CONSULTATION
Okanagan Senate Academic Policy Committee
draft Policy O-135 Academic Concession
March 15, 2021

The Senate Academic Policy committee is seeking comment with respect to draft Policy O-135 Academic Concession.

This request for comment is being widely circulated including to all Deans, Directors and Heads; Students’ Union Okanagan; Disability Resource Centre; Centre for Teaching and Learning; AVP Students; Academic Advising; Enrolment Services; Office of the Ombudsperson for Students and Office of University Counsel. Please feel free to circulate this consultation request broadly.

The draft policy is a revision of the policy currently found in the Academic Calendar. The revised policy is designed to formalize and make clear current practice, and articulates the University’s commitment to support students in their academic pursuits by recognizing that students may experience unanticipated events or circumstances that interfere with their ability to accomplish academic work. The policy sets out the circumstances under which academic concessions may be granted to students, which types of academic concessions may be granted to students under various situations and by whom, as well as requirements and procedures for submitting and responding to student requests for academic concessions.

Attached please find the proposed draft Policy O-135 Academic Concession.

Please provide your comments by Wednesday, April 14, 2021 at 2:00 pm to jo-anna.cowen@ubc.ca.

Thank you.

Jan Cioe, Chair
Okanagan Senate Academic Policy Committee
O-135: *Academic Concession*

**Effective Date:**

1 September 2020 (anticipated)

**Approval Date:**

April 2020 (anticipated)

**Review Date:**

This policy shall be reviewed 5 years after approval and thereafter as deemed necessary by the responsible committee.

**Responsible Committee:**

Academic Policy Committee

**Authority:**

*University Act, S. 37(1)*

“The academic governance of the university is vested in the senate and it has the following powers:

**(d)** to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations;

**(g)** to provide for courses of study in any place in British Columbia and to encourage and develop extension and correspondence programs;

**(h)** to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;

**Purpose and Goals:**

This policy articulates the University’s commitment to support students in their academic pursuits through the application of *academic concessions* in the event
that students experience unanticipated events or circumstances that interfere with their ability to accomplish academic work.

When considering requests for academic concessions the University applies principles of transparency, flexibility, and compassion. Fairness is achieved by applying this policy and its procedures in a flexible manner; however, it is recognized that fair treatment is not necessarily equal treatment in all circumstances. Flexibility allows decision-makers the reasonable exercise of discretion, sound judgement, and compassion in response to the unique circumstances of an individual student’s case. In responding to students’ requests for academic concessions, the University upholds the academic standards of the curriculum and expects that the requirements of each course or academic program will be met.

Following these principles, this policy is designed to set out the circumstances under which academic concessions may be granted to students, which types of academic concessions may be granted to students under various situations and by whom, as well as requirements and procedures for submitting and responding to student requests for academic concessions.

Applicability:

This policy applies to all students registered in credit courses and programs provided by the Okanagan Campus of the University, including graduate students registered in theses and dissertations, which may bear zero credits.

Exclusions:

Students classified as “Residents” and “Visiting International Research Students” are not included in this policy. Persons in these categories who face unexpected circumstances should contact their immediate supervisor to make suitable arrangements.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- Academic Concession shall mean the provision of a variance in the timing or nature of a course or program requirement on the basis of one of the grounds defined in this policy.
- Course shall mean course of instruction.
- Dean/Director shall mean
  - 1) in the case of an academic concession being requested in one course, the Dean (or the Dean’s designate) or the Director (or Director’s designate) of the Faculty/School responsible for offering the course;
  - 2) in cases of a student appeal of the decision of a course instructor, when the Dean/Director of the Faculty/School offering the course (or designate); and,
3) in the case of an academic concession being requested for a number of courses or the student’s program of study, the Dean of the student’s home faculty (or the Dean’s designate) or the Director of the student’s home school (or Director’s designate), and for graduate programs administered by the College of Graduate Studies, the Dean of the College of Graduate Studies (or designate).
- Graduate Supervisor/Advisor shall mean the faculty member with primary responsibility for overseeing a graduate student’s program of study.
- Instructor shall mean the instructor of record for a course or the supervisor responsible for a practicum, internship, or field work.

Policy:

1) Students facing circumstances that constitute grounds as set out in Section 3 may submit a request for academic concession. Students are responsible for submitting their requests as soon as possible.

2) Requests for academic concession may be made to the instructor of the student’s course, or the Dean/Director of their academic unit as appropriate and as set out in the attached procedures. If concurrent academic concessions are sought in more than one course, the request should be made directly to the Dean/Director.

3) Requests for academic concessions shall be determined on a case-by-case basis and in a timely manner by the instructor or Dean/Director (on the recommendation of the graduate supervisor/advisor for graduate students in programs administered by the College of Graduate Studies). For graduate students in programs administered by the College of Graduate Studies, all requests resulting in a change to the student academic record must be directed to the Dean of the College of Graduate Studies.

4) Determination of whether to grant an academic concession and which type of academic concession is most appropriate will depend on the student’s individual circumstances. One or more of the following considerations may apply:

- the nature and duration of the issue affecting the student;
- confidential consultation with other appropriate units that can provide professional opinion on the student’s situation;
- the scope and type of academic work affected;
- the proportion of prescribed academic work having been completed at the point in the term or program when academic work is affected; and,
- the student’s achievements in the course or graduate or professional program to date.

5) Providing an academic concession shall not lower the academic standards of UBC, its courses, or its programs, and shall not remove either the need
for evaluation or assessment or the need for the student to meet essential requirements.

6) Courses and programs with continuous assessment and those that assess the development of graduate attributes and standards of professional conduct and of patient care may be constrained in the form of academic concession they can offer.

7) In some credit courses, such as some practica, internships, and field-work courses, there may be steps required for approval and authorities involved in requests for academic concessions in addition to those described in this policy.

8) Grounds for Academic Concession

Grounds for academic concession exist when one or more of the conditions below unexpectedly or unavoidably leads to a situation or conflict that hinders participation or attendance at a class session or examination, or an inability otherwise to fulfil the requirements of a course or academic program in a timely manner, particularly where the requirements are assessed as part of a grade.

Grounds for academic concession may exist when a student enters an academic term but may also arise when a student’s circumstances change unexpectedly during the term.

Where a request for an academic concession has been found to be based on a protected ground covered by the BC Human Rights Code, the University has a duty to grant an academic concession unless doing so will create undue hardship (as that term has been interpreted under BC law) for the university. Other university policies may apply in these circumstances (see Related Board Policies: SC7, and SC17 and Joint Board and Senate Policy LR7).

Grounds for academic concession fall into one or more of the following categories:

a) Conflicting Responsibilities

It is a student’s responsibility to arrange their scheduled non-academic activities to the best of their ability in a manner that enables full attendance and participation in their courses and programs, including required practica and internships.

Conflicting responsibilities do not include travel or social plans that conflict with class or exam schedules unless the travel is related to another valid ground for academic concession.

Conflicting responsibilities that create grounds for academic concession are beyond the student’s control and normally arise after the student has registered in courses. Examples include:
i. being absent from campus to represent the University, British Columbia or Canada in a competition or performance
ii. attending meetings required as a member of a University governance body
iii. being called to serve in the military
iv. needing to work to support oneself or one’s family but only when the need changed after the student registered in the course
v. a change in the need to provide care for a dependant or family member
vi. being required to attend a court session as a witness, jury member, or party
vii. being required to attend a hearing on a matter of university discipline or academic standing
viii. being required to report to a government office for immigration or citizenship proceedings
ix. participating in a religious or cultural observance.

Other conflicting responsibilities that can be foreseen may also/occasionally create grounds for academic concession (e.g., attending an academic conference or professional development opportunity). In these situations, students must consult their instructor or graduate supervisor/advisor or the office of their Dean/Director as appropriate.

b) Medical Circumstances

Medical circumstances that create grounds for academic concession are normally unanticipated and include, but are not limited to, the following:

i. Acute physical or mental illness or a medical circumstance that emerges or recurs during a term
ii. The emergence of, or a change in, a chronic physical or mental health condition

Students with disabilities eligible for academic accommodations under Joint Board and Senate Policy LR7 are required to work with the Disability Resource Centre in this regard. The Centre is available for consultation with students, instructors, and advisors of all types if it is unclear whether a medical circumstance qualifies for academic concession, especially where the student's temporary illness or injury has persisted for more than one academic term. Students who are experiencing the emergence of a chronic condition may work directly with the office of their Dean/Director.

c) Compassionate Grounds

Compassionate grounds for academic concession may arise in the immediate aftermath of an unanticipated event, or later. Examples include:
9) Types of Academic Concessions

There are numerous types of academic concessions and the list below is non-exhaustive. The instructor, or graduate supervisor/advisor, or Dean/Director will determine the most appropriate academic concession to apply in a given situation, depending on the grounds and the situation of the student according to the procedures set out in this policy and where applicable, additional procedures set out by the faculty.

a) In-term Concessions

An instructor (or the Dean/Director where appropriate) can provide one or more options to students who miss a marked assignment, test, or deadline in a course. The options for each course should be identified in the course syllabus. Examples include, but are not limited to, provision of make-up tests, reweighting of missed marks to a later test or assignment, provision of an alternative means of fulfilling a participation or presentation requirement, or allowance for a maximum number of class discussions or quizzes to be missed. In-term concessions are not reflected on the student’s transcript.

b) Late Withdrawal

Late withdrawal from one or more courses is granted by the student’s Dean/Director, but not by an instructor. A student may be granted withdrawal from a course after the withdrawal deadline (with “W” standing) when the student has not met course requirements during the term but has valid grounds for academic concession that address the reasons for the lack of demonstrated achievement. A student will not normally be granted late withdrawal if the final examination has been sat or final assignment completed.

For the provisions for late withdrawal from all registered courses or from a program, see “Change of Registration”. Granting late withdrawal from a term or a program may be contingent on a plan co-developed by the student with a Dean/Director, an academic advisor, a graduate supervisor/advisor, and other support services as appropriate. The plan may set conditions to be met before the student can be re-admitted and resume studies. An application for readmission must be made by the published application deadline for the program (see Readmission).

While a student is the subject of academic discipline proceedings, withdrawal is not an available concession in the course in which the matter of discipline is being considered.
c) Deferred Standing

Deferred standing is granted by the student’s dean or director or their designate (such as an academic advising office), but not by a course instructor. For the provisions for deferral of a final examination or assignment beyond end of term (i.e., approval to write the missed examination or submit the assignment later) see Standings.

d) Aegrotat Standing

See Standings.

e) Adjudicated Pass

See Standings.

f) Retroactive Course Drop

The academic transcript should be a true representation of the student’s relationship with the university. In exceptional cases, normally involving extraordinary compassionate or medical grounds, only the Dean of the student’s faculty may remove a student’s registration in a course from the academic record. Examples include:

- The student was incapable of withdrawing themselves by the withdrawal deadline
- The occurrence of severe trauma

Such a concession is not granted to accommodate a student’s desire for a tuition rebate; for such purposes, there is a process whereby a student who, for extenuating circumstances, withdrew from a course or was withdrawn as a concession can appeal for a partial tuition refund.

10) Documentation for Academic Concession requests

In all cases, students’ requests for academic concession should be made as early as reasonably possible, in writing, to their instructor, graduate supervisor/advisor, or Dean/Director or equivalent in accordance with the procedures for this policy and those set out by the student’s faculty/school. These requests should clearly state the grounds for the concession and the anticipated duration of the conflict and or hindrance to academic work. In some situations, this self-declaration is sufficient but the submission of supporting documentation may be required along with, or following, the self-declaration.

a) Documentation for Conflicting Responsibilities

Supporting documentation should normally be provided in support of requests for academic concessions on the grounds of conflicting responsibilities. A self-
declaration may be sufficient where there is no practicable way to provide a letter or other official document from an organization relevant to the conflict.

In the case of an academic concession for care for a family member or for a religious observance, the University does not require documentation. However, advance notice of interference with academic activities should be provided by the student as soon as reasonably possible and in the case of a religious observance, no later than two weeks in advance.

b) Documentation for Medical Circumstances

For first occurrences of an acute illness likely to be quickly resolved without seeing a health professional, a self-declaration will suffice. Health professionals are not able to provide meaningful reports for students who have not been under their care prior to the illness.

If a student makes a second or subsequent request to an instructor for academic concessions resulting from acute illness, the instructor will refer the student to their Dean/Director or graduate supervisor/advisor as appropriate. Students who are experiencing the emergence of a chronic condition may work directly with a faculty or school graduate supervisor/advisor, or Dean/Director as appropriate. In such cases, the student may be asked to provide documentation to ensure that underlying health issues are being monitored properly.

If the student is not registered with the Disability Resource Centre the Dean/Director or graduate supervisor/graduate advisor may seek the advice of the Centre regarding documentation submitted.

c) Documentation for Compassionate Grounds

When a student first seeks academic concession on compassionate grounds, a self-declaration will suffice. As traumatic events may show effects long after the occurrence of the event, a self-declaration may also suffice for the first incidence where re-traumatization arises. If a prolonged absence is anticipated on compassionate grounds, supporting documentation may be requested. Documentation can be provided by a professional or unit that can assess the effect of the event on the student.

If documentation is requested, it must come from a support unit or professional able to speak to the impact on the student. The Dean/Director or graduate supervisor/advisor or equivalent with input from the instructor then determines the appropriate concession that best supports the student’s wellbeing and academic progress, through direct communication with the student, ensuring that the student understands the alternatives and their implications.

11) Confidential Sharing of Information
Whether the student first consults their Dean/Director or graduate supervisor/advisor or instead another source of support either within or outside UBC, all communications are governed by the Freedom of Information and Protection of Privacy Act.

A third-party authorization is needed if the student wishes to authorize a person or unit external to UBC to speak with any member of the University on their behalf.

12) Appeals

a) If a student believes that their request for an in-term concession has been unfairly denied, they are encouraged to take their protest to the head of the academic unit (often a department) that offers the course who will consult the course instructor, their academic advising office, graduate supervisor or graduate advisor and any other applicable service unit before making a decision. If the complaint is not resolved there, the student may take it to the Dean of the faculty or Director of the school responsible for the course, or Dean of the College of Graduate Studies in accordance with the Academic Calendar regulations on protests for academic standings.

b) Students who are denied academic concession by their academic advising office or graduate supervisor or graduate advisor (or other designate of the dean or director) may appeal the decision if they feel that policy was not applied appropriately. See Senate Appeals on Academic Standing.

13) Procedures

The Senate Academic Policy Committee may set procedures under this policy to assist with its implementation and interpretation.

Calendar Statement:

As above.

Consultations

The following groups will be consulted during the development of this policy:

UBSUO; Academic Advising; Disability Resource Centre; CLT; Deans, Directors and Unit Heads; Enrolment Services; UBC Community via Senate Website and UBC Today newsletter, AVP Students’ Office; Office of the Ombudsperson; Office of University Counsel

History:

This is the first enumerated version of the Okanagan policy for Academic Concessions using the approved policy template. A similar policy in the Vancouver Campus was approved in May 2019. The previous versions of these
policies have been found in the Academic Calendar with the latest version having been reviewed by Senate in January of 2002. Earlier versions were considered by Senate in December 2000 and February 1994. Prior to 1994, the subject matter was included under the heading “Medical, Emotional or other problems”.

Related Policies:

Board Policy – Discrimination  
Joint Board and Senate Policy LR7 -Accommodations for Students with Disabilities  
Board Policy SC17- Sexual Assault and other Sexual Misconduct  
Joint Senate Policy J-136: Religious Observances  
Senate Appeals on Academic Standing  
Attendance  
Change of Registration  
Grading Practices  
Readmission

Appendix

There is no appendix to this policy.
Procedures:

These procedures can be amended from time to time by approval of the Okanagan Senate Academic Policy Committee.

1. General Considerations
   a. Faculties may vary the procedures and practices they implement to facilitate the submission and determination of requests for academic concession; however, in so doing they will adhere to the principles and provisions of Policy O-135.
   b. Course instructors are normally responsible for responding to requests from students who miss required assignments, tests, or deadlines during the term. The options for making up for missed work should be described in the course syllabus. If the instructor’s academic unit manages such inquiries centrally (i.e., in the Dean/Director’s office of the instructor’s home faculty or school or by the graduate supervisor/advisor for the student’s program), that information should also be provided to students.
   c. Students are expected to pay timely attention to life events that disrupt normal participation in academic work and are urged to contact their instructor, graduate supervisor / advisor, or Dean/Director as soon as possible upon realizing that they require an academic concession.
   d. Instructors are strongly encouraged to make clear in their course syllabi the provisions for missed/late work and the potential penalties that students may incur.
   e. Other issues may require the intervention of the office of the Dean/Director of the student’s home faculty/school, either directly or with input from another support unit.
   f. In some circumstances related to the BC Human Rights Code the University may have a duty to inquire even if the student has not requested an academic concession.

2. Students must plan so as to avoid when possible conflicts with academic requirements
   a. When registering for courses, students who know they have commitments outside their academic studies are expected to try to schedule those commitments and their academic courses so as to avoid conflicts. This includes checking the schedules for the start and end dates of each upcoming term and of the term-end formal examination periods.
   b. Once a term starts, students should use their course syllabi to anticipate any possible conflicts between course requirements (e.g., dates of tests) and their outside commitments. If detail of a course schedule in the syllabus is not sufficient, students must ask the course instructor for more information.
   c. If efforts under a. and b. above do not avoid all conflicts, students should look in the course syllabus for information on options for meeting course requirements when a required activity is missed. If options are not provided in the syllabus, students must discuss options with the relevant course instructor(s).
d. Students who are registered with the Disability Resource Centre must provide each course instructor with the requisite letter describing the required accommodation (see Joint Board and Senate Policy LR7 – Accommodation for Students with Disabilities).

3. Managing Unanticipated Disruptions During a Term
   a. Missing one or only a few classes, tests, or deadlines:
      • Students who miss required course or program activities over a short period for reasons of a medical circumstance that quickly resolves or a change in circumstances that creates a conflict with course or program requirements should look in the course syllabus for options as described in 1.b and d. above.
   b. Missing several classes, tests, or deadlines over one or more courses or encountering repeated or prolonged episodes of disruption:
      • If a medical circumstance is prolonged, the student has a compassionate ground for seeking an academic concession (see Policy clause 8.c), or a change in circumstances creates a long-term conflict with academic work, then the student should consult their Dean/Director, either directly or via a representative of another support unit, to discuss options.
   c. Sources of support other than academic advising offices:
      • Depending on the student’s circumstances, instead of first speaking to a representative in the home Dean/Director, a student may wish to consult a different source of support (such as the Disability Resource Centre, Counselling Services, or an outside agency) and then have a representative communicate with the academic advising office on their behalf.
   d. What students can expect from their home faculty or school:
      • The dean or director (or designate such as an Dean/Director) makes decisions on academic concessions based on the student’s individual circumstances, including the grounds for academic concession and the student’s understanding of the implications of alternative actions on the student’s academic progress.
      • Information provided by a student or on behalf of a student by another support unit will be kept confidential.
      • In many instances, students will be asked to provide a self-declaration to describe their situation. However, if the Dean/Director feels that the student’s situation warrants input from or referral to one or more support units on or off campus, a decision on academic concession may require feedback from the other unit(s).
      • If a student seeks repeated academic concessions without evidence that proactive steps have been taken to address their issue(s), further academic concessions may not be granted.

4. Managing Missed Term-end Submission Deadlines or Formal Examinations
   a. In these cases, the student’s home Dean/Director must be involved in decisions on academic concessions (see Policy clause 9. b-f.).