

*Crookston • Duluth • Morris • Rochester •* ***Twin Cities Disability Resource Center***

***Twin Cities Office***

*Office for Equity and Diversity*

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Date: 8/8/22 **Effective: Fall 2022**

Student: (ID# 88888888) Student's E-mail:

Dear Instructor:

is enrolled in your course and is registered with the Disability Resource Center ([DRC](https://disability.umn.edu/)). The University of Minnesota is committed to providing equitable access and designates the DRC to determine reasonable accommodations. The accommodations in this letter are intended to minimize barriers and provide equitable access without compromising essential course elements.

Please contact me if you have concerns about any of the accommodations outlined in this letter so that we can explore other access options.

I have encouraged to share this letter with you and discuss how the accommodations will be implemented within your course. Please reach out to the student to clarify how the accommodations will apply in your course. Disability and health information is confidential. However, you may share this letter with any colleague who may implement accommodations in your course. Please discuss the details on a need-to-know basis only.

**Information relevant to ensuring access for this student includes:**

's disability is particularly unpredictable, and new barriers and impacts may emerge at any time. In the case of changes to 's disability, the student will connect with me and I will reach out to you to plan for new accommodations.

# Classroom Accommodations

Peer note taker. Please assist in finding a volunteer who will share notes with the student. The student will give you an announcement to read in class.

Short breaks to stand and stretch. Short breaks to leave classroom.

# Coursework Related Accommodations

This student has a disability that warrants some additional flexibility with class attendance and assignment deadlines. This accommodation is not intended to modify attendance policies, due dates, or deadlines that are essential to the learning outcomes of your course. Consider and enforce attendance requirements and deadlines consistent with the essential requirements of your course. The student has been instructed to contact you about absences and deadline extensions in advance, when possible and is responsible for completing missed work. Some situations will be sufficiently urgent that arrangements cannot be made prior to the date. In such cases, arrangements should be made as soon as possible following the student’s return. Please contact the student and me if you feel that attendance and/or assignment completion is becoming an issue that is impacting the learning outcomes. \*

**Please refer to the attached 2-page document for additional guidance for implementing this accommodation in your course. This document can also be accessed at** [**z.umn.edu/flexaccomm**](https://z.umn.edu/flexaccomm)

# Testing Accommodations

Extended time for all exams and quizzes: time and a half (1.5x) Semi-private, quiet low-distraction room.

Use of computer software, provided by the Disability Resource Center to read exam text:

Testing: The [DRC Testing Cente](https://z.umn.edu/drctesting)r is a resource for instructors and students when the department cannot provide testing accommodations on-site. If you need to take your quizzes and/or exams in the DRC Testing Center, please review the [Exam Scheduling Expectations and Instructions](https://drive.google.com/file/d/163GFtiBu6nWwa6IssAF1r4qvj8EYz3Mc/view?usp=sharing) and [schedule your exam](https://one.drc.umn.edu/). We've also created this [instructional video](https://www.youtube.com/watch?v=Iabk9YHh3Ts) to support you through the exam scheduling process.

[To learn more explore the following resources: Teaching with Access and Inclusion, and Accessible U.](https://accessibility.umn.edu/)

If you have questions, you may contact me or view our [Instructor FAQ](https://docs.google.com/document/u/1/d/e/2PACX-1vSIOpXG7zGWNNMfWy-dB0v3MVrDBPv4l3tZMuWWTp50kIeRVFLHmX7gxsQiNLxnLWgsER-jvfwfQM4V/pub). I look forward to working with you.

Sincerely,

Phone: E-mail:

Guidelines for Implementing Accommodations Allowing for Enhanced Flexibility with Attendance, Assignments, and Exams

You have received this document because the Disability Resource Center (DRC) has determined that Modified Assignment, Attendance, and/or Exam Rescheduling Accommodations may be reasonable for this student. These accommodations can be particularly supportive in reducing academic barriers for students with unpredictable or episodic disabilities, and these accommodations create space for recovery to prevent prolonged episodes. This document clarifies roles and provides guidelines to help you determine what is reasonable in your course.

**Please contact the Access Consultant on the accommodation letter if you have any questions after reading this document.**

## General Guidelines

The student must share their letter with instructors prior to using Modified Assignment, Attendance, and/or Exam Rescheduling Accommodations. In addition, the student should communicate regularly and as soon as possible with faculty when requesting these accommodations, in order to arrange for appropriate makeup work and exams.

Modified Assignment, Attendance, and Exam Rescheduling Accommodations are intended to be proactive, but there may be situations where advance notice prior to using these accommodations isn’t possible. The DRC cannot require retroactive accommodations.

DRC Accommodations are intended to be used only for disability-related reasons. Schedule or work conflicts unrelated to disability are not applicable. For non-disability- [related illnesses or absences please follow the University Policy on Makeup Work for Legitimate Absences.](https://policy.umn.edu/education/makeupwork)

The DRC accommodation letter serves as medical verification when the absence, missed deadline, or missed exam is disability-related.

The Access Consultant’s role is to consult with students and instructors when questions or concerns arise.

## Instructor Guidelines

Questions to consider when determining flexibility with deadlines, attendance, and exam dates:

Does your syllabus clearly state practices and policies on attendance and assignments?

Do classroom interactions and/or timely assignment completion contribute to classroom learning?

How is participation and/or timely completion of assignments/exams an essential course requirement for your class?

How does participation and attendance contribute to grades? Do you provide multiple ways of participating?

Do student absences or late assignments affect their own and other students’ learning?

Do your assignments build on one another? Must students know the content of one assignment in order to complete the subsequent assignment?

If a student misses an in-class activity, is there an alternative activity they can engage in to demonstrate learning and earn missed points?

We recommend you have a private conversation with the student to discuss how Modified

Assignment, Attendance, and/or Exam Rescheduling Accommodations will work in your class.

Discuss the reasonable number of absences, time frames for extensions, and/or the process for rescheduling missed exams.

Focus on educational barriers and not on identifying disability. This will provide more information and help facilitate inclusive teaching.

Plan with the student about how they will notify you if Modified Assignment, Attendance, and/or Exam Rescheduling Accommodations are needed, as well as how they will make up missed work.

Students may not always anticipate when they will use their accommodation, therefore it is possible you will receive retroactive requests. If you have questions about whether a retroactive request should be approved you may wish to consult with your department colleagues or the Access Consultant.

The DRC Testing Center may assist in administering rescheduled exams. If you are not able to administer the rescheduled exam, please ask the student to reach out to the DRC Testing Center to schedule to take their make-up exam.

[For more information on determining essential course requirements, please visit this guide created by Stanford University.](https://oae.stanford.edu/faculty-staff/faculty-and-teaching-staff/determining-essential-requirements-coursesprograms)

Clearly communicate the student’s academic standing throughout the semester.

If students are not meeting essential course requirements, you may advise them to speak with their Academic Advisor about pursuing an Incomplete or Withdrawal.

If students are reporting additional access barriers, refer them back to their Access Consultant.

Connect with your student’s Access Consultant if you have concerns around your student’s use of these accommodations.

## Student Guidelines

Discuss with your instructors when initially sharing your accommodation letter to clarify how Modified Assignment, Attendance, and/or Exam Rescheduling Accommodations will work in each class.

Plan how you will communicate with them when needing to use these accommodations. Also discuss how to turn in late work and how you will follow up on missed content.

Discuss a reasonable number of absences, as well as timeframes for extensions and/or makeup exams. Know that the limit of what is reasonable varies depending on the nature of the class.

The DRC cannot require retroactive accommodations, therefore it is important when possible to notify instructors prior to using Modified Assignment, Attendance, and/or Exam Rescheduling Accommodations or as soon as possible afterwards.

Modified Assignment, Attendance, and Exam Rescheduling Accommodations do not waive deadlines, exam dates, or attendance policies and cannot compromise course requirements. Please utilize them on an as-needed basis.

Consider copying in your Access Consultant and attaching a copy of your accommodation letter when emailing your instructor.

As soon as you’re able, check in with your instructor(s) regarding questions about missed work, attendance, academic standing, and next steps.

Connect with your Access Consultant if you have any questions or concerns around the effectiveness of these accommodations.