



EDUCATIONAL ACCESS SERVICES

Department Base DRA Guidelines

Department:	Date Created:
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Faculty should consider the following questions when creating a plan for adjusting to disability-related absences. It is also important to note the answers may differ between online, hybrid, and in-person classes so you may need to alter the main guideline accordingly. In many ways, faculty already do this with testing agreements and formatting.

- 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 the educational experience of *other* students 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?

Answer the following questions to achieve a general baseline for degree courses – keep in mind classes will and can be different but this will set a precedent and reference for individual courses. **You only need to answer questions for the Yes or No column depending on your answer to question one.** EAS is happy to schedule a time to review and assist in the creation of a degree-focused plan for accommodating disability-related absences.

1. Is attendance factored into the student's final grade for this course?

Yes – attendance is essential to learning	No – attendance is not required for learning
How many absences are currently allowed for the course per the syllabus?	How many absences may occur before the student's completion of the course is in jeopardy?
How many additional absences can be provided without impacting the integrity of the course?	The student is still expected to communicate if an extension is needed for any work missed during a disability-related absence.
What is an acceptable TIME FRAME for turning in any missed work (assignments/exams/quizzes) from a disability-related absence?	What is an acceptable TIME FRAME for turning in any missed work (assignments/exams/quizzes) from a disability-related absence?
How do you want students to submit any missed work from a DRA (D2L, email, office, etc.)?	How do you want students to submit any missed work from a DRA (D2L, email, office, etc.)?

Once this is complete, faculty can make simple adjustments for different courses and keep them on file. When a student approaches about DRA, this can be used to communicate the expectations.