

## Assignment Deadline Flex Agreement

Student's Name: \_\_\_\_\_ Winthrop ID#: W \_\_\_\_\_

Professor's Name \_\_\_\_\_ E-mail: \_\_\_\_\_

Course Name: \_\_\_\_\_ Course #: \_\_\_\_\_ Section: \_\_\_\_\_

### Section A: Assignment Deadline Extensions for Homework, Papers, Presentations, etc...

**1. For each applicable assignment in your course, indicate the reasonable deadline extension:**

Assignment Type (e.g. essay, discussion post...)	Deadline Extension (# of additional days)

**2. How will assignments that cannot be made up such as group activities or presentations be handled?**

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### Section B: Interactive Process

By signing below, both the student and professor have agreed to this plan. The student also agrees to:

1. Only use this plan for documented disability-related reasons.
2. Maintain prompt and regular communication with the professor about your disability related needs concerning assignments.
3. Contact OA if you need assistance working with your instructor, your instructor wants consultation in this process, or if you and your instructor are unable to come to an agreement.
4. Contact both their professor and Office of Accessibility in advance if you suspect that you will not be able to meet the terms of this agreement.
5. Be held to the course policies stated on the syllabus and program professional standards in the event that you are unable to meet the terms of the agreement and no revisions to the agreement have been made.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Professor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***\*\*Student should forward signed agreement to Office of Accessibility Staff to initiate agreement!***

*\*\* Since OA has documentation on file that confirms that a student's disability may impact assignments, no additional documentation (i.e. a note from the student's medical professional) needs to be provided to the professor.*

## Assignment Deadline Flex Planning Tool

Dear Instructor,

Some students are registered with the Office of Accessibility (OA) as having a disability with random acute episodes that may affect their productivity. These students are **granted a reasonable amount of flexibility with assignment deadlines as an accommodation.**

The role of due dates varies from course to course so it is important for you, the student, and OA to discuss how this modification will be handled in your course. OA staff is available to you to facilitate the conversation and to answer questions as they arise.

***Please complete the following steps:***

- 1. Read through the guidance below.**
- 2. With the student, discuss potential flexibility** to the course's relevant content to find a balance of the student's needs and core requirements.
- 3. If you and the student are unable to easily agree on a balance (i.e. the conversation becomes a debate or protracted negotiation), either you or the student should contact OA for consultation.**
- 4. Once an agreement is reached, complete the Assignment Deadline Flex Agreement. You and the student need to sign the agreement.**
- 5. The student should return the agreement to OA at the beginning of each course or ASAP after registering with OA via [oa\\_team@winthrop.edu](mailto:oa_team@winthrop.edu). OA will then send a digital copy to the instructor and student via email.**

### Guidance for Determining Reasonable Modifications

Reasonable flexibility can be determined by analyzing the course design. **These modifications should not compromise the essential design and learning outcomes of the course.**

During your analysis, we ask that you consider the following questions:

- What does the syllabus say about missed deadlines?
- How have you made exceptions to these policies in the past?
- Is participation factored in as part of the course grade? If so, how? Is this a course, department, or college policy?
- Is there any flexibility regarding assignments already built into the course?
- Is the format of instruction primarily lecture or interactive?
- Does instruction and learning rely on specific elements from the previous session or assignment?
- Do student contributions constitute a significant component of the learning process (e.g. discussion, presentations, role-plays)? What is the impact of the educational experience on learning the material?