# PROCEDURE

## Part 1: Academic Consideration for Students in Extenuating Circumstances

**Contact Officer**

Jennifer Dods, Executive Director, Student Wellness Services

| Purpose | This procedure accompanies the university’s Academic Consideration for Students in Extenuating Circumstances Policy (2017) and outlines the steps to be taken to promote consistent, fair and reasonable response to requests for academic consideration to students for a range of extenuating circumstances.

Students seeking academic accommodations related to a chronic or ongoing physical or mental health condition or an existing disability should refer to the existing policy on Academic Accommodations for Students with Disabilities. Students with long term health conditions or disability should seek academic accommodation from Queen’s Student Accessibility Services in Student Wellness Services.

Privacy and confidentiality will be protected and maintained throughout this process to the extent possible. Information may be shared among university personnel (e.g. faculty offices, instructors, exams office) on a need to know basis for the purpose of arranging academic considerations. Confidentiality cannot be maintained where there is reason to believe that an individual may be at risk of harming themselves or others.

In cases where a student is unable to take action, a delegate may act on behalf of the student, with the student’s written consent.

Faculties/Schools have identified individuals in their offices whom students can contact to facilitate a request for academic consideration. This individual is usually located in the student services office or program office. Students should contact their Faculty/School Office for more information.

Appeals related to academic considerations should follow current Faculty / School appeal process. The Office of the University Ombudsmen is also a resource for independent, impartial and confidential advice.

Students are expected to request academic considerations as soon as extenuating circumstances are apparent. Requests for retroactive |
consideration should be directed to the Faculty/School Office and will be assessed on a case-by-case basis.

For extenuating circumstances relating to sexual violence or harassment and discrimination, students can contact the Sexual Violence Prevention and Response Co-ordinator, the Human Rights Office, or Student Wellness Services, for support and for the facilitation of appropriate arrangements. The Policy on Sexual Violence Involving Queen’s University Students supersedes these procedures.

**Procedure**

**Level 1: Brief Absence**

*Students who require an unplanned brief absence from academic obligations for a period of up to 48 hours*

This applies to extenuating circumstances where a sudden event or acute illness leads to physical or mental impairment of sufficient severity that the student is unable to meet required academic obligations (e.g. participation marks, placement hours, assignment deadlines, exams) for an anticipated time period of 48 hours or less.

**Exclusions:**

1. Students who have personal or family events (e.g. vacations, weddings), transportation or technological difficulties, or other competing commitments should consult directly with their instructors or Faculty/School Office.

2. Students who do not feel able to meet academic requirements due to experiencing high levels of academic stress, exam related anxiety, or an exacerbation of an existing health condition should seek out supports and services from Student Wellness Services or other campus or personal/professional supports.

Instructors and Faculty/School Offices have discretion to extend academic considerations for an unplanned Brief Absence beyond 48 hours if they deem it appropriate in situations where recovery requires additional days. In cases where a student who submitted a Self-Declaration of Brief Absence is not able to return to full academic functioning within a few days, the student should submit a Request for Academic Consideration for Extenuating Circumstances.

**Students (or delegate) who require academic considerations for a Brief Absence**

The university does not require verification documentation from a health care professional (on-campus or hospital or community-based) in these circumstances.

1. Inform your Faculty / School Office or your instructors or supervisor(s) (see your faculty / School protocol) at the earliest possible time to advise them you need to take a brief absence. If you are designating a delegate to act on your behalf, provide consent identifying the delegate.

2. Complete and submit the Self-Declaration of Brief Absence form to your instructor or supervisor or Faculty/School Office.
as soon as the need is apparent and no later than a day after the end of your brief absence.
3. As soon as you have sufficiently recovered communicate with your instructor or supervisor regarding missed academic obligations. Should your need for a brief absence extend for a day or two beyond 48 hours; connect with your instructor or supervisor to discuss a brief extension.
4. Consult with your Faculty/School Office as needed;
5. Complete and/or submit academic work per the consideration granted.

In cases of repeated requests for academic consideration using the **Self-Declaration of Brief Absence** form, the Faculty / School Office may contact the student to ensure they have adequate support for their health and wellness needs. In addition, instructors and supervisors in consultation with their Faculty/School Office will assess the feasibility of any repeated requests on a case by case basis.

**If a student who submits a Self-Declaration of Brief Absence** during the final exam period is registered with Queen’s Student Accessibility Services, it is the responsibility of the student (or delegate) to advise the Exam Office immediately by email that they will not be writing a planned accommodated exam.

<table>
<thead>
<tr>
<th>Faculty Members: Instructors or Supervisors who receive a Self-Declaration for Brief Absence</th>
<th>When contacted by the Faculty/School Office or by a student (or delegate) regarding a Brief Absence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize the university’s ‘good-faith’ approach.</td>
<td>1. Recognize the university's 'good-faith' approach.</td>
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<tr>
<td>2. Refer the student to support services on campus, as appropriate.</td>
<td>2. Refer the student to support services on campus, as appropriate.</td>
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<tr>
<td>3. Instruct TA or others who may receive documentation or emails from students to bring requests to you directly. Ensure they are aware of policy and prepared to respond to students who contact them.</td>
<td>3. Instruct TA or others who may receive documentation or emails from students to bring requests to you directly. Ensure they are aware of policy and prepared to respond to students who contact them.</td>
</tr>
<tr>
<td>4. Accept the Self-Declaration of Brief Absence form as documentation and do not ask for any further documentation to verify the circumstances or details regarding their health or circumstance.</td>
<td>4. Accept the Self-Declaration of Brief Absence form as documentation and do not ask for any further documentation to verify the circumstances or details regarding their health or circumstance.</td>
</tr>
<tr>
<td>5. Assess missed academic obligations and provide reasonable academic considerations, while maintaining essential academic requirements and standards.</td>
<td>5. Assess missed academic obligations and provide reasonable academic considerations, while maintaining essential academic requirements and standards.</td>
</tr>
<tr>
<td>6. Consider student request for an additional day or two to recover, connect with student regarding any additional or modified considerations and next steps. If extension of Brief Absence is not approved, direct student to complete the Request for Academic Considerations for Extenuating Circumstances form.</td>
<td>6. Consider student request for an additional day or two to recover, connect with student regarding any additional or modified considerations and next steps. If extension of Brief Absence is not approved, direct student to complete the Request for Academic Considerations for Extenuating Circumstances form.</td>
</tr>
<tr>
<td>7. If the situation is more complex or there are repeated requests for academic consideration, refer the student to the Faculty/School Office.</td>
<td>7. If the situation is more complex or there are repeated requests for academic consideration, refer the student to the Faculty/School Office.</td>
</tr>
</tbody>
</table>
8. Keep a written record of interactions with the student, the outcome, and action taken to support the student, including only personal details of the student’s extenuating circumstances that are essential to the context. Paper and electronic records should be securely stored in a location to be determined by Faculty/School protocol and confidentially destroyed per the university's records schedule. Documentation collected as part of this policy will not be part of a student’s permanent academic record.

9. Send the received forms to the Faculty/School Office as per internal protocol.

10. Consult with the Faculty/School Office as necessary;

11. Protect privacy and confidentiality throughout this process to the extent possible. Information may be shared among university personal (e.g. faculty offices, exams office) on a need to know basis for the purpose of arranging academic considerations.

**Level 2: Short Term Extenuating Circumstances**

Students who require academic consideration for a short-term period of time defined as more than 48 hours (with discretion for an additional one or two days) but less than 3 months. This applies to extenuating circumstances where the student anticipates a full recovery and return to previous levels of academic functioning within the next 3 months.

This applies to extenuating circumstances that lead to a reduced ability to meet academic requirements due to physical or mental impairment. This includes an extended unanticipated illness (e.g. mononucleosis, pneumonia), a serious injury (e.g. concussion, broken bones), a required treatment (surgical procedure, significant side effects from new medication), serious injury or illness to a significant other, bereavement (e.g. loss of family member), traumatic event, or other significant personal crisis.

In some situations, this may apply temporarily to an exacerbation of an existing condition that had not previously required accommodation (e.g. Crohn’s disease, anxiety) or to the new onset of a physical or mental illness (e.g. diabetes, depression). In other cases, a student may not recover as anticipated (e.g. complicated grief, post-concussion syndrome, medical complications, post-traumatic stress). As soon as it is determined that the health condition being experienced is likely to require complex accommodations or accommodations for more than a short period of time, the student should be referred to Student Wellness Services and seek academic accommodations for students with temporary or permanent disabilities or diagnosed health conditions.

Students who are unable to meet academic obligations due to functional impairments and limitations related to a known underlying disability or diagnosed health condition should register with Queen’s Student Accessibility Services to receive ongoing academic accommodations tailored to their individual needs.
Students experiencing extenuating circumstances may be unable to meet academic requirements or may have a reduced capacity to complete required academic obligations. Students may be able to complete some academic requirements but not others. Academic considerations should be individualized to the student’s circumstances and in proportion to the student’s ability to complete academic requirements.

Depending on the ability of the student to engage in academic tasks and the nature of the program the student is in and related academic requirements, short term extenuating circumstances may require withdrawing from a course (or courses) or a required medical leave of absence. This is particularly important to note for students in pre-professional programs with required hours of attendance in course or placement sites, or with set pre-requisites for academic progress, or external regulatory body requirements.

<table>
<thead>
<tr>
<th>Students who require academic consideration for a short period of time (more than 48 hours, less than 3 months)</th>
<th>A student who is experiencing an extenuating circumstance should,</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seek support and services from Counselling Services, Health Services, the Sexual Violence Prevention and Response Coordinator, Human Rights Office, or other campus units or community-based services, as needed; on-campus units can help facilitate arrangements for academic consideration.</td>
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<tr>
<td>2. Contact their instructor(s) or Faculty/School Office as soon as possible; or have a delegate contact on their behalf.</td>
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<tr>
<td>3. Complete the Request for Academic Considerations for Extenuating Circumstances form and submit it to the Faculty/School Office.</td>
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<tr>
<td>4. Provide verification documentation, if requested. This may include the Verification of Personal Health Condition form, a Confidential Verification form, or other documentation (e.g. death certification, police report of an accident). Students are not required to disclose specific details of their personal circumstances to their instructors or supervisors, but the Faculty/School Office may require documentation that verifies the extenuating circumstance and the inability or reduced capacity to complete academic work. In cases where a Confidential Verification form has been submitted, additional documentation or detail should not be requested from the student.</td>
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<tr>
<td>5. Students should be aware that some information may be shared among university personnel on a need to know basis, while respecting student’s privacy and confidentiality to the degree possible.</td>
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<tr>
<td>6. Communicate and update Faculty / School Office regarding recovery and academic progress as appropriate.</td>
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<tr>
<td>7. Complete and/or submit the academic work per the consideration granted.</td>
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</table>

If it becomes apparent that a full recovery will not take place within 3 months and that ongoing academic support may be required, the
student should contact Queen's Student Accessibility services to register and request academic accommodations.

If a student requires specific exam accommodations (e.g. additional time, private room, write every other day) as part of their academic considerations, the student should contact Student Wellness Services to request short term exam accommodations. Student Wellness Services will send any approved midterm exam accommodations to the Faculty / School office and final exam accommodations for centrally scheduled exams to the Exams Office.

If a student who received academic considerations for extenuating circumstances is registered with Queen's Student Accessibility Services, (QSAS) and will not be writing a final exam, it is the responsibility of the student (or delegate) to advise the Exam Office by email that they will not be writing a planned accommodated exam.

<table>
<thead>
<tr>
<th>Faculty Members: Instructors or Supervisors who receive a Request for Academic Consideration for Extenuating Circumstances</th>
<th>When contacted by the Faculty/School Office or by a student regarding a Request for Academic Consideration for Extenuating Circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize the university’s ‘good-faith’ approach. Refer student to supports and services as appropriate.</td>
<td></td>
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<tr>
<td>2. Instruct TAs or others who may receive documentation or emails from students to bring requests to you directly. Ensure they are aware of policy and prepared to respond to students who contact them.</td>
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</tr>
<tr>
<td>3. Assess request and academic obligations and provide reasonable academic considerations, while maintaining essential academic requirements and standards. Academic considerations should be individualized to the student’s ability to engage in academic tasks, and to the program requirements.</td>
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<tr>
<td>4. Liaise with Faculty/School Office to determine response to student.</td>
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<tr>
<td>5. Keep a written record of interactions with the student, the outcome, and action taken to support the student, including only personal details of the student’s extenuating circumstances that are essential to the context. Paper and electronic records should be securely stored in a location to be determined by Faculty/School protocol and confidentially destroyed per the university’s records schedule. Documentation collected as part of this policy will not be part of a student’s permanent academic record.</td>
<td></td>
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<tr>
<td>6. Protect privacy and confidentiality throughout this process to the extent possible. Information may be shared among university personal (e.g. faculty offices, exams office) on a need to know basis for the purpose of arranging academic considerations.</td>
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<tr>
<td>7.</td>
<td>Communicate with student and discuss recovery timeline and academic progress as appropriate. If it becomes apparent that the student will not be able to resume full academic functioning within 3 months and is likely to have ongoing needs to meet academic requirements, refer student to Queen’s Student Accessibility Services.</td>
</tr>
<tr>
<td>8.</td>
<td>If the student requires or requests specific final exam accommodations as part of the academic consideration (e.g. additional time, quieter room, specific chair) direct the student to Student Wellness Services for short term exam accommodation, as appropriate.</td>
</tr>
</tbody>
</table>

**Level 3: Long-term Extenuating Circumstances**

Students who do not anticipate a full recovery or return to academic functioning within 3 months should speak with their Faculty / School Offices immediately to discuss academic implications and possible academic considerations (e.g. reduced course load, medical leave of absence). Students should take reasonable measures to promote academic success and their personal well-being by accessing available supports, including Queen’s Student Accessibility Services, Health and/or Counselling Services, and academic or other campus supports as appropriate. Students who anticipate a return to academic functioning but with ongoing need for academic accommodation should contact Queen’s Student Accessibility Services (QSAS) to register for ongoing academic accommodations. Students will need to provide documentation to QSAS related to their functional impairments.

<table>
<thead>
<tr>
<th>Faculty / School Offices</th>
<th>Faculties/Schools should have a Faculty/School-specific response protocol for supporting students in extenuating circumstances. This protocol should be posted to the Faculty/School’s website and distributed to departments, faculty members, supervisors, course directors and instructors of record, TFs, TAs, staff and students. If a student contacts the Faculty/School Office directly in extenuating circumstances:</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Recognize the university’s ‘good-faith’ approach and refer student to supports and services as appropriate.</td>
</tr>
<tr>
<td>2.</td>
<td>Respond as per the Faculty/School-specific protocol. This may include receiving documentation (e.g. Self-declaration forms, requests for academic consideration forms, verification forms or other documentation), verifying the circumstances when necessary, emailing all instructors involved, consulting with instructors and department program advisors, and providing academic advising to the student.</td>
</tr>
<tr>
<td>3.</td>
<td>Determine additional documentation required (other than in cases of confidential verification), on a case by case basis, and communicate this to the student along with any other follow-up needed from the student.</td>
</tr>
</tbody>
</table>
4. Keep a written record of interactions with the student, the outcome, and action taken to support the student, including only personal details of the student’s extenuating circumstances that are essential to the context. Paper and electronic records should be securely stored in a location to be determined by Faculty/School protocol and confidentially destroyed per the university’s records schedule. Documentation collected as part of this policy will not be part of a student’s permanent academic record.

5. Support the co-ordination of academic considerations across courses and instructors.

6. Protect privacy and confidentiality throughout this process to the extent possible. Information may be shared among university personal (e.g. instructors or supervisors, exams office) on a need to know basis for the purpose of arranging academic considerations.

If the Faculty/School Office becomes aware of a student in extenuating circumstances (from a faculty member, from a student service etc.):

7. Proactively reach out to the student to offer support per Faculty-specific protocol.

8. Protect privacy and confidentiality throughout this process to the extent possible. Information may be shared among university personal (e.g. instructors or supervisors, exams office) on a need to know basis for the purpose of arranging academic considerations.

9. Keep a written record of interactions with the student, the outcome, and action taken to support the student, including only personal details of the student’s extenuating circumstances that are essential to the context. Paper and electronic records should be securely stored in a location to be determined by Faculty/School protocol and confidentially destroyed per the university’s records schedule. Documentation collected as part of this policy will not be part of a student’s permanent academic record.

10. Support the co-ordination of academic considerations across courses and instructors.

Include in policies, approach to supporting students who are attending University sanctioned events or who are distinguished invited guests at a significant provincial, national or international event.

School of Graduate Studies (SGS)  In the event that an instructor or supervisor does not assent to the request for academic consideration in extenuating circumstances made by a graduate student, academic consideration may nonetheless be granted, unless the instructor or supervisor provides justifiable
reasons for withholding his or her assent. The decision to grant or deny the academic consideration shall be made by the Associate Dean of the School of Graduate Studies.

| Student Wellness Services (Health and Counselling Services) | 1. Provide appropriate documentation to students and to Faculty/School Offices, as needed and appropriate, to facilitate decision-making regarding the granting of academic consideration by educators or Faculty/School Offices for students in extenuating circumstances. This would not be necessary in circumstances lasting less than 48 hours, when the Self-Declaration of Brief Absence Form is acceptable;  
2. Communicate, as needed and as appropriate, with instructors and Faculty/School Offices about a student’s extenuating circumstances and the recommendation for academic consideration.  
3. Protect privacy and confidentiality throughout this process to the extent possible. Information may be shared among university personal (e.g. instructors or supervisors, exams office) on a need to know basis for the purpose of arranging academic considerations. |
| --- | --- |
| Human Rights Office | 1. Provide appropriate documentation to students and to Faculty/School Offices, as needed and appropriate, to facilitate decision-making regarding the granting of academic consideration by educators or Faculty/School Offices for students with extenuating circumstances related to human rights.  
2. Assist or act as delegate with completion and submission of forms as requested, and with liaising with instructors and Faculty/School Offices.  
3. Communicate, as needed and as appropriate, with instructors and Faculty/School Offices about a student’s extenuating circumstances and the recommendation for academic consideration.  
4. Protect privacy and confidentiality throughout this process to the extent possible. Information may be shared among university personal (e.g. instructors or supervisors, exams office) on a need to know basis for the purpose of arranging academic considerations. |
| Sexual Violence Prevention and Response Coordinator | 1. Provide appropriate documentation to students and to Faculty/School Offices, as needed and appropriate, to facilitate decision-making regarding the granting of academic consideration by educators or Faculty/School Offices for students with extenuating circumstances related to sexual violence.  
2. Assist or act as delegate with completion and submission of forms as requested, and with liaising with instructors and Faculty/School Offices.  
3. Communicate, as needed and as appropriate, with instructors and Faculty/School Offices about a student’s extenuating circumstances. |
circumstances and the recommendation for academic consideration.

4. Protect privacy and confidentiality throughout this process to the extent possible. Information may be shared among university personal (e.g. instructors or supervisors, exams office) on a need to know basis for the purpose of arranging academic considerations.

If contacted by a student or parent:

1. Contact the appropriate Faculty/School Office, and any support unit, as appropriate, to facilitate the academic consideration process.

2. Protect privacy and confidentiality throughout this process to the extent possible. Information may be shared among university personal (e.g. instructors or supervisors, exams office) on a need to know basis for the purpose of arranging academic considerations.

3. Keep a written record of interactions with the student, the outcome, and action taken to support the student, including only personal details of the student’s extenuating circumstances that are essential to the context. Paper and electronic records should be securely stored in a location to be determined by Faculty/School protocol and confidentially destroyed per the university’s records schedule. Documentation collected as part of this policy will not be part of a student’s permanent academic record.

<table>
<thead>
<tr>
<th>Date Approved</th>
<th>April 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Authority</td>
<td>Senate</td>
</tr>
<tr>
<td>Date of Commencement</td>
<td>May 2017</td>
</tr>
<tr>
<td>Amendment Dates</td>
<td>n/a</td>
</tr>
<tr>
<td>Date for Next Review</td>
<td>April 2022</td>
</tr>
</tbody>
</table>
Self-Declaration of Brief Absence (up to 48 hours)

This self-declaration is in place of a sick note/supporting documentation from Student Wellness Services or a community health professional. No additional documentation is required.

Student Name: ____________________________ Student Number: ____________________________

Queen’s Email: ____________________________ Date(s) of Brief Absence: ____________________________

Section A: Academic Requirements Needing Consideration

<table>
<thead>
<tr>
<th>Course:</th>
<th>Term:</th>
<th>Instructor:</th>
<th>Academic requirement missed during brief absence for this course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Written assignment</td>
<td>□ Quiz</td>
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<tr>
<td>□ Comprehensive Exam</td>
<td>□ Test</td>
<td>□ Group Work</td>
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<tr>
<td>□ Thesis / Dissertation Obligation</td>
<td>□ Final Exam*</td>
<td>□ Placement / Fieldwork</td>
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<tr>
<td>□ Oral Presentation</td>
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<tr>
<td>□ Mid Term Exam</td>
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</table>

Section B: Self Declaration of Brief Absence

I am submitting this self-declaration as a request made in good faith for academic consideration for a maximum of 48 hours at which point I expect to resume all academic obligations. (Please initial)

I declare that I am unable to attend class or complete academic work due to experiencing an acute illness or distressing situation that has temporarily impaired my physical or mental health.

I understand that it is my responsibility to submit this form as soon as the need is apparent (and no later than 24 hours after the end of my brief absence), and to follow-up with my instructor(s) about missed academic requirements.

I understand that providing any false or misleading information, or using this form to delay or avoid fulfilling academic requirements, constitutes a breach of academic integrity as outlined in the Queen’s University Senate Policy on Academic Integrity Procedures. For Faculty/School specific academic integrity policies, go to http://www.queensu.ca/academicintegrity/home

Student Signature: ____________________________ Date: __________________

Section C: Delegate

I consent for the following person (name) ____________________________ to act as a delegate on my behalf (i.e. submit documentation, liaise with Faculty / Instructors) as I am currently unable to take action for myself. Please note if a student is incapacitated, a substitute decision maker/attorney may act on their behalf without the student signature.

Student Signature: ____________________________ Relationship to Delegate: ____________________________

Section D: Submitting this Form

The protocol for submitting this form is determined by the Faculty / School that is granting your degree. Please see the specific details on the second page for submission, and familiarize yourself with your Faculty / School Protocol. Please note the form needs to be submitted either during your brief absence or in cases where you are too unwell, within 24 hours of the end of your brief absence.

* If you are unable to write a final exam AND you have exam accommodations through QSAS, you must notify the Exams Office (613-533-2101 or exams@queensu.ca) or you will be charged a no-show fee.
Information about Self-Declaration of Brief Absence (less than 48 hours)

When should this form be used?

- If you (a student) are experiencing an unexpected acute illness (e.g. stomach flu) or distressing event (e.g. family member in a serious car accident) that has led to physical or psychological impairment of sufficient severity that you feel you are temporarily unable to meet required academic requirements.
- This is for brief absences where you expect to return to full academic functioning within 48 hours.
- Submit this form as per the directions below during your brief absence or within 24 hours of the end of your brief absence. Submit to your home Faculty/School even if a course is in another Faculty/School.

What Faculty / School is granting your degree?

- Arts and Science: Submit the form through the online portal.
- Engineering & Applied Sciences: Submit the form (hard copy) to Rm 300 Beamish Munro Hall.
- Nursing: For BScN program, submit the form (email or hard copy) to Barb Bolton (Rm 113)
- Education (B.Ed): Submit the form (email or hard copy) to Alan Wilkinson (Rm A101a)
- Commerce: Submit the form (email or hard copy) to the Faculty Office
- Law: Submit the form (email or hard copy) to Helen Connop (Rm 107)
- Medicine: Submit the form (email or hard copy) to the Learner Wellness Centre
- Graduate Students: Submit the form (email or hard copy) to your instructor(s) or supervisor

What if my illness or distress lasts more than 48 hours?

- In cases where you anticipate needing an additional day or two beyond 48 hours and are comfortable sharing your circumstances, please speak with your instructor. It isn’t uncommon for an acute illness to last longer than 48 hours and instructors have discretion to consider the circumstances and extend academic considerations for brief absences beyond 48 hours. If you anticipate you will need consideration for a longer period of time or if your instructor does not extend the brief absence, you will need to complete a Request for Academic Consideration for Extenuating Circumstances form and submit it to your Faculty Office

When should this form not be used?

- For classes where there are no marks associated with your absence.
- Any reason for absence other than an unexpected acute illness or significantly distressing event.
- If you have a personal or family event (e.g. vacations, weddings) to attend, transportation or technological difficulty, or other competing commitment you should consult directly with your instructors or with the Faculty / School Office rather than completing this form.
- If you feel you are unable to meet academic requirements due to experiencing high levels of academic stress, exam related anxiety, or due to an ongoing health condition, you should go to Student Wellness Services and discuss short term or long term academic accommodations.

Do I need to get documentation from a doctor or other professional to support my brief absence?

- No. This self-declaration replaces the need for a sick note/supporting documentation. Acute illnesses may take a few days to resolve and students who are acutely ill (i.e. vomiting, diarrhea, fever) should remain at home and rest to avoid spreading illness to their peers and others. Student Wellness Services does not provide documentation for brief, acute illnesses.

What academic consideration might I receive?

- Your instructor will consider the timeline, the course requirements, and your Faculty / School academic policies in determining a reasonable academic consideration. Considerations may include: an excused absence, an extended or deferred deadline, a modified schedule for assignments, labs, placements, projects or comprehensive exams, a deferred exam or project, an alternative assignment, or a re-weighting of marks.
Completion of this form constitutes a request. Approval of academic consideration lies with the Instructor / Supervisor and / or Faculty / School office.
Information about Requests for Academic Consideration for Extenuating Circumstances

When should this form be used?

- If you (a student) are experiencing extenuating circumstances that have led to a reduced ability to meet academic requirements and you anticipate being able to return to full academic functioning within 3 months. This could include an extended unanticipated illness (e.g. pneumonia, mononucleosis,) a serious injury (e.g. concussion, broken bones), a required treatment (e.g. surgical procedure, significant side effects from new medication), serious injury or illness to a significant other, bereavement, traumatic event, or other significant personal crisis. The degree of your impairment related to the circumstances may mean that you are able to complete some academic requirements but not others.

What if my illness or distress might last more than 3 months?

- As soon as it is determined that limitations associated with the extenuating circumstance will likely be present beyond 3 months, you should contact Queen’s Student Accessibility Services (QSAS) and seek academic accommodations. You should also meet with an academic advisor in your Faculty / School to discuss your academic progress and the options that are best for you given your extenuating circumstances.

When should this form not be used?

- If your current extenuating circumstances relate to an issue for which you are already receiving short term or long term academic accommodations from Student Wellness Services (Health, Counselling or Accessibility Services). In those cases, please follow-up with your SWS service provider.
- If you are unable to meet academic requirements due to functional limitations related to an underlying disability or diagnosed health condition you should register with Queen’s Student Accessibility Services (QSAS) to discuss academic accommodations. This would include experiencing an exacerbation of an existing condition that had not previously required accommodation (e.g. Crohn’s disease, anxiety) or the new onset of a physical or mental illness (e.g. diabetes, depression), or a recovery that is slower than anticipated (e.g. complicated grief, post-concussion syndrome, medical complications, post-traumatic stress).

What is the difference between academic considerations and academic accommodations?

- Academic considerations are determined by the instructor and are related to your progress in the course. Your instructor will consider the timeline, your circumstances, the course requirements, and your Faculty / School academic policies in determining reasonable academic considerations. Considerations may include: an excused absence, an extended deadline, an alternative assignment, a re-weighting of marks, a modified schedule for assignments, labs, placements, projects or comprehensive exams, a deferred assignment, exam or project, a medical leave of absence, a course withdrawal without penalty or other as appropriate. Students must still meet the course academic requirements.
- Academic accommodations are specific to removing barriers in the academic environment that are created by your impairments and limitations and are provided through Student Wellness Services. Academic accommodations can be short term or long term and include both classroom and exam accommodations (i.e. extra time for an exam, a different space for writing tests, assistive technology, specialized equipment, alternatives to group work) and are tailored to the individual circumstances.
  - If your extenuating circumstances are complex or you think you might need academic accommodations at any point, please contact Student Wellness Services.

Do I need to get other documentation to support my extenuating circumstances?

- In many cases, your Faculty / School Office will require additional documentation in support of your request for academic consideration. The specific documentation will be determined by the extenuating circumstances you experience, and through discussion with your Faculty / School Office. For health related circumstances, please use the Verification of Personal Health Condition form. There is also a Verification of Confidential Extenuating Circumstances you can use if your specific situation requires confidentiality.
Verification of Personal Health Condition

This form is to verify a physical or mental health condition or injury that temporarily limits a student’s academic participation or ability to meet academic requirements. This applies to extenuating circumstances where a full recovery and return to previous levels of academic functioning is anticipated to happen within the next 3 months.

Student Name: __________________________ Student Number: __________________________

Queen’s email: __________________________ Phone number: __________________________

Section A: Authorization to Share Information - Completed by Student

I authorize the health care provider named below to complete this form in support of my request for academic considerations. This form will be submitted to the designated individual(s) in my Faculty / School office and may be shared with instructors or university personnel solely on a need to know basis.

Student Signature: __________________________ Date: __________________________

Section B: Verification of Personal Health Condition - Completed by Regulated Healthcare Provider

I certify that my assessment of this student and their level of impairments fall within my legislated scope of practice. On the basis of my examination and applicable documented history, I verify that this student is experiencing a health condition that is impairing their academic functioning. The following information is provided for Queen’s University to use in determining short term academic considerations.

Date(s) I assessed this student’s health: ___________________________________

Date of onset of health condition: ________________________________________

Anticipated full recovery: □< 1 week □1 – 2 weeks □2- 4 weeks □4 – 8 weeks □8- 12 weeks, □unknown

<table>
<thead>
<tr>
<th>Degree of Impairment of Academic Functioning</th>
<th>Start Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severe Functioning severely impaired. Requires temporary absence from academic requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serious Functioning seriously impaired. Significant difficulties participating in academic context and completing academic requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate Functioning moderately impaired. Able to participate and complete some or most academic requirements but with reduced performance</td>
<td></td>
<td></td>
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<td>Mild Functioning mildly impaired. Able to participate and complete most academic requirements with occasional or minor impacts on performance</td>
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Specific functional limitations the student experiences as a result of the circumstances that directly affect the student’s ability to meet academic requirements (e.g., ability to attend classes in the morning, stand or sit for extended periods of time)

Name: __________________________ Profession / Position: __________________________

Signature: __________________________ Date: __________________________

Telephone #: __________________________ Registration Number: __________________________

Address (if not Student Wellness Services): ______________________________________

August 2017

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Verification of Confidential Extenuating Circumstance

This form is to verify a confidential extenuating circumstance (not a health condition) that temporarily limits a student’s academic participation or ability to meet academic requirements. This applies to extenuating circumstances where a full recovery and return to previous levels of academic functioning is anticipated to happen within the next 3 months.

Student Name: ___________________________  Student Number: __________________________

Queen’s email: ___________________________  Phone number: ____________________________

Section A: Authorization to Share Information - Completed by Student

I authorize the person named below to complete this form in support of my request for academic considerations. This form will be submitted to the designated individual(s) in my Faculty / School office and may be shared with instructors or university personnel solely on a need to know basis.

Student Signature: ___________________________  Date: ____________________________

Section B: Verification of Confidential Extenuating Circumstance

Based on my professional assessment I have determined that this student is experiencing an extenuating circumstance that requires academic consideration. I have interacted with the student, reviewed documentation, and/or spoken with reliable others, and have confidence that the extenuating circumstances are verifiable and are having an impact on the student’s current ability to meet academic requirements. An assessment of the student’s functioning related to the specific circumstance is within the scope of my professional practice. I believe that a confidential verification is in the best interest of the student at this time.

Date(s) I interacted with this student: ____________________________

Date of onset of extenuating circumstances: ____________________________

Anticipated full recovery: □ < 1 week  □ 1 – 2 weeks  □ 2- 4 weeks  □ 4 – 8 weeks  □ 8- 12 weeks, □ unknown

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Specific functional limitations the student experiences as a result of the circumstances that directly affect the student’s ability to meet academic requirements (e.g., ability to attend classes in the morning, stand or sit for extended periods of time)

Name: ___________________________  Profession / Position: ____________________________

Signature: ___________________________  Date: ____________________________

Contact # or Email: ___________________________  Date: ____________________________

August 2017  16