



UNIVERSITY OF CENTRAL FLORIDA

STUDENT ACCESSIBILITY SERVICES

4000 Central Florida Blvd.
Ferrell Commons, 7F, Room 185
Orlando, FL 32816-0161

Attendance, Exam and Assignment Adjustment

A student in your class has Attendance, Exam and Assignment Adjustment (AEAA). The student may miss class, an exam, or deadline(s) due to a health flare up. The need for this accommodation has been documented through SAS; no additional medical documentation must be provided to meet course policy requirements. The accommodation provides flexibility for assignments, tests, quizzes, and attendance however it should not alter the essential design and learning outcomes of the course. Below are guidelines to help explain the accommodation, process, and responsibilities for each party. If you should have any further questions, please feel free to contact us. There are two ways to consider and facilitate AEAA:

Option 1: Student initiates contact with the professor and discusses reasonable AEAA flexibility possibilities; professor and student determine reasonable outcomes

Option 2: Student asks SAS to determine AEAA options with professor; SAS contacts professor and works with professor to determine reasonable outcomes

Student Accessibility Services Responsibilities:

- Responsible for providing guidelines, information, and procedures for this accommodation to the student.
- Responsible for providing guidance and clarification about the AEAA for faculty/students when situations arise in the course.

Student Responsibilities:

- Request accommodations within Knights Access and send Course Accessibility Letters to professors.
- Initiate AEAA Option #1 or Option #2 as early as possible.
- Contact Student Accessibility Services if questions or concerns

Faculty Responsibilities:

- Option 1: In conjunction with the student, determine reasonable accommodation/flexibility for your course based on the barriers the student noted within the course structure and teaching methodology without altering the essential design and learning outcomes.
- Option 2: In conjunction with SAS, determine reasonable accommodation/flexibility for your course without altering the essential design and learning outcomes.
- Provide reasonable flexibility where possible. Clearly articulate why flexibility is not reasonable when necessary
- Contact Student Accessibility Services with questions or concerns about academic integrity, fairness to other students, or additional work required to facilitate AEAA.

Guidance Questions for Determining Reasonable AEAA Outcomes:

- What does your syllabus say about attendance and missed deadlines? Have you made exceptions to these policies in the past? What is the purpose of these policies and how would modification of the policies impact course management?
- Are attendance and/or participation points factored in as part of the course grade? If so, how? Is this a course, department, or college policy?

- Is there any flexibility regarding attendance or assignments already built into the course?
- Is the format of instruction primarily lecture or interactive? Does instruction and learning rely on specific elements from the previous session or assignment?
- Do student contributions constitute a significant component of the learning process (e.g. discussion, presentations, role play)? What is the impact on the educational experience of other students in the class if a student is absent or misses a deadline?

Practical Application Considerations to the Questions Above

- If the course is mostly lecture based, the in-class experience reviews content available in the text or from instructor/peer notes, and involves little student interaction during class, then more flexibility with excused absences/participation points is reasonable. If the course is mostly experiential or discussion based, the in-class content is not recreated elsewhere, and/or involves significant student interaction, then less flexibility with excused absences/participation points is reasonable.
- If modifying exam dates and deadlines would not substantially impact the flow or design of the course, then more flexibility with exam dates and deadlines is reasonable. For example, it may be reasonable to allow a research paper to be turned in a few days late if it would not impact the overall progression of the course. On the other hand, it may be unreasonable to modify an assignment due date that is based on a journal's publication deadline. If exams or quizzes are not graded immediately and/or answers are not publicly shared within a very tight window after the exam, it may be reasonable to not offer a make-up exam.
- Not offering at least one make-up exam opportunity simply because it is logistically easier to manage the class with no make-up exams may not be a valid reason for denying a make-up opportunity.
- While each situation is different, SAS most often only considers it a reasonable accommodation to make-up 1 or 2 exams or quizzes. Professors may choose to extend beyond the accommodation as deemed appropriate. When make-up quizzes/exams are facilitated, the same quiz/exam experience should be administered whenever possible. If a different version or a different format is necessary, especially when make-up exams are not otherwise made available to any student in the class per course policy, the degree of difficulty between the class exam and the make-up exam must be equal.
- In the event that the student is unable to meet the terms of the agreement, and if no reasonable revisions to the agreement can be made, the student should then be held to the relevant course syllabus policies.