Attendance/Deadline Modifications (ADM) Updates

During the past year, SLDS engaged with students and faculty in a series of pilot programs and listening sessions to identify improvements for the “attendance/deadline modifications” (ADM) accommodation. Based on that feedback, we are making the following changes to ADM for the upcoming year for all campuses.

Update #1: Offering a Spectrum of Options

ADM will be expanded to include 3 distinct accommodation types (described below) in order better meet individual student needs. As part of the transition, legacy students will default to the 2nd option (intermittent flex plans) but are encouraged to contact their Ruth Montz (montz.11@osu.edu) if another category better fits their needs.

1. **One-Off Flexibility as Needed:** This accommodation is best suited for students who have had a recent history of stable symptoms which have not impacted classes (e.g. stable medical condition). ODS will make note of the accommodation internally, but since this is unlikely to affect their classes, this accommodation will not appear on letters and no proactive plan with faculty is needed. In the rare event of an acute episode, students will contact ODS and we will work with faculty to handle the situation on a case-by-case basis.

2. **Intermittent Flex Plan:** Formerly known as “ADM Agreements”, flex plans are best suited for students who have recurring acute episodes or medical treatments which interrupt their academics for a few days at a time (e.g. migraines). This accommodation will be similar to the old ADM process, with some procedural changes (see Update #2, below).

3. **Remain-in-Class Plan:** This accommodation will be approved on a temporary, as-needed basis for students who are experiencing a prolonged acute episode (e.g. significant depressive episode) or are needing extended medical treatment (e.g. partial hospitalization program). SLDS will engage with faculty in determining if there are options for the student to still make academic progress in the course (e.g. asynchronous participation, deadline extensions, taking an incomplete). If no options are feasible, ODS will work with the student and their advisor to explore options, such as withdrawing from the course.

Update #2: Changes to Process for Intermittent Flex Plans
While the overall concept of flex plans (formerly “ADM Agreements”) is not changing, ODS is implementing the following improvements to incorporate student and faculty feedback:

- **Qualtrics Form**: The flex plan form which instructors complete will now be on Qualtrics, allowing for dynamic responses and a more user-friendly experience. The link is: go.osu.edu/flexplan
- **Course-Based Plans**: Instructors will only need to complete one flex plan form per course (or course section, if policies vary between sections). The form is designed to focus on identifying flexibility that makes sense based on the course’s learning outcomes and instructional design.
- **Default Option**: On the Qualtrics form, instructors can now opt-in to using SLDS’s provided “default flex plan.” The default plan outlines a baseline of flexibility that should work for many traditional lecture courses. Instructors are encouraged to NOT use the default plan for courses with significant hands-on or interactive components, such as labs and clinical.
- **Form Completed by Instructors First - No Student Meeting Required**: Instructors can complete the flex plan form proactively by navigating to our website, or after receiving their first Course Accessibility Letter with a flex plan request. Instructors should complete the form without waiting for or requiring a student to communicate with them. Because the flex plan is based in the curriculum and could apply to any eligible student in the course, individual student conversations are not necessary prior to completing the form.
- **ODS is Responsible for Individually Distributing Flex Plans to Students**: Like the old ADM process, instructors will distribute flex plans to students, though the steps will look slightly different. After completing the Qualtrics form, instructors will receive a confirmation email with their responses, faculty instructions, and student instructions.

--- GENERAL FAQ ---

**Q: Why are you making these changes to ADM?**

After receiving feedback from students and faculty, both generally and as part of last year’s pilot programs and listening sessions, we identified several pressure points with our old process: too one-size-fits-all to meet individual student needs; students having to negotiate in a power-down dynamic with their faculty; inconsistent implementation between classes; inefficient workflow and unclear guidance for instructors; and misconceptions about the accommodation’s purpose, scope, and application.

These new changes are designed to address these pressure points the best we can with our available resources. By expanding ADM into a spectrum of options, each with a clearly defined purpose and more streamlined process, we hope to provide a more effective and user-friendly experience for students and faculty.

**Q: What types of situations or disabilities would qualify a student for ADM?**
Broadly speaking, students qualify for ADM if they have a disability with acute episodes or essential medical treatment which conflicts with their coursework. The following table breaks down each ADM option, the intended purpose, and examples of qualifying disabilities.

<table>
<thead>
<tr>
<th>ADM Option</th>
<th>Intended for . . .</th>
<th>Examples of Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One-Off Flexibility as Needed</strong> (for recently stable conditions)</td>
<td>Students who have had a recent history of stable symptoms which have not impacted classes.</td>
<td>Diabetes without recent episodes, generalized anxiety disorder without recent flare-ups</td>
</tr>
<tr>
<td><strong>Intermittent Flex Plan</strong> (formerly “ADM Agreements”)</td>
<td>Students who have recurring acute episodes or medical treatments which interrupt their academics for 1-2 days at a time.</td>
<td>Crohn’s Disease, migraines, generalized anxiety disorder, PTSD, recurring out-of-town medical appointments</td>
</tr>
<tr>
<td><strong>Remain-in-Class Plan</strong> (temp approval only)</td>
<td>Students who are experiencing a prolonged acute episode, or have extended medical treatment</td>
<td>Significant depressive episode, surgery recovery, chemotherapy, intensive outpatient program (IOP), partial hospitalization program (PHP)</td>
</tr>
</tbody>
</table>

Q: What are the terms of the default flex plan that instructors can opt-in to using?

- Attendance (if graded): 50% additional excused absences
- Participation (if graded): Asynchronous opportunity to make up points (e.g. written contribution, reading summary)
- Quizzes/Exams (if date-specific): Makeup opportunity within 1 week
- Deadlines (for solo assignments): Extend up to 3 days

Q: What is not covered by a flex plan?

Flex plans are NOT intended to provide...

- Unlimited flexibility. Almost all classes have a limit to the amount of flexibility possible, based on the course design.
- Automatic flexibility. A flex plan should only be applied in the event of a disability-related acute episode or essential medical treatment.
• Flexibility for perfectionism, avoidance coping, or executive functioning. If these issues are impacting a student's academics, they should contact their Access Specialist to discuss available support and resources.
• Flexibility for chronic limits on productivity. If a student's disability causes them to not have enough productive hours in the day to keep up with their coursework (i.e. spoons theory), they should contact their Access Specialist to discuss options. There may be other accommodations, such as a reduced course load, that would better fit their needs.

--- INSTRUCTOR FAQ ---

Q: What are my responsibilities with the new process for Intermittent Flex Plans?

Instructions:

1. After receiving your first flex plan request, complete the online flex plan form (go.osu.edu/flexplan). You only need to complete one form per course (or course section, if policies vary between sections). Instructors may choose to fill out the form proactively at the beginning of the semester. After completing the Qualtrics form, you will receive a confirmation email with your responses, faculty instructions, and student instructions.

2. No student meeting is required prior to completing the form. Because the flex plan is based in the curriculum and could apply to any eligible student in the course, individual student conversations are not necessary prior to completing the form. While you are welcome to encourage students to meet with you to discuss accommodations, it should not be a prerequisite to you completing the flex plan form.

3. After you complete the Intermittent Flex Plan (Qualtrics Form) you will receive a confirmation email from ODS.

4. Students may follow up with you with questions or contact ODS if they have concerns about the flex plan.

Parameters:

• Troubleshooting/Conflict: Under no circumstances are students solely responsible for the resolution of conflicts arising from disability-related absences. Please contact ODS if a conflict or disagreement occurs.
• Documentation and Communication: The need for a student’s flex plan has been documented through Disability Services; no additional medical documentation is needed. If your course policy requires medication documentation for an excused absence, make-up exam, etc., the student's Course Accessibility Letter should serve as sufficient documentation. The student is still expected to maintain prompt and regular communication with you as flare-ups occur throughout the semester.
• Makeup Exams: Makeup exams of equivalent difficulty must be offered to students with flex plans, 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 on the table.
Asynchronous Weekly Participation Assignments: Deadline flexibility is not automatically applicable to smaller, asynchronous "weekly participation" assignments, such as discussion board posts and short Carmen quizzes. Since flex plans are intended to address flare-ups lasting 1-2 days, students are expected to submit these assignments by the standard deadline. If a student experiences a hospitalization or significant flare-up and cannot resume their academic work within 1-2 days, or if they experience a flare-up on the due date, then the student should contact you and their Access Specialist to discuss options.

Carmen Quizzes: If you have Carmen quizzes and a student is also eligible for extended testing time (e.g. 1.5x extended time), you still need to adjust their quiz time limit accordingly.

Falling Behind: If at any point students’ symptoms worsen to the point that they are falling behind and are unable to meet the terms of your flex plan, please contact the student’s Access Specialist. We can work together with the student to determine the best path forward.

Q: Where’s the link to the new Qualtrics form for Intermittent Flex Plans?

go.osu.edu/flexplan

Q: When should I fill out a flex plan form?

For larger classes in which you likely will have multiple students approved for a flex plan, best practice would be to proactively fill it out either prior to or right at the beginning of the semester. If you do not complete it proactively, you should complete it after receiving your first flex plan request on a student’s Course Accessibility Letter.

Q: This is my first time creating a flex plan and I'm not sure what's an appropriate level of flexibility. What advice do you have?

Our default plan (described in the general FAQ (above) is a good baseline to start from and then modify based on the particulars of your course. We're happy to talk to you one-to-one about your course and what flexibility is appropriate.

Q: I like meeting with students to discuss their accommodations. Can I still request that students meet with me?

Student and instructor relationships and communication are critical to academic life, and ODS supports that. At the same time, we as university employees have an obligation to accommodate students in a timely manner. When students generate their Course Accessibility Letters, that functionally is them communicating their needs to you. While you are welcome to encourage students to meet with you to discuss accommodations, it should not be a prerequisite to you completing the flex plan form or sharing the confirmation email with them.

If you have any questions or concerns contact Ruth Montz at (330)287-1247 or montz.11@osuu.edu