

Disability-Related and Temporary Impairment Absences Guidelines

Many conditions that qualify as disabilities or temporary impairments may periodically cause a student to be absent from class beyond the course's stated absence policy. However, disability and medically required absences do not alter the student's obligation to fulfill class requirements. The Brevard College Class and Laboratory Attendance Policy in the [Brevard College Catalog](#) reads in part, "Students should expect to be eligible for course credit and Financial Aid only if they attend at least 70% of the class meetings. Specific attendance requirements for each course are established by the instructor." Brevard College's commitment to experiential education means that attendance is often fundamental to course objectives. Courses are designed for students to participate in focused class discussions, group projects, labs, or direct experiences. The faculty is not required to effect substantial modifications of class requirements for accommodation purposes. It is not reasonable for the college to fundamentally alter, waive or lower essential course requirements, academic standards, or educational experiences/outcomes when attempting to accommodate course absences. [Student Accessibility & Disability Services](#) will assist students who have a chronic or temporary impairment that significantly impacts attendance to help determine what academic accommodations or adjustments are reasonable.

Accommodation Procedures for Students who have Chronic Conditions:

Some students have significant health-related disabilities which may impact attendance due to their episodic nature. This may include but is not limited to: POTS; inflammatory bowel diseases; seizure disorders; mental health conditions experiencing acute exacerbation; various autoimmune disorders, or conditions requiring treatment such as chemotherapy or dialysis. All students, regardless of disability, are responsible for fulfilling the essential requirements of their courses/programs/degrees, including attendance expectations. Students with chronic conditions that are known to significantly impact their attendance should:

- Connect with [Student Accessibility & Disability Services](#) by providing current documentation regarding their disability / chronic medical condition. Students should ask medical providers to include information about class attendance in the documentation. Register for courses after carefully reviewing the syllabus for each course to learn the essential course requirements and attendance policy. Students should contact instructors before or early in the semester to discuss and clarify expectations.
- Plan for individualized needs when choosing courses and sections. For example, scheduling classes (when possible) at a certain time of day, scheduling breaks between classes, etc.
- Share the approved Academic Accommodation Letter with professors at the start of each semester.
- Take an active part in working with the instructor to identify adjustments that are equitable and maintain course standards.

Reasonable Attendance Adjustment Accommodation:

Student Accessibility & Disability Services may determine that a Reasonable Attendance Adjustment Plan is a reasonable accommodation for a student whose chronic condition can significantly impact attendance. The need for A Reasonable Attendance Adjustment Plan document will be written into the student's Academic Accommodation Letter. Students with their professors will be asked to discuss and complete a **Reasonable Attendance Adjustment Plan** early in the semester. Reasonable Attendance Adjustments do not permit unlimited absences and are not intended to be applied retroactively. Students remain accountable for all academic activities (assignments, assessments, required readings, etc.) and evaluation standards specified on the syllabus.

The **Reasonable Attendance Adjustment Plan** will be implemented via an individualized Google Form that Student Accessibility & Disability Services shares with the student and their faculty. Students are encouraged to meet with their faculty to complete and go over their plans. Upon request, Student Accessibility & Disability Services can help facilitate the completion to establish course requirements, the impact of absences, and potential attendance alternatives. Students are responsible for monitoring their class performance and communicating with their instructors about course details.

The plan asks faculty to provide answers to the following questions. Responses will be shared with the student:

- A maximum number of disability-related or medically required absences allowed for this student for this course.
- How and when the student should notify the instructor of a disability-related or medically required absence.
- Procedure for turning in homework/assignments/projects due the day of such absence, including the maximum number of days that assignments may be late and how they are to be submitted.
- Procedure for making up a missed quiz, examination, or in-class graded assignment given on the day of a disability-related or medically required absence.
- Limited alternative means allowing the student to access course content and demonstrate mastery of course objectives.

Procedures for Students with Temporary Impairments:

When a student experiences an injury or illness that results in an anticipated need to be absent from class more than one consecutive calendar week, the student should:

- Connect with [Student Accessibility & Disability Services](#) and provide current documentation regarding their disability / chronic medical condition.
- For athletes impacted by temporary impairments, BC Sports Medicine personnel's referral notes and consultation with Student Accessibility & Disability Services are also considered to be a source of valid professional documentation. Documentation should state a length of time for other medical treatment or

recovery where it is not feasible for a student to be on campus; identify the relevant limitations of the condition, such as "cannot utilize stairs," or "non-weight bearing and either may/or cannot use crutches or other assistive aids;" State an approximate length of time that the student will be impacted.

- Student Accessibility & Disability Services will contact professors once documentation verifies the need and duration of the anticipated absence so they may examine alternative means for the student to access and demonstrate mastery of course content for a limited duration of time.

Possible Alternative Means to Accomplish Class Attendance or Course Work:

The professor determines when attendance is justified to be an integral part of how the course is taught and how learning is to be demonstrated and measured. Professors may determine if there are possible reasonable alternative means for the student to access course content and demonstrate mastery of course objectives for a limited duration of time. Examples of possible solutions may include the following:

- Providing a Zoom link to allow a student to attend class remotely.
- Sharing a recording of the class meeting.
- Sharing notes from the class meeting.
- Assigning comparable make-up work.
- Altering timelines for coursework and tests.
- Allowing students to attend class meetings of other course sections.

When students' absences exceed reasonable flexibility or when alternative means of demonstrating course objectives are not feasible, the following solutions can be considered:

- Working with the professor to complete a [Grade of Incomplete Agreement](#) that allows an opportunity to fulfill course requirements through independent study or by attending class lectures or labs the following semester.
- Withdrawing from the class or all classes when disability-related or medically required absences cannot be reasonably accommodated so they can repeat the class during another semester when their medical condition has stabilized.
- When facing a severe mental or physical health crisis after the last date to withdraw from courses during a given semester, a student may appeal to the Associate Dean of Academic Affairs (ADAA) for a Health Crisis Withdrawal. Students who are granted a Health Crisis Withdrawal will receive a grade of "W" for their courses for the semester regardless of the date the withdrawal was approved.
- Consulting Office Financial Aid about financial responsibilities in the event of the need to withdraw as outlined in the Financial Aid and Refund Policy located within the [Brevard College Catalog](#).

Guidance from the Office of Civil Rights:

The Office of Civil Rights (OCR) has provided the following guidelines to assess if attendance is an essential part of a class:

- Is there classroom interaction between the instructor and students and among students?
- Do student contributions constitute a significant component of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential method for learning?
- To what degree does a student's failure to attend constitute a significant loss to other students' educational experience in the class?
- What do the course description and syllabus say?
- Which method is used to calculate the final grade?
- What are the classroom practices and policies regarding attendance?

Student Responsibilities When Absences Occur:

- Contact faculty and [Student Accessibility & Disability Services](#) prior to missing class or as soon as practically possible. This expectation is vital if the anticipated absence occurs on a test/quiz day or the day of a deadline for submitting an assignment. If not able to contact instructors or if there is a need to be absent more than one calendar week, [Student Accessibility & Disability Services](#) will contact instructors on the student's behalf.
- Contact instructors to discuss the possibility of making up the missed work. As much as possible, complete and stay current with all required coursework, obtaining missed materials/notes due to disability-related absence.
- Understand that even with reasonable attendance adjustments, grades and content mastery could be negatively impacted by not attending class.
- Make an effort to attend every course meeting. Remember that other types of absences unrelated to a disability or student illness are not part of the Reasonable Adjustment Attendance Plan.
- Stay in contact with their medical provider to discuss treatment and recommendations.
- For student-athletes who experience an injury requiring surgery, consult with the [Brevard College Sports Medicine Department](#) to explore local treatment options that can help minimize the impact on class attendance.
- Contact [Student Accessibility & Disability Services](#) if there is a concern after discussing attendance adjustments with faculty.

Faculty Responsibilities:

- Communicate established attendance requirements for courses via the syllabus.
- Closely examine essential course requirements, and consult with [Student Accessibility & Disability Services](#) to determine reasonable course-specific adjustments.
- Clearly examine essential course requirements considering the following questions:
 - What is the purpose of the course?

- What core outcomes/expectations are stated on the syllabus and required of all students?
- What specific skills, knowledge, principles, or concepts must be mastered or demonstrated?
- What are acceptable levels of performance on these measures?
- Are there alternative measures to equally determine mastery?
- What aspects/requirements constitute a significant component of the learning process?
- Could an alternate requirement achieve the same result?
- What methods of instruction are fundamental to the nature of the course?
- Are any methods of instruction non-negotiable?
- For Programs or Degrees: What skills or competencies will be needed within the field after graduation? What are the requirements for licensing or professional accreditation?
- Communicate and document how to implement course adjustments with their students
- Faculty have the responsibility to engage in the interactive process by completing the **Reasonable Attendance Adjustment Plan**, when part of a student's **Academic Accommodation Letter**.
- For questions or concerns, the Director of Student Accessibility and Disability Services may be consulted to assist in resolving issues related to the application of appropriate accommodations.

Brevard College Remote Learning Policy (July 12, 2021)

Faculty members are not required to teach courses in more than one modality simultaneously. For students with medical impairments or family emergencies, faculty members have the discretion to allow a student to engage in remote learning for their course for up to one calendar week. To request remote access, students should contact faculty members at least 24 hours in advance of the scheduled class time.

Requests for remote learning beyond one calendar week (two consecutive M/Th or T/F classes or one Wednesday course) must be approved through the Office of Academic Affairs. To make a request, students should contact the Associate Dean of Academic Affairs for Student Success and provide documentation of medical or other circumstances that prevent in-class attendance. The Associate Dean of Academic Affairs for Student Success or designee will work with faculty members to develop a plan for limited remote instruction when the instructor agrees that it is possible to do so without fundamentally altering the instructional delivery and course requirements. The Vice President for Academic Affairs will review the plan and make the final decision on the student's request.

Students with temporary medical impairments should not expect approved remote access for time beyond what is considered medically necessary. Course withdrawal may be recommended when a student's medical condition will not allow for the completion of course requirements.