TABLE OF CONTENTS

What is Academic Consideration for Extenuating Circumstances? 
3 - 4

• Which circumstances qualify for Consideration?

• Which circumstances do not qualify for Consideration?

• Who qualifies for Academic Consideration in the Faculty of Arts and Science?

Types of Requests for Academic Consideration
5 - 10

Academic Consideration Arrangements
12 - 14

Comparing the Differences: Request for Academic Consideration or Letter of Accommodation (LOA)
16 - 20

Using Universal Design to Facilitate Consideration
23 - 23

Frequently Asked Questions
24 - 29
What is ACADEMIC CONSIDERATION for Extenuating Circumstances?

Academic Consideration is a process for the university community to provide a compassionate response to assist students experiencing a short-term extenuating circumstance.

Consideration is based on the principle of good faith, wherein the university and instructors understand that student circumstances and documented requests are legitimate.

Similarly, students understand that Academic Consideration options are provided with the best interest of the student in mind, ensuring they meet essential academic requirements.

Academic consideration for an extenuating circumstance may include but is not limited to:

- an excused absence
- a deferral
- an extension
- a modified schedule for assignments, projects, labs, or placements
- an alternative assignment
- a re-weighting of term marks
- permission for an incomplete grade
- course withdrawal without penalty (this requires an appeal to the Associate Dean of Studies)
- other consideration deemed appropriate by the Faculty Office.

Academic Consideration is governed by the University Senate Academic Consideration for Students in Extenuating Circumstances Policy.

What circumstances qualify for Consideration?

Unforeseen extenuating circumstances that may impact or impede a student’s ability to complete their academics. Some examples are:

Health Condition or Injury

- Short-term physical or mental illness (e.g., stomach flu, mononucleosis, pneumonia, short-term anxiety or depression)
- Serious injury (e.g., concussion or broken bones)
- Treatment (e.g., surgery, medication, vaccination)

Traumatic Event/Confidential

- Bereavement (e.g., death of family member or close friend)
- Serious injury or illness of significant other/family member (e.g., car accident, palliative care)
- Required treatment of a significant other/family member (e.g., surgery)
- Traumatic event (e.g., divorce, sexual assault, social injustice)

Requirements by Law/Public Health Authorities

- Court Dates (e.g. jury duty, summons)
- Unexpected, non-travel related requirement to isolate

Significant Event

- Varsity Athletic Event
- Distinguished Event
- Serving in the Reserve Forces

Other

- If one of your students is experiencing an circumstance not listed, please direct them to submit a request in the Academic Consideration Request Portal. Our team will be in touch if we require further information/documentation about the circumstance.

If a student is experiencing COVID symptoms, please have them access our COVID-Related Absence Reference Guide, available on the Academic Consideration website under “Important Information.”
Which circumstances do not qualify for Consideration?

The following circumstances are not covered by the Consideration policy. With the exception of Academic Accommodations, Professors have discretion to approve or deny these requests.

• **Academic Accommodations:** Students seeking accommodations for a chronic or ongoing health/mental conditions, learning disability, or an existing disability should register with Queen's Student Accessibility Services (QSAS). For further information, please contact the QSAS Intake Coordinator at: qsas.intake@queensu.ca and see the “Comparing the Differences” section below for more information.

• **Academic/Exam Related Stress:** Students who are not able to meet academic requirements due to experiencing high levels of academic or exam-related stress should seek additional support.
  - On Campus, Remote & Online Students can access a number of supports and services from Student Wellness Services and Student Academic Success Services (SASS).
  - Bader College students requiring additional support can visit the Garden Cottage or contact bc.deputyad@queensu.ca for further support.

• **Personal:** Family events (e.g., wedding, vacation, general travel, child care, etc.) or competing commitments (e.g., work, volunteering, extra-curricular activities, etc.) are not covered by this policy as they are planned, foreseeable commitments. Reservists can apply as a Significant Event. See "Types of Academic Consideration" section for more information.

• **Religious observances:** These are covered by the university policy on religious holidays. The process for these requests is outlined on the Religious Accommodation page on Queen’s Faith and Spiritual Life website. If you require assistance or academic support, please contact the University Chaplain at:
  - 613-533-2186 or chaplain@queensu.ca.

• **Technological difficulties:** Regardless of study location (e.g. on-campus, online or Bader College), long-term or ongoing technological challenges (e.g., persistent hardware/software failure, prolonged poor internet coverage, lack of planning or knowledge of program software/OnQ, missing notifications/reminders, use of unsupported/out-of-date software) are not covered as it is the student’s responsibility to ensure they have access to the tools they require for their studies.

Who qualifies for Consideration in the Faculty of Arts and Science?

Undergraduate Arts and Science students, including those studying on-campus, remotely, online or at the Bader International Study Centre (BISC), are eligible to use the Academic Consideration Request Portal when experiencing an extenuating circumstance.

If there is a student in your class from another Faculty, please direct them to seek support from their Faculty. A list of contacts are available on the Academic Consideration departments across campus list (under the "Info for Faculty and Staff" section and “Faculty/School Office Contacts for the Academic Considerations” drop down.

If you are a graduate student studying within the Faculty of Arts and Science, please speak with the School of Graduate Studies.
1) Request for Academic Consideration for Extenuating Circumstance: SHORT-TERM: WITHOUT SUPPORTING DOCUMENTATION

All requests for Consideration must be submitted through the Academic Consideration Request Portal. Paper copies are not accepted.

This academic consideration option applies to brief absences due an extenuating circumstance and should be used in situations where the student **does not have supporting documentation** and expects to return to full academic functioning within **3 days**.

**Notes:**

a) All requests for academic consideration must be submitted through the portal for tracking purposes, and to provide consistency and fairness across the student population.

b) Students are unable to submit a **Short-Term Request for Academic Consideration Without Supporting Documentation** during and 3-days prior to the exam period in December, April, or the summer term; they must instead select an option for academic consideration which requires **supporting documentation**.

c) Students need to submit their request for consideration as soon as the need becomes apparent. A Short-Term Request for Academic Consideration Without Supporting Documentation must be submitted no later than 24 hours after the end of the student’s brief absence. (e.g., If the student would like consideration on September 10, then they must have submitted their request by September 13).

d) Courses that have flexible deadlines or universal design principles clearly listed on the syllabus have already built Academic Consideration into the course. Although students can submit a request in these cases, Professors can deny further Consideration. Please see the Universal Design section for more information.

e) This request can only be used once per term and cannot be withdrawn once used.

f) Academic Consideration can vary from course to course depending on the nature of the academic work missed and the essential requirements/learning outcomes of the course. Students receiving Academic Consideration must meet all essential academic requirements/learning outcomes and standards of the course. The student is informed that Consideration does not guarantee academic achievement in a course/program.

Students are notified that it is their responsibility to follow-up with you as soon as possible to discuss the Academic Consideration options available given the deliverable being missed.

If a student **delays** in following up with an instructor, then there may be limited options available that an instructor can grant for academic consideration, if it can be offered at all (e.g., If a student missed a mid-term exam and did not follow-up with the instructor about options for consideration as soon as possible, the exam answers may have already been returned to the rest of the class. Fairness dictates that the student could not then write that mid-term exam). The Faculty office recommends that you clearly list communication expectations in the course syllabus, if you expect students to contact you within a certain time-frame. If employing this method, please allow for flexibility in cases where students are unable to contact you within this guideline.

If a student **does not follow up** with an instructor regarding their academic consideration request, the instructor can assign a grade accordingly.

g) Students requiring additional guidance on submitting this type of request can see the "**Short-Term Requests without Documentation**" video tutorial.
All requests for Consideration must be submitted through the Academic Consideration Request Portal. Paper copies are not accepted.

This academic consideration option applies to brief absences due an extenuating circumstance. This type of request should be used in situations where the student has supporting documentation, and expects to return to full academic functioning within 3 days.

Students can provide a variety of documents to support their request for Academic Consideration:

Types of Supporting Documentation

Health Condition or Injury
- Verification of Personal Health Condition Form (see supporting documentation on Forms | Student Wellness)
- A medical report, or medical prescription
- A note from a health care professional or other professional (i.e., doctor, nurse practitioner, social worker, counsellor, occupational therapist)

Traumatic Event/Confidential
- Verification of Confidential Extenuating Circumstances Form (see supporting documentation on Forms | Student Wellness)
- An obituary or death certificate
- An accident report or police report
- A court order
- News article of social injustice

Attestation Form
- Students that are experiencing an extenuating circumstance and are temporarily unable to meet their academic requirements for up to 3 days but are unable to provide supporting documentation can fill out an Attestation Form. This form allows the student to acknowledge that they are making a request in good faith and that they understand that any false or misleading information constitutes a breach of Academic Integrity.

To be eligible for an Attestation Form, students must:
- Have already used their short-term request without documentation this term, and;
- Be experiencing an unforeseen, extenuating circumstance as defined on the Academic Consideration website;
- Be an Arts and Science student.

All students requiring an Attestation Form must complete the online request form. If approved, students will upload their confirmation to their short-term request for Consideration. Signed Attestation forms are to be uploaded to the Portal when making a request.

Other Forms of Supporting Documentation
- Supporting documentation received from the student should outline the duration and severity to which their extenuating circumstance is impacting on their academic performance.
Types of 
REQUESTS for 
Academic Consideration

2) Request for Academic Consideration for Extenuating Circumstance: 
SHORT-TERM: WITH SUPPORTING DOCUMENTATION

Notes:

a) All requests for academic consideration must be submitted through the portal for tracking purposes, and to provide consistency and fairness across the student population. Instructors should not accept any documentation to protect student privacy.

b) Students need to submit their request for academic consideration as soon as the need becomes apparent. A Short-Term Request for Academic Consideration With Supporting Documentation must be submitted no later than 24 hours after the end of the student’s brief absence. (e.g., If the student would like academic consideration on September 10, then they must have their request into the portal by September 13).

c) Courses that have flexible deadlines or universal design principles clearly listed on the syllabus have already built Academic Consideration into the course. Although students can submit a request in these cases, Professors can deny further Consideration. Please see the Universal Design section for more information.

d) Academic Consideration can vary from course to course depending on the nature of the academic work missed and the essential requirements/learning outcomes of the course. Students receiving Academic Consideration must meet all essential academic requirements/learning outcomes and standards of the course. The student is informed that Consideration does not guarantee academic achievement in a course/program.

Students are notified that it is their responsibility to follow-up with you as soon as possible to discuss the Academic Consideration options available given the deliverable being missed.

If a student delays in following up with an instructor, then there may be limited options available that an instructor can grant for academic consideration, if it can be offered at all (e.g., If a student missed a mid-term exam and did not follow-up with the instructor about options for consideration as soon as possible, the exam answers may have already been returned to the rest of the class. Fairness dictates that the student could not then write that mid-term exam). The Faculty office recommends that you clearly list communication expectations in the course syllabus, if you expect students to contact you within a certain time-frame. If employing this method, please allow for flexibility in cases where students are unable to contact you within this guideline.

If a student does not follow up with an instructor regarding their academic consideration request, the instructor can assign a grade accordingly.

e) Students requiring additional guidance on submitting this type of request can see the "Short-Term Requests with Documentation" video tutorial.
All requests for Consideration must be submitted through the Academic Consideration Request Portal. Paper copies are not accepted.

This type of academic consideration applies to students who are requesting consideration for over 4-days and up to 3-months due to experiencing a long-term extenuating circumstance. This often results in a reduced ability to meet academic requirements. This type of request should be used in situations where the student expects to return to full academic functioning within the next 3 months.

Students can provide a variety of documents to support their request for Academic Consideration:

**Types of Supporting Documentation**

**Health Condition or Injury**

- Verification of Personal Health Condition Form (see supporting documentation on Forms | Student Wellness)
- A medical report, or medical prescription
- A note from a health care professional or other professional (i.e., doctor, nurse practitioner, social worker, counsellor, occupational therapist)

**Traumatic Event/Confidential**

- Verification of Confidential Extenuating Circumstances Form (see supporting documentation on Forms | Student Wellness)
- An obituary or death certificate
- An accident report or police report
- A court order

**Other Forms of Supporting Documentation**

- Supporting documentation received from the student should outline the duration and severity to which their extenuating circumstance is impacting on their academic performance.

**Notes:**

a) All requests for academic consideration must go through the portal for tracking purposes, and to provide consistency and fairness across the student population. Instructors should not accept any documentation to protect student privacy.

b) Students need to submit their request for academic consideration as soon as the need becomes apparent and all requests between 4 days and 3 months must be submitted before the end of term. For full-year courses, requests must be received during the semester for which the student is requesting consideration. Case-by-case exceptions can be made in exceptional cases (i.e: the student is in a coma or otherwise incapacitated); however, an academic appeal might be recommended as a consideration option to the student. Please contact our team at asc.consideration@queensu.ca if you have questions.

c) Academic Consideration can vary from course to course depending on the nature of the academic work missed and the essential requirements/learning outcomes of the course. Students receiving Academic Consideration must meet all essential academic requirements/learning outcomes and standards of the course. The student is informed that Consideration does not guarantee academic achievement in a course/program.
Types of REQUESTS for Academic Consideration

3) Request for Academic Consideration for Extenuating Circumstance: LONG-TERM (BETWEEN 4 DAYS & 3 MONTHS)

Students are notified that it is their responsibility to follow-up with you as soon as possible to discuss the Academic Consideration options available given the deliverable being missed.

If a student delays in following up with an instructor, then there may be limited options available that an instructor can grant for academic consideration, if it can be offered at all (e.g., If a student missed a mid-term exam and did not follow-up with the instructor about options for consideration as soon as possible, the exam answers may have already been returned to the rest of the class. Fairness dictates that the student could not then write that mid-term exam). The Faculty office recommends that you clearly list communication expectations in the course syllabus, if you expect students to contact you within a certain time-frame. If employing this method, please allow for flexibility in cases where students are unable to contact you within this guideline.

If a student does not follow up with an instructor regarding their academic consideration request, the instructor can assign a grade accordingly.

d) Students requiring additional guidance on submitting this type of request can see the "Long-Term Requests" video tutorial.
All requests for Consideration must be submitted through the Academic Consideration Request Portal. Paper copies are not accepted.

Students who are participating in a Queen’s Varsity Athletics event, Student Reservist military sanctioned events, or are invited as a distinguished guest or a non-varsity athlete to an event at a provincial, national, or international level can submit this type of request.

A minimum of two weeks before the sanctioned event, or as soon as the event is scheduled, the student is asked to complete and submit a Request for Excused Absence for Significant Event Form (see Extenuating Circumstances – Info for Students – Forms). Please review the "Applying for Academic Consideration" section on our website to best direct students to where the form should be submitted (based on the type of event). Once the form is complete, the student can submit a request in the Academic Consideration Request Portal.

Types of Supporting Documentation

- Request for Excused Absence for Significant Event form ONLY

Notes:

a) All requests for academic consideration must go through the portal for tracking purposes, and to provide consistency and fairness across the student population. Instructors should not accept any documentation to protect student privacy.

b) Academic Consideration can vary from course to course depending on the nature of the academic work missed and the essential requirements/learning outcomes of the course. Students receiving Academic Consideration must meet all essential academic requirements/learning outcomes and standards of the course. The student is informed that Consideration does not guarantee academic achievement in a course/program.

Students are notified that it is their responsibility to follow-up with you as soon as possible to discuss the Academic Consideration options available given the deliverable being missed.

If a student delays in following up with an instructor, then there may be limited options available that an instructor can grant for academic consideration, if it can be offered at all (e.g., If a student missed a mid-term exam and did not follow-up with the instructor about options for consideration as soon as possible, the exam answers may have already been returned to the rest of the class. Fairness dictates that the student could not then write that mid-term exam). The Faculty office recommends that you clearly list communication expectations in the course syllabus, if you expect students to contact you within a certain time-frame. If employing this method, please allow for flexibility in cases where students are unable to contact you within this guideline.

If a student does not follow up with an instructor regarding their academic consideration request, the instructor can assign a grade accordingly.

d) Students requiring additional guidance on submitting this type of request can see the "Requests for students participating an a Varsity-Athletic or Distinguished Event, or Serving in the Reserve Forces" video tutorial.
Academic Consideration can include the following arrangements:

• An excused absence, a deferral, an extension, a modified schedule for assignments, projects, labs, or placements, an alternative assignment, a re-weighting of term marks, permission for an incomplete grade, course withdrawal without penalty (this requires an appeal to the Associate Dean Studies), or other consideration deemed appropriate by the Faculty Office. Students receiving academic consideration must still meet all essential academic requirements and learning outcomes of the course.

Arrangements that can be authorized by an Instructor:

Instructors should consider the timeline, the student’s circumstances, the course requirements, and the Faculty and departmental policies in determining a reasonable academic consideration. Below is a list of options and some general guidelines instructors can refer to as they determine a reasonable academic consideration:

• **Excused absence**: No penalty for the student’s absence from a lecture, tutorial, seminar, laboratory, or other attendance or participatory components of the course. All instructors are encouraged to allow for 1-2 absences penalty-free in all courses where attendance or participation marks are assigned. Students can use these excused absences if they are experiencing extenuating circumstances.

• **Deferrals**: Arranging for the student to write a quiz, test, mid-term, mid-year or final exam at a later date than originally scheduled. The date when the quiz, test, or exam will be written should be set through a discussion between the instructor and the student, based on Faculty and departmental policies, as well as the impact of the extenuating circumstances on the student. Deferrals may also be appropriate if the student experiences the extenuating circumstances before the scheduled quiz test, or exam resulting in reduced study time or where the student has not yet returned to full capacity (e.g., illness a week prior or on the day of the exam). Deferred exams must be written no later than the end of the subsequent term. Further extensions beyond the set date or the end of the subsequent term require an appeal to the Associate Dean (Studies).

• **Extensions**: Allowing additional time or a modified schedule for completion and submission of term work such as assignments, projects, lab reports, etc. The date for the work to be completed should be set through a discussion between the instructor and the student, based on Faculty and departmental policies, as well as the impact of the extenuating circumstances on the student. Incomplete term work can be submitted no later than the end of the subsequent term. Further extensions beyond the set date or the end of the subsequent term require an appeal to the Associate Dean (Studies). The core intent of this academic consideration is to help students compensate for the time they lose due to their extenuating circumstance while completing scheduled academic tasks. For example, a student may take longer to complete an assignment because they were unable to participate in academic work during a period of illness due to their symptoms. A student may also have a reduced capacity to engage in academic work due to a health condition such as a concussion (e.g., reduced computer screen time) or a personal circumstance such as bereavement (e.g., attending a funeral).
Below are some general guidelines regarding extensions that may be helpful to instructors as they consider the request:

• 1-2 days on weekly assignments
• Up to 5 days on mid-term assignments
• 1-2 weeks on term papers

• Modified schedule for lectures, labs, tutorial, and placement: A modified schedule may include a student attending a different lecture, lab, or tutorial section if they are unable to attend their current section (e.g., a student taking a medication after a surgery who has difficulty attending an early morning class may temporarily attend another section of the course).

• Alternative assignment: A different type of assignment that assesses similar learning outcomes, taking into account the student’s circumstances (e.g., a written assignment in lieu of an oral presentation, permission to submit individual work rather than group work, written work in place of participation, etc.).

• Re-weighting of marks: Allocation/shifting of marks associated with missed academic work to another academic requirement that assesses similar learning outcomes. This type of academic consideration should be used mainly when:
  • a student has missed a small component of academic work; and/or
  • it is not possible to have the same assessment at a later time because the component has been compromised (e.g., answers posted or material covered in class); or
  • it is not possible to set an alternative assessment (with the same learning outcomes).

It is possible to redistribute marks on a mid-term to a final exam when the final exam assesses the same learning outcomes as the mid-term. However, it is not recommended if it puts the student in a Pass/Fail situation. It is not possible to retroactively redistribute marks from a missed final exam (or a comprehensive/end of term assignment) to a previous component of the course. If this final component of the course is missed, the preferred option will be to give the student an Incomplete (with a deferred exam or an extension of the assignment). The alternative option would require an appeal to the Associate Dean (Studies) for Aegrotat Standing, which is only possible when the student has demonstrated achievement of all the course learning outcomes.

• Incomplete grade (IN): Incomplete standing as defined in Academic Regulation 10.3.4 is a temporary designation reserved for a course in which a student has not completed all term work for a course or when the deferred final examination will take place after the submission of grades. The student must have participated actively in the class and only one or two elements of the class may be outstanding. Please note that the latest date by which the outstanding course requirements must be completed is the end of the subsequent term. Any further extensions based on continued extenuating circumstances will require a written appeal to the Associate Dean (Studies). Students with extenuating circumstances who have been unable to complete the majority of their work in a course should instead consider submitting an appeal to drop the course. The Faculty Office is currently revising the "Permission for an Incomplete Grade or Deferred Examination” form to align it with the new Academic Consideration Policy and Protocol. In the meantime, instructors are welcome to use it or adapt the existing form if they wish to formalize their agreement with the student regarding the date of the deferred exam.
• Course withdrawal without penalty before the academic deadline to drop: Refer students to speak with an Academic Advisor or a member of the Academic Consideration Team in the Faculty Office to consider dropping a course before the academic deadline. Depending on the timing and impact of the extenuating circumstances, the student may not be able to engage in academic tasks to the extent that dropping the course should be considered. Dropping a course after the academic deadline requires an appeal to the Associate Dean (Studies).

Arrangements that cannot be authorized by an Instructor:

• Supplemental course work (Academic Regulation 7.4): After completion of the elements of the class that contribute to the determination of a student’s final grade in the class, as outlined in the class syllabus, a student may not submit additional work intended to raise the student’s final grade.

• Supplemental examinations (Academic Regulation 8.1): There are no supplemental examinations in courses offered in the Faculty of Arts and Science. A student who has made any attempt at writing a final examination cannot rewrite an examination at a later time. Regulation 8.1 may not be appealed.

Arrangements that can be authorized by an appeal to the Associate Dean (Studies):

Depending on the amount of work completed in the course, students may have options to appeal to the Associate Dean (Studies). Instructors should refer students to an Academic Advisor or a member of the Academic Consideration Team in the Faculty Office for additional information about these options, which may include:

- Aegrotat (estimated) standing in the course
- Credit standing in the course
- Course withdrawal without penalty after the academic deadline to drop
- An extension of an incomplete grade (IN) beyond the one-term deadline to submit incomplete course work or complete a deferred final exam

Please see the Academic Appeals website for detailed information on the appeal process and options.

Arrangements that can be authorized by Queen’s Student Accessibility Services (QSAS):

• Students seeking academic accommodation 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 and contact Queen’s Student Accessibility Services (QSAS): 613-533-6467 or qsas.intake@queensu.ca.

Suggested Syllabus Template:

The Faculty Office supplies a template to be used for the class syllabus, with suggested information to be included that relates to academic consideration/accommodation. This will be distributed via email in the Summer term.
## COMPARING THE DIFFERENCES:
Request for Academic Consideration vs. 
Letter of Accommodation (LOA)

<table>
<thead>
<tr>
<th>Processed by:</th>
<th>Request for Academic Consideration</th>
<th>Letter of Accommodation (LOA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty of Arts &amp; Science</strong></td>
<td></td>
<td><strong>Queen’s Student Accessibility Services (QSAS)</strong></td>
</tr>
</tbody>
</table>

### Contact Information

**Request for Academic Consideration**
- **Academic Consideration Team**
  - **Phone:** 613-533-2470
  - **E-mail:** asc.consideration@queensu.ca

**Letter of Accommodation (LOA)**
- **Contact QSAS Accessibility Advisor who provided the LOA**
- **OR for general inquiries:**
  - **Phone:** 613-533-6000, ext. 77628
  - **E-mail:** qsas.intake@queensu.ca

### Definition

**Request for Academic Consideration**
An extenuating circumstance is a personal circumstance beyond the student’s control that has a direct and substantial impact on the student’s ability to meet essential academic requirements or standards.

The Policy on Academic Considerations for Students in Extenuating Circumstances enables students with extenuating circumstances to request academic consideration in a fair, reasonable and consistent manner.

**Letter of Accommodation (LOA)**
Any adaptation that reduces or eliminates barriers to participation, which arise when a student with a disability or verified functional impairment interacts with the academic environment.

Accommodations may be provided on an ongoing (Permanent LOA) basis, or on a temporary/short term (Temporary LOA) basis.

### Eligibility

**Request for Academic Consideration**
Students who are experiencing an extenuating circumstance which is beyond their control (up to 3 months).

**Examples of conditions include:**
- Short-term physical or mental illness (e.g., stomach flu, mononucleosis, pneumonia, short-term anxiety or depression)
- Serious injury (e.g., concussion/broken bone)
- Required treatment (e.g., surgery or medication side effects)
- Serious injury or illness of significant other (e.g., car accident)
- Bereavement (e.g., death of family member or close friend)
- Traumatic event (e.g., divorce, sexual assault)
- Officially representing the University in a sanctioned event

**Letter of Accommodation (LOA)**
Letters of Accommodation (LOAs) are provided to students with functional impacts or disabilities that create barriers to participation in an academic setting.

Students functional impacts may be ongoing/chronic (eg, hearing, visual, or mobility impairments; diabetes; cancer; ADHD; OCD; Learning disorders; anxiety; depression etc). or temporary (eg, concussion; broken dominant arm/hand, pregnancy etc.)
### What can be received?

**Examples of academic consideration include:**
- Excused absence, deferral, extension, modified schedule for assignments, projects, labs, or placements, alternate assignment, re-weighting of term marks, permission for an incomplete grade, or course withdrawal without penalty (requires an appeal to the Associate Dean Studies).

**Examples of academic accommodation include:**
- Extra time, different location, use of computer, adaptive technology, note-taking, alternate format (e.g., receiving textbooks in audio and/or electronic format), extensions, etc.

### Roles & Responsibilities

**Faculty Office Role**
- Review and verify documentation.
- Notify instructor(s) and student once documentation has been processed.
- Refer students to supports and services as appropriate.
- Work with students and instructors in cases where there are challenges determining reasonable academic consideration.

**SWS Wellness Services Role**
- Determine, in consultation with student, whether student meets criteria for temporary accommodation or if they fall under extenuating circumstances policy.
- Provide appropriate documentation to student based on determination above.
- If Consideration - complete Verification of Personal Health Condition or Verification of Confidential Extenuating Circumstances form and provide it directly to student to upload to online portal (See student responsibilities below).

**QSAS Accessibility Advisor Role**
- Determine academic accommodation.
- Provide Letter of Accommodation to student.

**SWS Wellness Services Role**
- Provide appropriate documentation to student based on determination above.
- If Temporary Accommodation – provide STAA form directly to QSAS.

**Exams Office Responsibilities**
- Arrange accommodations for centrally scheduled final exams (e.g., proctor, separate room, etc.).
**Student Role**

- Complete request for academic consideration through the online portal as soon as the need is apparent.
  - Short-term requests must be made within 4 days of the start of your extenuating circumstance
  - Long-term requests must be made before the end of the term but should be made as soon as possible.
- Upload supporting documentation if appropriate.
- Contact instructor as soon as possible to discuss their request and determine what academic consideration options can be granted.
- *Delays in submitting your consideration request or contacting your professors may result in limited academic consideration options being available*

**Comparing the Differences:**

**Request for Academic Consideration vs. Letter of Accommodation (LOA)**

- Notify the university, through QSAS, of any changes to medical diagnosis or changes to program of study that may require a review of your Letter of Accommodation.
- Provide this notification as early as possible, respecting any administrative deadlines (e.g., semester-specific deadlines to register for accommodated exams)
  - **In class timed assessments** (quizzes, tests, midterms): minimum of 2 weeks prior to date of timed assessment (preferred to be received by September 30th)
  - **Exam Period Assessments**: 10 business days before the date of the exam. Students registered with QSAS before November 15th (Fall) and March 15th (Winter) will be guaranteed their exam accommodations for the upcoming exam session.
- If receiving Interim Accommodations, and you wish for the accommodations to continue, provide QSAS with documentation meeting the QSAS documentation criteria.
- Collaborate with QSAS staff, instructors or graduate supervisors, Faculty/School office staff, SGS or others, as necessary, to develop, implement and update your academic accommodation plan.
- Communicate your accommodation plan to your instructors, graduate research supervisors, faculty administration, the Exams Office and others as appropriate and where classroom learning/evaluation accommodations are needed, with as much advance notice as possible
  - QSAS cannot retroactively provide accommodations to any in class deliverable (i.e., test, exam, assignment) if this step is not completed.
### COMPARING THE DIFFERENCES:
Request for Academic Consideration vs. Letter of Accommodation (LOA)

<table>
<thead>
<tr>
<th>Student Role (continued)</th>
<th>Instructor Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Notify QSAS immediately of difficulties in the implementation of any aspect of your academic accommodation plan</td>
<td>• Notify instructors in advance of deadlines with any intent to use an accommodation that would provide extra time, whether on assignments or on tests/exams.</td>
</tr>
<tr>
<td>• Notify instructors in advance of deadlines with any intent to use an accommodation that would provide extra time, whether on assignments or on tests/exams.</td>
<td></td>
</tr>
<tr>
<td>• The Faculty Office will notify instructor(s) via email of a student's request for academic consideration outlining the duration and severity/impact.</td>
<td>• As requested and required, the instructor will actively engage in the academic accommodation planning process with students with disabilities and QSAS by defining the essential academic requirements and standards to be considered when developing an academic accommodation plan, and consider a range of possible approaches and reasonable solutions to uphold essential academic requirements.</td>
</tr>
<tr>
<td>• It is the student’s responsibility to contact instructor(s) either by email or in-person to discuss their academic consideration request.</td>
<td></td>
</tr>
<tr>
<td>• The instructor will assess missed academic work and provide reasonable academic consideration, while maintaining essential academic requirements and standards. Please refer to the Instructor Handbook for arrangements that can be authorized by instructors. Students receiving academic consideration must still meet the learning outcomes/essential requirements for the course.</td>
<td></td>
</tr>
<tr>
<td>• 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 and confidentially destroyed as per the University’s records retention schedule.</td>
<td></td>
</tr>
</tbody>
</table>

Queen’s University Arts and Science
<table>
<thead>
<tr>
<th>Instructor Role (Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If the situation is particularly complex, or there is a reason that you cannot provide academic considerations for a lengthy absence, or there are repeated requests for academic consideration, refer the student to the Academic Consideration Team in the Faculty Office at: 613-533-2470 or <a href="mailto:asc.consideration@queensu.ca">asc.consideration@queensu.ca</a> OR the Deputy Academic Director as BISC at: <a href="mailto:bc.deputyAD@queensu.ca">bc.deputyAD@queensu.ca</a></td>
</tr>
<tr>
<td>• If it becomes apparent that a student will not have a full recovery within 3 months and that ongoing academic support may be required, direct the student to contact Queen’s Student Accessibility Services (QSAS) to register and request ongoing academic accommodation: 613-533-6000, ext. 77628 or <a href="mailto:qsas.intake@queensu.ca">qsas.intake@queensu.ca</a></td>
</tr>
</tbody>
</table>
Here below are some tips and tricks crowdsourced from faculty across Arts and Science.

**Tests and Quizzes**
- Re-weight component grades in students’ favour — increase weights of cumulative final exam if midterm mark is lower.
- For assignments or tests that are part of a series, allow students to count only the best results; e.g. count best 4 out of 5.
- Make midterm and even final exam optional. Students are given choice between two assignment formats.
- Set up consistent deferred exam writing date for a course or department, e.g. first Friday of the following term – make this an official exam sitting that is non-negotiable without documentation.
- Apply principles of universal design to give everyone extra time to write tests and quizzes. If extending time is allowed for a test, constrain space for answers, e.g., include text boxes in which students have to write.
- Design two versions of each quiz: one to be written in-class and a longer, take-home version
- Keep online quizzes open for a longer window on OnQ; suggestions ranged between 24 hours and 7 days (anytime up until the knowledge is needed for application purposes, e.g., lecture, lab).
- Deduct a percentage for late submissions, perhaps time limited, as opposed to not accepting late work.

**Large Assignments – e.g. essays, projects**
- Have assignments open for a long period, perhaps even all term. Allows students to manage their time more flexibly. At the same time, communicate clearly with students what the implication of missing deadline would be; teaching them to take responsibility for those consequences.
- Have soft and hard deadlines aligned with the consideration policy. Allow up to 3-day grace period on essays and major assignments. State clearly the consequences of missing soft and hard deadline.
- Have a designated absolutely final last date for missed assignments.
- Have alternative assignments with different deadlines.
- In a peer feedback assignment, pre-plan a ‘late pool’ of students who can peer review one another.
- Break a large project into parts (outline, bibliography, intro/review, discussion/conclusion), give each part a different deadline and mark it separately

**Frequent Small Stakes Components – e.g. labs, responses**
- Count only the best results in final grade (e.g. best 8 of 10).
- No late penalty for first late assignment.
- Set a deadline for the assignments, but a later date on which students start losing marks if they still haven’t submitted with a final date after which assignments will not be accepted.
- Have midnight deadlines, rather than in the middle of the day.
- Create more assignments in course, each worth smaller proportion of final grade.
- For mandatory attendance components, allow all students 2 (or more) classes that can be missed without penalty
- To deal with missed in-class assignments, create ahead of time a set make-up assignment with a 2-week extension (open on OnQ for 2 weeks). Make up assignment requires that a student reads an article because they missed the lecture.

---

**What is Universal Design for Learning?**

Universal Design for Learning (UDL) is an approach to teaching and learning, inspired by Universal Design, that uses cognitive science around how people learn to remove as many barriers to learning for as many people as possible. For more information on UDL, please see the Centre for Teaching and Learning website.

---

**Using Universal Design to Facilitate Consideration**

**What is Universal Design for Learning?**

Universal Design for Learning (UDL) is an approach to teaching and learning, inspired by Universal Design, that uses cognitive science around how people learn to remove as many barriers to learning for as many people as possible. For more information on UDL, please see the Centre for Teaching and Learning website.
• Allow students to elect not to do in-class assignments and have 10% added to the final exam
• In seminar classes, don’t mark participation on a weekly basis—instead assign a global mark at the end of the year. Keep notes on a weekly basis to aid your memory!
• For labs and presentations, set aside last 2 weeks of the term for presentation of missed work.

Suggestions for language that might be used in syllabi:

“This assignment has been designed with flexibility for academic consideration for all students in mind. No “Short-Term Requests for Academic Consideration” pertaining to this assignment will be approved, except in very exceptional circumstances on a case-by-case basis.”

Could add language to capture the list above of potential universal remedies from which instructors could choose:

“There may be a time when you are unable to complete a quiz or attend class for personal reasons. To build in some flexibility for all students,

• only your X best quizzes (of Y) will count towards your quiz grade.”

• each assignment will have a 3-day grace period. That is, your assignments are due on the due date in OnQ but will be accepted, without penalty, up to 72 hours afterwards. Assignment dropboxes will close 72 hours after the published deadline and assignments not submitted by that time will receive a ‘0’ [or late penalties (as described in the syllabus) will apply].”

• There are X midterm tests as well as a cumulative final exam. Should you do better on your final exam than one or more of your midterms, your lowest midterm test score will be dropped and that weight added to your final exam.”

• “Students receiving permission to write a deferred final exam will be expected to come to campus to write their exam on Friday, January Xth, time and location TBA. Requests for individualized deferred exam dates cannot be accommodated.”

If you are providing a time period for an assessment that is longer than assessment requirements, (e.g. an exam that is available to take within a 48 hour window, or a take home exam that should take 3 hours, but students have 3 days to complete), your assessment already has universal design built into it. Assessments that have universal design built into it are not eligible for short-term requests for Academic Consideration.
**FREQUENTLY ASKED QUESTIONS**

1) **Can I ask students for information about their extenuating circumstance?**

To maintain the student’s privacy, please do not ask the student for more information about their extenuating circumstance, for medical notes, or to upload correspondence to OnQ or another online platform which may include personal information. If you require verification of a student’s circumstance to be tracked in any way, the student is copied on the verification email you receive and may use this correspondence for this purpose.

2) **How many requests for Consideration can a student make?**

There is no set limit on the number of Academic Consideration requests a student can make. The Faculty Office does audit how many Academic Consideration requests a student submits but the purpose of this is not to limit or cut-off further requests. At a certain point, the student will be required to meet with the Academic Consideration Manager in the Faculty Office to ensure that they have adequate support for their health and wellness needs before they are able to submit further requests.

Students receiving Academic Considerations must meet all essential academic requirements/learning outcomes and standards of the course. If Academic Consideration is not possible, the student should be referred to an Academic Advisor to discuss reducing course load and/or appeal options, etc. The student is informed that Academic Consideration does not guarantee academic achievement in a course/program.

3) **What if a student from another Faculty is taking my FAS course?**

Students in other Faculties and Schools who are enrolled in this course should refer to the Academic Consideration protocol for their home Faculty. This means you will receive requests from other Faculties’ Consideration departments.

4) **How long do requests take to be processed?**

Requests are deemed valid unless instructors are notified otherwise by our office. Our office aims to review these requests within 1 business day of submission. When this is not possible (long weekends, peak periods) requests are always reviewed within 2 business days. If our team requires additional time to follow up with the student or if the request has not been verified, we will notify you by email.

Updates and withdrawals of requests occur in less than 5% of all short-term requests, so we ask that these requests are assumed valid until instructors are notified otherwise.

If you receive a short-term withdrawal and you have already provided Academic Consideration in good faith, instructors have the right to withdraw/remove the consideration provided to date.
FREQUENTLY ASKED QUESTIONS

Long-term Requests

As students are given 5 business days to submit supporting documentation, long-term requests can take between 2 – 6 business days to be processed. If our office needs longer than 6 business days, we will contact you to advise of any processing delays.

7) The student's request does not cover the date of the deliverable. How should I attend to this?

Our office verifies requests for Academic Consideration based on clearly defined dates listed on supporting documentation. If a student would like our office to verify a longer period of time to cover the date of an assignment, they will need to provide additional documentation. This can be sent to our office at asc.consideration@queensu.ca to extend the request.

Please note that in cases where the student needs an additional day or two beyond the verified timeline, instructors have discretion extend Academic Consideration beyond the verified timeline should they deem appropriate.

8) If I offer universal design in my course, do I need to grant further Academic Consideration?

If universal design is clearly listed in your course syllabus, you do not need to grant further short-term requests for Academic Consideration as it has already been offered to the entire class. However, we would encourage you to direct students experiencing a long-term extenuating circumstance to submit a long-term request via the Academic Consideration Request Portal for our office to review. Long-term requests require valid supporting documentation. We encourage Instructors to provide additional Consideration in these cases since the student may have been impacted for both the original and extended deadline offered through universal design.

9) What is a reasonable length of time to allow students to follow up with me to arrange for Consideration? What if they don't contact me at all?

Students are notified that it is their responsibility to follow-up with you as soon as possible to discuss the Academic Consideration options available given the deliverable being missed.

There is no standard timeline for when this communication needs to occur; however, if a student delays following up with you, then there may be limits on the types of Consideration available to the student, if consideration can be offered at all.

There are many reasons for not having a set timeline. Perhaps the student is ill beyond the verified timeline or does not have regular access to the internet, etc. and leaving this open-ended allows for flexibility. We also recognize that courses are offered in many different formats - for example, accelerated summer courses may warrant quicker communication compared to those offered during the Fall/Winter terms. As such, the Professor is best positioned to determine a suitable timeline for communication for their specific courses.

If there is a standard timeline you wish to set, we would recommend adding information about your communication expectations to your course syllabus. If you were to do so, we would encourage you to leave room for flexibility in cases where students are unable to contact you within set guidelines.

If the student does not contact you at all, we would encourage you to grade their work accordingly.
10) Can I deny Consideration requests?
Academic Consideration is a good faith process. Although we encourage Instructors to honour requests where possible, there are cases where denying requests would be warranted (e.g. for short-term requests where Universal Design has been employed, if a student has not completed a proportional amount of coursework, etc.). In these cases, other academic remedies may be more beneficial for the student, and we recommend directing the student to speak to an Academic Advisor regarding appeal options (i.e.: late drop, aegrotat standing, etc.). Please direct students to our advising webpage for up-to-date information regarding making appointments.

11) A student has provided me with an LOA (Letter of Accommodation) - what is it & what do I do with it?
Letters of Accommodation (LOAs) are provided by Queen’s Student Accessibility Services (QSAS) to students with functional limitations or disabilities. If you receive an LOA from a student, you have a legal duty to accommodate the student in your course. If you have questions about the LOA or how it can be administered, please contact the issuing provider or see the Educator Rights & Responsibilities section under "Accessibility Services" and "Faculty and Staff" on the Student Wellness Services website. For more information see the “Academic Consideration vs. Academic Accommodation” chart above.

12) What if a request is verified beyond the end of the academic term?
The role of the Academic Consideration team is to validate the duration and severity of a student’s circumstance. This can sometimes mean that a student’s request is validated beyond the end of the academic term. Professors should evaluate the student’s academic progress to determine which academic remedy would best assist the student:

• In cases where a student has one outstanding requirement or has missed a small percentage of the course, the instructor may decide to grant an Incomplete (IN) grade (see “When should Instructors provide an Incomplete (IN) grade?” below for more information).

• In the following cases, it may be more appropriate to counsel the student to submit an Academic Appeal to late drop the course.
  o If the student has not completed a significant portion of the course and can no longer meet the learning outcomes.
  o Sometimes the design of the course requires the student to participate in continued practice and feedback, or to perform work in a group or lab setting. As the course will have ended, the student may not have the opportunity to work with others or receive cumulative feedback. If these aspects of the course are essential to the learning outcomes of the outstanding requirements

13) When should instructors give an Incomplete (IN) grade?
As per Academic Regulation 10.3.4: In cases where a student will receive a failing grade if all outstanding work is not completed or the exam is not written, an IN grade will be submitted by the instructor. A grade of IN will not be included in the determination of a student’s GPA, and any course with an IN designation may not be counted for credit towards a degree program.

If the outstanding work is not submitted by the end of the subsequent term, the IN grade will lapse to an F (Failure) and will be included in the student’s GPA.
In cases where a student will pass the course even if the outstanding work is not completed or the exam is not written, the actual earned letter grade will be assigned. The letter grade shall be included in the student's GPA and may be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the original letter grade shall stand.

So, for example, if this student has a D grade, and would receive a D grade even if they did not complete the outstanding work, then an instructor would input a D rather than an IN. If the student is already failing the course, then the instructor would submit an IN – if the student does not complete the outstanding work then the grade would change from IN to F at the end of the subsequent term.

Anything beyond the subsequent term would require the student to submit an Academic Appeal to the Associate Dean (Studies) to allow an extension of the Incomplete.

All students must meet all essential academic requirements/learning outcomes and standards of the course. If instructors are unsure as to whether or not academic consideration is an option, please contact an Academic Consideration Team at the Faculty Office for support.

14) A student submitted a request for a course that was offered in a previous term. Is this permitted?

Yes and no. Students are expected to submit requests for Academic Consideration in the academic term for which the course is being offered. However, there are two possible exceptions where we would permit requests pertaining to previous terms:

- If the student experienced a substantial extenuating circumstance which impacted their ability to submit a request for Consideration before the end of the academic term (i.e.: the student was in a coma), leeway may be provided to the student IF grades have not yet been posted. Please encourage the student to contact our office at asc.consideration@queensu.ca so we can assist them in determining whether the Consideration or Academic Appeal process would be appropriate in their specific case.

- If the student has been granted an incomplete (IN) grade in the course and they experience a new extenuating circumstance which impacts new deadlines, students will be able to submit requests. For example, the student has been granted an IN in a Winter term course and negotiated a new deadline for an outstanding essay for July 15th; however, one of the student’s family members passed away on July 12th. The student can submit a new request pertaining to this circumstance. The professor will receive a request for Consideration pertaining to the current academic term as the circumstance occurs in the new semester.

15) When should Instructors advise students to contact the Faculty regarding appeal options?

Depending on the timing and impact of the extenuating circumstances, the student may not be able to engage in academic tasks to the extent that dropping the course should be considered.

Instructors should refer students to speak with an Academic Advisor or the Academic Consideration Team in the Faculty Office to consider dropping a course before the academic deadline. Dropping a course after the academic deadline requires an Academic Appeal to the Associate Dean (Studies).
16) What is the difference between “re-weighting” and an Aegrotat Standing?

Re-weighting of marks: Allocation/shifting of marks associated with missed academic work to another academic requirement that assesses similar learning outcomes. This type of academic consideration should be used mainly when:

- A student has missed a small component of academic work; and/or
- It is not possible to have the same assessment at a later time because the component has been compromised (i.e., answers posted or material covered in class); or
- It is not possible to set an alternative assessment (with the same learning outcomes).
- It is possible to redistribute marks on a mid-term to a final exam when the final exam assesses the same learning outcomes as the mid-term. However, it is not recommended if it puts the student in a Pass/Fail situation. It is not possible to retroactively redistribute marks from a missed final exam (or a comprehensive/end of term assignment) to a previous component of the course. If this final component of the course is missed, the preferred option will be to give the student an Incomplete (with a deferred exam or an extension of the assignment). The alternative option would require an Academic Appeal to the Associate Dean (Studies) for Aegrotat Standing, which is only possible when the student has completed at least 60% of the course and has demonstrated achievement of the course learning outcomes.

Aegrotat Standing (Academic Regulation 10.3.1): Aegrotat Estimated Standing in a course is reserved for situations in which a student, who has completed and passed the majority of the work for a course, but because of illness or other extenuating circumstances beyond his or her control, is unable to complete all the work of the course (see Academic Regulation 6). Aegrotat grades will be included in the student’s grade point average (GPA), can be used as credit earned towards a degree program, and can be used to qualify for entry to a degree Plan.

A student seeking Aegrotat Standing in a class must submit a formal Academic Appeal to the Associate Dean (Studies). As part of the appeal, the instructor must indicate whether the student has demonstrated an understanding of the class material and must provide an estimation of the student’s grade in the class based on the work completed. If the request is granted, this estimated letter grade will appear on the student’s transcript together with a note reading “Aegrotat Estimated Grade.” Students may be granted Aegrotat and/or credit standing for a maximum of 36.0 units during their entire program.

17) What to do when an instructor teaches one half of a full-year course?

It is the student’s responsibility to contact the instructor teaching the portion of the course to which academic consideration applies. Should the instructor no longer be available to contact, then students should be directed to contact the Department Head for support.

Instructors should also update their auto-e-mails to direct students to contact the Department Head after the portion of the course that they are teaching has ended.
18) What should departments do if the instructor is on sabbatical or their contract has ended?

It is the responsibility of the Department Head to assign a new instructor to oversee any Incomplete (IN) grades for courses for which the instructor is on sabbatical or if their contract has ended. Instructors who are on sabbatical or have completed their contract should also update their auto-e-mails to direct students to contact the Department Head after the course has ended.

19) A student in my course needs to defer their exam. How is this arranged?

If the request for academic consideration pertains to a time period when a final examination is scheduled, please note that the decision to defer an exam is at the discretion of the Instructor. Deferred examinations may be scheduled as early as the day after the student’s consideration period ends or up to maximum of the end of the subsequent term.

On-Campus/Online: The central Exams Office will communicate pertinent deferral information and deadlines with Professors prior to each exam period. Although their office coordinates most deferrals, there are circumstances where the Professor may arrange for their own exams. Please refer to this semestery correspondence for further details and contact exams@queensu.ca, should you have additional questions.

BISC: Professors offering exam deferrals for courses at the Bader International Study Centre (BISC) should notify Deputy Director, Dr. Anna Taylor at: bc.deputyad@queensu.ca.

20) A student in my course has been granted Academic Accommodation. How do I arrange an accommodated exam?

It is the student’s responsibility to contact the Professor 10 business days before the date of the exam. Students registered with QSAS before November 15th (Fall) and March 15th (Winter) will be guaranteed their exam accommodations for the upcoming exam session.

If a student is granted Accommodation less than 10 days prior to an exam, they may be eligible for Consideration and an exam deferral instead.

On-Campus/Online: The central Exams Office will communicate pertinent accommodated exam information and deadlines with Professors prior to each exam period. Please refer to this semestery correspondence for further details and contact exams@queensu.ca, should you have additional questions.

BISC: Professors offering exam deferrals for courses at the Bader International Study Centre (BISC) should notify Deputy Director, Dr. Anna Taylor at: bc.deputyad@queensu.ca.

21) Who do I contact if I have questions?

Please review the Frequently Asked Questions sections above, as they contain many common answers. You may be able to find an answer quicker than reaching out to us as emails can take between 2 – 5 business days to receive a response.

If you still have questions after reviewing the information listed on this page, please contact our team by email at asc.consideration@queensu.ca or by calling us at 613-533-2470 during our office hours:

- Tuesdays: 2:00pm - 3:30pm
- Thursdays: 10:30am – 12:00pm