Responding to Students with Flexible Deadlines and/or Flexible Attendance Accommodations: How Might Faculty Engage? A Model of a Conversation with your Student Effective Ways to Discuss Reasonable Implementation of Accommodations

<table>
<tr><th>Topic</th><th>Faculty Says:</th><th>Student Says:</th><th>Faculty Response:</th></tr>
<tr><td rowspan="2">Initial Accommodation Letter</td><td>…</td><td>I'd like to discuss how my accommodations will be implemented.</td><td rowspan="2">Let's set expectations around the fundamental requirements of the course.
-It is helpful to consider the following questions and/or discuss with the student:
• When and how should communication happen?
• What is a reasonable extension or adjustment?
• What is your plan for getting the content?
• What is your plan for submitting the work?</td></tr>
<tr><td>I saw flexible attendance/deadlines in your accommodation letter. Can we discuss how these accommodations will be implemented?</td><td>Of course!</td></tr>
<tr><td>Student has missed class w/o communication</td><td>I noticed you missed class.</td><td rowspan="2">I had a flare up and am using my accommodation.</td><td rowspan="2">Your accommodation requires that you be in communication about missing class/deadlines. I can/cannot excuse the class session you missed/accept the work without penalty.
-It is helpful to consider the following questions and/or discuss with the student:
• What are the next steps?
• What is the best they can do with the current situation?</td></tr>
<tr><td>Student has missed deadline w/o communication</td><td>I noticed you have missed this deadline/assignment.</td></tr>
<tr><td rowspan="2">Student is excessively missing classes w/communication

-OR-

Student is excessively missing deadlines w/communication</td><td rowspan="2">Thanks for letting me know, however the number of classes missed is becoming unreasonable to accommodate.

-OR-

Thanks for letting me know, however the number of missed deadlines is becoming unreasonable to accommodate.</td><td>I expect to be in class (this week, next class, etc.).
• I have viewed lecture recordings.
• I have notes from another student.
• I plan to attend office hours/tutoring.
-OR-
I expect to have the assignments submitted by (this week, next class, 3 days etc.)</td><td>I appreciate your continued effort and communication. Please continue to reach out if you still find it difficult to attend class or complete the assignments. I want to accurately evaluate your performance.

-OR-

That's wonderful news. Thank you for taking the initiative. I still have concerns about your ability to master the content/meet fundamental requirements. I am committed to supporting you in your learning. Might we schedule a meeting (with LSS) to discuss next steps and expectations?</td></tr>
<tr><td>But this is covered by my accommodation…</td><td>I understand. This may be a time where reasonable accommodation is not enough for you to master the content. Might we schedule a meeting (with LSS) to discuss next steps and expectations?</td></tr>
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Learning Support Services, Villanova University, Falvey Library at Vic Maggitti Hall Suite 220
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FAQ

- Can faculty implement UDL (Universal Design for Learning) to include accommodations for all students?
  - YES! If there are policies and procedures in place that are already accommodating students, it will reduce the need to implement additional, individual accommodations. For example, if deadlines have a 3-day window or attendance can be made up in a meeting, that could account for many students' needs for accommodation around deadlines and attendance, respectively.
- How should I address accommodations in my syllabus?
  - Consider making intentional policies and procedures that give students clear instruction regarding the expectations around communication, attendance, deadlines, and flexibility. For example, "students are expected to communicate within 24 hours of a missed class or deadline." Clarifying in writing and addressing expectations directly can help establish reasonable guidelines for any student.
- How can faculty determine the reasonableness of a request?
  - Reasonableness can be determined by assessing the student's ability to produce work of a quality that demonstrates satisfactory understanding of the material including absences and/or missed deadlines. First, clearly identify the fundamental requirements of the course and how mastery of this content, concept, or practice is to be measured. Consider modality, accessibility, and acceptable alternatives, if any. From there, adjustments can be made as part of the faculty's evaluation of student success, if possible. (LSS is a great faculty resource for finding space for flexibility in your coursework.) Accommodations do not guarantee an "A" or unlimited absences or extensions.
- A student has disclosed their diagnosis. Am I expected to be more accommodating?
  - It is great to hear that a student feels safe enough to share such deeply personal information with you, however you are not expected to go "above and beyond" to support a student in need or in crisis. Please direct them to the appropriate resources and confirm where you can give reasonable accommodation given the course content and expectations for mastery.
- I still have questions. Who can help me?
  - Students and accommodations vary greatly. Assessing each case is tricky. LSS is here to help and offer additional perspective, advice, and experience. Also, talk with your department head and colleagues to see what has worked for them. It could also be helpful to have continuity with expectations and/or procedures within the department.

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