The following questions are offered to assist with identifying flexibility in achieving outcomes or alternate opportunities to complete course requirements by: (1) considering the objectives and components of your course; and (2) determining the number of absences from class or due date extensions are reasonable without fundamentally altering the course or compromising the technical standards of a program.

**Absences from Class- Questions to Consider:**

- What does the course description and syllabus say about attendance?
- Does student contribution constitute a significant component of the learning process?
- Does the course rely on student participation as a method for learning?
- Is group work or collaboration a major portion of the class; and if so, is it part of the learning outcome?
- Is there content, instruction or other activities that are only offered in class, and cannot be replicated outside of class?
- Are assignments used as class content, and when are they due (i.e., problem sets from homework are reviewed as the first lecture on that content)?
- Will the student’s absence from class prevent the student from doing the learning (i.e., immersed language class?)
- Are student’s demonstrating critical thinking in real time?
- Does the course consist of students working in a group or with other organizations throughout the duration of the class (i.e., Capstone project)?
- If a student is absent from class due to disability on the day of an exam or quiz, what conditions are reasonable for making up the exam (i.e., within 1 week, within 2 days)?

**Extended Time on Assignments- Questions to consider:**

- What does the syllabus say about deadlines?
- What general policies exist for making up missed exams, pop quizzes? Turning in late work?
- What is the purpose of the assignment? Is it necessary to have it completed before an exam? Before a discussion?
- Are students required to actively participate in class discussions/activities?
- How are students expected to interact with each other (i.e., in class, group work outside of class, via HuskyCT)?
- Is the material being learned in the class sequential? Does each week’s material build on the material learned in the previous week(s)?
- Are there other lab or class sections the student could attend to catch up on missed material?
- If assignments are not submitted due to disability related reasons, what conditions are reasonable to make up/turn in assignments (i.e., within 1 week, within 2 days)?
- Could missed assignments be turned in via HuskyCT or e-mail?
- Is it possible for students to “work ahead” in this class?
Web References and Resources:


Student Accessibility Services, University of Central Florida. [https://sas.sdes.ucf.edu студентs/policy/policy-cpa/](https://sas.sdes.ucf.edu/students/policy/policy-cpa/)