



Limited Flexible Attendance and Due Dates Reasonable Accommodations Guide

Background

The University of Wisconsin-La Crosse's (UWL) ACCESS Center approves Limited Flexible Attendance and Limited Flexible Due Date Accommodations for students with documented chronic or episodic disabilities. Qualified students with a disability may need to miss class due to a disability related reason and require some flexibility when accessing courses at UWL. The Limited Flexible Attendance and Limited Due Date Accommodations is meant to provide reasonable flexibility and does not allow students to have unlimited or excessive absences or unlimited need for due date extensions.

The ACCESS Center has provided some intentional guidelines to provide structure and clear expectations for students and faculty. Instructors will complete a review of each class to determine the amount of flexibility appropriate for their learning environment. Students will have the ability to discuss these accommodations with their ACCESS Center advisor to ensure their disability-related needs are met to ensure access to the course. There may be some cases that students need additional flexibility. We recommend those cases be addressed on a case-by-case basis between the student and their ACCESS Center Advisor.

Limitations

The ACCESS Center recognizes the unique nature of the Limited Flexible Attendance and Limited Due Date Accommodations have the following limitations:

- Unlimited and excessive absences and extended due dates are unreasonable.
- Accommodations not permitted for students not registered with The ACCESS Center.
- Accommodations may not cause a fundamental alteration of course objectives or essential components of the course.
- Accommodations may not be permissible where class attendance, due dates, and/or participation can be demonstrated to be an essential component of the course (e.g., internships, certain class periods, lab assignments that are time-bound).
- Students are responsible for making up any missed course materials and for communicating promptly with their instructors.

Helpful Considerations

- If instructors already offer considerable flexibility in their course syllabus, this can be taken into consideration when determining the number of disability-related absences.
- Lab courses and other once-per-week courses may substantially limit the number of disability-related absences due to the nature of the course.
- If a student or instructor have concern about the number of flexible days/due dates or need additional consultation, they should reach out to their ACCESS Center Advisor.
- If a student is getting close to their maximum number of disability-related absences, they should schedule a meeting with their ACCESS Center Advisor.
- Instructors will complete a Flex Plan for the class rather than a plan for each individual student.

Procedure

Determining Eligibility

- Student meets with ACCESS Advisor to discuss disability and accessibility needs.
- In accordance with our Interactive Process, the ACCESS Center advisor determines eligibility of accommodation after reviewing all relevant documentation.
 - a. ACCESS Center Staff will review the Limited Flexible Attendance and Limited Flexible Due Date Accommodations separately to determine eligibility.
 - b. During this process, ACCESS Center staff will advise students of the limitations of this accommodation as well as their unique needs.
- If the ACCESS Center Staff determines a student is eligible for either the Limited Flexible Attendance and/or Limited Flexible Deadline Accommodation, ACCESS Center Staff will adjust the student's record appropriately and allow for the student to request the accommodation.

Requesting and Implementing the Accommodation

1. Once eligible, students will request the Limited Flexible Attendance and/or the Limited Due Date accommodation through ACCESS Connect.
2. Instructors will be notified via email about the students request.
3. Instructors will need to complete a Flex Plan for their class (please note that this will apply to all students in the class and will only need to be completed once).
 - a. For Limited Flexible Attendance Accommodations, Instructors will be asked to review the rubric below and select from one of the following statements:
 - i. My class structure fits within the Limited Flexibility Attendance Rubric and I will adhere to the maximum number of absences as outlined in the rubric.
 - ii. My class offers more flexibility than what is outlined in the Limited Flexibility Attendance Rubric and the course absence policy will be followed.
 - iii. My class cannot offer as much flexibility as outlined in the Limited Flexibility Attendance Rubric. I have consulted with ACCESS Center Staff and determined that the maximum number of absences allowed will be...
 1. Instructors should contact the ACCESS Center as soon as possible to consult if choosing this option.
 2. ACCESS Center Staff will ask instructors questions as outlined in Appendix – Individualized Course Analysis
 - b. For Limited Flexible Due Date Accommodations, the ACCESS Center recommends that only 20% of assignments, quizzes, and tests be allowed to have extended due dates. Instructors will be prompted to answer the following questions:
 - i. What is 20% of assignments, quizzes, and tests (e.g., 2 assignments, 4 quizzes, and 1 test)?
 - ii. How long do students have to turn in missing assignments or reschedule missed quizzes/tests?
 - iii. Which, if any, assignments cannot be covered under the Limited Flexible Due Date accommodation?
4. Once the Instructor has completed the agreement the student will receive a copy of the completed agreement.
 - a. If the student believes they need more flexibility, the student should contact their ACCESS Center Advisor as soon as possible.

- If students reach their maximum allotted absences, they should contact their ACCESS Center Advisor as soon as possible to develop a plan of support.

Grievance Procedure

- If a student believes their accommodation is not being met, they may file a grievance using the ACCESS Center grievance procedure.

Limited Flexible Attendance Rubric

The ACCESS Center recommends the following “total absences” when considering the Limited Flexible Attendance accommodations. It is important to note that “total absences” would include both disability and non-disability related absences. We believe that missing class material substantially limits student success and want to provide a framework for limited academic disruption.

Course Length	Course Type	Total Absences Allowed
3 weeks - meets 5 times/wk Winter Course	LEC	no more than 2 absences
	LAB, STU, DIS, SEM	no more than 1 absence
4 weeks - meets 3 times/wk Summer Session	LEC	no more than 2 absences
	LAB, STU, DIS, SEM	no more than 1 absence
4 weeks - meets 5 times/wk Summer Session	LEC	no more than 3 absences
	LAB, STU, DIS, SEM	no more than 1 absence
7 weeks - meets 1 time/wk Half Semester (Fall/Spring)	LEC	no more than 2 absences
	LAB, STU, DIS, SEM	no more than 1 absence
7 weeks - meets 3 time/wk Half Semester (Fall/Spring)	LEC	no more than 3 absences
	LAB, STU, DIS, SEM	no more than 2 absences
14 weeks - meets 1 times/wk Full Semester (Fall/Spring)	LEC	no more than 3 absences
	LAB, STU, DIS, SEM	no more than 2 absences
14 weeks - meets 2 times/wk Full Semester (Fall/Spring)	LEC	no more than 5 absences
	LAB, STU, DIS, SEM	no more than 3 absences
14 weeks - meets 3 times/wk Full Semester (Fall/Spring)	LEC	no more than 7 absences
	LAB, STU, DIS, SEM	no more than 4 absences
14 weeks - meets 4 times/wk Full Semester (Fall/Spring)	LEC	no more than 8 absences
	LAB, STU, DIS, SEM	no more than 5 absences

This rubric recommends between approximately 15%-20% of in-class course time.

Limited Flexible Due Date Recommendation

The ACCESS Center recommends no more than 20%¹ of assignments, quizzes, or tests get extended between 48 to 72 hours from the initial due date. For example, if a class has 10 assignments, 5 quizzes, and 3 tests, 2 assignments, 1 quiz, and 1 test would be eligible for flexible due dates.

¹Due to the nature of some assignments (e.g., group assignments, assignments that affect other assignments/course delivery), instructors may have stricter deadlines.

Appendix: Individualized Course Analysis

Course Analysis: To determine whether flexible attendance consideration is appropriate for your class, the Office of Civil Rights (OCR) has provided the following guidelines to help assess whether attendance is an essential component of the course. We have included an analysis tool with these questions to assist faculty in determining absences.

- Is there classroom interaction between the instructor and students?

Very little Some About Half Most All

- Is there classroom interaction between students in the form of in-class group work?

Very little Some About Half Most All

- Do student contributions in class constitute a significant component of the learning process?

Very little Some About Half Most All

- Does the fundamental nature of the course rely on student participation as an essential method for learning?

Very little Some About Half Most All

- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?

Very little Some About Half Most All

Other questions to consider:

- What do the course description and syllabus say?
- What method is used to calculate the final grade?
- What are the classroom practices and policies regarding attendance?

ACCESS Center Recommendations

High Leniency: If you answered “very little” or “some” for most of the questions, you most likely have a lecture style course and could offer a great deal of leniency to students. Well above the minimum of 15% of instructional class time.

Moderate Leniency: If you answered “Some” or “About Half” for most of the question, your course is a hybrid lecture/experiential course that may involve some group work and lecture style learning. It is recommended that you offer moderate leniency above the 15% instructional class time.

Limited Leniency: If you answered “Most” or “All” to the following questions, your class is mostly experiential such as a practicum, lab, or group-based learning experience. It is recommended that you offer disability related absences at the minimum recommended 15% of instructional time