

Disability Related Absences Agreement

Student Name: _____

Quarter/Course/Section: _____

Overview

In conjunction with the University of Washington's student participation policy ([University Policies: Student Governance and Policies, Scholastic Regulations: Chapter 117](#)) the Disability Resources for Students (DRS) Office has determined that disability related absences is a reasonable academic accommodation for the above student per the accommodation approval process within DRS. This accommodation, while approved for the student, can look different in each course. For some courses DRS may need to engage in the process to determine if the accommodation fundamentally alters the course. Below is information that will help guide DRS in understanding the course design. Ultimately, DRS will be the one to determine if the 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 which are episodic in nature and may have impacts to class participation.
- A disability related absence as defined by Disability Resources for Students office (DRS) is when a student is absent due to the direct effects of a documented disability. This agreement does not apply to absences for other reasons.
- The student is not required to present the professor with medical documentation verifying his/her disability related absence. Communicate with DRS if there is a concern.

Purpose

- This agreement is intended to clarify the participation expectation of students in the course by gaining course design information to guide the implementation of this accommodation.
- The student and instructor will need to communicate and discuss the questions raised in this agreement. Ideally the first week of the quarter, or as soon as the instructor is notified.
- If it is thought that attendance/participation can be justified as an integral part of how the course is taught and/or how learning is to be demonstrated and measured, the students DRS counselor should be contacted so they can engage the evaluation process.

Evaluating the Role of Class Participation

Our focus in this accommodation is on the essential element of participation. With that in mind please review the following questions below, as DRS may need this information. These questions are designed to help identify the role in-class participation has toward students meeting course outcomes/objectives. On the next page course parameters will be shared and agreed upon. If concerns come up, or agreements are not able to be reached, contact DRS:

- **What does the syllabus state regarding attendance/participation?**
- **What stated learning outcomes/objectives require participation?**
- **Is attendance factored in as part of the final course grade? If yes, what is the percentage of the grade?**
- **Is there classroom interaction between the instructor and students, and/or among students?**
- **Do student contributions constitute a significant component of the learning process?**
- **Does the course rely on student participation as a method for learning?**
- **What is the impact on the educational experience of other students in the class?**
- **Is there content only offered in class?**
- **Are assignments used as class content when they are due? (e.g. problem sets reviewed as the first lecture on that content)**

Course Specific Parameters Agreements (To Be Completed by Faculty & 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. If any concerns come up, please engage DRS.

- 1. If in-class participation is essential to the course, please state the percentage of class that can be missed or number absences permitted.** (Do not necessarily restate the number of absences allowed for all students in the course) **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?** (Depending on the nature of the student’s disability, it is reasonable for the student to notify the instructor of a disability related absence either before or after the missed class session.)

- 3. What is the process for turning in homework/assignments/projects due the day of a disability related absence and include maximum number of days assignments may be late?** (Please note: disability related absences are not intended to be used to provide extensions on long-term assignments. For short-term assignments (assignment with a 3-day turnaround or less) students experiencing a disability related absence should be permitted to turn in work late without grade penalty. In these situations, a general rule to consider for determining a reasonable make-up timeframe 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 a disability related absence?**

By signing this agreement, student and faculty agree to the course specific parameters listed above. This agreement is valid with an approved disability related absence accommodation and only when both the student and faculty have completed this form in agreement. If the absences meet or exceed 50% of those agreed upon in the Agreement both parties will inform DRS. Please send the completed form back to the Disability Resources for Students Office (uwdrs@uw.edu) and keeping copies for each person.

Student Name:_____ **Student Signature:**_____ **Date:**_____

Professor Name:_____ **Professor Signature:**_____ **Date:**_____