



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 University's accommodation process. This accommodation can be implemented differently in each course and in some situations DRS may need to facilitate a determination regarding if the accommodation is a fundamental alteration. Below is information that will help guide DRS in understanding the course design and stated outcomes. Ultimately, DRS is the office to determine if an 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 that can 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 faculty 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 and outcome 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. At any point in time DRS can be asked to facilitate the discussion and make a determination.
- 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 DRS should be asked to facilitate the process.

Evaluating the Role of Class Participation

Our focus in this accommodation is on the essential element of participation related to course outcomes. With that in mind please review the following questions below. These questions are designed to help identify the role participation has toward meeting course outcomes/objectives. On the next page course parameters will be shared and agreed upon. If concerns or questions arise DRS Staff will facilitate the determination of what is reasonable:

- What does the syllabus state in regard to 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 content only offered in class or could other course sections be attended for missed material?
- Are assignments used as class content when they are due? (e.g. problem sets reviewed as the lecture)
- To what degree does a student's failure to attend constitute a significant loss to the educational experience of the other students in the course?
- Does the functional nature of the course rely on student participation as an essential method of learning?
- Is the material being learned in the class sequential?
- How are students expected to interact with each other (i.e. in class, group work online or via e-mail, etc)?

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?**

This agreement is valid with an approved disability related absence accommodation and completed with both the student and faculty. 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) keeping copies for each person.

Student Name: _____ Student Signature: _____ Date: _____

Faculty Name: _____ Faculty Signature: _____ Date: _____

DRS Staff: _____ DRS Staff Signature: _____ Date: _____