

Guidance for Determining Attendance/Deadline Modifications

The role of attendance, due dates and participation vary from course to course, so it is important for you and the student to discuss how **Attendance and Deadline Modifications** will be handled in your course. The Office of Student Affairs available to you and the student to facilitate the conversation, answer questions, and brainstorm reasonable modifications.

Please keep in mind that **an agreement to extend assignment deadlines for projects or papers does not necessarily automatically apply to:**

- **intensive class meeting,**
- **in-class clinical role play or in-class group experience,**
- **group presentations,**
- **any assignments that requires peer review before submission,**
- **online discussion board or online weekly interactive assignments, etc.**

Extensions of deadlines for assignments are not permitted if the extension will significantly alter the class experience.

If your course involves multiple components, the student should work with you and any other instructors or course coordinators to indicate the separate agreements for each component on the Syllabus Addendum Form.

Course policies in which assignment or test/quiz grades may be dropped as part of the final grade calculation (or can be chosen from one of several options available) cannot be applied to ADMs.

Regardless of the modification of the attendance policy, the student is required to meet all of the academic course requirements and to complete all assignments and examinations.

If you are concerned about how an Attendance & Deadline Modification agreement may impact academic integrity, fairness to other students, or your workload, please contact the Office of Student Affairs.

General Process for Attendance & Deadline Modifications (ADMs):

- **Faculty should provide reasonable flexibility to students with regards to ADMs where possible** and to clearly articulate why flexibility is not reasonable when necessary.
- **Students approved for Attendance & Deadline Modifications have submitted the required documentation - no additional medical documentation or doctor's note is needed.** If your syllabus requires medication documentation for an excused absence, make-up exam, etc., the student's Syllabus Addendum Form should serve as sufficient documentation. The student is still expected to maintain prompt and regular communication with you (when possible) as flare-ups occur throughout the semester.
- **Attendance & Deadline Modification agreements between faculty and students should be in writing.** Written clarity avoids future confusion.

- **Sometimes requests for Attendance & Deadline Modification may be time sensitive due to the sudden onset of symptoms.** When this occurs, the student's functioning level may be significantly compromised resulting in an inability to attend class, meet a deadline for a paper or project, or take an exam on a specific day.
- **Please document attempts to contact students to discuss Attendance & Deadline Modifications,** especially if students do not respond or follow-through with the process.

Troubleshooting/Conflicts:

- **Under no circumstances are students solely responsible for the resolution of conflicts** arising from disability-related absences. Please contact the Office of Student Affairs if a conflict or disagreement occurs.
- **If a student stops communicating with you before an ADM agreement is able to be finalized, please email the student and Office of Student Affairs a provisional ADM agreement via email.** This way, the student is made aware of the reasonable level of flexibility that is available to them at this stage. It also invites the student to take initiative and to re-engage with you as their professor.
- **In the event that the student is unable to meet the terms of the agreement,** and if no reasonable revisions to the agreement can be made, the student should then be held to the relevant course syllabus policies.

Expected Communication from Student:

- **For any potentially missed course activity related to the ADM agreement, the student is expected to contact the instructor ASAP** after the course event (paper due date, test date, etc.) in order to coordinate the accommodations outlined in this arrangement.
- **The student should reference this accommodation and verify the reason is related to a disability flare-up** in the email/communication to assist the professor with managing logistics.
- **In the event of hospitalization/incapacitating flare-ups, the leniency of the expected communication timeline is warranted.** The frequency and severity of a student's symptoms may fluctuate over the course of the semester. Student's functioning levels may be significantly compromised and should be taken into account.

Considerations for Attendance Modifications:

When considering how an attendance policy can be modified to accommodate a disability, faculty should first consider how regular attendance corresponds to the essential nature of the course.

When courses can bear intermittent attendance, it would be reasonable to expect some flexibility when a student is absent for disability-related reasons.

For courses where attendance cannot bear intermittent attendance, please work with the student, when possible, to create opportunities to make up missed class experiences. When this is not possible, please let the student know.

Some alternatives to attendance used by faculty are listed below.

- Provide class notes or handouts
- Permit students to attend another section of the class or view an on-line version
- If discussions are missed, consider having the student keep a journal for contributions or e-mail comments to instructors and/or classmates.

Considerations for Missed Quizzes/Exams:

Decisions about arranging an equitable make-up exam are often based on the test design for the original test, the overall number of exams to be administered in the semester when in the semester the student misses an exam and the size of the class.

Make-up quizzes/exams of equivalent difficulty must be offered to students who experience medical flare-ups.

Generic Examples for Making Up Missed Class:

- If the course is mostly lecture-based, the in-class content is available in the text or from instructor/peer notes, and minimal student interaction is involved during class, then **more flexibility with excused absences/participation points is reasonable.**
- If the course is mostly experiential or discussion-based, the in-class content is not recreated elsewhere, and/or involves significant student interaction, then **less flexibility with excused absences/participation points is reasonable.**
- If modifying exam dates and deadlines would not substantially impact the flow or design of the course, then more flexibility with exam dates and deadlines is reasonable.**
 - For example, it may be reasonable to allow a research paper to be turned in a few days late if it would not impact the overall progression of the course.
 - On the other hand, it may be unreasonable to modify an assignment due date that is based on an inflexible factor, such as a journal's publication deadline.