

Modification to a Due Date Agreement

Students who are most likely to request a modification to a due date as an accommodation are those with serious health related disabilities or conditions 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 modifications to a due date.

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 modifications to a due date. In making this determination, two questions must be answered:

Does the student have a documented disability that directly affects the student's ability to submit work on time?

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 submitting work on time an essential element of the class?

More specifically, will modification of due dates 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:

OAS, in collaboration with The Office for Civil Rights (OCR) within the US Department of Education has provided the following guidelines to assess whether or not a modification to a due date is an essential part of a class:

1. What method is used to calculate the final grade?
2. Does the fundamental nature of the course rely on a student's timely submission as an essential method for learning?
3. To what degree does the student's failure to submit work on time constitute a significant loss to the educational experience of other students in the class?
4. Is the material being learned in the class sequential? Does each week's material build on material learned in the previous weeks?

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Class	Section	Title

I, _____, understand that it is my responsibility to submit work on time. I also acknowledge that there may be times when I will be unable to adhere to due dates 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 modifications to a due date will be addressed, and we will set up agreements and expectations.

If I do not adhere to these guidelines, 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 I need to access my modification to a due date accommodation, I will email the faculty member proactively (in advance of the due date).

How many days, post due date, is the student approved to submit work:

Specify here, alternate stipulations to the Modification to Due Dates 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 or make notes about the discussion.

For example:

1. A total of five assignments may be submitted late without direct penalty. However, beyond five assignments and the student may want to consider meeting with their advisor about dropping or withdrawing from the course.
2. After three late submission, the student will meet with an ACE team member for executive function coaching and to discuss executive function strategies.
3. Variation in assignment type, will determine length of time to submit work late. For example: homework assignments are allotted 48 hours post due date, papers are allotted 24 hours due.