

Effective Fall 2023 the use of this accommodation will require the submission of the [Notice of Absence Form](#). The form will be initiated by the student each time a disability-related absence occurs. AEC will review the request; if approved the form will be routed to faculty for confirmation.

The guide is intended to facilitate communication between faculty and students prescribed the attendance accommodation, "Notice of Student Absences." The accommodation has been prescribed due to the episodic/unpredictable nature of the student's disability. Non-disability absences (e.g., common illness, car trouble, etc.) must be addressed in accordance to the attendance policy stated in the course syllabus.

The accommodation allows a student a reasonable amount of attendance flexibility. However, it supports curriculum requirements; meaning, fundamental course requirements and learning outcomes will not be altered. Regardless of the accommodation to course's attendance policy, the student is required to meet all of the academic course requirements and to complete all assignments and examinations. Therefore, the accommodation, could affect and be implemented differently for each course. If absences are so numerous as to interfere with the learning process or to preclude an adequate evaluation of the student's performance, contact AEC immediately for consultation/support; aec-info@sjsu.edu.

Faculty & Student Responsibility

- Student must request accommodation via MyAEC in order to generate Faculty Notification Letter before absence.
- **NEW: Student will initiate the Notice of Absence Form each time a disability-related absence occurs.**
- Student is responsible for the course content; lecture notes and information presented the day of absence. The student needs to arrange how they will obtain this information. The AEC may be a resource to assist the student with this.
- Faculty: Meet with the student to discuss course requirements and provide clearly articulated guidelines for how a student will make up any missed curriculum requirements (e.g., exams, assignments) as practicable.
- **NEW: Faculty will review the Notice of Absence Form. If information provided is in alignment with previously discussed guidelines, Faculty will approve form or require a follow up meeting with the student to make appropriate arrangements.**

Reasonable attendance flexibility can be determined by analyzing the course design/requirements as outlined in the course syllabus. Analysis is required for determining number of absences allowed for student prescribed this accommodation. *(Do not simply restate the number of absences allowed for all students stated on course syllabus).*

Key Points to Consider

- What is the mode of instruction of this course? If online, are lectures recorded?
- Does the course syllabus include an attendance policy?
- Is the attendance policy consistently applied?
- Are there classroom interactions between the faculty and students, and/or among students?
- Do student in-class contributions constitute a significant component of the learning process?

- Does the course rely on student participation as a method for learning?
- Does the student's attendance provide a valuable impact on the educational experience of other students in the class?
- Is curriculum content only offered in class?
- Are assignments used as class content (e.g., problem sets due, peer previews) reviewed during lecture?

Attendance/Participation

Course Styles & Suggested Guidelines

Lecture Based Course:

In-class content is available in the text, from instructor/peer notes, recorded for online courses, and no student interaction is involved during class; student will be responsible for obtaining missed lecture information; absences/participation points will not be counted; no limit on absences.

Is the same course taught in another section? If so, can students (if able) to attend another section of the class as a make up?

Low to Mid-Level Student Interaction Course:

The course is mostly lecture-based with in-class content that is re-creatable independently or with an alternative assignment; student will be responsible for obtaining missed lecture information; student will be responsible to make up missed work or complete alternative assignment; if work is completed participation points will not be counted; no limit on absences.

For each required in-class assignment consider the following question:

- Can the student complete the same in-class assignment independently and submit digitally (video, audio, written) to faculty?
 - What is the timeframe to complete the work?
 - How will the work be submitted?
- Is there an alternative assignment for any that cannot be made up independently? If so, what?

Are there any assignments that cannot be made up? If so, which? How many can be missed before adequate evaluation of the student's performance is not possible?

Is the same course taught in another section? If so, can students (if able) to attend another section of the class as a make up?

Mid to High-Level Student Interaction Course:

The course is between 50-75% student interaction based with in-class content that is re-creatable independently or with an alternative assignment; student will be responsible for obtaining missed lecture information; student will be responsible to make up missed work or complete alternative assignment; if work is completed participation points will not be reduced.

For each required in-class assignment consider the following question:

- Can the student complete the same in-class assignment independently and submit digitally (video, audio, written) to faculty?
 - What is the timeframe to complete the work?
 - How will the work be submitted?
- Is there an alternative assignment for any that cannot be made up independently? If so, what?

Are there any assignments that cannot be made up? If so, which? How many can be missed before adequate evaluation of the student's performance is not possible?

Is the same course taught in another section? If so, can students (if able) to attend another section of the class as a make up?

Experiential or Discussion Based Course:

In-class content is not recreated elsewhere, and/or involves significant student interaction. Some examples include a dance or physical education class, a science lab, a class geared specifically to group work, or foreign language classes that include an expressive language component.

In addition to the allowed absences stated on the course syllabus, how many additional absences are possible before adequate evaluation of the student's performance is not possible?

Is the same course taught in another section? If so, can students (if able) to attend another section of the class as a make up?

Attendance Flexibility is Determined Unreasonable in this Course

If attendance can be justified as an integral part of how the course is taught and/or how learning is to be demonstrated and measured, there can be a point at which attendance cannot be reasonably accommodated. If at any point this occurs, the faculty and/or the student have any questions or concerns about the process and/or the provision of this accommodation, the AEC should be contacted immediately to address and resolve them.

Coursework Due on Missed Day

Faculty to identify timeframe to receive due coursework in consideration of assignment requirements and impact on course progression, e.g., within 48 hours of missed class, by next class meeting, by last day of class, or other.

In the event student misses more than one class; student to initiate form as soon as practicable.

Examinations

Makeup exams of equivalent difficulty must be offered to students with this accommodation, even if the course policy is to drop the lowest exam or offer a comprehensive makeup exam at the end of the semester. While a student may choose to opt-in to these alternative options, an equivalent makeup exam must be available to offer. For each make-up exam/alternative option identify a timeframe for completion.

For those classes that do not have an equivalent make-up in place, the following alternatives are suggested:

- Administer the same exam the class took as a make-up exam with a clearly communicated expectation that the honor code with regard to test integrity will be enforced.
- Modify the existing exam by rearranging the question order and/or adding new questions.
- Substitute an exam from a previous semester if only minor changes to the content are needed to match relevance to the current semester's material.
- Substitute a paper, project, presentation, or oral exam for the written exam.
- Discuss the possibility of an incomplete when the student's performance in the class is consistent with the guidelines regarding granting this grade placeholder. The student can then take the exam when the symptoms of the disability are less interfering.

Faculty: If form is approved, AEC testing will receive a copy as confirmation for the approved rescheduled date. If student is required to have a follow up meeting with faculty, faculty will need communicate with AEC to confirm new date and time approved for rescheduled exam for in-person course; all other modes please refer to the [Distance Learning Accommodated Exams \[pdf\]](#) flow chart which provides a guide for navigating SJSU online proctoring tools for accommodated exams.