

MORAVIAN UNIVERSITY

Academic Flexibility

An Overview of Flexibility Regarding Attendance, Deadlines, and Examinations

Student's First and Last Name: _____

Student's Moravian Email Address: _____

Student's Mobile Number: _____

Instructor's First and Last Name: _____

Course Name and Number (Ex.: BIOL 103 A): _____ Semester & Year: _____

Overview

Generally, the Accessibility Services Center (ASC) encourages students to attend all classes, not as a matter of policy, but to promote academic success and contribute to their educational experiences as students at Moravian University. However, some students have chronic, unpredictable conditions in which acute episodes substantially comprise the student's ability to participate effectively in classroom activities on a given day.

- Reasonable accommodations preserve both the course's integrity and the student's right to participate in classroom activities. Accommodations may not fundamentally alter the essential elements of the course or lower standards. Whether flexibility of academic policy concerning attendance, deadlines, and assessments is reasonable must be individually determined based on course content, objectives, and structure.
- The ASC encourages students with academic flexibility to discuss this accommodation with their faculty proactively. Specifically, the student should consult with the faculty about the nature of the course and the utilization of flexibility when they experience acute health impairments. The Accessibility Services Center (ASC) encourages the professor and student to use the Academic Flexibility Worksheet to discuss how academic flexibility will work in the student's class. The ASC is available to assist with these discussions upon request.
- If the professor cannot extend flexibility to the student, the faculty should address the concerns with the ASC and the student to consider reasonable alternatives.
- In all instances, when students experience a worsening of their condition that impacts their ability to attend class, they must maintain ongoing, timely communication with their instructors and fulfill all objectives associated with their courses. The ASC encourages faculty to contact the student and our office when absences are nearing the threshold of excessive or when deadline extensions are no longer feasible.
- If attendance or inability to meet deadlines prohibit the student from fulfilling essential requirements of the course, the ASC encourages faculty to advise students of decreased academic standing. It may be appropriate to discuss options such as withdrawing from the class or issuing an Incomplete for the

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semester when appropriate. When giving an Incomplete, faculty should set clear expectations, identify outstanding work, set deadlines, and explain the resulting consequences for failure to submit work.

- Keep in mind that not all questionnaire categories or questions will pertain to every course or student. The instructor and student should use the following pages and questions as a starting point for discussions.

Instructions to Students and Faculty

This worksheet is *only* for use with those students who have an approved accommodation for academic flexibility. Academic flexibility includes flexibility with attendance and, by extension, deadlines, and assessments. Without faculty input, the Accessibility Services Center (ASC) cannot determine what would be considered a reasonable accommodation of this nature for a given course. The ASC designed this worksheet to develop a clear understanding of how faculty can implement academic flexibility within the course.

The ASC's goal is to ensure that by working together in a dialogic process that balances feedback and negotiation, we can provide the legal right to equal access for the student while safeguarding the academic integrity of courses.

We encourage instructors to utilize the following worksheets. It is essential that instructors and students discuss, identify, and note the parameters associated with the flexibility of attendance policies, an extension of deadlines, and make-up options for assessments in their course. It is unnecessary to send the completed worksheet to the ASC, but we encourage the instructor and the student to keep a copy for their records.

While it is impossible to anticipate every possible scenario, this worksheet reflects the agreement between the instructor and the student on implementing flexibility regarding attendance, deadlines, and examination dates for this course. ***The instructor and student agree to maintain ongoing, timely communication with each other, and, as necessary, with the ASC, regarding this agreement and flexibility and any other issues that may arise, including any negative impact on the student's achievement of learning outcomes or essential elements of the course.***

Notify the ASC by emailing asc@moravian.edu or calling 610-861-1401 when discussions regarding withdrawals or incomplete become necessary.

Student Signature: _____ Date Completed: _____

Instructor Signature: _____ Date Completed: _____

Academic Flexibility Work Sheets

Notification:

Ongoing communication regarding the student's health and academic status is essential to success when navigating an accommodation that includes the flexibility of attendance policies, examination dates, and assignment deadline extensions.

There may be times when the student experiences a significant worsening of their condition that may interfere with attendance (including late arrival or early departure), taking an exam, or submitting work. How should the student notify the instructor?

Instructor's Email Address: _____

Phone Number: _____

Other. Please describe: _____

Indicate the time frame in which the student must contact the instructor regarding absences, missed quizzes or exams, and missed deadlines.

How will the instructor notify the student if absenteeism, missed quizzes or exams, or requests for deadline extensions become excessive?

Assignment Deadline Extensions:

Occasionally, symptom exacerbation may interfere with the student's ability to submit an assignment on time. When experiencing symptom exacerbation, the student must request an extension on an assignment-by-assignment basis. Students do not have automatic approval to extend all deadlines. Instructors and students should discuss the possibility of the student requesting an extension due to health incidents associated with the student's disability.

Discuss the following items:

Do the content, objectives, and structure in this course allow for some degree of flexibility in submitting assignments? Please explain.

What is the time frame in which the student must submit the assignment in question?

Are there assignments for which the deadline is non-negotiable? Yes No

List assignments for which the deadline is non-negotiable.

Attendance:

Generally, students should follow established attendance policies. There may be times when a student with chronic, unpredictable conditions may need to seek accommodations to the attendance policy that enables the student to meet course requirements without altering the essential nature of the course. Whenever possible, the ASC encourages the student to consider alternatives to missing class. Faculty cannot replicate the classroom discourse in an engaging classroom environment. While absences may not affect attendance grades, they could diminish overall learning.

Key factors to consider when thinking about attendance:

- How much classroom interaction occurs between the students and instructor and among students?
- Do the students' contributions during the class contribute a significant component of the learning process?
- Does the nature of the course rely upon student participation as an essential method for learning?
- To what degree does a student's absence detract from the educational experience of other students in the class?
- How does the attendance factor into the final grade?

Discuss the following items:

Does this course's content, objectives, and structure allow for some degree of flexibility (including late arrivals or early departures) concerning the attendance policy? If not, please articulate.

Describe the expectations for submitting any assignments due when the student is absent, arrives late, or departs early due to a worsening of symptoms.

Missed Quizzes and Exams:

Symptom exacerbation may interfere with a student's ability to attend or remain in class on the day of a scheduled or an unscheduled in-class assessment such as a quiz, unannounced quiz, or examination. Instructors and students should discuss how to handle missing an exam if the student misses a quiz or an exam due to disability-related reasons.

Discuss the following items:

Does this course's content, objectives, and structure allow for flexibility concerning in-class assessment activities, such as quizzes and exams? Yes No. Please explain.

How will the instructor handle quiz and examinations that the student may miss? Some examples may include making up a quiz or test, completing an alternative assignment, adjusting the grading scheme, etc.?

Generally, what is the time frame in which the student must complete the test, quiz, or alternative assessment activity?

In some cases, symptom exacerbation may occur during an in-progress assessment. What process should the student follow if they must leave class either temporarily or for the duration of the period?

Will the student be permitted to complete the assessment? Yes No

If yes, what is the time frame?

If no, explain why the student cannot complete the assessment.

Other course-specific items to consider: