

## Academic Absences Accommodation

1. Students with disabilities must request consideration of this accommodation from the Success Center Director at the beginning of each semester in which the accommodation is requested; the determination of the curricular impact and appropriateness of such request will be considered for each class individually. Information must be provided that indicates both why the student may need to miss classes and to what extent. While it is understood that the student cannot always accurately predict the number or percent of absences anticipated, the student is asked to provide some indication of the scope of the request.
2. The Director of the Success Center will evaluate the request and the documentation provided to determine whether the student has provided justifiable disability-based reasons for requesting consideration in attendance requirements. If it is determined that the reasons provided do not constitute a need for accommodation in this regard, the student will be notified of this decision.
3. If it is determined that the request is justified by impact of the student's disability, then faculty from each class in which the student is enrolled for that semester will be contacted by the Director of the SSC to request information on any established attendance policies for the class and the importance of attendance/participation to the curricular integrity and learning process. Class attendance for classes is considered a significant aspect of participatory learning. All requests for extension or leniency in attendance requirements will be evaluated carefully, with due consideration given to the following information to be offered by faculty:
  - a. Is there regular classroom interaction between the instructor and students and among the students themselves?
  - b. Do student contributions in class constitute a significant component of the learning process?
  - c. Does the fundamental nature of the course rely upon student participation as an essential method of learning?
  - d. To what degree does a student's failure to attend class constitute a significant loss of the educational experience of other students in the class?
  - e. What does the course description and syllabus say regarding attendance?
  - f. What is the method by which the final course grade is calculated?

## **Disabilities Services Policies**

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4. If it is determined that it is not possible to consider leniency regarding attendance policies for a given course, the student will be so informed and will be given the opportunity to discuss other accommodation options.
5. If the accommodation is deemed appropriate, both the student and the faculty member will be provided with an email explaining both the established boundaries of the accommodation and the responsibilities of both faculty and student in carrying out this accommodation.
6. In all cases, students are responsible for contacting the faculty member as soon as possible when a disability-related absence will occur/has occurred and, as necessary, informing the faculty member as to when the student will return to class.
7. If, at any time, the faculty member believes that the student's absences from class threaten the academic integrity of the curriculum or the accomplishment of learning objectives, the faculty member should contact the Director of the SSC as soon as possible. After consulting with the faculty member, the Director of the SSC or her designee will contact the student to review available options.

### **Extending Deadlines Accommodations**

Assignments are given in class for a variety of reasons, ranging from providing practice for new learning (such as a set of math problems using a newly taught operation), to assuring understanding of information introduced through class (such as a lab report or an article review), to demonstrating the opportunity to apply new learning (including student-generated offerings from term papers and creative writing pieces to portfolios of work or reports of research efforts). Often, the due dates established for assignments are not arbitrary; they are necessary in order for the purpose of the assignment to be fulfilled as a precursor to further learning.

All students, with and without disabilities, may fall behind in their work and may occasionally have need to approach a faculty member for permission to hand in a given assignment after the stated deadline. When such unusual circumstances arise, we leave it to the student and faculty member to discuss options and, hopefully, come to a mutually agreeable conclusion. Asking for extension of deadlines as an ongoing and pre-arranged accommodation in response to disability is a very different matter and is not often a viable solution for students who are struggling to keep up with their class load and fulfill the expectations set out for all students.

## **Disabilities Services Policies**

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If it is determined that the request is justified by the episodic and unpredictable nature of the student's disability (and thus there is difficulty in predicting the impact on time and concentration), then faculty from each class in which the student is enrolled for that semester will be contacted by the Director of the SSC to request information about assignments and deadlines typically in place for that class. In these limited instances, requests for the accommodation of extended deadlines will be evaluated carefully, with due consideration given to the following information to be offered by faculty:

- a. Do assignments regularly build on one another? Is it necessary to complete one assignment in order to be able to begin on the next, or are the assignments relatively discreet in nature (for example, assignments in a math class are often sequential in nature and application; assignments in an English class are more likely to be independent of one another).
- b. Is class discussion of completed assignments a significant component of the classroom interaction?
- c. Do completed assignments become part of the curriculum of the class (for example, the presentation of speeches in a speech class, or small group critiques of student work during class time)?
- d. When assignments are given to be completed by the next class session, how much time do you estimate the typical student spends completing those assignments?
- e. Are long-term assignment deadlines indicated on the class syllabus?