



Student Accommodations and Support Services

Disability Related Absences Guide

The Americans with Disabilities Act, as amended, (ADA) and Section 504 of the Rehabilitation Act (Section 504) prohibit discrimination against individuals with disabilities. These laws require the University to provide reasonable accommodations for otherwise qualified students with disabilities.

In making a determination for a disability related absence accommodation, two questions must be answered:

- Does the student have a documented disability that directly affects his/her/their ability to attend class on a regular basis?
 - *SASS will make this determination based on a review of documentation from the student's physician or psychologist and provide verification in a letter accessible to the faculty through MyDSS.*
- Is attendance an essential part of the class? Would accommodating attendance result in a fundamental alteration of the curriculum?
 - *Instructors make this determination in consultation with SASS.*

SASS recognizes that Instructor attendance policies are based on the structure of the class, the information to be covered and the method of instruction (e.g., lecture, discussion, or activity). Further, the level of attendance required can vary from subject to subject and class to class and in some classes, attendance is a fundamental/essential requirement in meeting course objectives. In other circumstances, faculty may determine that students can master course content with the accommodation of leniency in attendance. The Americans with Disabilities Amendments Act specifies that exceptions will be made to established attendance policies on a **case-by-case basis** following the guidelines provided by the Office of Civil Rights (OCR):

1. Is there classroom interaction between the instructor and students and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely on student participation as an essential method for learning?
4. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What do the course description and syllabus say?
6. Which method is used to calculate the final grade?
7. What are the classroom practices and policies regarding attendance?



Based on disability documentation provided by the student, SASS has verified that this student's disability may cause the student to miss classes and has identified disability related absences as an appropriate accommodation for this student. SASS requires that instructors work with SASS and students with a disability-related need for flexibility in attendance to determine the extent to which an adjustment in attendance policies may be reasonable for a particular class.

This guide is to be used in assisting the instructor and the student in determining what is reasonable regarding attendance. This guide is to only cover those absences due to the student's disability. The student is responsible for following the instructor's policy regarding absences due to non-disability related issues.

If the student or instructor has any questions, please contact the SASS office:

Student Accommodations and Support Services

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Student Name: Term:

Instructor's Name: Course:

Students who request this accommodation or provide documentation after absences have occurred will not be eligible for retroactive accommodations. When a student is absent due to their disability, they are responsible for the class content, notes and information presented that day. The instructor is not required to reteach the missed material. The student needs to arrange how they will obtain this information at the beginning of the term prior to possible absences.

1. Maximum absences allowed for this course as indicated in the syllabus:

2. Maximum number of disability-related absences allowed for this student for this course:

(Please do not restate the number of absences allowed for all students in the course. The number should be greater than the number of allowed absences on the course syllabus. Be as specific as possible. Avoid vague phrases such as "flexible", "to be determined" or "open").

3. How and when will the student notify the instructor of a disability-related-absence (email, phone, etc.)? Depending on the nature of the student's disability, is it reasonable for the student to notify the instructor of a disability-related absence either before or after the missed class session?

4. Procedure for turning in homework/assignments/projects due the day of a disability related absence:

a. Maximum number of days assignments may be late:

b. How assignments are to be submitted:



5. Procedure for making up a missed quiz, examination, or in-class graded assignment given on the day of a disability-related absence:

6. Procedure for making up a missed lab or time in practicum or field work for day of disability-related absence:

7. Potential for Zoom/Remote class instead of an absence (Depending on the nature of the course, is it reasonable for the student to request remote attendance instead of using a disability-related absence?)

If it is thought that attendance can be justified as an integral part of how the course is taught and/or how learning is to be demonstrated and measured, there can be a point at which disability-related absences cannot be reasonably accommodated. If at any point, the instructor and/or student have any questions or concerns about this process, the disability related absences agreement, and/or the provision of this accommodation, SASS should be notified as soon as possible so they can address the concerns and work to resolve them.