housing and procedure facilities for animals involved in research, testing and teaching must be conducive to the wellbeing and safety of the animals, provide an appropriately appointed and safe workplace for personnel, and establish an appropriate research environment. All facilities will be maintained, managed and operated in compliance with all pertinent laws and regulations, including CCAC guidelines and policies. All of the institution’s facilities (including animal facilities and laboratories where live animals are studied) and their operations will be inspected and reviewed at least annually by the appropriate FACC;</p> <p>b. All major proposals, plans, and construction documents which are developed in order to create facilities, to accommodate or house new species, or to renovate existing animal facilities, must be developed in compliance with all applicable laws and regulations, including CCAC guidelines and policies, and will be reviewed and approved by the FACC and/or UACC as appropriate.</p>	<p>10. Physical Plant</p> <p>a. All housing and procedure facilities for animals involved in research, testing and teaching must be conducive to the wellbeing and safety of the animals, provide an appropriately appointed and safe workplace for personnel, and establish an appropriate research environment. All facilities will be maintained, managed and operated in compliance with all pertinent laws and regulations, including CCAC guidelines and policies. All of the institution’s facilities (including animal facilities and laboratories where live animals are studied) and their operations will be inspected and reviewed at least annually by the appropriate FACC;</p> <p>b. All major proposals, plans, and construction documents which are developed in order to create facilities, to accommodate or house new species, or to renovate existing animal facilities, must be developed in compliance with all applicable laws and regulations, including CCAC guidelines and policies, and will be reviewed and approved by the v<u>Veterinarian,</u> FACC and/or <u>UACC-APWOC</u> as appropriate.</p>

<p>11. Procedure for Reporting Violations of this Policy</p> <p>a. Any individual who is aware of possible violations to existing animal care and use regulations must report this concern to the Chair of the relevant FACC or the Animal Compliance Office (ACO). If so desired, his/her name will be kept confidential.</p> <p>b. The ACO will inform the relevant FACC Chair, who will evaluate the situation, in conjunction with ACO, and, if warranted, will further investigate.</p> <p>c. If the charges are substantiated, the FACC may suspend a previously approved protocol, or a portion thereof. In addition, disciplinary measures may be taken, in accordance with applicable University regulations. These actions will be reported and discussed at FACC meetings.</p> <p>d. All individuals who are involved in any reporting and/or investigation process are obliged to maintain confidentiality of the proceedings. At the request of a party to the complaint, after the investigation has concluded and if warranted by the circumstances, the VP (RI) may release publicly and/or to the appropriate committees a summary notice of the case, the issue, and the resolution.</p> <p>e. Attempts by individuals to discredit others through inappropriate use of this policy are not permitted; such individuals will be considered for disciplinary action.</p> <p>f. For those not wishing to use the procedures outlined above, consult the Policy on Safe Disclosure.</p> <p>g. All individuals are to refer to the UACC's Policy on Animal Welfare and Compliance Concerns posted on the UACC Web site for information on resolution guidelines, authority and reporting.</p>	<p>11. Procedure for Reporting Violations of this Policy</p> <p>a. Any individual who is aware of possible violations to existing animal care and use regulations must report this concern to the Chair of the relevant FACC or the Animal Compliance Office (ACO). If so desired, his/her name will be kept confidential <u>and a report can be made</u> report via the McGill Safe Disclosure of Concerns Webform.</p> <p>b. The ACO will inform the relevant FACC Chair, who will evaluate the situation, in conjunction with ACO, and, if warranted, will further investigate.</p> <p>c. If the charges are substantiated, the FACC may suspend a previously approved protocol, or a portion thereof. In addition, disciplinary measures may be taken, in accordance with applicable University regulations. These actions will be reported and discussed at FACC meetings.</p> <p>d. All individuals who are involved in any reporting and/or investigation process are obliged to maintain confidentiality of the proceedings. At the request of a party to the complaint, after the investigation has concluded and if warranted by the circumstances, the VP <u>(RI)</u> R may release publicly and/or to the appropriate committees a summary notice of the case, the issue, and the resolution.</p> <p>e. Attempts by individuals to discredit others through inappropriate use of this policy are not permitted; such individuals will be considered for disciplinary action.</p> <p>f. For those not wishing to use the procedures outlined above, consult the <u>Policy on Safe Disclosure.</u></p> <p>g. All individuals are to refer to the APWOC UACC's <u>Policy Guidelines on for Animal Welfare and Compliance Concerns</u> posted on the UACCA UACC <u>PWOC</u> Web site for information on resolution guidelines, authority and reporting.</p>
<p><i>1 Refer to Appendix 1 for the list of Affiliated Hospital's Research Institutes</i></p>	<p><i>* Refer to Appendix 1 for the list of Affiliated Hospital's Research Institutes</i></p>

2 RUSSELL, W.M.S. and BURCH, R.L. *The principles of humane experimental technique.* Springfield, Charles C. Thomas, 1959.

²¹ RUSSELL, W.M.S. and BURCH, R.L. *The principles of humane experimental technique.* Springfield, Charles C. Thomas, 1959.