

Attendance, Assignment Deadline, and Exam Date Flexibility Agreement

Student's Name: _____ Winthrop ID#: W _____

Email: _____

Professor's Name: _____ E-mail: _____

Course Name: _____ Course #: _____ Section #: _____

Section A: Disability Related Excused Absences

1. Absences Allowed (per syllabus) _____ Additional Absences with Flex Agreement _____

2. Who should the student notify if/when late to or absent from a course due to a disability?

3. What is the best way to notify the person designated above? Phone E-mail

Please indicate phone number/email for contact.

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

Section B: 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)

Section C: Deadline Extensions for Exams and Quizzes

What is the timeline allotted for making up exams or quizzes? (e.g., Student will have 4 business days to make up exams and 4 days to make up quizzes.)

Section D: 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 your instructor about this agreement.
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 your professor and Office of Accessibility in advance if you suspects he or she will not be able to meet the terms of this agreement (e.g. going over maximum number of excused absences).
5. Be held to the course policies stated in the syllabus and program professional standards in the event that they 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 the signed agreement to Office of Accessibility Staff to initiate the agreement!***

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



Attendance, Assignment Deadline, and Exam Date Flexibility Planning Tool (Instructor)

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 absences as an accommodation.**

The role of attendance 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.** The student should have communicated to you the need for flexibility to attendance due to disability.
- 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 Attendance Flexibility Agreement starting on the 2nd page. You and the student need to sign the agreement**
- 5. The student should return the SIGNED agreement to OA within the first 2 weeks of the course or ASAP after registering with OA.** 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 (including but not limited to):

- What does the syllabus say about missed attendance?
- 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 attendance 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.

