



## Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure

**PRESENTED BY** Amy Karlsson, Chair

**REVIEW DATES** SEC – August 21, 2023 | SENATE – September 6, 2023

**VOTING METHOD** In a single vote

**RELEVANT POLICY/DOCUMENT** [V-1.00\(A\) – University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure](#)

**NECESSARY APPROVALS** Senate, President

### ISSUE

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In September 2021, Doug Roberts, Associate Dean for General Education and Associate Professor, submitted a proposal to the Senate Executive Committee (SEC) regarding the final exam provision in the policy on the conduct of undergraduate courses and student grievance procedure. The proposal suggested that the current policy, Policy V-1.00(A), only addresses final exams and fails to consider other valid means of integrating instructional material and evaluating student achievement. The proposal states that the University currently requires a final examination in every undergraduate course unless written permission is granted by the unit head (Policy Number V-1.00(A), Paragraph II.A.1.c). It states that when most classes were conducted virtually during the pandemic, this requirement was relaxed. The proposal notes that following discussion with campus leaders, there was support for permanently relaxing the final exam requirement.

The proposal stemmed from the idea that there are alternative means of helping students integrate instructional material and evaluate student achievement, and course instructors should be allowed to determine which method is best for their course and discipline. Additionally, Roberts cited a need for courses utilize the full academic calendar when assigning student work and deadlines, which would ensure that students are not given excessive amounts of work during the final week of classes as they prepare for finals in other courses. The proposer saw these changes as a way to promote wellness in the University community, to relieve pressure placed on students, and to allow faculty to conduct their courses and assessments as they feel is most appropriate.

### RECOMMENDATION(S)

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The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Policy [V-1.00(A)], as shown immediately following this report, be approved.

In addition to the proposed revisions, the APAS committee has two recommendations to be considered by the University:

- The revised policy should be reviewed by APAS within two years to evaluate the impact on student workload during the final week of classes and finals week.
- When communicating the new policy, faculty members should be encouraged to work with TLTC on how their assessments and assessment schedules can be updated to reflect the policy requirements.

## **COMMITTEE WORK**

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The SEC charged the APAS committee with reviewing the proposal, the current policy on conduct of undergraduate courses and the student grievance policy, and similar final exam policies at Big10 and other peer institutions. The committee was also charged with consulting with a representative of the Office of the Registrar, Associate Deans of Undergraduate Programs, a representative of the Office of Undergraduate Studies, a representative of the Graduate School, and a representative from the Teaching & Learning Center (TLTC).

The committee considered and discussed, to a considerable length, in addition to the above consultations, the merits of the proposed 10% limit on assessment during the final week of classes. Of particular concern were classes with culminating presentations that were unable to be scheduled during the allotted final examination time, performance or lab-based courses, and general campus awareness of the policy. The committee grappled with the distinct problem that courses with presentations/performances might be hindered by the proposed 10% limit restriction; however, some limit would be necessary to protect students from instructors who would move an exam typically held during finals week to the last week of classes, thereby shifting the exam burden on students to a time outside of the final examination period. Committee members were supportive of the idea that assignments due the last week of class should not be worth more than 10% of the final grade. The committee saw the 10% limit as a necessary addition to the policy to protect students. The policy was revised with the intention of allowing the greatest flexibility for classes to hold final examinations in a way that would work best for the course. Overall, it is the committee's hope that these revisions would not represent a major change in how classes operate.

After due consideration, the APAS committee voted to update the final exam provision by solidifying the principles that flexibility should be given regarding the requirement of a final exam but that any changes to the final exam policy should not shift work to the final week of classes. The committee also voted to include two recommendations to ensure further consideration of these issues. Earlier in the review, Office of General Counsel (OGC) was consulted on the proposed policy revisions. Senate Office staff was in contact with the OGC to finalize the review of the revisions to the policy.

## **ALTERNATIVES**

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The Senate could choose not to accept these recommendations.

## **RISKS**

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There are no risks to the University in adopting these recommendations.

## **FINANCIAL IMPLICATIONS**

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There are no known financial implications to adopting these recommendations.



## **Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure**

### **2022-2023 Committee Members**

**Amy Karlsson** (Chair)  
**Gabrielle Angeletti** (Undergraduate Student)  
**John Bono** (Faculty)  
**John Buchner** (Faculty)  
**William Cohen** (Ex-Officio- Provost's Rep)  
**Adrian Cornelius** (Ex- Officio- University Registrar Rep)  
**Alice Donlan** (Staff)  
**Caroline Eades** (Faculty)  
**Joseph Eggen** (Faculty)  
**Jason Farman** (Faculty)  
**Alka Gandhi** (Faculty)  
**Shannon Gundy** (Ex-Officio-Director of Undergraduate Admissions Rep)

**Isaiah Hilsenrath** (Undergraduate Student)  
**Prudence Iwundu** (Undergraduate Student)  
**Katherine Izsak** (Faculty)  
**Lisa Kiely** (Ex-Officio- Undergraduate Studies Rep)  
**Andrew Lewis** (Graduate Student)  
**Li Ma** (Faculty)  
**Kellie Rolstad** (Faculty)  
**Monica VanKlompberg** (Faculty)  
**Zeena Zakharia** (Faculty).

### **Date of Submission**

**May 2023**

## **BACKGROUND**

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In September 2021, Doug Roberts, Associate Dean for General Education and Associate Professor, submitted a proposal to the Senate Executive Committee (SEC) regarding the final exam provision in the policy on the conduct of undergraduate courses and student grievance procedure. The proposal suggested that the current policy, Policy V-1.00(A), only addresses final exams and fails to consider other valid means of integrating instructional material and evaluating student achievement. The proposal states that the University currently requires a final examination in every undergraduate course unless written permission is granted by the unit head (Policy Number V-1.00(A), Paragraph II.A.1.c). It states that when most classes were conducted virtually during the pandemic, this requirement was relaxed. The proposal notes that, following discussion with campus leaders, there was support for permanently relaxing the final exam requirement.

Roberts proposed removing the explicit requirement for a final exam and asked that courses that continue to administer final examinations still adhere to the final examination schedule in accordance with Paragraph II.A.1.i.2) of the same policy. He proposed that the final exam provision be changed to the following: "There shall be no comprehensive examinations during the last week of classes. Quizzes and narrowly limited tests worth no more than 10% of the course grade may be given. Final examinations worth more than 10% of the course grade shall be scheduled during the established final examination period. The due date for alternative means of evaluation (term papers, final projects, etc.) worth more than 10% of the course grade shall be set during the final examination period. Alternative means of evaluation worth 10% or less of the course grade may be due prior to the last day of the course."

The proposal stemmed from the idea that there are alternative means of helping students integrate instructional material and evaluate student achievement, and course instructors should be allowed to determine which method is best for their course and discipline. Additionally, Roberts cited a need for courses to utilize the full academic calendar when assigning student work and deadlines, which

would ensure that students are not given excessive amounts of work during the final week of classes as they prepare for finals in other courses. The proposer saw these changes as a way to promote wellness in the University community, to relieve pressure placed on students, and to allow faculty to conduct their courses and assessments as they feel is most appropriate.

In September 2021, the SEC charged the APAS committee with reviewing the proposal, the current policy on conduct of undergraduate courses and the student grievance policy, and similar final exam policies at Big10 and other peer institutions. The committee was also charged with consulting with a representative of the Office of the Registrar, Associate Deans of Undergraduate Programs, a representative of the Office of Undergraduate Studies, a representative of the Graduate School, and a representative from the Teaching & Learning Transformation Center (TLTC). Additionally, the committee was charged with considering potential impacts, advantages, and disadvantages related to final exams. The SEC asked the committee to make recommendations to the Senate on whether changes to the current excused absence policy are needed. The APAS committee's response was due to the Senate Office no later than April 6, 2023, and was later extended to May 8, 2023.

## **CURRENT PRACTICE**

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Section II.A.1.c) of V-1.00(A) currently reads:

There shall be a final examination and/or assessment in every undergraduate course, unless written permission is granted by the unit head. Each faculty member shall retain, for one full semester (either fall or spring) after a course is ended, the students' final assessments in the appropriate medium. If a faculty member goes on leave for a semester or longer, or leaves the university, the faculty member shall leave the final assessments and grade records for the course with the department chair, the program director, or the dean of the College or School, as appropriate.

The proposal makes mention that current practice at the University is not necessarily in line with policy, as, when most classes went virtual during the pandemic, the requirement for final examinations was relaxed. The proposal's aim is to align policy with current practice across the University.

## **COMMITTEE WORK**

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The APAS Committee began reviewing its charge (Appendix 1) in December 2022. Early in its review Committee members expressed support with the proposal, stating that the proposed change in policy would codify what is happening in practice into policy. There were some initial concerns by committee members, however, that greater flexibility in final exams may lead to unintended consequences for students, may inadvertently cause equity and/or accommodation issues, and may have unintended consequences on students. Of particular concern to the committee were any issues regarding burden on students and courses whose final schedule did not traditionally fit inside the finals period and may be affected by the proposed policy language. Members of the committee were concerned about a final project being due in the last week of class.

Early in its review, the committee reviewed policy V-1.00(A) and other Big10 institution final exam policies to examine best practices at other universities (Appendix 2). From the peer institution data, members learned that all schools require that finals, if they are given, are given during the finals week; most schools allow alternative assessments; most schools limit final exams to two per day

(UMD allows 3 final exams per day); and many schools prohibited major assignments (assessments that are between 10% and 30% of the grade) 1-2 weeks before a final exam.

The committee began consultations on the proposal in February 2023 by first establishing a list of questions to bring to the consultations as outlined in the charge. Committee members were invited to add their questions to a collaborative document to bring to each consultation. The committee consulted first with a representative from the Office of Undergraduate Studies. Committee members heard that the 10% limit on assessments during the last week of classes may be a point of particular concern and that attention should be given to discussing this portion of the proposal. Committee members also had questions centered around any issues regarding accommodations or accessibility. Members learned, from an outside consultation with a representative from Accessibility and Disability Service (ADS), that the proposal did not carry with it any major concerns regarding accommodations.

The committee also consulted with a representative from the Teaching and Learning Transformation Center (TLTC). One key point from the consultation was that for this particular policy proposal, it is important for faculty to have professional development and expectation setting in order to determine the most productive way to spread out work through the semester. The representative mentioned that it would be beneficial for instructors within departments to share with each other their major assignment due dates and to also make students aware of due dates by putting them into the syllabus. The representative was also consulted on the pros and cons of final examination week from a pedagogical standpoint. The representative shared that active learning, practice time, feedback, and pedagogically effective strategies seem a lot fairer and more approachable than classes with high stakes exams, but stressed that class structure before the final assessment is more important than an actual final exam.

In its review, the committee sought the help of the Provost's representative to distribute a Qualtrics survey to solicit feedback from the Associate Deans of Undergraduate Programs on the proposal. The survey, which was populated by questions from committee members and translated into a survey-appropriate format by a committee member, was distributed to all Associate Deans of Undergraduate Programs on February 27, 2023. The deadline for survey responses was March 10, 2023.

The APAS committee received the survey response data from the Associate Deans of Undergraduate Programs on March 23, 2023. There were several takeaways that the committee learned from the data. According to the survey, most courses are assigning final exams worth more than 10% of the final grade, but this is anticipated to drop if the requirements to have a final exam were to be removed. There was reported concern that too many assignments would be due the week before the last week of classes, but there was also concern that the timeline of the semester would be limited if assignments could not be due in the last week of classes. One point of feedback was that making the requirement for a final exam more flexible would enable creative assessments and better assessment of learning, decreased stress and pressure on faculty and students, and increased learning outcomes. However, there were also concerns about loss of cumulative exams, lab classes/performance-based courses/group projects, and loss of learning. Committee members observed from the data how differently the current final exam policy was followed in various parts of the campus. Some respondents were worried that the campus would be sending a message that finals should be discouraged by updating the policy in this way. It was clear from some of the survey data that more information and awareness needs to be spread, especially to newer faculty and adjunct professors.

The committee also consulted with a representative from the Graduate School to learn more about Teaching Assistant (TA) workload if such a change were to be made to the final exam policy. The committee learned more about the nuances of graduate student workload and the issues surrounding graduate student labor. The representative mentioned that TAs who will grade alternative assessments as a result of the policy change may benefit from training on grading these alternative assessments. The representative shared that there may be an impact that departments will need to account for as they go through and plan for TAs to implement such a change, but mentioned that impacts would still be widely unknown. The committee learned that issues centered around graduate student labor would be a primary pressure point and key issue for graduate students regarding this policy.

Finally, the committee consulted with a representative of the Office of the Registrar and learned more about the nuances and challenges of scheduling exams, how courses with projects schedule their final exams, and other logistics of finals scheduling. The committee learned from this consultation that there would be no impacts regarding the Registrar's operations from the proposed policy changes, due to logistics in how final exam periods are scheduled.

Outside of the committee's charge, the committee also consulted with another Big10 institution about the practice of their policy. The committee also gathered specific feedback from instructors of several performance-based classes before meeting one last time to discuss final considerations and specific policy language.

In the committee's final meeting for their work on the charge, the committee was in agreement that flexibility should be given regarding the requirement for a final exam and that there will be no real impacts on the academic calendar. The committee did not consider "Consider Element #11" of the charge from the SEC as it was deemed not applicable since neither current policy nor the proposed policy changes allow final exams in the last week of class.

The committee considered and discussed, to a considerable length, the merits of the proposed 10% limit on assessment during the final week of classes. Of particular concern were classes with culminating presentations that were unable to be scheduled during the allotted final examination time, performance or lab-based courses, and general campus awareness of the policy. The committee grappled with the distinct problem that courses with presentations/performances might be hindered by the proposed 10% limit restriction; however, some limit would be necessary to protect students from instructors who would move an exam typically held during finals week to the last week of classes, thereby shifting the exam burden on students to a time outside of the final examination period. Committee members were supportive of the idea that assignments due the last week of class should not be worth more than 10% of the final grade. The committee saw the 10% limit as a necessary addition to the policy to protect students.

The policy was revised with the intention of allowing the greatest flexibility for classes to hold final examinations in a way that would work best for the course. Overall, it is the committee's hope that these revisions would not represent a major change in how classes operate. Still, the committee is concerned about any unintended impacts on student workload if the committee's recommendations are adopted.

After due consideration, the APAS committee voted to update the final exam provision by solidifying the principles that flexibility should be given regarding the requirement of a final exam but that any changes to the final exam policy should not shift work to the final week of classes. The committee also voted to include two recommendations to ensure further consideration of these issues. Earlier

in the review, Office of General Counsel (OGC) was consulted on the proposed policy revisions. Senate Office staff was in contact with the OGC to finalize the review of the revisions to the policy.

## **RECOMMENDATIONS**

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The APAS Committee recommends that the proposed revisions to the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Policy [V-1.00(A)], as shown immediately following this report, be approved.

In addition to the proposed revisions, the APAS committee has two recommendations to be considered by the University:

- The revised policy should be reviewed by APAS within two years to evaluate the impact on student workload during the final week of classes and finals week.
- When communicating the new policy, faculty members should be encouraged to work with TLTC on how their assessments and assessment schedules can be updated to reflect the policy requirements.

## **APPENDICES**

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Appendix 1 — Original Charge from the Senate Executive Committee

Appendix 2 — Peer Institution Data

Appendix 3 — Updated Charge from the Senate Executive Committee





**V-1.00(A) UNIVERSITY OF MARYLAND POLICY ON THE CONDUCT OF UNDERGRADUATE COURSES AND STUDENT GRIEVANCE PROCEDURE**

(Approved by the President August 1, 1991, Amended April 21, 2016, **Amended XX, xx 2023**)

**I. PURPOSE**

This policy sets forth basic expectations for faculty and academic units (academic departments, programs, Colleges, or Schools) in providing courses and academic programs that contribute to undergraduate education. The procedure for an undergraduate student to seek redress for acts or omissions of individual faculty members as well as academic departments, programs, Colleges, or Schools is provided.

**II. POLICY**

A. Expectations of faculty and academic units in the conduct of academic courses are set forth below.

1. Faculty

The University has the following reasonable expectations of faculty teaching undergraduate courses:

- a. There shall be a complete course syllabus for the current term made available to students no later than the first day of class at the beginning of each undergraduate course. Any changes to the syllabus made after the first day of class must be announced and must be clearly represented with the date of the revision. The course syllabus will specify in general terms:
  - a course description including course objectives;
  - the content and nature of assignments;
  - the schedule of major graded assessments (e.g., examinations and due dates for projects and papers);
  - the examination and/or assessment procedures;
  - the mode of communication for excused absences;
  - the basis for determining final grades, including if the plus/minus grading system will be used and the relationship between in-class participation and the final course grade; and
  - reference to the list of course-related policies maintained by the Office of Undergraduate Studies.

In cases where all or some of this information cannot be provided at the beginning of the course, an explanation of the delay and the basis of course development



shall be provided.

- b. There shall be a reasonable number of graded assessments or progress reports to permit evaluation of student performance throughout the course. These assessments shall be returned to the students in a timely manner. Faculty shall issue mid-term grades for undergraduate students when required, in accordance with III-6.00(B), University of Maryland Policy and Procedures Concerning Mid-Term Grades for Undergraduate Students.
- c. ~~There shall be a final examination and/or assessment in every undergraduate course, unless written permission is granted by the unit head.~~ **Final examinations worth more than 10% of the course grade shall be administered during the final examination period, as established and published by the Office of the University Registrar. Final examinations are scheduled for the fall and spring semesters. The due date for alternative means of evaluation (term papers, final projects, etc.) worth more than 10% of the course grade shall be the date and time that corresponds to the final exam of the course during the final examination period.**

**There shall be no final examinations during the last week of classes. Quizzes, narrowly limited tests, and alternative means of evaluation worth no more than 10% of the course grade may be administered during the course meeting time of the last week of classes.**

**In courses that require alternative final assessment activities that cannot be administered during the final examination period (such as presentations, culminating projects, performances in performance-based courses, or lab practical exams), it is permissible to schedule those activities during the last week of classes even if they are worth more than 10% of the course grade.**

Each faculty member shall retain, for one full semester (either fall or spring) after a course is ended, the students' final assessments in the appropriate medium. If a faculty member goes on leave for a semester or longer, or leaves the university, the faculty member shall leave the final assessments and grade records for the course with the department chair, the program director, or the dean of the College or School, as appropriate.

- d. There shall be academic accommodations for students in accordance with University policies, including policies on disability and accessibility, excused absences, and sexual misconduct.
- e. There shall be a reasonable opportunity for students to review papers and examinations, including the final examination or assessment, after evaluation by the instructor, while materials are reasonably current.
- f. There shall be reasonable access to the instructor during announced regular office hours or by appointment.

- g. There shall be regular attendance by assigned faculty unless such attendance is prevented by circumstances beyond the control of the faculty member.
  - h. There shall be reasonable adherence to the course syllabus.
  - i. There shall be reasonable adherence to the published academic calendar, campus schedules, and location of classes and examinations.
    - 1) Classes not specified in the schedules are to be arranged at a mutually agreeable time on campus, unless an off-campus location is clearly justified.
    - 2) Changes to final examination schedules and locations must be approved by the chair of the department or the dean of the College, or the appropriate designee. However, final examinations or assessments may not be rescheduled to the final week of classes **[except as provided in item 1.c. above]** or to Reading Day.
    - 3) No class meetings or required activities may be held on Reading Day. However, individual meetings and makeup exams may be scheduled at the explicit request of the student.
  - j. Faculty shall endeavor to maintain student privacy with respect to information shared in the course of the student-faculty relationship, subject to legal obligations to report certain information to state authorities and University officials, including child abuse and neglect and sexual misconduct.
  - k. There shall be public acknowledgement of significant student assistance in the preparation of materials, articles, books, devices and the like. Students retain their intellectual property rights as set forth in the University of Maryland Policy on Intellectual Property.
  - l. Assigned course materials should be readily available. Faculty must ensure that eligible students receive reasonable accommodations relative to their coursework in accordance with federal and state disability laws, subject to the University's disability and accessibility policies and procedures.
  - m. The instructor of record is responsible for the overall management of the course, including management of aspects of the course and coursework delegated to teaching assistants and laboratory assistants.
2. Academic Units

The academic units (programs, departments, Colleges, Schools) in cooperation with the Office of the Dean for Undergraduate Studies and the Office of Admissions and the Registrar's Office shall, whenever possible, provide the following:

- a. Accurate information on academic requirements through designated advisors and referral to other administrative staff and/or faculty for additional guidance.
  - b. Specific policies and procedures for the award of academic honors and awards, and impartial application thereof.
  - c. Equitable course registration in accordance with University policy and guidelines.
- B. If a student believes that the expectations for faculty or academic units have not been met, the student can file a grievance, following the procedure outlined below.

### **III. GRIEVANCE PROCEDURE**

#### **A. Scope**

Matters that may be grieved under this procedure are limited to alleged violations of the expectations set forth above.

#### **B. Limitations**

No other University grievance procedure may be used simultaneously or consecutively with this procedure with respect to the same or substantially same issue or complaint, or with issues or complaints arising out of or pertaining to the same set of facts.

Neither the University of Maryland Non-Discrimination Policy and Procedures (VI-1.00[B]) nor any other University grievance procedure may be utilized to challenge the actions, determinations, or recommendations of any person(s) or board(s) acting pursuant to these procedures.

Notwithstanding any provision of this Policy to the contrary, the following matters do not constitute the basis for a grievance under this procedure:

1. Policies, regulations, decisions, resolutions, directives and other acts of the Board of Regents of the University System of Maryland, The Office of the Chancellor of the University System of Maryland, and the Office of the President of the University of Maryland;
2. Any statute, regulation, directive, or order of any department or agency of the United States or the State of Maryland;
3. Any matter outside the control of the University System of Maryland;
4. Course offerings;
5. The staffing and structure of any academic department or unit;
6. The fiscal management and allocation of resources by the University System of

Maryland and the University of Maryland;

7. Any issues or acts which do not affect the complaining party directly;
8. Matters of academic judgment relating to an evaluation of a student's academic performance and/or academic qualifications; except that the following matters of a procedural nature may be reviewed under these procedures if filed as a formal grievance within thirty (30) business days of the first meeting of the course to which they pertain:
  - a. Whether reasonable notice has been given as to the relative value of all work considered in determining the final grade and/or assessment of performance in the course. The remedy for a successful grievance based upon this subsection shall be the giving of notice by the instructor.
  - b. Whether a reasonably sufficient number of examinations, papers, laboratories and/or other academic exercises have been scheduled to present the student with a reasonable opportunity to demonstrate academic merit. The remedy for a successful grievance under this subsection shall be the scheduling of such additional academic exercises as the instructor, in consultation with the department chair or dean and upon consideration of the written opinion of the College or School hearing board, shall deem appropriate.
9. "Class-action" grievances are not permitted under these procedures. Grievances must be presented by individual students. If multiple students file individual grievances on the same matter, a screening or hearing board may, in its discretion, consolidate grievances presenting similar facts and issues, and recommend generally applicable relief as it deems warranted;
10. Under these procedures, there may be no challenge to the award of a specific grade.

C. Procedure for Grievance Involving Faculty Member or Academic Program or Department

Procedures for resolutions of grievances should follow the steps outlined below for Informal Resolution and Formal Resolution. It is in the best interest of the student to begin Informal Resolution as soon as possible. In order to be considered timely under the procedures for Formal Resolution, a grievance must be submitted within twenty (20) business days after the first day of instruction of the next regular semester.

1. Informal Resolution

The initial effort in all cases shall be to achieve resolution of the grievance through informal means.

a. Grievance Against an Individual Faculty Member

The student should first contact the faculty member, present the grievance in its entirety, and attempt a complete resolution.

If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may present the grievance to the immediate administrative supervisor of the faculty member, or the faculty member's department chair or program director.

If the instructor is not reasonably available to discuss the matter, a student may present a grievance directly to the instructor's supervisor, department chair, or program director.

The supervisor, department chair, or program director shall attempt to mediate the dispute, and if a mutually acceptable resolution is reached, the case shall be closed.

If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may initiate a formal grievance resolution procedure.

b. Grievance Against an Academic Program or Department

The student should contact the department chair, program director, or equivalent, and present the grievance in its entirety.

The department chair or program director shall attempt a complete resolution of the dispute.

If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may initiate a formal grievance resolution procedure.

2. Formal Resolution

A student who has attempted informal resolution of a grievance, and remains dissatisfied may seek formal resolution pursuant to the following procedure:

a. The student shall file a written grievance with the dean of the College or School.

b. The writing shall contain:

- the act, omission, or matter that is the subject of the complaint;
- all facts the student believes are relevant to the grievance;
- the resolution sought; and
- all arguments in support of the desired solution.

c. A grievance must be filed in a timely manner or it will not be considered. In order to be timely, a grievance must be received by the dean within twenty (20) business days after the first day of instruction of the next regular semester after the act, omission, or matter which constitutes the basis of the grievance occurs. It

is the responsibility of the student to ensure timely filing.

- d. The dean shall convene a screening board as set forth in section E.2 of this policy.
- e. The dean shall notify an instructor or academic unit head of a timely grievance. A copy of the grievance and all relevant material shall be provided.
- f. The instructor or program director or department chair shall make a complete written response to the screening board within ten (10) business days of receipt of a grievance. In cases where a grievance is received within ten (10) business days of the final day of classes, a response is due within ten (10) business days of the beginning of the next semester in which the faculty member is working on campus. This extension is not available to persons whose appointments terminate on or before the last day of the semester in which the grievance is filed.
- g. A copy of the faculty member's or program director's or department chair's response shall be sent by the screening board to the student filing the grievance.
- h. The screening board may request further written information from either party.
- i. The screening board shall review the case to determine if a formal hearing is warranted.

All or part of a grievance shall be dismissed if the screening board concludes the grievance is:

- untimely;
- based upon a non-grievable matter;
- being concurrently reviewed in another forum;
- previously decided pursuant to this or any other review procedure; or
- frivolous or filed in bad faith.

All or part of a grievance may be dismissed if the screening board concludes in its discretion that the grievance is:

- insufficiently supported;
- premature; or
- otherwise inappropriate or unnecessary to present to the hearing board.

The screening board shall meet to review grievances in private. A decision to dismiss a grievance requires a majority vote of at least three (3) members of the screening board.

If a grievance is dismissed in whole or in part, the student filing the grievance shall be so informed, and shall be given a concise written statement of the basis for the dismissal.

A decision to dismiss a grievance is final and is not subject to appeal.

- j. If the screening board determines a grievance to be appropriate for a hearing, the dean shall be informed. The dean shall convene a hearing board within fifteen (15) business days thereafter. The time may be extended for good cause at the discretion of the dean.

The following rules apply to the conduct of a hearing by the College or School hearing board:

- a. Reasonable notice of the time and place of the hearing shall be provided to both parties. Notice shall include a brief statement of the allegations and the remedy sought by the student. Hearings shall be held on campus.
- b. A record of the hearing, including all exhibits, shall be kept by the chairperson of the screening board. All documents and materials filed with the screening board shall be forwarded to the hearing board, and shall become a part of the record.
- c. Hearings are closed to the public unless a public hearing is specifically requested by both parties.
- d. Presentation of Evidence

Each party shall have the opportunity to make an opening statement, present written evidence, present witnesses, cross-examine witnesses, offer personal testimony, and such other material as is relevant.

Incompetent, irrelevant, immaterial, and unduly repetitious evidence may be excluded by the chairperson of the hearing board.

It is the responsibility of each party to have their witnesses available and to be completely prepared at the time of the hearing. The student shall present the case first, and the faculty member shall respond.

Upon completion of the presentation of all evidence, both parties shall be given the opportunity to present oral arguments and make closing statements within the time limits set by the chairperson of the hearing board.

Upon the request of either party, all persons to be called as witnesses shall be sequestered during the hearing so that they may not communicate with each other.

Each party may be assisted in the presentation of the case by a student or a faculty member of their choice.

It is the responsibility of the chairperson of the hearing board to manage the hearing, and to decide all questions relating to the presentation of evidence and appropriate procedure, and the chairperson is the final authority in such matters except as established herein. The chairperson may seek the advice of UMD



counsel.

The hearing board shall have the right to examine any person or party testifying before it, and on its own motion, may request the presence of any person for the purpose of testifying and the production of evidence.

- e. The above enumerated procedures and powers of the hearing board are non-exclusive. The chairperson may take any such action as is reasonably necessary to facilitate the orderly and fair conduct of the hearing which is not inconsistent with the procedures set forth herein.
- f. Upon completion of the hearing, the hearing board shall meet privately to consider the validity of the grievance. The burden of proof rests with the student to show by a preponderance of the evidence that a substantial departure from the expectations set forth in section II.A. above has occurred, and that this departure from expectations has operated to the actual prejudice and injury of the student.

A decision upholding a grievance shall require the majority vote of at least three (3) members of the hearing board.

A decision of the hearing board shall address only the validity of the grievance. The decision shall be forwarded to the dean in written opinion. In the event the decision is in whole or in part favorable to the student, the hearing board may submit an informal recommendation concerning relief believed to be warranted based upon the facts presented at the hearing.

- g. The dean shall, upon receipt of the written opinion, forward copies to the student and the faculty member or program director or department chair against whom the grievance was filed. Each party has ten (10) business days from the date of receipt to file a written appeal with the dean.
- h. Appeals

The appeal shall be in writing and set forth in complete detail the grounds for the appeal.

A copy of the appeal shall be sent by the dean to the opposing party, who shall have ten (10) business days following receipt to respond in writing to the dean.

The sole grounds for appeal shall be:

- a substantial prejudicial procedural error committed in the conduct of the hearing in violation of the procedures established herein. Discretionary decisions of the chairperson shall not constitute the basis of an appeal; and/or
- the existence of new and relevant evidence of a significant nature which was not reasonably available at the time of hearing.

- i. In the absence of a timely appeal, or following receipt and consideration of all timely appeals, the dean may:
  - dismiss the grievance;
  - grant such redress as the dean believes appropriate;
  - reconvene the hearing board to rehear the grievance in part or whole and/or to hear new evidence and submit a final written opinion to the dean; or convene a new hearing board to rehear the case in its entirety and submit a final written opinion to the dean.
- j. The dean shall inform all parties of the final decision in writing and the grievance shall thereafter be concluded. The decision of the dean shall be final and binding, and not subject to review or appeal.

#### D. Procedure for Grievance Involving Dean or College or School

Procedures for resolutions of grievances should follow the steps outlined below for Informal Resolution and Formal Resolution. It is in the best interest of the student to begin Informal Resolution as soon as possible. In order to be considered timely under the procedures for Formal Resolution, a grievance must be submitted within twenty (20) business days after the first day of instruction of the next regular semester.

##### 1. Informal Resolution

The initial effort in all cases shall be to achieve resolution of the grievance through informal means.

- a. The student should first contact the dean, present the grievance in its entirety, and attempt a complete resolution.
- b. If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may present the grievance to the Senior Vice President and Provost. A grievance may be initially presented to the Provost if the dean is not reasonably available to discuss the matter.
- c. The Provost shall attempt to mediate the dispute. Should a mutually acceptable resolution be reached, the case shall be closed.
- d. If all or part of the grievance remains unresolved, and if the student chooses to continue the grievance process, the student may initiate a formal grievance resolution procedure.

##### 2. Formal Resolution

A student who has attempted informal resolution and remains dissatisfied may seek a formal resolution of a grievance pursuant to the following procedure:

- a. The student shall file with the Provost a timely written grievance.
- b. The writing shall contain:
  - the act, omission or matter that is the subject of the complaint;
  - all facts the student believes to be relevant to the grievance;
  - the resolution sought; and
  - all arguments upon which the student relies in seeking such resolution.
- c. No grievance will be considered unless it is timely.

In order to be timely, a grievance must be received by the Provost within twenty (20) business days after the first day of instruction of the next regular semester after the act, omission, or matter which is the basis for the grievance occurs.

It is the responsibility of the student to ensure timely filing of the grievance.

- d. Upon receipt of a timely grievance, the Provost shall convene a screening board as set forth in section E.2 of this policy.

The Provost shall notify the dean against whom the grievance has been filed and provide a copy of the grievance and all relevant materials.

- e. The dean against whom the grievance has been filed shall respond in writing to the screening board within ten (10) business days. In the event the grievance is received by the dean after the last day of classes of a semester, the time for written response shall be ten (10) business days after the first day of classes of the semester immediately following.

A copy of the response from the dean shall be sent to the student.

- f. In its discretion, the screening board may request further written submissions from the student and/or the dean.
- g. The screening board shall review and act upon a grievance against a dean in the same manner and according to the same requirements as for the review of grievances against faculty members, academic programs, and departments set forth in this procedure.
- h. If the hearing board determines that a grievance is appropriate for a hearing, the Provost shall be so informed.

The Provost shall convene a campus hearing board within fifteen (15) business days to hear the grievance. This time may be extended for good cause at the discretion of the Provost.

- i. The campus hearing board shall conduct a hearing in accordance with the rules

established in this procedure for the conduct of hearings by College and School hearing boards.

Upon completion of a hearing, the campus hearing board shall meet privately to consider the grievance in the same manner and according to the same rules as set forth for the consideration of grievances by College and School hearing boards, except that the decision shall be forwarded to the Provost.

In the event the campus hearing board decides in whole or in part in favor of the student, it may submit an informal recommendation to the Provost with respect to such relief as it may believe is warranted by the facts as proven in the hearing.

- j. The Provost shall, upon receipt of the written opinion, forward copies to the student and the dean. Each party shall have ten (10) business days from the date of receipt to file an appeal with the Provost.

- k. Appeal

Each party has ten (10) business days from receipt of the written decision to file an appeal with the Provost.

The grounds for an appeal shall be the same as those set forth in this procedure for appealing a decision of a College and School hearing board.

The appeal shall be in writing, and set forth in complete detail the grounds relied upon. A copy of the appeal shall be sent to the opposite party, who shall have ten (10) business days following receipt to file a written response with the Provost.

- l. In the absence of a timely appeal, or following receipt and consideration of all timely appeals and responses, the Provost may:
  - dismiss the grievance;
  - grant such redress as the Provost believes appropriate;
  - reconvene the campus hearing board to rehear the grievance in whole or in part and/or review new evidence and submit a final written opinion to the Provost; or
  - convene a new campus hearing board to rehear the case in its entirety and submit a final written opinion to the Provost.
- m. The Provost shall inform all parties of the final decision in writing, and the grievance shall be thereafter concluded. The decision of the Provost is final and binding, and is not subject to appeal or review.

#### E. Composition of Screening and Hearing Boards

The following procedures are directives only, and for the benefit and guidance of deans and the Provost in the selection and establishment of College and School

screening and hearing boards and campus screening and hearing boards. Deans and/or the Provost should endeavor to create balanced and diverse boards where possible, representing a variety of demographic backgrounds. The selection and establishment of a board is not subject to challenge by a party, except that at the start of a hearing, a party may challenge for good cause a member or members of the hearing board before whom the party is appearing. The chairperson of the hearing board shall consider the challenge and may replace any member where it is believed necessary to achieve an impartial hearing and decision.

1. Member Selection for Screening and Hearing Boards for Academic Grievances

Faculty and students are eligible to serve on screening and hearing boards for academic grievances.

2. Establishment of College and School Screening Boards

Upon receipt of a grievance, the dean should appoint a five (5) member screening board. The College or School screening board should be composed of three (3) faculty members and two (2) students selected by the dean.

The dean should designate one of the faculty members to serve as the chairperson of the screening board.

Members of the screening board should not serve on a hearing board during the same year.

A member of the screening board should not review a grievance arising out of their own department or program.

3. Establishment of College and School Hearing Boards for Academic Grievances

For each grievance referred by the screening board, the dean shall appoint a five (5) member hearing board.

The hearing board shall be composed of three (3) faculty members and two (2) students selected by the dean.

The dean should designate one faculty member to serve as chairperson of the hearing board.

No faculty member or student should be appointed to hear a grievance arising out of their own department or program.

4. Establishment of Campus Screening Boards for Academic Grievances

Upon receipt of a grievance, the Provost should appoint a five (5) member screening board. The screening board should be composed of three (3) faculty members and two

(2) students selected by the Provost.

The Provost should designate one of the faculty members to serve as the chairperson of the screening board.

Members of the screening board should not serve on a hearing board during the same year.

A member of the screening board should not review a grievance arising out of their own department or program or College or School.

#### 5. Establishment of Campus Hearing Boards for Academic Grievances

For each case referred by a campus screening board to the Provost for a hearing, the Provost should appoint a five (5) member campus hearing board. The campus hearing board should be composed of three (3) faculty members and two (2) students selected by the Provost.

The Provost should designate one faculty member to serve as chairperson.

No faculty member or student should be appointed to hear a grievance arising out of their own program, department, College, or School.

#### F. Finality

Any student who elects to use this Policy agrees to abide by the final disposition arrived thereunder, and shall not subject this disposition to review under any other procedure within the University System of Maryland. For the purposes of this limitation, a student shall be deemed to have elected to utilize this Policy at the time a written grievance under the formal resolution procedure is filed.



### **Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure (Senate Document #21-22-11) Academic Procedures & Standards (APAS) Committee | Chair: Amy Karlsson**

The Senate Executive Committee (SEC) and Senate Chair Newman request that the Academic Procedures & Standards (APAS) Committee review the proposal entitled, *Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure*.

Specifically, The APAS Committee should:

1. Review the *Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure* ([Senate Document #21-22-11](#)).
2. Review the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure ([V-1.00\(A\)](#)).
3. Review similar final exam policies at Big 10 and other peer institutions to identify best practices and principles.
4. Consult with a representative from the Office of the Registrar.
5. Consult with Associate Deans of Undergraduate Programs.
6. Consult with a representative from the Teaching & Learning Transformation Center (TLTC).
7. Consult with a representative from the Office of Undergraduate Studies.
8. Consult with a representative from the Graduate School.
9. Consult with a representative of the Office of General Counsel on any proposed revisions to the guidelines.
10. Consider whether there are any implications on other University policies.
11. Consider the consequences of required final exams in the last week of class.
12. Consider any potential advantages or disadvantages of the pedagogical merit of final exams.
13. Consider any potential impacts regarding the academic calendar.
14. If appropriate, recommend whether University policy and/or procedures should be amended.

We ask that you submit a report to the Senate Office no later than **April 6, 2023**. If you have questions or need assistance, please contact Willie Brown in the Senate Office, [wbrown@umd.edu](mailto:wbrown@umd.edu).



## Appendix 2 - Peer Institution Data

Institution	Final Exam Policy	Exams Required?	Key Points	Notes
UMD	<a href="https://faculty.umd.edu/main/activity/teaching-policies-guidelines#final-examination-policies-and-guidelines">https://faculty.umd.edu/main/activity/teaching-policies-guidelines#final-examination-policies-and-guidelines</a>	There must be a final exam or alternative assessment for each UG course.	<b>1)</b> There shall be an exam or alternative assessment in each UG course. <b>2)</b> students may reschedule an exam if they have 4+ exams in 1 day. <b>3)</b> all final exams and alternative assignments must be given/due during the designated exam block during exam week.	No USM policy on the topic.
Penn State	<a href="https://senate.psu.edu/policies-and-rules-for-undergraduate-students/44-00-examinations/">https://senate.psu.edu/policies-and-rules-for-undergraduate-students/44-00-examinations/</a>	No, alternative assessments may be given in place of a final exam.	<b>1)</b> Comprehensive final exams and alternative assessments worth more than 10% must be scheduled during exam week. <b>2)</b> Only assignments/quizzes worth 10% or less can be scheduled during the final week of classes. <b>3)</b> alternative final assessments worth 10% or less of the final grade may be due before the last day of classes.	appears to only apply to undergrad courses
Indiana University	<a href="https://enrollmentbulletin.indiana.edu/pages/finexpol.php?t=spring#:~:text=There%20shall%20be%20a%205-day%20examination%20period%20at.and%20time%20of%20final%20examinations%20for%20their%20classes.">https://enrollmentbulletin.indiana.edu/pages/finexpol.php?t=spring#:~:text=There%20shall%20be%20a%205-day%20examination%20period%20at.and%20time%20of%20final%20examinations%20for%20their%20classes.</a>	No language requiring exams or alternative assessments, though both types can be given	<b>1)</b> Students may reschedule an exam if they have 4+ in one day if they take action before the 2nd half of the semester. <b>2)</b> No major assignments or assessments can be given/due during the week before exam week unless the class has an alternative final assignment, as opposed to a final exam. Final projects & papers may be due the week before exam week, whereas final exams must be given during the designated exam block during exam week.	
U of Iowa	<a href="https://registrar.uiowa.edu/final-exam-policies">https://registrar.uiowa.edu/final-exam-policies</a>	No language requiring exams, only scheduling information	<b>1)</b> students may reschedule exams if they have 3+ in one day. <b>2)</b> exams may only be held during exam week and no class meetings can be held during this time. <b>3)</b> the rest is just scheduling considerations	
U of Michigan	<a href="https://ro.umich.edu/calendars/final-exams#:~:text=Final%20Examinations%20Policy%20The%20Final%20Examination%20Period%20and%20examinations%20prior%20to%20the%20Final%20Examination%20Schedule">https://ro.umich.edu/calendars/final-exams#:~:text=Final%20Examinations%20Policy%20The%20Final%20Examination%20Period%20and%20examinations%20prior%20to%20the%20Final%20Examination%20Schedule</a>	No language requiring exams, but also no mention of whether alternative assessments may be used.	<b>1)</b> Students may seek to reschedule an exam if scheduled for 3+ in one day. <b>2)</b> final exams may only take place during final exam week and may only be rescheduled to a new exam block with the approval of the registrar.	very sparse, not a lot of information
Michigan State	<a href="https://reg.msu.edu/ROI/Calendar/FinalExam.aspx">https://reg.msu.edu/ROI/Calendar/FinalExam.aspx</a>	No, alternative assessments may be given in place of a final exam.	<b>1)</b> all classes are scheduled for a 2-hour meeting during exam week. <b>2)</b> Final exams must be given at this time; if students are assigned a take-home exam or paper in lieu of an in-person final exam, it must be due no earlier than the final exam block. <b>3)</b> no student must take 3+ exams per day and may reschedule the extra exam(s). Students may also reschedule an exam if there is another exam at the same time.	
U of Minnesota	<a href="https://policy.umn.edu/education/exam">https://policy.umn.edu/education/exam</a>	No language stating that alternative assessments (e.g., papers) are allowed in lieu of an exam.	<b>1)</b> all classes must follow the standard exam schedule. <b>2)</b> Instructors may give take-home exams in lieu of an in-person exam. Take-home exams must be due sometime between the official final exam block and the last day of exam week. <b>3)</b> students can reschedule exams if they have a conflict or if they have 3+ exams in the same day. <b>4)</b> in-person exams can be administered outside of the official exam block if proposed by the instructor and approved by the dept. chair by the first day of class. Thereafter, any change must also have the unanimous support of the class.	The proposal states that exams are not formally required, but the actual exam policy does not mention alternatives or the option to have no final at all.
U of Nebraska-Lincoln	<a href="https://registrar.unl.edu/academic-calendar/final-exam/">https://registrar.unl.edu/academic-calendar/final-exam/</a>   <a href="https://registrar.unl.edu/academic-standards/policies/fifteenth-week-policy/">https://registrar.unl.edu/academic-standards/policies/fifteenth-week-policy/</a>	No, they may be replaced with other assessments (a paper, presentation, lab, etc)	<b>1)</b> No student is required to take 3+ exams in one day; in such a case, the third exam will be rescheduled by the instructor. <b>2)</b> All exams must take place during exam week (ending no later than noon on the Friday of exam week) as scheduled, although instructors, with the input of the class, may reschedule the exam for the class' convenience. Mini-courses will hold exams during the last class meeting.	

Northwestern	<a href="https://www.registrar.northwestern.edu/calendar/s/final-exam-schedules/final-exam-schedule-policies.html">https://www.registrar.northwestern.edu/calendar/s/final-exam-schedules/final-exam-schedule-policies.html</a>	No language requiring exams, but also no mention of whether alternative assessments may be used.	<b>1)</b> Students should not register for a class schedule that requires them to take 3+ exams in 1 day; if they do, they are still expected to take all exams as scheduled. <b>2)</b> the rest of the policy concerns scheduling (default times, locations, etc).	not a lot of information in the policy
Ohio State	<a href="https://trustees.osu.edu/bylaws-and-rules/3335-8">https://trustees.osu.edu/bylaws-and-rules/3335-8</a>   <a href="https://registrar.osu.edu/policies/">https://registrar.osu.edu/policies/</a>	While a written exam is not required, each course is required to have some sort of final assessment at the close of each course.	<b>From the registrar's office:</b> "Instructors will administer examinations at the close of each course: See Course examinations (3335-8-19)." <b>From Bylaws 3335-8-19:</b> At the close of each course, the students performance must be assessed by a method determined by the instructor. Comprehensive in-class exams can only be given during exam week; comprehensive exams given during the last week of classes cannot exceed the scope, duration, scale, or percent of the final grade (less than 30%) of any other course exam.	Mismatch in language between the registrar's office and the trustees' bylaws. The registrar seems to require an exam, whereas the trustees delegate the manner of assessment to the instructor. The only condition is that there is some kind of assessment.
U of Illinois	<a href="https://studentcode.illinois.edu/article3/part2/3-201/">https://studentcode.illinois.edu/article3/part2/3-201/</a>	No, the instructor may deem a final exam impractical or unnecessary for a given course.	<b>1)</b> Unless the instructor deems it unnecessary or impractical, synchronous final exams are automatically scheduled for all courses. <b>2)</b> synchronous final exams must be given during the course's assigned exam block unless the provost grants permission to hold the exam at another time during exam week. <b>3)</b> asynchronous exams must be open for a minimum of 24 hours. <b>4)</b> students are not required to take 3+ exams in 1 day and may reschedule if this occurs or if there is another scheduling conflict.	
Purdue	<a href="https://catalog.purdue.edu/content.php?catoid=15&amp;navoid=18634&amp;hl=%22Final+Examinations%22&amp;returnto=search&amp;qa=2.200552806.9737.85891.1669148820-178613704.1662587374#b-final-examinations">https://catalog.purdue.edu/content.php?catoid=15&amp;navoid=18634&amp;hl=%22Final+Examinations%22&amp;returnto=search&amp;qa=2.200552806.9737.85891.1669148820-178613704.1662587374#b-final-examinations</a>   <a href="https://www.purdue.edu/registrar/faculty/scheduling/even-final_exam_schedule.html">https://www.purdue.edu/registrar/faculty/scheduling/even-final_exam_schedule.html</a>	No, other assessments may be administered instead.	<b>1)</b> all classes except those classified as individual study, clinic, student teaching, industrial experience, or research (or those with 0 credits) will be scheduled for a 2-hour meeting during exam week. <b>2)</b> any course that is not automatically included in the exam schedule may be added. <b>3)</b> classes are not required to meet during the exam block if it would not serve an educational purpose or if the educational objectives of the course have been achieved. <b>4)</b> no student must take 3+ exams per day and may reschedule the extra exam(s). Students may also reschedule an exam if there is another exam at the same time. <b>5)</b> Only assignments and assessments worth less than 20% are not allowed during the last two weeks of the semester.	
Rutgers-New Brunswick	<a href="https://scheduling.rutgers.edu/scheduling/exam-scheduling/final-exam-schedule/final-exam-policies">https://scheduling.rutgers.edu/scheduling/exam-scheduling/final-exam-schedule/final-exam-policies</a>   <a href="https://scarlethub.rutgers.edu/registrar/registrator/class-and-examination-policy/">https://scarlethub.rutgers.edu/registrar/registrator/class-and-examination-policy/</a>	No, other assessments may be administered instead.	<b>1)</b> online classes cannot have in person exams and are encouraged to use alternate assessments to high-stakes final exams. <b>2)</b> All assignments/quizzes during the last 2 weeks of the semester must be less than 20% of the course grade. <b>3)</b> Assignments worth more than 20% (but not final exams, papers, or projects) may be due during the last 2 weeks if instructions are provided at least 3 weeks in advance. <b>4)</b> all final exams, papers, and projects must be given/due during the class' official final exam period. <b>5)</b> no exam or assignment may be given/due during reading days. <b>6)</b> In-person classes should use the exam blocks reserved for online classes when scheduling make-up exams.	
U of Wisconsin-Madison	<a href="https://policy.wisc.edu/library/UW-862">https://policy.wisc.edu/library/UW-862</a>   <a href="https://kb.wisc.edu/lspage.php?id=21658#:~:text=The%20campus%20final%20exam%20policy%20covers%20all%20final,during%20a%20course%27s%20assigned%20final%20exam%20time%20block.">https://kb.wisc.edu/lspage.php?id=21658#:~:text=The%20campus%20final%20exam%20policy%20covers%20all%20final,during%20a%20course%27s%20assigned%20final%20exam%20time%20block.</a>	No, although a 2-hour summary block is scheduled for each class worth 2+ credits, during which time final exams or other instructional activities can be held, per unit approval.	<b>1)</b> final exams and other summary activities cannot be scheduled during the 2 weeks preceding the summary period. <b>2)</b> Students are not required to sit 3+ exams in 1 day. <b>3)</b> The policy only applies to courses with numbers below 700. UG independent/directed study and seminar courses are exempt.	

<p><b>Trends</b></p>		<p>No one required ONLY final exams -- most policies allow alternative assessments to be given in lieu of a final exam.</p>	<p><b>1)</b> All schools require that final exams, if given, be taken during exam week. <b>2)</b> Most schools, incl. UMD, explicitly allow alternative assessments in place of final exams. <b>3)</b> Most schools have designated exam blocks for each class (regardless of whether there is a final exam); permission from an admin (Provost, Dean, Chair, Registrar) is almost always required if an instructor wishes to reschedule the exam. <b>4)</b> Most schools require students to take no more than 2 exams per day; UMD and Indiana have a max of 3 per day. Other conflicts such as double-booked exams, religious obligations, and unforeseeable emergencies are also grounds for rescheduling exams <b>5)</b> Most schools, incl. UMD, require alternative assessments be due during exam week. <b>6)</b> Many schools prohibit major assignments (ranging from 10-30% of the course grade) from being due for 1-2 weeks preceding exam week: Penn, Indiana, Ohio, Purdue, Rutgers, and Wisconsin.</p>	
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### **Revision to the Final Exam Provision in the University of Maryland Policy on the Conduct of Undergraduate Courses and Student Grievance Procedure (Senate Document #21-22-11) Academic Procedures & Standards (APAS) Committee | Chair: Amy Karlsson**

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3. Review similar final exam policies at Big 10 and other peer institutions to identify best practices and principles.
4. Consult with a representative from the Office of the Registrar.
5. Consult with Associate Deans of Undergraduate Programs.
6. Consult with a representative from the Teaching & Learning Transformation Center (TLTC).
7. Consult with a representative from the Office of Undergraduate Studies.
8. Consult with a representative from the Graduate School.
9. Consider whether there are any implications on other University policies.
10. Consult with a representative of the Office of General Counsel on any proposed revisions to the guidelines.
11. Consider the consequences of required final exams in the last week of class.
12. Consider any potential advantages or disadvantages of the pedagogical merit of final exams.
13. Consider any potential impacts regarding the academic calendar.
14. If appropriate, recommend whether University policy and/or procedures should be amended.

We ask that you submit a report to the Senate Office no later than **May 8, 2023**. If you have questions or need assistance, please contact Veronica Marin in the Senate Office, [vmarin1@umd.edu](mailto:vmarin1@umd.edu).