

Attendance, Assignment Deadlines & Missed Exam Accommodations

The purpose of this document is to clarify roles and provide guidelines to facilitate a clear process for determining what is reasonable for a specific student in a specific class. Please contact the access consultant on the student's letter if you have any questions about how to apply these guidelines in your situation.

On a case by case basis, the Disability Resource Center (DRC) may determine that flexibility with regard to attendance, assignment deadlines, and/or missed exams are reasonable accommodations that are warranted due to the nature of a student's disability barriers in the academic environment. Flexibility can be particularly useful for students who have unpredictable or episodic disabilities, and these accommodations can create space for recovery to prevent prolonged episodes.

Access and Academic Integrity

The DRC is responsible for identifying individual accommodations to provide access and inclusion when aspects of a course create barriers for students with disabilities. These accommodations are intended to facilitate access and inclusion as well as support the academic integrity of the course or program. Student and faculty engagement in the accommodation process with the DRC supports the University in meeting our mission to advance learning and our legal obligation to provide access and inclusion, including reasonable accommodations.

If the instructor has concerns about the reasonableness of an accommodation, has questions about how to provide the accommodation, or believes they cannot provide the accommodation, contact the access consultant named at the bottom of the student's letter. The student and the instructor should engage in a conversation about how the accommodations will be implemented in the context of their course. The tips below are intended to provide additional information about the role of the student and instructor, as well as guidance for establishing a clear process and set of expectations for use of the accommodations. The DRC and the access consultant named on the student's accommodation letter are always a resource to both the student and the instructor throughout the semester.

Guidelines for Faculty

- When you receive a student's accommodation letter, follow up by inviting a private conversation with the student to discuss how attendance, assignment, and missed exam accommodations will work in your class.
 - Focus on understanding the student's educational barriers and not on identifying disability. Understanding the barriers provides more information than knowing the name of the disability. This understanding will also facilitate more inclusive teaching for all students.
 - Make a plan with the student about how they will notify you of the need to use the accommodation(s) and how they will make up what they've missed.
 - Be aware that students may not always be able to anticipate in advance when they will need to use their accommodation.
 - Discuss the reasonable numbers of absences, timeframes for extensions, and/or the process for rescheduling missed exams.

- Discuss reasonable numbers of absences, as well as timeframes for extensions and/or makeup exams. Know that the limit of what is reasonable varies depending on the nature of the class.
- If contacting the instructor by email, copy in your access consultant when requesting to use the accommodation due to a disability or health-related episode. You may also want to consider attaching a copy of your accommodation letter.
 - Use the words “disability” and “accommodation” when you are contacting your instructor about your need for absences, extensions, or exam rescheduling for disability-related reasons.
- As soon as you’re able, check in with your instructor(s) regarding questions about missed work, attendance, academic standing, and make plans for next steps.
- Your contributions to group work are important. If you are finding that attendance and meeting deadlines is affecting your group work, contact the instructor and access consultant.
- If you are concerned that you will have difficulty meeting a set of deadlines, consider starting early and/or talk with your access consultant about other strategies.

Guidelines for Both

- The DRC’s role is to consult with students and instructors at any point in the process when questions or concerns arise.
- Accommodations are intended to be proactive. The DRC cannot require retroactive accommodations.
- Attendance, assignment deadline, and missed exam accommodations should only be used for disability-related reasons. These accommodations are not intended to be used for schedule conflicts. For non-disability-related illnesses or non-disability related absences please follow the guidelines provided in the [University Policy on Makeup Work for Legitimate Absences](#). If you have questions about what is a disability-related absence, please contact the student’s access consultant.
- For students working with the DRC, the accommodation letter is intended to serve the purpose of medical verification when the absence, missed deadline, or missed exam is due to disability.
 - The DRC uses an extensive interactive process which includes seeking documentation or details about the student’s disability.
 - If an instructor has questions about a student’s accommodations, whether they are being used appropriately, how accommodations are determined, or examples of when accommodations may be warranted, please contact the access consultant instead of the student.
- Accommodations are proactive in nature. Alert the access consultant as soon as possible if things are not going as expected or the accommodations are not effective.
- In some cases, students may miss more class than is reasonable. In these cases, an Incomplete or Withdrawal may be options for the student.

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