



# SOUTHWESTERN UNIVERSITY

Center for Academic Success

## **Disability-Related Absences Agreement**

Student Name: \_\_\_\_\_

Course Name: \_\_\_\_\_

### Overview:

- In conjunction with Southwestern University's student participation policy, the Center for Academic Success (CAS) has determined that disability-related absences is a reasonable academic accommodation for the above student per the university's accommodation process.
- This accommodation can be implemented differently in each course. In some situations, the CAS office may need to facilitate a determination regarding whether the accommodation is considered a fundamental alteration of a course.
- Below is information that will help guide the CAS in understanding the course's design and stated outcomes. Ultimately, the CAS will determine if an accommodation is reasonable in a course, but will do so through consultation with both faculty and student.

### Description:

- Students with the accommodation of disability-related absences have disabilities that are episodic in nature that can have impacts on class participation.
- A disability-related absence as defined by the CAS is a student's absence due to the direct effects of a documented disability. This agreement does not apply to absences for any other reason.
- The student is not required to present the faculty with medical documentation verifying their disability-related absence. Please contact the CAS if there is a concern.

### Purpose:

- This agreement is intended to clarify the participation expectation of students in the course by gaining course design and outcome information to guide the implementation of this accommodation.
- The student and the instructor will need to communicate and discuss questions raised by this agreement, ideally within the first weeks of the course, or as soon as the instructor is notified. At any point in time, the CAS can be asked to facilitate the discussion and make a determination. The student or the instructor may ask the Associate Director of Academic Success to attend any meeting as desired.

Evaluating the Role of Class Participation:

The main focus of this accommodation is the essential element of participation related to course outcomes. With that in mind, please review the following questions.

1. What does the syllabus state in regard to attendance/participation?
2. What are the stated learning outcomes/objectives that require participation?
3. Is attendance factored in as part of the final course grade? If yes, what percentage of the grade?
4. Is there content only offered in class, or could other sections be attended for missed material?
5. Are assignments used as class content when they are due? For example, are problem sets reviewed during class?
6. To what degree does the student's failure to attend class constitute a significant loss to the educational experience of the other students in the course?
7. Does the functional nature of the course rely on student participation as an essential method of learning?
8. Is the material being learned in class sequential?

**Course-specific Parameters Agreements (To be completed by faculty and student)**

After reviewing the previous questions and engaging in discussion about the course requirements, below are the agreed-upon course parameters for the implementation of disability-related absences in this specific class for this student. If any concerns come up, please engage the CAS.

1. If in-class participation is essential to the course, please state the percentage of the class that can be missed or the number of absences that can be permitted. Be as specific as possible. Avoid vague phrases such as "flexible," "to be determined," or "open."

2. How and when will the student notify the instructor of a disability-related absence?

3. What is the process for turning in homework/ assignments/ projects that are due on the date of the disability-related absence? Please include the number of days that an assignment may be late. (Please note that disability-related absences are not to be used to provide extensions on long-term assignments.) For short-term assignments (e.g., assignments with a three-day or less turnaround), students experiencing a disability-related absence should be permitted to turn in work late without a penalty. In these situations, a general rule to consider for reasonable make-up time would be the amount of time equivalent to that which was missed. In some courses, it may be appropriate to consider an alternative assignment, reading, or project to make up for missed class discussions or projects.

4. What is the procedure for making up a missed quiz, examination, or in-class graded assignment given on the day of the disability-related absence?

This agreement is valid with an approved disability-related absence accommodation and when completed by both the student and the faculty member. If the absences meet or exceed 50% of those agreed upon in this document, both parties will inform the CAS. Please send the completed form to the Center for Academic Success ([accommodations@southwestern.edu](mailto:accommodations@southwestern.edu)), and keep copies for both parties.

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

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CAS Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_