EDGEWOOD
UNIVERSITY

Flexible Attendance Accommodation Responsibilities

Students:

1. Schedule a meeting with each instructor at the beginning of each term, or as soon as the Support Plan has been distributed, to discuss parameters to this accommodation.
2. Notify the professor as soon as possible that you are symptomatic and unable to attend class. Ideally, this would happen before class, but if not possible then notify them as soon as you can afterwards.
2. When you feel well enough to do so, discuss with the professor what is needed to make up the work and refer to the plan you established early on.
3. Complete the agreed upon make-up work by the established deadline.
4. Contact Tessa Timler, Director of Disability and Accessibility Services, 608-663-3273, ttimler@edgewood.edu, if you have any questions about this process.

Faculty:

1. You should require students with "Flexible Attendance" in their Support Plan to meet with you at the start of the semester, or as soon as the Support Plan is received, to set up a plan for missed classes due to a flare in symptoms.
    a. How will the student contact you to request flexibility?
    b. How many classes may the student reasonably miss due to a flare-up in symptoms and still achieve core learning objectives?
    c. How will students access content for missed days?
        i. Will they receive a recording of the class?
        ii. Will they be expected to engage in an alternative assignment? If so, what are the assignment requirements?
    d. Are there any classes that the student **must** attend regardless of a flare-up?
2. When possible, check email prior to class to see if any students with "Flexible Attendance" will be absent related to their disability. Some may be too symptomatic to notify you prior to class, or they may ask their Disability Advisor to start this communication. It is **not** reasonable to request a medical note for disability-related absences.

3. If faculty choose to, capture the class content. Some faculty allow the student to join virtually with no camera or microphone, others record class to share with some or all students that are absent, and some provide notes from the class.
4. When the student is able, discuss what work is needed to make up the class if a plan is not already in place. Consider the Essential Course Objectives from the syllabus. Universal Design practices may be helpful in this process. While attendance is important to student learning, it is not an Essential Course Objective in most situations. If you grade for attendance, be sure to adjust this appropriately when a student misses class due to a flare-up
5. Note the agreed deadline for work completion. If the student has not discussed make-up assignments, met the deadline, or is missing too much course content, contact the student and the Disability and Accessibility Services (DAS) Advisor. The faculty and DAS Advisor will work together with the student to resolve any issues.
6. Contact Tessa Timler, Director of Disability and Accessibility Services, 608-663-3273, ttimler@edgewood.edu, with any general questions or concerns about specific students.

Disability and Accessibility Advisor

1. Verify requests for "Flexible Attendance" on an individual basis to determine if it is an appropriate accommodation.
2. Upon request, assist faculty in identifying differentiated assignments, as needed, to make up for being absent in class. Examples include short written responses or making a power-point based on topics from the class period.
3. When contacted by faculty that a student has not met or is not demonstrating learning of the course essential objectives, meet with the student to explain options such as failing the class, full medical leave, retroactive medical withdrawal, increased use of supports such as the Learning Lab, etc. Continue to work with faculty and the student to resolve any issues.