

Attendance Modification Agreement

Students who are most likely to request a modified attendance as an accommodation are those with serious health related disabilities that flare up episodically. This includes, but is not limited to, students with autoimmune disorders like lupus, multiple sclerosis, or rheumatoid arthritis, Crohn's disease or ulcerative colitis, sickle cell anemia, seizures disorders, other forms of arthritis, and/or conditions requiring debilitating treatment such as cancer/chemotherapy or dialysis.

A few students have these or other conditions, which periodically worsen or "flare up". Students with psychological disabilities who are experiencing an acute exacerbation of symptoms may also require modification of attendance policies.

Accommodations are always determined on a case-by-case basis and are **not retroactive**. Students need to meet with **each professor**, in which they want to access this attendance modification agreement.

Federal law requires colleges and universities to **consider** reasonable modification of attendance policies if required to accommodate the students with disabilities. In making this determination, two questions must be answered:

Does the student have a documented disability that directly affects the student's ability to attend class on a regular basis?

The Office of Accessibility Services (OAS) will make this determination based on a review of documentation from the student's licensed provider and through an intake meeting with the student.

Is attendance an essential element of the class?

More specifically, will modification of attendance policies result in a fundamental alteration of an essential element of the program? The faculty makes this determination given the pedagogy of the class, with input as necessary from the associate provost of undergraduate studies and/or OAS.

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GUIDELINES FOR FACULTY

The Office for Civil Rights (OCR) within the US Department of Education has provided the following guidelines to assess whether or not attendance is an essential part of a class:

1. What method is used to calculate the final grade?
2. What are the classroom practices and policies regarding attendance?
3. What does the course description and syllabus say regarding participation?
4. To what extent does classroom interaction between the professor and the student and among students affect the learning process and/ or final grade?
5. Do student contributions to the class constitute a significant component of the learning process?
6. Does the fundamental nature of the course rely on student participation as an essential method for learning?
7. To what degree does the student's failure to attend constitute a significant loss to the educational experience of other students in the class?
8. Is the material being learned in the class sequential? Does each week's material build on material learned in the previous weeks?
9. Are there other sections of the class or other alternatives that the student could attend to catch up on missed material?

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Class	Section	Title

I, _____, understand the attendance policy for this class, and I recognize that it is my responsibility to attend all classes. I also acknowledge that there may be times when I will be unable to attend class due to an exacerbation of my disability/medical condition.

At the beginning of the semester, Professor _____ will work with me to develop a specific plan for how my absences will be addressed, and we will set up agreements and expectations for my completing any makeup work resulting from missed class time.

If I miss a substantial amount of class time or do not make up the work within the deadline agreed-upon with the professor, I will work with the professor or advisor on a possible drop, withdrawal, or incomplete.

I understand that unless one of these other options has been negotiated, I may receive a failing grade.

In the event of an absence, I will email the faculty member in advance of the absence when possible.

Syllabus Attendance/Absences:		Modified Attendance/Absences:	
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Specify here, alternate assignments and stipulations to Attendance Modification Agreement:

Student: _____ Date: _____

Professor: _____ Date: _____

OAS Team member: _____ Date: _____

The student will need to provide a signed copy to both the Office of Accessibility Services and the faculty member. This accommodation does not go into effect until signed by all parties and returned to OAS.

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This space is available if the faculty and student would like to develop a plan in the event of absences or make notes about the discussion.

For example:

1. A total of five classes may be missed without direct penalty. However, participation points cannot be earned if the student is not present.
2. While an absence may be excused, all work and materials are still due according to the guidelines provided by the syllabus and professor.
3. After each absence, the student will make sure to receive class notes from a classmate or professor, proactively determined at the beginning of the semester.
4. After each absence, the student should plan to utilize office hours to clarify any questions regarding missed material (the professor will not “re-teach” the class and lectures missed cannot be “made up”).
5. After three absences, the student will meet with an ACE team member for executive function coaching and to discuss learning strategies.
6. If more than five classes have been missed, the student will meet with their academic advisor to discuss potentially withdrawing from the course.