

To: Ryerson Community
From: Academic Policy Review Committee (APRC)
Date: 25 February 2019
Re: Policy on Academic Consideration: Health Certificates & Self-Declaration

Background and Context

Early in the comprehensive review of several Senate policies, it was determined that a clear distinction between *academic accommodation* and *academic consideration* needed to be made. Various policy revisions reflect that direction, and the APRC hopes to bring forward a new policy on Academic Consideration before the end of this Senate session. This document is intended to frame community discussion on one aspect of academic consideration: the conditions and circumstances under which academic consideration will be made available to students who, for health reasons, miss a test or exam, or require an extension of a published deadline.

Actions to date

In its report to Senate on 31 January 2017 (pp. 12-20 of the [Senate Agenda Package](#)), the APRC summarized its findings from stakeholder consultations regarding the policy and procedures for requesting academic consideration for missed work based on medical grounds, and introduced a revised [Health Certificate](#) intended to resolve some of the shortcomings of the previous medical certificate.

A major issue raised in the consultations was the need for clear and consistent procedures for processing requests for academic consideration. That need has been partially met with the introduction and piloting of an online *Academic Consideration Request* (ACR). In its report to Senate on December 4, 2018 (pp. 29-35 of the [Senate Agenda Package](#)), the APRC explained the online pilot (conducted in TRSM, and analysed by Associate Dean Allen Goss), reported on the mostly positive feedback received, and set out a timeline to reach full university-wide adoption. It also proposed further pilots to permit the submission of all supporting documentation only through the online system (currently, hard copies are to be submitted to program offices). Finally, it recommended that the system be expanded and adapted to allow students to submit requests for consideration based on compassionate grounds; for Varsity (University-sanctioned) activities; and for academic accommodation based on religious, Aboriginal and spiritual observance. This work is ongoing, and it will be possible to use data from 2018/19 to further inform decision-making.

The TRSM pilot project did much more than demonstrate the workability of, and general satisfaction with, the online ACR. It also enabled the compilation and analysis of usage statistics. Dr. Goss provided the APRC with a detailed report which, among other things, highlighted the following:

- Over the 2017/18 academic year, TRSM students submitted just under 5,000 health certificates, covering approximately 7,000 missed obligations. Use of health certificates was widespread, with approximately 20% of the students at TRSM submitting at least one health certificate in that year.
 - The Ontario Health Insurance Plan (OHIP) is almost certainly being billed for an office visit for each Health Certificate submitted. This translates to approximately \$300,000 for TRSM alone in 2017/18. If the use of Health Certificates is proportionate in other faculties, OHIP is paying about \$1.2 million annually to supply Ryerson Health Certificates
 - In addition to the OHIP charge for an office visit, many physicians charge \$25 to \$40 per certificate. Assuming they all did, the cost to TRSM students in 2017/18 exceeded \$125,000. Again assuming the use of Health Certificates to be proportionate in other faculties, the total cost to Ryerson students could approach \$500,000 annually.
- four patterns of submission suggest a complex interrelationship between students' experience of medical and academic challenges.
 1. the certificates cluster around midterm and final exams, in all three semesters (thus unrelated to seasons of the year);
 2. even after receiving ACRs, 35% of the students submitting the certificates either failed or dropped the course in question;
 3. there was a strong correlation between the course difficulty (measured by average grade attained by all students) and the number of health certificates submitted for that course;
 4. students with lower CGPAs were more likely to submit certificates, regardless of the difficulty of the course in question.

Taken together, these four observations suggest that use of health certificates is strongly correlated to academic challenges, and, presumably, stress.

The second major pilot project undertaken in 2017/18 was in the Department of Mechanical and Industrial Engineering in the Faculty of Engineering and Architectural Science. Undergraduate MIE students who were seeking academic consideration were allowed – under defined circumstances – to use a self-declaration form rather than a Ryerson Health Certificate or other documentation if health or personal circumstances significantly impaired their ability to meet their academic obligations. The results of that pilot project were discussed in some detail in the 04 Dec 2018 report to Senate (pp. 29-35 of the [Senate Agenda Package](#)) and highlights are included in the discussion below.

Problem Definition and Identification

Given what we have learned from the pilot projects and early consultations, it is possible to identify a number of problems with the policy framework around academic consideration. These can be summarized under two headings: cost and practicalities.

Cost

The current policy framework is a costly one.

- as noted above, it incurs significant monetary costs to Ontario's publicly-funded health care system and also to affected Ryerson students
- Although not easy to monetize, it also creates substantial costs to the University in terms of

- administrative cost as staff spend increasing amounts of time to administer the flow of health certificates
- the burden placed on faculty when they have to produce and organize multiple exams
- pressure placed on the Test Centre and alternate means of administering makeup tests and exams
- there is a very real non-monetary cost to students as well as they spend a lot of time obtaining and submitting health certificates ... time that would be better spent on the missed work

Practicalities

- health-related implications
 - the requirement to submit hard copies of documentation means that front-line staff are often exposed to ill students
 - requiring students to visit physicians' offices when they are sick but don't require treatment, exposes vulnerable populations (the elderly, the young, and the immune-compromised) to illnesses
- effective course management is undermined when schedules of entire classes must be rearranged around late submissions and makeups (e.g., delaying the release of answers until everything is submitted);
- the principle of fairness is undermined when over-committed students often accept a late penalty, while colleagues who submit a health certificate have the late penalty waived;
- equity principles are undermined because the current system privileges
 - students who can afford to pay the fee(s) charged by a Health Care Provider (HCP) for a health certificate
 - students who have ready access to a HCP. Some students, especially international students, may not have a family physician. Moreover, students without ready access to an HCP can't always get an appointment when they are sick – even at Ryerson's Medical Centre

Principles / Goals

The current policy framework seems to be driven by two groups of goals that are somewhat contradictory; but to them we could add a third group of *desired* goals, most of which are operational.

1) Student well-being

The starting point of any policy on academic consideration should be student health and well-being. From that flows the overarching goal of ensuring that students who experience health or other challenges receive reasonable consideration that will allow them to continue their studies and be successful without undue hardship or cost. Operationalizing those broad goals, in today's complex age, suggests the need to recognize a couple of subsidiary goals: to recognize the breadth of reasons consideration may be needed; and to treat students as adults who are active partners in their academic journeys.

2) Prevention of abuse

As the 31 January 2017 report to Senate noted:

There is a widespread perception among faculty, staff and students that there is significant abuse of the current medical note system, with some students who are not sick obtaining medical notes to obtain an academic advantage or to manage their workload/exam schedule.

What logically flows from that observation are mechanisms to combat perceived abuse.

3) Operational

Goals in this category relate to the mostly to the administration of policy and include

- Reduce the financial cost to both students and OHIP
- Improve efficiency for students
- Lessen the administrative burden on faculty and staff
 - Increase efficiency (particularly for staff)
 - Decrease the burden on faculty in the providing whatever special arrangements flow from the recognition of academic consideration

Surveying the current policy requirements, and the ways in which the policy is experienced “on the ground,” it seems that much of the procedural machinery currently in place assumes the first set of goals is being met, and concentrates instead on the second. Can these seemingly contradictory goals be reconciled – and the third set of goals incorporated – in a policy on academic consideration?

The question to be examined in this discussion is whether the goal could be met more efficiently and effectively in ways other than the system of Health Certificates currently in place. The secondary question is what would be gained and what would be lost in the adoption of alternate approaches. These questions will be explored in the “policy options” section below.

Policy Options and Analysis

1) Do nothing

Strengths

The current system has some strengths. No evidence has been uncovered to suggest that students in need of academic consideration are not getting it. It has attempted to strike a balance between student well-being and prevention of abuse. It is relatively well-understood by students, their advocates, faculty, and administrators. Improvements such as the online Academic Consideration Request (ACR) have improved administrative efficiency.

Weaknesses

As the “Problem Definition/Identification” section above makes clear, the current system has some other serious deficiencies. In addition to the items enumerated there, the TRSM data indicate some other disturbing facts about use. The existing health certificates are being used:

- disproportionately by students whose CGPA is at or near 1.67
- by students in courses perceived to be difficult
- by students who have time management problems (too many courses, too many assignments due at approximately the same time, etc.)

Moreover, data from the TRSM pilot, the Department of Mechanical and Industrial Engineering (MIE) pilot, and from the committees consultations, show that the existing health certificates are typically sought after condition no longer exists, so the Health Care Provider (HCP) is left to simply report on whatever the student tells him/her. As the 31 January 2017 report to Senate noted:

[T]he current policy allows students to submit the medical certificate three days after the missed evaluation. By the time students make their medical visit they often show no signs of illness and HCPs base their assessment on students' self-report of illness. In this respect, the current system is like a self-declaration system. More generally doctors aren't always able to 'verify' certain illnesses. Many illnesses have few or no objective signs, and thus many medical certificates have no real value as the doctor can only repeat what the patient says.

2) Self-Declarations

Strengths

A system of self-declarations has many strengths. The biggest, perhaps, is that the University would fundamentally change its relationship with our students. Instead of demanding third-party verification (suggesting students cannot be trusted), we would be treating our students as partners in their own education. Students are adults: they juggle many competing priorities while completing their studies and occasionally they need to reschedule an academic obligation.

Other universities have also recognized the problems enumerated here (and others) and have moved to some form of self-declaration. Though not an exhaustive investigation, it is possible to note that Alberta (UofA), British Columbia (UBC), Calgary (UofC), Carleton, Dalhousie, Queen's, Saskatchewan (UofS), and some departments at Toronto (UofT) have all adopted some form of self-declaration.

A major advantage of adopting a system of self-declarations is that it can be tailored to meet specific needs and circumstances. It does not seem that any other institution has embraced a totally open-ended system of self-declaration which could be applied to any type of evaluative instrument, for unlimited duration, and covering unlimited number of missed obligations. Each of the other universities surveyed, for example, has accepted self-declaration as a general principle, but has then applied specific limits to the ways in which self-declaration can be used (See Appendix A). The limits involve the following variables:

- under what circumstances is self-declaration permitted?
 - what type of evaluative instrument? (e.g., many do not permit it for final exams)
 - is the duration of absence limited? (e.g., some specify absences of 3 days or less)
- how many self-declarations are permitted per term? Per academic year?
 - how many instances?
 - how many missed obligations?
- University-wide vs. application by Faculty
 - while university-wide application would be preferable to ensure administrative consistency, it is possible to make allowances for Faculty-specific differences.

One variation on the theme of self-declaration is the use of sworn declarations (UofA, UBC Allard Law School).

Weaknesses

The biggest weakness of a system of self-declaration may be more a perception than a reality. It is that allowing those not certifiably ill to defer an exam or other deadline will encourage more students to do so (i.e., it will promote more abuse and a cascade of related effects). However, data from the Dept of MIE do not support this scenario. The ongoing pilot in the Dept of MIE allows students to

submit up to two self-declarations per year to defer a test/assignments (but not final exams). The Dept has seen no increase in the number of students requesting one or two considerations per year, and concluded that the students who used the self-declarations would likely have submitted health certificates if self-declaration had not been an option, and were the same students who were most likely to submit multiple health certificates.

Recommendations

1. Continue to work toward University-wide use of the online *Academic Consideration Request (ACR)*
2. Continue to monitor the implementation of supporting documentation on the online *Academic Consideration Request (ACR)* system.
3. Devise a mechanism to ensure that Program Departments are notified, and follow up with students who submit a second (third?) request for academic consideration in any semester. As the 31 January 2017 report to Senate noted: *There was also a strong correlation between frequent medical note submission and poor academic performance, suggesting that intervention is warranted in these cases."*
4. Adopt a system of limited self-declaration
 - a. not permitted for final exams
 - b. may be used when absence is for three (3) days or less, regardless of the number of obligations that are due within that time period
 - c. allow two (2) self-declarations per term
 - d. apply University-wide
5. Improve the way in which makeup tests and exams are administered
[Note: the Course Management Policy sub-committee is addressing the Test Centre and the issue of makeup tests/exams more generally, including the question of whether alternate mechanisms (e.g., tests scheduled and invigilated by Departments or Faculties) should be sanctioned by the University]
 - a. automatic second date
 - b. ensure academic integrity of makeup
 - c. enhanced Test Centre Capacity

University	Policy	Directives and related forms	Notable in the language
Queen's University	Academic Consideration for Students in Extenuating Circumstances	<p>1) Self Declaration of <i>Brief Absence</i> (recovery < 48 hours) https://www.queensu.ca/artsci/sites/default/files/self-declaration-of-brief-absence-up-to-48-hours-form.pdf</p> <p>2) Academic Consideration for Students in <i>Extenuating Circumstances</i> Short-term (recovery > 48 hours but < 3 mos) http://queensu.ca/studentwellness/resources/students-extenuating-circumstances http://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swww/files/files/Request%20for%20Academic%20Consideration%20for%20Extenuating%20Circumstances%20March%202018%20fillable.pdf http://www.queensu.ca/studentwellness/sites/webpublish.queensu.ca.swww/files/files/Verification%20of%20Personal%20Health%20Condition%20Form%20August%202018%20fillable.pdf</p>	<p>a) If students are unable to write a final exam AND they have exam accommodations through QSAS, they must notify the Exams Office (613-533-2101 or exams@queensu.ca) or you will be charged a no-show fee.</p> <p>Exclusions:</p> <p>1. Students who have personal or family events (e.g. vacations, weddings), transportation or technological difficulties, or other <i>competing commitments</i> should consult directly with their instructors or Faculty/ School Office.</p> <p>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 <i>should seek out supports and services from Student Wellness Services or other campus or personal/professional supports.</i></p> <p>a) Students who require academic consideration for a <i>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</i>. 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.</p> <p>b) 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 policy 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).</p> <p>c) 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</p>

<p>Queen's cont'n'd</p>	<p>Academic Accommodations for Students with Disabilities</p> <p><u>Policies referenced:</u> https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.usl/www/files/files/policies/senateandtrustees/AcademicAccommodationsStudentsDisabilitiesProcedure.pdf</p>	<p>3) Academic Consideration for Students in <i>Extenuating Circumstances</i> Long-term (3 mos)</p> <p>http://queensu.ca/studentwellness/resources/students-extenuating-circumstances</p> <p>4) Academic Accommodations for Students with Disabilities. (A health condition that is creating an extenuating circumstance where you are unable to meet some or all of your academic obligations for longer than 48-72 hours) ¹</p> <p>http://www.queensu.ca/studentwellness/health-services/services-offered/sick-notes</p> <p>http://www.queensu.ca/studentwellness/accessibility-services/information-students/documentation-requirements</p>	<p>seek academic accommodations for students with temporary or permanent disabilities or diagnosed health conditions.</p> <p>a) Students who do not anticipate a full recovery or return to academic functioning within 3 months <u>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)</u>. 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 other campus supports or personal /professional supports as appropriate.</p> <p>a) Students with long term health conditions or disability are advised to seek academic accommodation from <u>Queen's Student Accessibility Services in Student Wellness Services</u>.</p> <p>Quotes "The mandate of QSAS", informed by the Ontario Human Rights Code, is to provide individualized academic accommodations to equalize learning opportunities</p> <p>Disclosing a diagnosis <u>is a choice</u> and is not required to receive accommodations from QSAS.</p> <p>Students with a learning disability will need to submit a recent psychoeducational assessment (last 3 years). Please refer to website for more information</p>
<p>Carleton University</p>	<p>Online Final Examination - Deferral</p> <p><u>Policies referenced:</u> Section 2.4, 2.5, 2.5.1 and 2.5.2 of the Undergraduate Calendar.</p>	<p>1) Online Final Examination - Deferral Application Form</p> <p>The Registrar's Office - online application for final examination and final take-home examination deferrals. Application document here.</p> <p>All deferral requests are to be submitted using the <u>online deferral application</u>. Instant confirmation that the application has been received. Further, a formal response will be sent within 2 business days through your CUmail email address.</p>	<p>a) Students are expected to be available for the duration of a course including the examination period. Dates and deadlines are made available to students in the Carleton University Undergraduate Calendar well in advance of registration; the dates are listed here</p> <p>b) Occasionally, students encounter circumstances beyond their control where they may not be able to write a final examination or submit a take-home examination. Examples of this would be a serious illness or the death of a family member. If you miss a final examination and/or fail to submit a take-home examination by the due date, you may apply for a deferral as per the University Regulations</p>

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<p>Carleton cont'n'd</p>	<p>Self-declaration of short-term illness</p>	<p>The form allows you to upload the request as well as your supporting documentation.</p> <p>Not to be used for term work, final assignments or mid-term examinations. <i>Such requests must be sent directly to your instructor.</i></p> <p>https://payments.carleton.ca/registrar/online-deferral-application/</p> <p>2) Self-declaration of Short-term Illness Form</p> <p>The Registrar's Office is piloting - self-declaration of short-term illness form.</p> <p>Can be utilized to support request for a deferral of final examination or final take-home examination.</p> <p>Only to be used for final examination and final take-home examination deferral requests.</p> <p>https://carleton.ca/registrar/wp-content/uploads/Deferral-Application_Self-declaration.pdf</p>	<p>Explicit: Please note that by completing and submitting a Deferral Application you are authorizing the Registrar's Office to contact those who have provided documentation submitted with your application, including but not limited to medical documentation, for purposes of verifying authenticity.</p> <p>a) Where the medical illness is short-term (less than 48 hours in duration), <i>students may use this form in place of a medical certificate in support of a petition for deferral of a final examination or take-home final examination.</i> This form should not be used to support non-medical deferrals or to report chronic illness, concussion or life-threatening illness.</p> <p>b) Note: Students submitting an Undergraduate Academic Petition for consideration of other academic matters will require a physician's note where medical grounds are being put forward as the basis for special consideration; additionally, they may be required to provide additional information in addition to medical documentation.</p>
<p>University of British Columbia (UBC)</p>	<p>Academic Concession</p> <p>Academic Accommodation for students with disabilities</p> <p><u>Policies referenced:</u></p>	<p>1) Conflicting Responsibilities</p> <p>May include, but may not be limited to: representing the University, the province or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support oneself or one's family; and having responsibility for the care of a family member.</p> <p>2) Unforeseen Events.</p> <p>Unforeseen events include, but may not be limited to: ill health or other personal challenges that arise during a term; and changes in the requirements of an on-going job.</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0</p>	<p>The University is committed to supporting students in their academic pursuits. Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Generally, such circumstances fall into one of two categories, conflicting responsibilities and unforeseen events.</p> <p>Students who, because of unforeseen events, are absent during the term and are unable to complete tests or other graded work, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given them at the start of the course (see Grading Practices). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for.</p> <p>The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access university services, programs, and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent</p>

<p>Allard Law School at UBC</p>	<p>Accommodation for Students with Disabilities https://www.universitycounsel.ubc.ca/files/2019/02/policy73.pdf</p> <p>Religious Holidays https://www.universitycounsel.ubc.ca/files/2010/08/policy65.pdf</p> <p>Procedures Governing Allard Law Students' Academic Concession Requests</p> <p><u>Policies referenced:</u></p> <p>http://www.allard.ubc.ca/sites/www.allard.ubc.ca/files/uploads/JD/procedures_governing_academic_concession_requests.pdf</p>	<p>Allard Law School Declaration of Illness (self)</p> <p>http://www.allard.ubc.ca/sites/www.allard.ubc.ca/files/uploads/JD/student_declaration_of_illness.pdf</p> <p>I declare, confirm and acknowledge that:</p> <ol style="list-style-type: none"> 1. the submission of false information on the Request Form and Declaration will be considered a form of academic misconduct and investigated and penalized accordingly; 2. A recent, temporary illness (such as a flu/cough/severe cold) has impacted or is impacting my academic performance; 3. the details and report of that illness as set out in the Request Form accompanying this Declaration are true and accurate; 4. the Allard School of Law reserves the right to request medical documentation, and will require medical documentation in the event of repeated academic concession requests; and 5. the submission of this Declaration does not ensure the granting of the academic concession request, such determination to be made by the Chair of the Academic Procedures Committee. 	<p>treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.</p> <p>This Declaration is intended to replace a medical note or certificate (pursuant to the terms set in the document) otherwise required per the Allard School of Law's Procedures Governing Requests for Academic Concession (the "Procedures"). This Declaration must be submitted with either a completed and detailed Examination Accommodation Request Form or Paper or Assignment Extension Request Form (the "Request Form"). Submission of this Declaration does not guarantee approval of the requested academic concession(s).</p> <ul style="list-style-type: none"> ● Students may only submit a Declaration once per term; ● Students may not use a Declaration to support an absence from class or a paper extension of more than 7 consecutive days; and ● The Allard School of Law reserves the right to require medical documentation at its sole discretion.
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<p>Dalhousie University</p>	<p>Student Absence Declaration</p> <p>Policies referenced;</p> <p>https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence.html</p>	<p>Student Absence Declaration</p> <p>1) Introduced in select courses to replace sick notes for absences of three days or fewer that result in missed or late academic requirements.</p> <p>a) functions the same as a sick note. Instructor makes the decision on whether they will arrange alternate coursework, tests, etc. This form will not be accepted for missed final examinations or other final course requirements</p> <p>b) Can only be submitted up to two (2) separate times per course during a term.</p> <p>https://cdn.dal.ca/content/dam/dalhousie/pdf/faculty/computerscience/forms/StudentDeclarationofAbsenceFORM.pdf/subassets/page1.pdf</p>	<p>The submission of the form does not provide an automatic exemption from any academic requirements that were missed or late during an absence. Any alternate coursework arrangements for missed or late academic requirements are at the discretion of individual course instructor(s).</p> <p>This form is intended for short-term (1-3 consecutive days), unanticipated absences due to minor illness or distress (including caregiving duties) that occur during the regular term.</p> <p>Students who exceed this limit must inform their course instructor(s) and will be required to register with an Advisor at SAS.</p> <p>Note to instructors: This document enables students to take responsibility for reporting their own absence due to short-term illness or distress, thus alleviating problems that are associated with current practices around “sick notes”. In many situations of illness or distress, students do not require the care of a health or counselling professional.</p> <p>For major or chronic illness and other long-term or recurring absences, students should seek professional care, refer to the University's Student Accommodation Policy, and register with an advisor at Student Academic Success (SAS). Please note the School of Journalism at the University of King's College has a separate Student Declaration of Absence Form.</p> <p>Note to instructors: This document enables students to take responsibility for reporting their own absence due to short-term illness or distress, thus alleviating problems that are associated with current practices around “sick notes”. In many situations of illness or distress, students do not require the care of a health or counselling professional.</p>
<p>University of Saskatchewan</p>	<p>Leave of Absence</p> <p>Policies referenced;</p> <p>https://cgps.usask.ca/policy-and-procedure/index.php</p> <p>https://students.usask.ca/graduate/appeals-leaves/extensions.php#LeavesofAbsence</p>	<p>Students who have missed required term work because of incapacitating distress or illness should refer to the policies and procedures put in place by the instructor and/or the college.</p> <p>Students may be required to submit this Student Declaration of Absence form. Students who have missed a final examination because of incapacitating distress or illness may apply for a deferred final exam and should refer to the policies and procedures put in place by the instructor and/or the college.</p> <p>Students must apply for a deferred final examination within three working days of the missed final examination. Part of the deferral process may require students to submit this Student Declaration of Absence form. For more information on exam regulations, visit www.students.usask.ca/current/academics/exams</p> <p>Instructors collecting this Student Declaration of Absence form are encouraged to provide a copy to the college office</p> <p>https://students.usask.ca/documents/registrarial/declaration-of-absence.pdf</p>	<p>Students certify that they missed the course requirements listed above for the reasons stated. Because of this absence they did not complete the academic requirements of the course listed above. They understand that (per Article II (o) of the Student Academic Dishonesty Rules of the University of Saskatchewan Council, that “providing false or misleading information with the intent to avoid or delay writing an examination of fulfilling any other academic requirement” constitutes academic dishonesty. If found to have committed this breach of the academic dishonesty rules, a formal allegation of academic dishonesty may be made against the student as outlined in Article 2 of the policy</p>

<p>University of Calgary</p>	<p>Statutory Declaration</p> <p><u>Policies referenced:</u></p> <p>https://www.ucalgary.ca/pubs/calendar/current/n-1.html</p>	<p>Supporting Documentation and the Use of a Statutory Declaration</p> <p>Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar).</p> <p>This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.</p> <p>https://www.ucalgary.ca/registrar/files/registrar/university-of-calgary-statutory-declaration-coursework-and-examinations.pdf</p> <p>NOTE: does not automatically grant approval for absence</p> <p>https://www.ucalgary.ca/registrar/registration/appeals/student-faq</p>	<p>The University of Calgary approved regulations stating that students are no longer required to present a medical note in any circumstance. Students who need to verify their reason for absence can obtain a medical note if they choose, but they can also take a statutory declaration with one of the 23 Commissioners for Oaths now available on campus.</p> <p>Can include but is not limited to; a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal.</p> <p>Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration etc.</p> <p>The decision to provide supporting documentation that best suits the situation is at the discretion of the student. <u>Students cannot be required to provide specific supporting documentation, such as a medical note.</u></p>
<p>University of Toronto - Department of Psychology</p>	<p>Self-declaration of Illness Form</p> <p>You can use this form to formally self-declare an illness (for up to 3 consecutive days) from academic participation in select NRO or PSY courses at the University if you require accommodation for missed assignments.</p> <p>https://www.utsc.utoronto.ca/psych/self-declaration-illness-form</p> <p>Missed assignments due to medical illness will require ALL of the following:</p> <ol style="list-style-type: none"> 1. A completed hardcopy of the Request for Missed Term Work form (http://uoft.me/PSY-MTW), 2. A completed hardcopy of the Self-Declaration of Student Illness form (http://uoft.me/PSY-self-declare-form), 3. The submission of this web-based departmental declaration form (see below.) <p>All items must be submitted within three (3) business days of the assignment due date.</p>	<p>Self-declaration of Illness Form</p> <p>You can use this form to formally self-declare an illness (for up to 3 consecutive days) from academic participation in select NRO or PSY courses at the University if you require accommodation for missed assignments.</p> <p>https://www.utsc.utoronto.ca/psych/self-declaration-illness-form</p> <p>Missed assignments due to medical illness will require ALL of the following:</p> <ol style="list-style-type: none"> 1. A completed hardcopy of the Request for Missed Term Work form (http://uoft.me/PSY-MTW), 2. A completed hardcopy of the Self-Declaration of Student Illness form (http://uoft.me/PSY-self-declare-form), 3. The submission of this web-based departmental declaration form (see below.) <p>All items must be submitted within three (3) business days of the assignment due date.</p>	<ul style="list-style-type: none"> ● This form cannot be used for missed term tests. In the case of a missed term test due to illness, only an original copy of the official UTSC Verification of Illness Form (http://uoft.me/UTSC-Verification-Of-Illness-Form) or an original copy of the record of visitation to a hospital emergency room will be accepted. See course syllabus for details. ● This form cannot be used for missed final exams. Missed final exams are handled by the Registrar’s Office (http://www.utsc.utoronto.ca/registrar/missing-examination). ● You must submit a separate form for each course affected by your illness. ● You may submit a maximum of five Self-Declaration of Student Illness Forms per course, per term. ● Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. ● Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.