Faculty members are an integral part of services for students with disabilities. Faculty shares the responsibility to provide an accessible learning environment for all students. Many accommodations do not require faculty attention. However, certain accommodations require collaboration between faculty, students, and SAC.

Attendance flexibility and deadline extensions are accommodations that are recommended most often in cases where students have unpredictable, episodic, or chronic health conditions that may cause them to be absent more often than typical students. Attendance flexibility means that the student will not be penalized for absences within reasonable limits beyond what the syllabus policy allows. Deadline extensions are for when students are unable to complete or submit their work due to unexpected symptoms related to their disability. While attendance and deadline flexibility are approved on a case-by-case basis by SAC and depends on each student’s individual circumstances, the degree of leniency is decided by faculty on a course-by-course basis.

Faculty and SAC staff are partners in providing accommodations to students. If faculty need assistance or have any concerns that the accommodations interfere with the learning objectives of the course they should contact SAC to collaborate on how to best serve the student. Faculty should not simply deny an accommodation without first communicating with the SAC about alternatives.

When analyzing the degree of leniency and extent of flexibility for their course, the Attendance Accommodation Guide outlines assistance for faculty.

<table>
<thead>
<tr>
<th>Course Analysis</th>
<th>In all sessions</th>
<th>In most sessions</th>
<th>In some sessions</th>
<th>In few sessions</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a significant interaction between the instructor and students during the class session (e.g., significant discussion, hands on experiences etc.). Note: Most question and answer interactions that occur during lecture-style courses do not constitute as significant interaction.</td>
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<tr>
<td>There is a significant classroom interaction among students during the class session (e.g. peer review, discussion, in-class group work etc.)</td>
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<tr>
<td>Student contributions constitute a significant component of the learning process during the class session (e.g. regular student presentations, group work etc.)</td>
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<tr>
<td>The fundamental learning objective relies upon active student participation during the class session (lab work, internship, dance class, etc.).</td>
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<td>The student’s absence constitutes a significant loss to the educational experience of other students in the class.</td>
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</tbody>
</table>

**Analysis Results**

- If all of your answers fall into the “in few sessions” or “N/A” categories, you should exercise a great deal of leniency.
- If some of your answers fall into the “in few sessions” or “in some sessions” categories, a moderate amount of leniency is recommended.
If most of your answers fall into the “in most sessions” or “in all sessions” category, minimal leniency is recommended. Consideration should be given to whether or not students have the opportunity to make up missed experiences through alternative assignments.

Other Factors to Consider

- Some courses involved both lecture-style delivery and in-class activities that require student participation. You might consider if the absent student could participate in an alternate activity or assignment that would meet the same learning objectives.
- If the student reaches or exceeds the modified policy or if there are any issues or concerns, Faculty should contact SAC as soon as possible. A withdrawal from the course may be considered if the student is unable to adhere to the current or modified course policy.
- Students are expected to abide by the syllabus policy for any absences unrelated to their disability (flu, work, death in the family, etc.). Faculty should not request the student to provide documentation for absences related to their disability. Students are required to provide additional documentation to SAC due to hospitalization, surgery, medical appointments, or as determined by SAC.

Limits on Leniency

While faculty are encouraged to be flexible in the implementation of this accommodation, there are some limitations. It is not reasonable to expect to faculty to:

- Re-teach – it is reasonable to go over some of the missed materials with students during office hours or by appointment. Faculty are not expected to re-teach the course to students who do not attend.
- Remodel – professor are not expected to reconstruct courses entirely. For example, a course that is lecture-style does not need to be reconstructed as an independent study or online course.
- Adjust Course Rigor – Professor should not lower course standards or make courses easier for students who cannot attend.

Exams and Assignments

Absences may occur on a scheduled exam day or when an assignment is due. When completing the Accommodation Agreement with the student, please take into consideration that issues related to a student’s disability may occur suddenly and unexpectedly. Please note:

- SAC is able to proctor make-up exams for students with this accommodation (even if they are not normally approved for testing accommodations).
- If modifying an existing exam, it should remain consistent in scope, content, and level of difficulty as the original exam.

Attendance/Deadline Accommodation Agreement

Faculty and student should meet to discuss the nature of the course, limits of absence leniency/deadline flexibility (if any), and a plan for absences/submitting work. Faculty and students should complete the Attendance/Deadline Accommodation Agreement Form. It is also recommended to discuss an overall plan for communication with regard to attendance, assignments, and student progress throughout the semester. Completed forms can be submitted to SAC.

If you have any questions or concerns, contact SAC@luc.edu or 773.508.3700.