Guidelines for Students

Absences, Appeals & Accommodations

This is a guideline document to help students sort through complex academic situations when they may be entitled to a grade appeal, an accommodation or re-consideration of penalties for absences. This is not a substitute for understanding [college policies and operating procedures](https://mycampus.flemingcollege.ca/group/portal/resources).

# The Intersection

The cases faculty, students and counsellors struggle with the most are ones where there are elements of absence, grade appeal and a mental health or physical condition that need to be considered. None of us wants to waste anyone’s time and energy following one procedure only to be told at the end, another procedure should have been used instead. We want students who are requesting re-consideration of their grades to know clearly at the outset which procedure they should be following.

If you have concerns about your marks and feel that they should be re-considered, you may be confused as to what you need to do. This guideline document is to help you ask the right questions to determine whether you should:

* appeal your mark;
* work with your professor(s) for approval of your unplanned absences;
* or receive accommodations for a disability.

## Accommodation vs Appeal

How do you know if you should follow the academic appeal process or the accommodation process if you feel your grades should be re-considered? There are some key questions to ask yourself to help you figure this out.

### Questions to Ask

Do you have a disabling condition? This includes mobility impairments, Deaf/deafened/hard-of-hearing, blind/low vision, learning disabilities, ADD/ADHD, autism spectrum disorders, intellectual disabilities/MID, brain injuries, medical conditions, and mental health disabilities such as anxiety and depression.

Has the disabling condition been diagnosed by a qualified medical professional (or in the case of mental health and medical conditions, are you in the process of being diagnosed by a qualified medical professional)?

Do you believe that the disabling condition was at least partially related to the reasons why you are requesting a re-consideration of your grades?

If the answers to these questions are **yes**, you should speak with a counsellor to discuss your accommodation needs.

If the answers to these questions are **no**, the appeal process is likely best suited to your circumstances.

## Accommodation vs Absence

There are many cases where a student’s disability may result in increased absences. It can be challenging for faculty and students to know whether it is appropriate to accommodate a student’s disability by excusing unplanned absences.

### Questions to Ask

Do you have a disabling condition? This includes mobility impairments, Deaf/deafened/hard-of-hearing, blind/low vision, learning disabilities, ADD/ADHD, autism spectrum disorders, intellectual disabilities/MID, brain injuries, medical conditions, and mental health disabilities such as anxiety and depression.

Has the disabling condition been diagnosed by a qualified medical professional (or in the case of mental health and medical conditions, are you in the process of being diagnosed by a qualified medical professional)?

Do you believe that the disabling condition was at least partially related to your absences this semester?

If the answers to these questions are **yes**, you should speak with a counsellor to discuss your accommodation needs.

If the answers to these questions are **no**, the [Class Absence Operating Procedure](https://mycampus.flemingcollege.ca/group/portal/resources) is likely best suited to your circumstances.

## Good Faith

At Fleming, we operate in good faith and work with the presumption that you are operating in good faith as well.

It is the faculty’s responsibility to ensure that the course learning outcomes are achieved by all students who receive a passing grade.