

2.4.2 STUDENT ASSESSMENT REGULATIONS

1. Purpose

Student assessment is an essential component of the educational process. The purpose of this document is to outline specific rules and proceedings for the design of assessments, the conduct of examinations, and for the assessment of student academic performance at ADA University.

2. Scope and Recommendations

This regulation applies to all undergraduate and graduate degree programs (as well as to all non-degree programs and to the *English for Academic and Professional Purposes Program*) offered face-to-face, or in a blended or online format at ADA University. It provides a framework for the evaluation of student performance and of the achievement of learning outcomes on the level of courses and programs.

Students and teachers as well as administrative staff involved in the process of student assessment are expected to be thoroughly familiar with the rules and proceedings delineated in this document.

Students and teachers are strongly recommended to consult ADA University's *Online Education and Assessment Regulations* for courses and programs offered in the blended or online format and/or for assessments that are conducted online.

Students are expected to be thoroughly familiar with ADA University's *Honor Code*. They are recommended to consult ADA University's *Student Appeal and Grievance Policy* for any complaints or disagreements over academic matters that cannot be resolved among the involved parties.

3. Definitions

Assessment Criteria delineate precise requirements for the achievement of learning outcomes. These requirements are clearly defined statements of what a student is expected to demonstrate during or at the end of a process of learning in order to have partly or fully achieved a specific learning outcome. They thus provide detailed guidelines for the evaluation of assessment tasks.

Assessment Tasks are assignments that serve to determine the level on which students have achieved specific learning outcomes in a course or unit of study.

Assessment Types are categories of assignments that serve different purposes during the educational process.

The term *Assessment Method* comprises both assessment tasks and assessment types.

A *Capstone Project* is an independent group study assignment that is to be completed in the second year of a Master degree program.

Academic Integrity is a fundamental guiding principle according to which every educational and research activity is to be conducted in an honest, responsible and altogether ethical manner. Most importantly, this principle precludes any kind of cheating and plagiarism as well as the awarding of grades and degrees based on anything else but the performance of students and their attainment of course learning outcomes and program requirements.

Contract Cheating represents a breach of academic integrity. It is a form of academic dishonesty in which an assessment task that was supposedly completed by one student (or a group of students) and that has been submitted for evaluation was instead (fully, substantially, or to a significant degree) prepared by a third party. It applies to all cases in which a third party was involved, and this regardless of the third party's relationship to the student (or group of students) and whether the third party received any sort of remuneration from the student (or group of students). It also applies to cases in which someone other than a student sits (or attempts to sit) an exam on behalf of that student.

The *Grade Scale Percentage* is a numerical expression of a student's performance in an assessment task.

Grade Points are a numerical equivalent to the Grade Scale Percentage achieved by a student in an assessment task. They furthermore serve to express the overall performance of student in a course or unit of study. As such, they are calculated in the following manner: (1) For each assessment task, grade points are assigned. (2) The grade points for each assessment task are multiplied by its percentage weight (which is the relative contribution of an assessment task to the overall grade of a course or unit of study). (3) The resulting products are added up to produce the final grade assigned to a student in a course or unit of study.

Grade Descriptors are terms that serve to express a student's level of performance in a specific assessment task, course or unit of study.

Grade Descriptions provide definitions of grade descriptors. Grade descriptions are based on the level on which learning outcomes are achieved. This level of achievement is indicated by the extent to which assessment criteria are fulfilled. The latter presupposes that learning outcomes and assessment methods are aligned (for details, see ADA University's *Curriculum and Course Development Policy* and its *Core Competence and Learning Outcome Specification Policy*).

A *Grading Rubric* is a scoring guide that allows for the precise evaluation of student performance in a specific assignment. It further specifies (subdivides) grade descriptors and thus explicates the achievement of grade scale percentages and the allocation of grade points.

The *Term Grade Point Average (TGPA)* indicates a student's academic performance during a specific semester or term. It is calculated in the following manner: (1) For each unit of study considered, grade points earned are multiplied by credit hours attempted. (2) The resulting values for all the units of study considered are added up. (3) The resulting sum is then divided by the credit hours attempted that semester or term. The term GPA does not cover units of study evaluated on a Pass/Fail basis, and it only includes the highest grade earned in a repeated course.

The *Cumulative GPA (CGPA)* indicates a student's overall academic performance in a degree program. It is calculated in the same manner as the *Term Grade Point Average*, but includes all units of study attempted by the time of calculation. Grades from approved transfer courses taken at another institution

do not count towards a student's cumulative GPA at ADA University. Neither do units of study evaluated on a Pass/Fail basis. The cumulative GPA only includes the highest grade earned in a repeated course.

A *Student Transcript* is a standardized document that serves as an official record of a student's performance. It includes all the credits and grades earned by a student for a specific degree program.

4. Assessment: Purposes, Types, Directives

4.1 Purposes of Assessment

- a. Student assessment at ADA University is a deliberate process that must serve specific and well-defined purposes.
- b. *Assessment of Learning* serves the purpose of evaluating the attainment of learning outcomes and of measuring the level on which students have achieved specific learning outcomes. This purpose can be accomplished by a wide range of formative and summative assessment tasks.
- c. *Assessment for Learning* serves the purpose of providing teachers with reliable evidence on the learning progress of their students. It can thus inform the teaching and learning process in a course or unit of study and allow teachers to determine subsequent teaching and learning activities. This purpose is mainly accomplished by diagnostic and formative assessment tasks.
- d. *Assessment as Learning* serves the purpose of supporting students to reflect upon their own learning progress and approaches to learning. It can thus enable students to adjust their learning strategies and become more self-reliant, goal-oriented and successful in their learning. This purpose is mainly accomplished by formative and ipsative assessment tasks.
- e. *Assessment for Accountability and for Certification* serves two purposes. Firstly, it serves to provide evidence to the public in general and to the public administration in particular that the University fulfills its mission. Secondly, it serves to document that the University fulfills the requirements of national and international accrediting agencies and of similar certifying organizations. This purpose can best be accomplished by means of aggregate data on student performance at the program, School and institutional level.

4.2 Types of Assessment

- a. A variety of assessment types are used at ADA University in order to support and evaluate the learning progress of students. Students must furthermore have the opportunity to demonstrate acquired competencies in different forms of assessment tasks. These rules apply to all courses offered face-to-face or via a blended or online learning format.
- b. *Criterion-Referenced Assessment*: This type of assessment compares the performance of students to pre-defined criteria. All courses or units of study and all assignments at ADA University are criterion-referenced in that they base the evaluation of a student's performance on clearly defined assessment criteria. These criteria as well as appropriate assessment tasks are delineated in the course description of each course. A multitude of assessment tasks serve the purpose of criterion-based assessment, ranging from quizzes and multiple choice question tests to written and oral examinations and to individual study projects.
- c. *Diagnostic Assessment*: This type of assessment is conducted at the beginning of a process of learning. It evaluates the current performance of students (their strengths and weaknesses) in a particular field and thus allows for an adjustment of the teaching and learning process at the outset of a course. Diagnostic assessments can also be used *before and after* a process of learning in order to evaluate the (individual and collective) learning progress of students in a course or unit of learning. Assessment tasks that serve this purpose include quizzes, mind

maps, in-class discussions, written exams, learning diaries and other forms of individual reflection.

- d. *Formative Assessment*: This type of assessment is conducted during a process of learning. It provides insights into the learning progress of students, and it thus allows for an adjustment of the teaching and learning process in order to improve student performance and the attainment of learning outcomes. Assessment tasks that serve this purpose include quizzes, in-class discussions, presentations, essays, peer feedback activities, group projects, learning diaries, or portfolios.
- e. *Summative Assessment*: This type of assessment is conducted at the end of a process of learning. It evaluates the attainment of learning outcomes at the conclusion of a course or unit of study. Assessment tasks that serve this purpose include multiple choice question tests, unseen written exams, open book exams, oral exams, term papers, or group projects.
- f. *Ipsative assessment*: This type of assessment can be used at any stage of the learning process. It is a self-referential type of assessment that compares a student's previous performance (grades or achievements in a specific field) with his/her current performance, thus allowing for an evaluation of the individual student's learning progress. Ipsative assessments can be used to induce students to focus on their own performance and improvements instead of comparing themselves to other students. Assessment tasks that serve this purpose include portfolios, individual projects, learning diaries and other forms of individual reflection.

4.3 Directives for Assessment

- a. *Academic Freedom*: It is the prerogative and responsibility of faculty to define assessment types and tasks for all courses or units of study and to establish appropriate assessment criteria.
- b. *Purpose*: Assessment tasks must be designed purposefully. They must allow for the evaluation of student performance and/or provide evidence on the learning progress of students and/or enable them to improve their learning.
- c. *Alignment*: Assessment tasks must be aligned with learning activities and with the intended learning outcomes of a course or unit of study. Learning outcomes and assessment criteria must be aligned throughout a degree program and allow for a gradual learning progress of students (for details, see ADA University's *Core Competence and Learning Outcome Specification Policy*).
- d. *Validity*: Assessment tasks and assessment criteria must clearly address the intended learning outcomes of a course or unit of study. They must thus effectively measure student achievement of these learning outcomes.
- e. *Equivalence*: Similar courses offered in different modes (face-to-face, blended, or online) may vary in their chosen assessment tasks, but they must ensure equivalence in terms of assessment criteria and in terms of the evaluation of the attainment of learning outcomes.
- f. *Disclosure*: Assessment tasks and assessment criteria must be clearly specified and defined in each course description or in an equivalent document (such as the *Master Thesis and Capstone Project Handbook*).
- g. *Reliability*: Assessment tasks must reflect the teaching and learning process within a course or unit of study. The evaluation of assessments must be consistent and be based on clearly defined assessment criteria.
- h. *Variety*: A range of assessment methods must be employed in order to cover different learning outcomes and/or levels of learning outcomes.
- i. *Authenticity*: Assessment tasks must be meaningful and should, whenever possible, reflect real-life contexts and scenarios as well as the conditions and requirements of professional environments.
- j. *Clarity*: Assessment tasks must be phrased in an unambiguous and intelligible manner.

- k. *Adequacy*: Assessment tasks must be appropriate in length and correspond to the level of courses and students.
- l. *Inclusiveness*: Assessment tasks should be equitable and not disadvantage any group of students (as far as this is possible without compromising course or program requirements). In order to embrace the diversity of students, a range of assessment tasks should be employed, and assignments should (whenever appropriate) incorporate choice.
- m. *Support*: Assessment tasks are intended to guide the learning activities of students towards the attainment of learning outcomes. They furthermore serve to diagnose weaknesses in student performance that can thus be effectively addressed during the teaching and learning process.
- n. *Guidance*: Students must be provided with timely and effective feedback on their performance in assessments. This allows them to potentially adjust their learning activities and thus to improve their attainment of learning outcomes as well as their performance in subsequent assessment tasks.
- o. *Integrity*: Assignments must be designed and conducted in a manner that minimizes the risk of plagiarism and other kinds of cheating (including contract cheating). Students must be provided with clear instructions on how to avoid breaches of academic integrity.

5. Conduct of Examinations

5.1 Final Examination Regulations

- a. Final examinations take place at the end of the Fall semester (January), at the end of the Spring semester (May), and at the end of the Summer term (July). In the program *Master of Business Administration*, courses run for 7 weeks, and final exams are conducted accordingly.
- b. Final examinations are scheduled by the Office of Admissions and Student Records.
- c. Students with two exams scheduled at the same time, and students with three or more exams on one day should submit a request to reschedule exams to the Dean's Office of their respective School. This request must be submitted via email no later than 3 days after the announcement of the examination schedule.
- d. Provided that rescheduling is possible, the exam from the course with the lowest enrollment will be rescheduled. All efforts must be made by the Office of Admissions and Student Records and by the Dean's Offices of all the Schools involved to resolve schedule conflicts. Rescheduled exams must take place during the respective examination period.
- e. An unexcused absence during a final exam may result in an Academic Fail (F or FZ) grade for the respective course and/or in similar sanctions. Students who can offer a compelling reason for their absence during a final exam may be eligible for a deferred exam. Deferred exams must differ from the original exam, but they must be on the same level of assessment. They take place either during or shortly after the respective examination period or by the end of the following semester. Students who are eligible for a deferred exam will be assigned an Incomplete (I or IP) grade, which must be replaced by a valid grade by the end of the following semester or be converted into an Academic Fail (F or FZ) grade.
- f. Students must adhere to any additional rules and proceedings issued by their respective School. In case these additional rules and proceedings contradict ADA University's official examination rules and proceedings, the latter will always prevail.

5.2 In-Class Examination Rules and Proceedings

- a. The following rules and proceedings apply to all in-class examinations at the undergraduate and graduate level.

- b. Students must be on time for all in-class examinations. Students who arrive late for an exam may be admitted to the examination room, but they will not be given any additional time to compensate for their delay.
- c. Students are not permitted to wear coats, scarves, hats, or any outdoor clothing during examinations. Teachers and proctors will request students to remove such clothing for the duration of the exam. No clothing may be kept on desks during examinations.
- d. All mobile phones and smart devices (including smart watches) must be switched off or to silent mode (with vibration deactivated) during examinations. They must be put face/screen down on the teacher's or proctor's desk. Failure to comply with this rule will be treated as a violation of the University's *Honor Code*.
- e. Students must bring their own pens, pencils, and any other equipment required for each exam.
- f. Students are not allowed to bring any kind of paper to exams. Exam sheets will be provided by the University.
- g. For examinations requiring the use of a calculator, only non-programmable, non-text storing calculators are permitted (unless specified otherwise by the teacher).
- h. Talking or communicating in any way with other students is forbidden during an exam. Failure to comply with this rule will be treated as a violation of the University's *Honor Code*.
- i. The teacher and proctor have the authority to assign and reassign seats to students prior and during an exam.
- j. Students are strictly forbidden to be in possession of any kind of notes, documents or other unauthorized material during examinations. Failure to comply with this rule will be treated as a violation of the University's *Honor Code*.
- k. In open-book exams, students are not allowed to bring any materials other than those permitted by the teacher of the respective course. The teacher will provide students with a list of permitted materials prior to the exam.
- l. To avoid disruptions of the examination process, students are not allowed to bring food into the examination room (unless medical authorization is provided). Water may be consumed during examinations.
- m. In case of questions or any issues students wish to point out during an exam (including potential errors in the exam paper), they are to raise their hand and wait for the teacher or proctor to approach them. They are not allowed to communicate with anyone else.
- n. Students are only allowed to leave the examination room upon the completion of their exam. In exceptional circumstances they may be permitted to leave the room under the conditions set by the teacher or proctor. Students are not allowed to leave the examination room during the first 30 minutes of an exam.
- o. Students are to stop writing immediately when told to do so by the teacher or proctor at the end of an exam.
- p. Students bear full responsibility for the consequences of illegible writing. What cannot be read will be considered to be incorrect.
- q. Students are expected to be familiar with the *Honor Code* of ADA University and with all documents relevant to the conduct of examinations.
- r. In case of any suspected violation of the *Honor Code* during an exam, a student will be given a first oral warning, and he/she may be allocated a new seat. With the second warning, the exam will be taken away, and the student's examination result will be annulled. The student's name will be reported to the administration, and the case will be referred to ADA University's Honor Committee. Penalties for misconduct will be (1) zero points for the exam, (2) an Administrative Fail (FX) grade for the entire course, and/or (3) further disciplinary action taken by the Honor Committee. In case the student is in his/her first semester at ADA University (*Forgiveness*

Period), and if it is his/her first violation of the *Honor Code*, the student will only be assigned zero points for the respective exam without any further consequences.

- s. The teacher of a course may define examination rules and proceedings in addition to those delineated in 5.2.b to 5.2.r. In case these additional rules and proceedings contradict ADA University's official examination rules and proceedings, the latter will always prevail.

5.3 Take-Home Examination Rules and Proceedings

- a. The following rules and proceedings apply to all take-home examinations at the undergraduate and graduate level. They cover all independent assignments that are to be completed (either individually or as a group work) outside of class (further rules for Master Theses and Capstone Projects are delineated below in 6.11).
- b. Students are to avoid any kind of cheating and plagiarism. It is the teacher's or supervisor's responsibility to inform students about the rules and proceedings applying to a specific take-home exam.
- c. Students must submit take-home examinations electronically, using software-assisted plagiarism detection. This rule applies regardless of a teacher's hardcopy requirements. It is the teacher's responsibility to provide students with all the information relevant to the proper submission of take-home examinations. Students are expected to contact the University's IT Service Desk for assistance in case of any technical problems when trying to submit assignments electronically.
- d. If a student fails to submit a take-home exam in the manner described in 5.3.c, and if the student can state a compelling reason for his/her failure to do so, the teacher must ensure that the respective take-home exam is checked by plagiarism detection software.
- e. All submitted take-home exams must include the following (dated and signed) *Declaration of Academic Integrity*: "I hereby confirm that this assignment is my own work and that I have acknowledged all sources used in its preparation. I am conscious that the incorporation of any material from other works (including the work of other students and/or persons) without acknowledgement will be treated as plagiarism and be subject to the regulations outlined in ADA University's *Honor Code* and its *Student Assessment Regulations*. I furthermore confirm that this assignment (in whole or in part) has not been submitted for assessment to any other course at ADA University or at any other institution of higher education."
- f. In case of any suspected violation of the *Honor Code* in a take-home exam, the student's name will be reported to the administration, and the case will be referred to ADA University's Honor Committee. Penalties for misconduct will be (1) zero points for the assignment, (2) an Administrative Fail (FX) grade for the entire course, and/or (3) further disciplinary action taken by the Honor Committee. In case the student is in his/her first semester at ADA University (*Forgiveness Period*), and if it is his/her first violation of the *Honor Code*, the student will only be assigned zero points for the respective assignment without any further consequences.
- g. Any assessment task submitted after the respective submission deadline is considered as a late submission. The penalty for the late submission of an assignment consists of a reduction of the original grade that would have been allocated in case of the assignment's timely submission. Starting with the first minute after the submission deadline, and for every 24-hour interval during which the assignment is late (including weekends and holidays), 10% of the original Grade Scale Percentage will be deduced. This rule will be applied until the assignment is submitted or until the Grade Scale Percentage has reached zero (00). In cases where an extension has been granted by the course's teacher, this rule applies once the extension deadline has expired. An extension may be granted only for compelling reasons. In no case will assignments be accepted for submission after those assignments that had been handed in on time have been graded and returned to students

5.4 Oral Examination Rules and Proceedings

- a. The following rules and proceedings apply to all oral examinations at the undergraduate and graduate level. Specific rules for the oral defense of Master Theses are delineated below in 6.11.
- b. Oral examinations may be chosen as a form of student assessment if so provided for in a degree program's description.
- c. Oral examinations last between 15 and 25 minutes. The precise duration of an oral exam must be specified in a course's description.
- d. Oral examinations are to be conducted individually, assessing one student at a time. They are closed to the public, and no student other than the candidate may be present in the examination room during an oral exam.
- e. Students must be on time for all oral examinations. Students who arrive late for an oral exam may (at the teacher's discretion) be denied the opportunity to take the exam.
- f. All mobile phones and smart devices (including smart watches) must be switched off or to silent mode (with vibration deactivated) during examinations. They must be put face/screen down on the teacher's desk. Students are strictly forbidden to record oral exams. Failure to comply with any or all of these rules will be treated as a violation of the University's *Honor Code*.
- g. During oral examinations, students are not allowed to use any materials other than those permitted by the teacher of the respective course. The teacher will provide students with a list of permitted materials prior to the exam.
- h. It is the teacher's responsibility to ensure a sufficient scope of the tasks allocated to students. This is meant to minimize the opportunity for students to exchange relevant information outside of the examination room and thus to influence examination results.
- i. Oral examinations are recorded by the examining teacher, using University equipment. All recordings will be retained by the teacher and the respective School's administration and may only be deleted after a student's graduation.
- j. The teacher will assign a grade upon the completion of each individual exam. Students may only receive their grades and any kind of feedback on their performance once all candidates from the respective course have been examined.
- k. In case of any suspected violation of the *Honor Code* during an exam, the respective individual exam will be terminated with immediate effect, and no grade will be assigned. The student's name will be reported to the administration, and the case will be referred to ADA University's Honor Committee. Penalties for misconduct will be (1) zero points for the exam, (2) an Administrative Fail (FX) grade for the entire course, and/or (3) further disciplinary action taken by the Honor Committee. In case the student is in his/her first semester at ADA University (*Forgiveness Period*), and if it is his/her first violation of the *Honor Code*, the student will only be assigned zero points for the respective exam without any further consequences.
- l. At their discretion, teachers may conduct additional oral exams in order to verify the results of previously completed (written) assignments. They may be conducted regardless of a student's previous performance. Teachers must ensure that the content and level of verification exams correspond to the content and level of the previous assignment for which the result is to be verified.

5.5 Inclusiveness of the Examination Process

- a. All possible and reasonable measures must be taken to ensure that students can participate equitably in examinations. This rule applies to all in-class and take-home examinations.
- b. It is the shared responsibility of teachers, Schools, ADA University's Student Academic Support Services, and the University's Information Technology Services to create equal opportunities for

all students and to ensure that examinations are conducted in an inclusive and equitable manner.

- c. Measures that may be taken include (but are not limited to) extending the time allowed for the completion of an examination; giving permission to students with special needs to use additional technical devices; adjusting exam sheets to improve legibility; supporting students with special needs to access the examination room; and supporting students with internet and/or hardware problems.
- d. Students with special needs or with chronic health issues are strongly recommended to contact the University's Student Academic Support Services well ahead of examination dates. Students with recurring or permanent internet and/or hardware problems are strongly recommended to contact the University's IT Service Desk and/or the *Blackboard* Administrator well ahead of examination dates.
- e. The issues of inclusiveness and equity are further delineated in ADA University's *Equity, Diversity and Non-Discrimination Policy*.

6. Evaluation of Academic Performance

6.1 Grading, Grade Submission and Information Regulations

- a. The evaluation of assessment tasks is the responsibility of faculty. It must be based on clearly defined assessment criteria and on grading rubrics (for details, see chapter 7 of ADA University's *Core Competence and Learning Outcome Specification Policy*).
- b. Blind grading is to be implemented whenever possible. For this purpose, student work is stripped of all information that might reveal a student's identity.
- c. The evaluation of assessment tasks that require group work should recognize individual contributions and assign individual marks to all members of the respective group.
- d. Assessment tasks must be assigned a precise percentage weight. No single grading component of a course taught at ADA University shall exceed 40% of the overall course grade.
- e. All regulations related to the assessment of student performance (including assessment tasks, assessment weighting, assessment criteria, and assessment submission) are to be clearly delineated in each course's description, which is to be made available to students on the LMS platform (*Blackboard Learn*) prior to the beginning of a course. Teachers are encouraged to remind students of these regulations during the semester.
- f. Any subsequent changes to the assessment regulations outlined in a course description require the approval of the respective Program Director and will be permissible only in exceptional cases. They must be clearly and promptly communicated to students in class and via *Blackboard Learn*.
- g. Student assessment should take place throughout the semester, and students should have the opportunity to complete at least 30% of a course's grading components (assessment tasks) before the end of the withdrawal period (withdrawal deadlines for each term are announced in the University's *Academic Calendar* prior to the beginning of an academic year).
- h. In order to enhance the effectiveness of teaching and learning, teachers must provide students with regular and meaningful feedback on their performance in assessment tasks and on their overall learning progress in a course. Feedback must be provided within 2 weeks after the completion or submission deadline of an assessment task and prior to the submission date of any subsequent assignment. It must offer guidance to students on how to improve the quality of their work and their overall performance on a course. It should support students in identifying their strengths as well as areas for improvement without undermining their confidence and motivation. Teachers will furthermore post an interim grade on *Blackboard Learn* by the

beginning of the seventh week of classes (Fall semester and Spring semester) and no later than mid-term (Summer term).

- i. Students are expected to collect their graded work prior to any subsequent assessment task in order to be able to reflect upon their performance and to benefit from the feedback provided by the teacher.
- j. Teachers are to keep a record of all grades assigned and feedback provided to students.
- k. Teachers must enter all individual assessment grades on *Blackboard Learn*. They must ensure that the grades for at least 30% of a course's grading components (assessment tasks) are available to students on *Blackboard Learn* by the midterm grade due date (midterm grade due dates for each term are announced in the University's *Academic Calendar* prior to the beginning of an academic year).
- l. After having entered all individual assessment grades on *Blackboard Learn*, teachers must transfer the resulting final grades for a course to *Banner* and thus submit it to the Office of Admissions and Student Records no later than 96 hours after the completion of a course's final exam. All final grades must thus be submitted before the final grade submission deadline (final grade submission deadlines for each term are announced in the University's *Academic Calendar* prior to the beginning of an academic year). Students are entitled to receive their final grades no later than 96 hours after the completion of the respective examination period.
- m. All final grades are kept in *Banner*, and students are able to access these grades on *Banner*. The Office of Admissions and Student Records maintains all grades and records them on each student's transcript.
- n. All grades are strictly confidential and are only accessible to the individual student, to the Office of Admissions and Student Records, to select administrative members of the student's respective School, to the Grievance Committee of that School (only in case of unresolved complaints or disagreements over academic matters), or to ADA University's Honor Committee (only in case of any suspected violation of the *Honor Code*). In no case shall a grade be disclosed to anyone else. Committees may only see those grades that are required to resolve complaints, disagreements, or violations of the *Honor Code*.

6.2 Regrading of Assessment Tasks

- a. Regrading of assessment tasks is only permissible if there is evidence that assessment criteria were not applied adequately and/or equitably.
- b. In cases where students assume that assessment criteria were not applied adequately and/or equitably in the evaluation of an assignment, they are recommended to discuss the respective grade with the course's teacher.
- c. If the teacher accepts the student's complaint, he/she shall regrade the respective assignment and allocate a new grade within 2 working days.
- d. If the teacher rejects the student's complaint, or if the student assumes that regrading has not been undertaken adequately and/or equitably, the student may request mediation by the respective Program Director. In cases where students feel hesitant to initially discuss the matter with the course's teacher, they may consult their Academic Advisor, who will submit the case directly to the Program Director.
- e. After having consulted both parties, and after having evaluated the case (including assignment, assessment criteria, and grade), the Program Director will decide whether the assignment must be regraded. If the Program Director accepts the student's request for regrading, he/she shall regrade the assignment within 2 working days.
- f. If the Program Director rejects the student's request for regrading, or if the student assumes that regrading has not been undertaken adequately and/or equitably, the student may submit a formal complaint to the Dean of the respective School (using the *Student Appeal and Grievance*

Form) within 3 working days of the request's rejection. The Dean will forward the complaint to the School's Grievance Committee (together with all the information pertaining to the case), which will make a final decision on whether the assignment shall be regraded or not. Both the student and the teacher will be invited to attend the Committee's meeting in order to state their case and to address potential questions.

- g. In cases where the Grievance Committee decides that the assignment must be regraded, it will appoint a non-involved faculty member of the respective School, who shall regrade the assignment within 2 working days.
- h. Student appeal and grievance procedures are further delineated in ADA University's *Student Appeal and Grievance Policy*.

6.3 Class Attendance

- a. Regular class attendance plays a significant role in the educational process. Students should be absent only for compelling reasons and if the absence is unavoidable.
- b. It is the teacher's responsibility to record class attendance at the beginning of each class.
- c. Absences may adversely affect a student's grade. Students are required to catch up with and complete all the coursework missed due to absence. If a student is unable to complete all the required coursework by the end of the term, he/she may receive an Incomplete (I or IP) grade at the teacher's discretion.
- d. Students are expected to be on time for classes. Students who are late by 5 minutes or more (tardiness) may be allowed to join the class at the teacher's discretion, but they will receive an absent mark.
- e. Students who miss more than twenty-five percent (25%) of classes will be assigned an Administrative Fail (FX or ZX) grade.
- f. In courses of the *English for Academic and Professional Purposes (EAPP) Program*, ten percent (10%) of the total course grade will be based on class attendance. Depending on the number of classes, students are allowed to be absent for up to two or four times in a 7.5-week session, and for up to four or eight times in a 15-week session (see table below; for details on the *EAPP Program*, see ADA University's *English for Academic and Professional Purposes Regulations*). For each additional absence, a student will lose 2.5% of the overall course grade. Four additional absences will accordingly exhaust the ten percent of the overall grade allocated to class attendance.

Weeks per Session	Number of Classes per Course	Number of Excused Absences
7.5 Weeks	30	2
	30 / 38	2
	52	4
15 Weeks	45	4
	60	4
	94	8

- g. Individual teachers may have additional attendance requirements. It is the student's responsibility to be thoroughly familiar with these requirements and to consult the teacher in case of questions.

6.4 Grading System

- a. Grading at ADA University is based on the criterion-referenced grading systems commonly used in the U.S. education system (see the following table and the table in 6.5).

Grade	Grade Points	Grade Scale Percentage	Grade Descriptor
A	4.00	94 – 100	Excellent
A-	3.67	90 – 93	
B+	3.33	87 – 89	Good
B	3.00	83 – 86	
B-	2.67	80 – 82	
C+	2.33	77-79	Satisfactory
C	2.00	73-76	
C-	1.67	70-72	
D+	1.33	67-69	Poor
D	1.00	60-66	
F	0.00	00-59	Academic Fail
FX	0.00	00	Administrative Fail

- b. The following grade descriptions serve to define the grade descriptors mentioned in the table above. For each course, grade descriptions (including assessment criteria) are further specified in the respective course description that is made available to students prior to the beginning of the course.
- c. *Excellent* indicates that a student has fully achieved all the intended learning outcomes of a course. The student's performance has completely fulfilled all of the assessment criteria of the course.
- d. *Good* indicates that a student has largely achieved most or all of the intended learning outcomes of a course. The student's performance has largely fulfilled most or all of the assessment criteria of the course.
- e. *Satisfactory* indicates that a student has partly achieved some or most of the intended learning outcomes of a course. The student's performance has partly fulfilled some or most of the assessment criteria of the course. If only some of the assessment criteria are partly fulfilled, the student's performance may not be sufficient to pass the course.
- f. *Poor* indicates that a student has partly achieved some of the intended learning outcomes of a course. The student's performance has only minimally fulfilled some of the assessment criteria of the course and may thus not be sufficient to pass the course.
- g. *Academic Fail* indicates that a student has largely or entirely failed to achieve the intended learning outcomes of a course. The student's performance has generally fallen short of the minimum assessment criteria of the course.
- h. *Administrative Fail* is assigned if a student did not satisfy the class attendance requirements delineated in 6.3, and/or if the student violated the University's *Honor Code*.

6.5 Further Grades

- a. The following table provides an overview of further grades and grade descriptors used at ADA University.

Grade	Grade Descriptor
N	No Grade / Invalid Grade
I	Incomplete
W	Withdrawal
P	Pass in Pass/Fail Course
FZ	Academic Fail in Pass/Fail Course
ZX	Administrative Fail in Pass/Fail Course
IP	Incomplete in Pass/Fail Course
O	Audit
ZO	Administrative Withdrawal from Audit
T	Transferred Grade

- b. *No Grade* or *Invalid Grade* indicates that no valid grade has been submitted. This grading symbol is assigned by the Office of Admissions and Student Records if a valid final grade has not been received before the final grade submission deadline. The Office of Admissions and Student Records must ensure that they obtain a valid final grade within one term or semester.
- c. *Incomplete* (not included in TGPA and CGPA) indicates that a student has not fully completed all the work required to finish a course. The Office of Admissions and Student Records must ensure that they obtain a valid final grade no later than the end of the following term or semester.
- d. *Withdrawal* from a course (not included in TGPA and CGPA) is assigned if a student pulls out of a course after the add/drop period and before the end of the withdrawal period, or if he/she is administratively removed before the end of the withdrawal period. Both the add/drop and the withdrawal periods for each term are announced in the University's *Academic Calendar* prior to the beginning of an academic year.
- e. *Pass in Pass/Fail Course* (not included in TGPA and CGPA) indicates a certain level of student performance. The performance of undergraduate students must be equivalent to D or better if they are to be assigned a Pass grade. The performance of graduate students must be equivalent to C or better if they are to be assigned a Pass grade.
- f. *Academic Fail in Pass/Fail Course* (not included in TGPA and CGPA) indicates that the level of student performance was below D (undergraduate level) or below C (graduate level).
- g. *Administrative Fail in Pass/Fail Course* (not included in TGPA and CGPA) is assigned if a student did not satisfy the class attendance requirements delineated in 6.3, and/or if the student violated the University's *Honor Code*.
- h. *Incomplete in Pass/Fail Course* (not included in TGPA and CGPA) indicates that a student has not fully completed all the work required to finish a Pass/Fail course.

- i. *Audit* (no credit and not included in TGPA and CGPA) is assigned if a student has attended a course but does not wish to receive credit for this course. It presupposes that the student has satisfied the class attendance requirements delineated in 6.3. Students who wish to audit a course require the prior permission of the respective teacher.
- j. *Administrative Withdrawal from Audit* (not included in TGPA and CGPA) is assigned if a student fails to meet the class attendance requirements delineated in 6.3.
- k. *Transferred Grade* (not included in TGPA and CGPA) indicates grades that are transferred to ADA University. Each transferred grade is marked with the grading symbol T that precedes the grade.
- l. Grades and credits that are excluded from all GPA and credit calculations (such as waived courses) are marked with an asterisk (*).

6.6 Calculation of Final Grades

- a. Final numerical grades for courses are calculated to two decimal places and rounded to the nearest whole number before the corresponding letter grade is assigned.
- b. Grades are rounded according to the standard mathematical rounding system. Decimal parts smaller than 0.5 will be rounded down; decimal parts equal to or greater than 0.5 will be rounded up. A numerical grade of 93.45 will accordingly be rounded down to 93 and result in the letter grade A-; a numerical grade of 93.50 will be rounded up to 94 and result in the letter grade A.

6.7 Incomplete Grades

- a. An Incomplete (I or IP) grade may be assigned by a teacher before the end of a semester. It will be submitted to the Office of Admissions and Student Records together with all the other final grades for the course.
- b. This grade may only be assigned if the student is prevented from completing the remaining coursework for compelling reasons and if this coursework can reasonably be expected to be completed before the end of the following semester.
- c. The teacher must provide the student and the Office of Admissions and Student Records with a written statement (using the *Incomplete Grade Form*) which details the requirements for the completion of the course. These requirements must specify the work that needs to be completed as well as the deadline for the completion of the remaining coursework.
- d. If the student does not meet the requirements specified in the *Incomplete Grade Form*, and if the teacher is thus unable to submit a valid final grade before the final grade submission deadline of the following semester, the Office of Admissions and Student Records will convert the Incomplete grade into an Academic Fail (F or FZ) grade. This also applies if a student is separated from the University.
- e. An Incomplete (I or IP) grade may only be removed by repeating a course once the Incomplete has been converted into an Academic Fail (F or FZ) grade as delineated in 6.7.d.
- f. Students may not withdraw from a course once an Incomplete grade has been submitted to the Office of Admissions and Student Records.
- g. Students on academic probation may not receive an Incomplete grade.
- h. An Incomplete cannot remain as a permanent grade and must be replaced by a valid final grade before a student will be able to graduate. This may result in a delayed graduation date.

6.8 Pass/Fail Courses

- a. Students may select a certain number of courses for which they will be assigned a Pass/Fail grade.
- b. Undergraduate students may select no more than two Pass/Fail courses during their studies.
- c. Graduate students may select no more than one Pass/Fail course during their studies.

- d. Functional Enablers, Master Theses and Capstone Projects are excluded from the rules delineated in 6.8.a to 6.8.c.

6.9 Repetition of Courses

- a. Students must repeat a course if they do not sufficiently fulfill the assessment criteria of the course. In the case of Technical Elective, Free Elective and some General Education courses, failed courses may also be replaced.
- b. Undergraduate students must repeat (or replace) courses with a grade below D.
- c. Graduate students must repeat (or replace) courses with a grade below C.
- d. Students of the *English for Academic and Professional Purposes (EAPP) Program* must repeat a level in case they receive an overall grade below C.
- e. Students are strongly recommended to repeat (or replace) a course at the earliest opportunity (usually in the subsequent semester, academic year, or *EAPP* session).
- f. Any course can be repeated as many times as necessary to pass the course or as many times as a student wishes (with the exception of *EAPP* courses). Students may thus improve the grade of the respective course.
- g. Students of the *EAPP Program* have two attempts to pass a level. They are not eligible for a withdrawal.
- h. Repeating (or replacing) courses may have academic implications for a student. Most importantly, it may adversely affect a student's progress towards degree completion. Students must consult with their Academic Advisor in order to discuss potential implications of the repetition (or replacement) of a course and to determine ways to improve their performance.
- i. Students must also consult with the Office of Student Accounts to determine potential financial implications of the repetition (or replacement) of a course.
- j. Grades for each attempt of a course are recorded on the student's transcript, but only the highest grade and the credit associated with that course will count towards a student's cumulative GPA. Courses that are not identical in course title and course code will be recorded on the transcript, and each grade and the credit associated with each course will count towards a student's cumulative GPA.
- k. In cases where the replacement of a failed course is not permissible and its repetition not possible due to the discontinuation of the course, a student may request to substitute this course by another course (course substitution). The latter course must be of the same level and be similar in content. Formal requests must be submitted to the student's Academic Advisor by using the University's *Course Substitution Form*. Requests must be approved by the Academic Advisor and by the Dean of the respective School.
- l. In cases where the replacement of a failed course is not permissible and its repetition not possible due to the discontinuation of the course and where a similar course is not available for substitution, the required course might be waived upon the approval of the Academic Advisor and the Dean of the respective School (course waiver). A course waiver does not reduce the overall credit requirements of a degree program. Students must accordingly select and successfully pass another course to fulfill all degree requirements. Students must consult with their respective Academic Advisor before selecting another course.
- m. Courses passed before separating from and reapplying to ADA University at the same level (undergraduate or graduate) might also be waived. Students may share up to 30 credits or 5 courses from their previous and uncompleted program, provided that they have been passed with a grade of C or better no more than 5 years prior to the semester for which the student is reapplying to ADA University. All other courses are mandatorily waived.
- n. Grades of failed courses that are subsequently substituted or waived are recorded on the student's transcript, but they are excluded from all GPA calculations.

- o. Withdrawal from a course counts as a repetition of a course, but it is excluded from all GPA calculations. A Withdrawal (W) cannot replace a grade assigned in any prior or later attempt of the same course.
- p. Students will not be able to graduate if they have not passed all the courses required by their respective degree program.

6.10 Internships

- a. All undergraduate degree programs include an internship component. With the exception of the *Bachelor of Laws* program, the internship component consists of the course *Career Development Skills and Strategies*, which is comprised of a first (and theoretical) part and of the internship itself. The latter must cover at least 120 hours of work over a period of at least 4 to 6 weeks.
- b. The internship component is evaluated on a Pass/Fail basis (P or FZ).
- c. Undergraduate students must initially (in the Fall semester of their third year) and successfully pass the first part of the course *Career Development Skills and Strategies*. After having passed this first part of the course, students will receive an Incomplete (IP) grade. Students who fail the first part of the course will receive an Academic Fail (FZ) grade and must retake it before being eligible for the internship. Grades for each attempt are recorded on the student's transcript.
- d. Students must subsequently (in the Spring semester or Summer term of the same academic year) and successfully complete an internship. The evaluation of the internship is the responsibility of an assigned Career Advisor from ADA University's Career Services. This evaluation must also include an assessment by the student's workplace supervisor. After having successfully completed and passed the internship, students will receive a Pass (P) grade for the entire course *Career Development Skills and Strategies*. Students who fail the internship must retake it and retain the Incomplete (IP) grade until they have successfully completed and passed the internship.
- e. Regulations for the internship component of the *Bachelor of Laws* program are delineated in the program's description.
- f. Graduate students may choose to take an internship (voluntary internship). This internship would be taken as part of the Technical Elective component of the student's program.

6.11 Master Theses and Capstone Projects

- a. With the exception of the program *Master of Business Administration (MBA)*, a Master Thesis or Capstone Project is an integral part of the degree requirements of all graduate programs at ADA University. The *MBA* program requires either a Master Thesis, a Business Consultancy Project, or a Business Plan (detailed regulations are outlined in the *MBA* program description).
- b. At the beginning of their second year, graduate students require a minimum cumulative GPA of 3.50 to be eligible to enroll in the course *Master Thesis I*. All other students will enroll in the course *Capstone I*. Students who successfully complete the course *Master Thesis I* will write a Master Thesis during their last semester. Students who successfully complete the course *Capstone I*, and students who fail to pass the course *Master Thesis I* will complete a Capstone Project during their last semester. Students who fail to complete the course *Capstone I* must repeat the course. Graduate programs of the School of Business and the School of IT and Engineering may have different regulations, which will be specified in the descriptions of the respective programs.
- c. Most of the University's graduate programs require that Master Theses are graded on a Pass/Fail basis (P or FZ; exceptions are specified in the descriptions of the respective programs). Grades are assigned by the members of the Defense Committee (which includes the supervisor of the thesis) for the written Master Thesis and for the oral defense of the thesis.

A student must pass both the Master Thesis and the oral defense in order to successfully complete the entire Master Thesis project. The Defense Committee may request minor revisions of the thesis before assigning a final grade, which will be assigned by the majority of the Committee's members.

- d. Most of the University's graduate programs require that Capstone Projects are graded on a Pass/Fail basis (P or FZ; exceptions are specified in the descriptions of the respective programs). Grades are assigned by the supervisor of the project. In most of the University's graduate programs, the Capstone Project consists of a group project (the MBA program requires that students complete a final project that consists of an individual study assignment). At the completion of the project (and notwithstanding the recommendation outlined in 6.1.c), all group members are assigned the same grade. The supervisor may request minor revisions of the (individual or group) project before assigning a final grade. The Capstone Project does not require an oral defense.
- e. Master Thesis and Capstone Project requirements and assessment criteria as well as regulations pertaining to the role of the Defense Committee and of the supervisor are delineated in ADA University's *Master Thesis and Capstone Project Handbook*.
- f. The grade for the Master Thesis or Capstone Project does not affect a student's cumulative GPA for most of the University's graduate programs (exceptions are specified in the descriptions of the respective programs), but the credits earned for the thesis or project will count towards the total number of credits needed for graduation.
- g. The supervisor may assign an Incomplete (I or IP) grade before the end of the semester in which the Master Thesis or Capstone Project is due if a student, who could reasonably be expected to complete and pass the thesis or project, is prevented from doing so during that semester for compelling reasons.
- h. An Incomplete cannot remain as a permanent grade and must be replaced by a valid final grade before the end of the following semester.
- i. The rules delineated in 6.11.g and 6.11.h presuppose that a student receives a permit to extend his/her studies by one semester. For this purpose, the student must appeal to the Dean of his/her School (using the *Request for Extension Form*). The Dean will forward the student's request to the Office of Admissions and Student Records, who may grant the extension and who will subsequently record the Incomplete (I or IP) grade.
- j. Before formally requesting an extension by one semester, students must consult with the Office of Student Accounts to determine potential financial implications of this request.
- k. An extension by one semester will result in a delayed graduation date.
- l. Students who do not successfully pass their Master Thesis or Capstone Project will not be able to graduate.

6.12 Latin Honors

- a. Latin honors are awarded to students to recognize their excellent performance during an entire undergraduate or graduate degree program.
- b. ADA University awards the following Latin honors: Summa Cum Laude ("With Highest Honor"), Magna Cum Laude ("With Great Honor"), Cum Laude ("With Honor").
- c. Latin honors are awarded based on students' cumulative GPA. To be eligible for Latin honors upon graduation, undergraduate and graduate students must achieve a certain minimum cumulative GPA. Latin honors are awarded for the following achievements:

Latin Honors	Cumulative GPA
Summa Cum Laude	3.90 or higher
Magna Cum Laude	3.75 – 3.89
Cum Laude	3.50 – 3.74

- d. Latin honors are recorded on the student's transcript by the Office of Admissions and Student Records upon graduation.
- e. Graduates will receive a State Diploma with Honors ("færqlønme diplomu") if their cumulative GPA is 3.80 or higher. This applies to both the undergraduate and graduate level and to all Bachelor and Master degree programs.