

## Exam Accommodation Procedures and Guidelines

<b>Office of Accountability:</b>	Associate Dean, MD Program
<b>Office of Administrative Responsibility:</b>	MD Program, Faculty of Medicine & Dentistry
<b>Approver:</b>	MD Curriculum & Program Committee (MDCPC)
<b>Scope:</b>	Compliance with this policy extends to all members of the MD Program community.

### **Overview**

There are many factors that can affect student exam performance and exam accommodations help reduce factors that detract from optimal student performance. Accommodation needs are best determined by those with expertise in evaluating students' needs such as the Academic Success centre. Such accommodations will be, hereafter referred to as "official accommodations". While personnel in the MD Program can grant temporary accommodations, this policy addresses the processes related to official accommodations in the MD Program.

### **Duty to Accommodate Definition**

The MD Program's Exam Accommodation Procedures & Guidelines is based on the University of Alberta's [Duty to Accommodate Procedure](#), which defines how and why the university provides accommodations to members of the community who would experience discrimination because of a characteristic that falls within a protected ground

### **Assumptions**

To assist with logistics and planning, and to maintain exam security and validity, the MD Program assumes that all students with identified official accommodations will use their accommodations unless otherwise notified in advance.

### **Written Exams with Accommodations**

All higher stakes written exams for students with accommodations are booked centrally through the Academic Success Centre's ClockWork Student Services and exams are administered by the Office of the Dean of Students. Note: for lower stakes

exam (e.g. a TBL IRAT), the MD Program has specific processes to address accommodation needs.

### *Registering Exams with Accommodations*

MD Program administrative staff are responsible for registering an assessment in ClockWork for any exam to be proctored at the Office of the Dean of Students, and this will be done once the exam date and students accommodations requirements are known.

### *Booking Exams with Accommodations*

Students are required to book their exams by the evening of the 8th calendar day before their exam (i.e. to allow 7 full calendar days between the booking and the exam). For more information on how to book, please visit:

<https://www.ualberta.ca/current-students/academic-success-centre/accessibility-resources/exam/updated-accommodations-students.html>

### *Once a student has registered in ClockWork*

Both registering and unregistering a student in ClockWork is a laborious process for both the student and the MD Program. As a result, once registered in ClockWork the MD Program cannot guarantee that a student can be moved from an accommodated exam back to a non-accommodated exam.

### *When a student misses the deadline for ClockWork*

If a student misses the deadline for ClockWork, there is an option in ClockWork to fill in a Google form to request the accommodated exam time. If this request is not granted, the MD Program will ask the student to write the assessment without their accommodation with the rest of the class. If it is imperative for them to write the exam with their accommodation, they will book their exam in ClockWork for the next available date that works mutually for the student, the course/clerkship coordinator, and the MD Program's schedule.

### **Other Exam Formats**

Proctoring exams with accommodations through the University of Alberta centrally is primarily meant for written assessments. When an assessment is in a different format (such as Objective Structured Clinical Examinations (OSCEs), Anatomy practical exams, etc...), course/clerkship coordinators, administrators, and theme leads are responsible for providing students with accommodations. The most common accommodation is a time accommodation in which a student requires 1.5 or 2x time for a written exam. This time accommodation applies to any task that



involves reading. This can include time outside the room to read the stem, if time is required during a station to read a handout, or if the entire station involves reading and answering questions such as a post encounter probe.

## Principles

- 1) Limiting time should not be an intentional assessment practice unless time is an explicit factor of the assessment (e.g. a simulated code situation, or in an oral exam when what is being tested is critical reasoning for a time sensitive condition)
- 2) When planning an assessment, the MD program will specify the intended exam time (time the vast majority of students without time accommodations would complete the exam).
- 3) The MD Program will consider a Universal Design for Learning approach that could accommodate all learners (including those with accommodations) if practically feasible
  - a) E.g. if the intended exam time is 2 hours, providing 3 hours will allow those with a 1.5x time accommodation to write with their classmates
- 4) The process of scheduling students should not expose which students have a time accommodation (e.g. publicly posting the schedule with all students and times listed)

Below are some examples of how to apply a time accommodations to various exams:

**Example 1:** You oversee a clerkship written exam. Historically, two hours have been the appropriate amount of time to write the exam. You have one student with an accommodation requiring 1.5x but no other specific accommodations.

*Solution 1:* Ask the student with 1.5x accommodations to register in ClockWork and write at the Dean of Students

*Solution 2 (preferred if feasible):* Give all students three hours to write the exam and the student with accommodations can write with their classmates.

**Example 2:** You are running an OSCE that is all history or physical exam stations in which the only reading is outside the room. You typically give students 1 minute outside the room to read the instructions. You have three consecutive tracks of 10 students and 3 have a time accommodation, one for 1.5x and two for 2x.

*Solution 1:* Schedule all three students in the same track and give all students in that track 2 minutes outside the room to read.

*Solution 2 (preferred if feasible):* Give all students taking the OSCE 2 minutes outside the room to read.

**Example 3:** You are running an OSCE in which many stations the students receive a handout with results that typically takes a minute to read before completing the task in the room. Your stations are normally 10-minutes long. You have two consecutive tracks of 12 students and 3 have a time accommodation, one for 1.5x and two for 2x.

*Solution 1:* Schedule all three students in the same track and give all students in that track 2 minutes outside the room to read the instructions and 11 minutes inside the room for the task. Given time should not be a factor (see Principles further up) this will not advantage students without an accommodation.

*Solution 2 (preferred if feasible):* Give all students taking the OSCE 2 minutes outside the room to read and 11 minutes inside the room.

**Example 4:** You are running an OSCE in which one of your eight stations is a series of short answer questions. You normally give 10-minutes for these stations similar to your other stations. You have two consecutive tracks of 15 students and 3 have a time accommodation, one for 1.5x and two for 2x. You do not want to give all of the students in a track 20-minutes for your eight stations as it will greatly extend your OSCE session.

*Solution:* You could ask the three students to come early and do this one station for 20 minutes before the exam starts and then put them all in the same track and give all students in that track 2 minutes outside the room to read the instructions and 10 minutes inside the room for the task.

### **Related Links**

[University of Alberta Duty to Accommodate Policy](#)

Alberta Human Rights Commission - [Duty To Accommodate Students With Disabilities In Post-Secondary Educational Institutions](#)

### **Approval History**

<b>Approver</b>	<b>Status</b>	<b>Date</b>
MD Curriculum & Program Committee (MDCPC)	Approved	21 December 2023