



**Association on
Higher Education and
Disability in Texas**
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HOW TO ANALYZE THE REQUEST FOR EXTRA TIME ON ASSIGNMENT ACCOMMODATION



 *Session*
MATERIALS

Extended Time; How to Analyze the Request for ET on Assignments

Marilyn Harren, M.S., LSW
marilyn@CollegeADA.com

Your Speaker-Marilyn Harren, M.S., LSW

M.S. in Disability Services in Higher Education, Licensed Social Worker, Certified Special Education Teacher, and now retired. Consultant working with both college disability offices and students and families looking to use services.

Reach me at:

marilyn@CollegeADA.com

Learning Outcomes

1. Attendees will be given information on a process to follow in analyzing this accommodation requested as most disability offices are seeing a growth in the number of students requesting this.
2. OCR cases will be reviewed which relate to the topic.
3. Procedures to follow in analyzing this request will be reviewed.
4. Review of language to use when not granting this accommodation and language to use on an accommodation letter when granting this accommodation will be discussed.

ET on Assignments...phone home!



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Good to know...

A high percentage of the requests for extended time on assignments are not valid due to the disability.

We used to say...

- Basically “No”
- The information on assignments is in the syllabus and rarely did a disability staff even move towards an interactive conversation regarding this request.
- Sometimes the DSO would recommend that the student just talk with their professors about this option, as that is available to everyone.
- In the last few years, things have changed.

OCR cases which affected ET (for out of class assignments)

- **Univ of Missouri-St Louis, No. 07-15-2042 (2017):** School policy was that extended time on assignments and attendance flexibility are not an accommodation but may be granted at faculty discretion—OCR said they need to consider each request individually.
- **Simmons College, No. 01-16-2113 (2017):** School said it has a policy that it never gives extensions on due dates as accommodation—OCR said the blanket policy prevents the ADA's required individualized assessment and required them to change the policy.

Additional OCR cases for your review

- **Irvine Valley College, No. 09-17-2090 (2017)**
- **Surry Community College, No. 11-16-2165 (2017)**
- **Laney College, Case No. 09-12-2317 (2014)**
- **University of North Carolina, Greensboro, Case No. 11-17-2001(2017)**



Time

Time everyone has access to:

- One week to complete an assignment = 168 hours
- Three weeks to complete an assignment = 504 hours
- 7 weeks to complete an assignment = 1,176 hours
- 10 weeks to complete an assignment = 1,680 hours

Extra Time for out of class assignments

Defined as- When a student is requesting more time to complete an out-of-class assignment that covers a period of days from start to finish.

These requests usually come from **two groups of students**:

- Those with non-medical reasons such as LD, ADHD, Autism, TBI*, etc.

- And those with chronic health conditions. Chronic health conditions relate to the idea that there is less time to get the work done due to chronic health exacerbations during the assignment period.

Adapted from The Rehabilitation Act of 1973, Section 504; 104.4

Section 504; 104.4

Explanation of this section

Disabled people experience nondiscrimination and equitable access when they can:

- Fully engage and participate in the same activities, campus services, benefits and experiences offered to a person without a disability.
- Utilize the same information shared with everyone.
- Have the same opportunity to achieve...(Marilyn...or fail)

Franklin Mountains Photo-Q&As?



Group One: For those with non-medical reasons (such as LD, ADHD, Autism, TBI* etc.)

Analyze and consider if the barrier is truly time.

Is there enough time provided in the “original” timeframe for completion of the assignment for this student to finish the assignment? Does the student have enough time available to get the work done?

When does offering longer time frame to complete work as an accommodation, reduce expectations for disabled students using this accommodation, compared to all other students?

*Although TBI is included in this category...

For those with non-medical reasons

Group One: LD, ADHD, ASD, etc.

Suppose everyone gets three weeks to do the assignment.

If three weeks is not enough to get the assignment completed as requested, why are three weeks and three days adequate? What is it about those extra three days?

Does more time remove a genuine academic barrier or just delay the ongoing, internal student challenge that will exist no matter the deadline?

Continuing...

Students may talk about the need for extended time for projects and assignments, but rarely do they request more **study time** for an exam.

But the **time management element** is like homework assignments.

Non-Medical Requests

For those with non-medical requests:

1. There is rarely an academic barrier of time in play.
2. The issue is more of an internal time management process.
3. Allowing students to submit work later reduces expectations.

And 99% of the requests are not reasonable.

Caveat for Non-Medical Requests

A short turn-around assignments of 24 – 72 hours may be an academic barrier if heavy reading, significant writing, or challenges due to student's technology usage and disability reported. You will assess this during your interactive conversation with the student.

Analysis with Faculty...



Analysis with Faculty; Non-Medical

- Is there enough time to do the work?
- Is there enough time to collect the necessary information and complete all steps as expected within the goals of the course?
- How much time does the professor believe students will spend on average to complete the work relative to time allotted?

With that answer and looking at doubling the time for someone who may need more processing and writing time, **is that reasonable?**

Interactive Required

Ensure a process in the Disability Services Office to consider the request through an interactive process. Just saying “No” is no longer a best practice.

Is there an academic barrier due to the disability?

If it is decided that there is an academic barrier, then extra time for assignments is a necessary accommodation.

Follow a standard process for the interactive conversation.

Accommodation Statement

Move away from using, “the student is allowed to have 3 extra days to complete all out-of-class assignments” or “the student is approved for extra time for assignments. Student and professor should discuss if and how to apply this accommodation for the course.”

Accommodation Statement

A Better accommodation statement:

At least X days prior to any deadlines of concern and upon student initiation, the student and faculty should consult with the disability office to determine reasonable and appropriate deadline extension plan on a case-by-case basis based on the learning outcomes and essential elements of the course.

Photo Break-Pink Cactus Flower-Q&As?



Group Two: Chronic Health Conditions

The additional time is requested for chronic health reasons with the idea that there is less time to get the work done due to chronic health exacerbations during, near, or at the assignment deadline.

Chronic Health Conditions

- Is there enough time provided in the “original” timeframe for completion of the assignment for this student to finish the assignment and manage the respective medical needs?
- How often is the student impacted by a medical flare-up?
- When does offering longer time frame to complete work as an accommodation reduce expectations for disabled students using this accommodation compared to all other students who must manage life?

Chronic Health Conditions #2

Are there unnecessary barriers within the course policies that limit equal access for students with medical conditions?

Review with the student:

- Attendance Policies

- In-person exams or “narrow window exams” without a make-up option

- Assignment deadlines

Chronic Health Conditions #3

Consider:

- How much time is allotted and how reasonable is it to work around a potential medical exacerbation?
- How might a student be impacted relative to the experience of others?
- Is equal access and opportunity limited in any way?
- Any potential disability discrimination?

Chronic Health Conditions #4

Time is more likely to be an academic barrier with health conditions when:

- Shorter deadline durations (3 – 6) days
- When a student is impacted by a flare-up for more than 24 – 48 hours AND the allotted time is on the shorter side.
- Is it harder to justify when students have multiple weeks, and student potentially experiences a flare-up at or very near the deadline?
- Other options might include the student taking fewer classes, strategically choosing classes, enrolling in project management sessions, etc.

Chronic Health Conditions #5

Thoughts on Extra Time for Assignments for Chronic Health Reasons

- Strongly consider how allowing students to submit work later reduces expectations and *may* increase challenges.
- Many online courses operate on a module-per-week format.
- If the student needs more time for one module, what does that mean for the next module?

From the Franklin Mountains- Q&As?



The decision is made for ET on Assignments

The question becomes:

How Much Extra Time is
Reasonable?

How Much Time?

When Necessary: Rarely more than 24 – 72 hours beyond the deadline (but remember, it is case-by-case)

- If the student was making progress at the same pace as any other student, the assignment should be close to being done near deadline.
- This accommodation is not meant to cover a student who failed to start the project earlier and needs more time to get it all done.
- Just enough time to remove the medical impact to facilitate equal access.

How Much?

- Look at aligning with actual medical condition.
- How many medical exacerbations may occur per semester?
- For how long is the impact when it does occur?
- Might not need ET for all assignments.
- How do online assignment submissions factor into the equation?
- Hospitalizations and extended absences due to significant medical event may warrant consideration beyond this accommodation.

Statement on the Accommodation Letter

At least X days prior to any deadlines of concern and upon student initiation, the student and faculty should consult with the disability office to determine reasonable and appropriate deadline extension plan on a case-by-case basis based on the learning outcomes and essential elements of the course.

- Student and professor should discuss if and how to apply this accommodation for the course. But remember to include your office.*

The (*) and OCR Cases

Power imbalances can become an issue when students are requested to work solely with faculty. Best practice would include your office on these conversations.

OCR Letter to Metropolitan State College of Denver

OCR Letter to Simmons College (Complaint 01-16-2113)

OCR Letter to Kent State University No. 15-21-2136 (April 22, 2022-No Professor Unilateral Denial)

Photo Break-Claret-cup Cacti Flowers



Bringing in Faculty on Chronic Medical

How much time is there to do the assignment?

How much time does the professor believe students will spend on average to complete the work?

With that answer and perhaps factoring the potential for an exacerbation, is that allotted time reasonable?

Would the student have enough time to manage the assignment time and account for the impacts of a potential medical flare-up?

Bringing in Faculty on Chronic Medical Continued

How many assignments are there for the course?

How would extending the deadline for medical reasons impact the current and next assignment?

What is the missed deadline policy? Where might there be an adverse impact if the student misses the deadline due to a medical event?

How does the professor handle X (missed classes beyond the syllabus, a missed exam, missed assignment, etc.) in other student situations, not using services?

Wrapping Up Assessments



Assessment for Non-Medical

Questions to assess Extra Time for Assignments for Non-Medical-LD, ADHD, ASD

What is the academic/institutional barrier?

How much time do all students have vs. how much time might it take students on average to complete the task? (remind of the time available to all)

How might a student be impacted relative to the experience of others?

Review if equal access and opportunity limited in any way? Also review syllabus information in analyzing this request.

Staff review any potential disability discrimination.



Assessment for Chronic/Medical

Questions to assess Extra Time for Assignments for Chronic/Medical:

How often is the student impacted by a medical flare-up?

Review Attendance Policy for the course(s).

Review Assignment deadlines.

Are there any academic/institutional barriers?

How much time is allotted and how reasonable is it to work around a potential medical exacerbation?

Are there shorter deadline durations (3-6) days?

Assessing for Chronic/Medical

For staff, the question is whether equal access and opportunity are limited in any way? Is it harder to justify when students have multiple weeks, and student potentially experiences a flare-up at or very near the deadline?

Think about: When does offering longer time frame to complete work as an accommodation reduce expectations for disabled students using this accommodation compared to all other students who must manage life?

-Work with the professor if there are unnecessary barriers within the course policies that limit equal access for students with medical conditions?

From Franklin Mountains, A Pathway to say No



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Language to Use In Responding

- I did not identify enough disability information to understand how the natural time allotted for general assignments would be insufficient due to your disability.
- I did not identify how extra time on assignments is necessary for equal access and equal opportunity given the length of time generally allotted for assignments.
- It is my assessment that the general timeframes assigned to complete the work will be sufficient with appropriate time management.
- All students must juggle various academic and life variables. I did not find where it would be impractical for you to meet deadlines for assignments given your disability and additional life variables. All students are expected to manage their time while accounting for individual variables.

Short Turnaround Language Disclaimer

In the future, if you are enrolled in a course where you are given short turnaround times (such as 1 – 4 days) to complete assignments and if you believe it may be difficult to do so due to disability, please contact me. While I cannot guarantee an extension, I will assess the course and assignments on an individual basis. I will need one week to assess the request, so you will need to notify me in advance of potential need.

An ET Pathway... Q&A

