

2021

POLICY ON STUDENT ABSENCES,
PUNCTUALITY, AND ACADEMIC
ACCOMMODATION

FOR STUDENT

FAR EASTERN UNIVERSITY

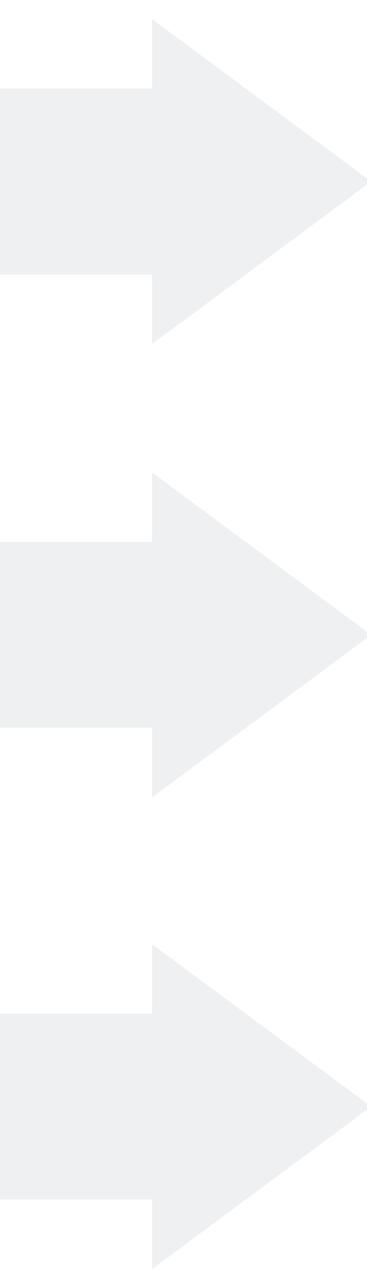


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I. Values Upon which this Policy is Based

This policy is based on the FEU core values of fortitude, excellence, and uprightness.



FORTITUDE

Moral courage and strength of character allow Tamaraws to persevere and achieve more than is expected of them. FEU provides the academic, social and cultural environment to help develop in its students the strength of mind and spirit in the midst of internal and external pressures.

EXCELLENCE

Students, faculty and staff perform competently to their fullest potential, thus rewarding the FEU community with countless achievements in all fields of endeavor. The FEU community cultivates a campus environment committed to a culture of excellence in academics and beyond — in the more important journey of life.

UPRIGHTNESS

Full development of morality and integrity is among the primary purposes of FEU as an educational institution. Thus, FEU steadfastly adheres to a set of principles and a code of conduct which are integrated into the curriculum and academic and management policies and instilled in all members of the FEU community. This way, FEU aims to contribute to the moral advancement of Philippine society.

II. Principles Upon which this Policy is Based

This policy, which is an effort to strike a balance between the ability to assure quality education and maintain academic standards and the ability to be flexible to student realities, are based on three basic principles. These principles are:

- 01** That the work environment is healthy, fair, and reasonable;
- 02** That students are in FEU to learn specific academic skills and develop fortitude, grit, and high adversity quotient, which are also key traits in the global workplace;
- 03** That there will be accommodation for students who are temporarily unable to fulfill their duties as students.

Work Environment

Teacher Transparency

- respects guidelines on lead time and the 2.5 hours per week rule
- makes record of grades available to students

Responsiveness

- responds to students' inquiries promptly
- communicates effectively with students
- provides regular consultation sessions

Student Responsibilities

- pay attention to announcements
- set priorities and manage time properly
- use allowable absences sparingly so that if an emergency does come up, the quota of absences for that emergency may still be used.
- learn to accept difficulty and manage stress
- develop fortitude and grit
- follow deadlines and official class time; be punctual at all times

Exceptions

- students incapable of performing their duties (as determined by the UHS or AAO) to be given academic accommodation

III. Policy on Absences

The FEU Policy on Absences is based on the policies on student absences set forth by the Commission on Higher Education (CHED) in its Manual of Regulations for Higher Education (Article XXI, section 101) which reads: “A student who incurs absences of more than twenty (20%) percent of the prescribed number of class or laboratory periods during the school year or term shall fail or earn no credit for the course...”

FEU will strictly follow this guideline, as attendance to class is an integral part of the learning process. It offers an opportunity not only to receive input but also to process this input through asking questions, participating in exercises and debates, and working on problem-solving or similar tasks. Attendance is important in and of itself—being in class all the time and on time is also character building. It trains the student to prioritize study and to commit to their duty as a student.

The following implementing guidelines apply:

- 01** Per semester, a student can only accumulate a maximum of six absences for courses with two sessions per week (1.5 hours per session) and a maximum of three absences for courses with one session per week (3 to 5 hours per session).

- 02** In the determination of an absence, all types of absences will be treated as the same, whether it is due to serious illness or family emergency or absence due to a student’s decision not to attend in order to prioritize other matters.

- 03** FEU students have the right to decide when to be absent considering their personal circumstances, although not attending the class is highly discouraged. They will not be asked to explain when they miss class. This privilege is based on the assumption that students as adult learners know how to manage their time properly and will use the privilege wisely by reserving the right to be absent for the event that they may need to be absent. For instance, students who use up all their absences in the early part of the semester cannot be accommodated because they fall ill later in the semester with no more absences to use.
- 04** FEU will provide accommodation for students in crisis (See Section V).
- 05** Absence due to “humanitarian reasons” and are outside of the provisions under Section V are not allowed, as considerations, safety nets, and lead time are already in place to assist students. (See Inset below for the details and Section V for the exceptions).

“HUMANITARIAN REASONS”

FEU, as an inclusive learning space, always aims to provide the best possible accommodation or consideration for students encountering a difficulty provided that these are fair and reasonable. FEU also recognizes that adult learners have multiple roles aside from study and as it is the prioritization of roles is part of their personal and professional development.

A very common reason used by students when asking for consideration from their teachers is “humanitarian reasons.” These are expressed as, “Please do not drop me from this class even if I have not attended the majority of the meetings—for humanitarian reasons.” “Please allow me to enroll, even if it is past the enrollment period—for humanitarian reason.”

Using “humanitarian reasons” as the sole reason is not accepted because decisions are based on the requesting students’ antecedent circumstances such as academic performance and student conduct, the maximization of available support services, and unseen considerations like academic standards, the safety of the community, the workload of teachers, database system activities, etc.

When an appeal is turned down, FEU will refer the student to Guidance and Counseling and or academic advisers for appropriate intervention, especially the need to consider the prioritization of other equally important adult roles.

IV. Policy on Punctuality

Punctuality to class is important for the same reason that attendance is important. Being on time for class or for all appointments, for that matter, is a positive characteristic. Punctual students or teachers are efficient, manage their time well, respect other people, are interested and invested, and are professional.

Making the effort to be in class on time is a matter of will and then of habit. It helps the students stay focused and develop the habit of beating deadlines. There are hundreds of reasons to be late (traffic, woke up late, was busy, etc.) but all these reasons are easily surmountable through proper planning, prioritization, and focus.

The following implementing guidelines apply:

- 01** At FEU, both faculty and students respect time and schedules. Teachers are in the classroom a few minutes before the official start of the class and they start time the class on time. Students are expected to be in the classroom also at the official start time of the class.
- 02** Teachers are also mindful of class time and dismiss the class or allow their students to leave the class fifteen minutes before the official start time of the next class to allow movement between rooms and buildings.

V. Policy on Academic Accommodation / Making Up for Assessments Due to Absence

The general student population is called to learn the value of fortitude and develop grit. The general student population is expected to accomplish their responsibilities as students in a manner that values life-work balance and holistic development. Since the duties and responsibilities of FEU students are calibrated (2.5 hours per week per class guideline), students should be able to do this if they set their priorities and manage their time properly.

FEU is concerned as well for the mental wellness of its general student population. This is why its Guidance and Counseling Office has come up with a number of programs to provide psychosocial support and intervention in coordination with the FEU Psychological Clinic. Other university programs such as the Wellness and Recreation Program (WRP), the FEU Learning Journey (FLJ), and the Kumustahan program are permanent fixtures of FEU life.

A distinction, however, has to be made between, general, overall stress and difficulty, and common illness, and conditions that will render a student incapable of carrying out their duties as a student. For this tiny minority of students, students-in-crisis, the university can provide academic accommodation.

Academic accommodation comes in the form of permission to make up for a summative assessment or and/or a series of formative assessments. It may also come in the form of an extension of deadlines. Academic consideration is offered only to students who have a serious illness, a family emergency, or for other justifiable reasons. Request to make up for a single formative assessment, even for these reasons, are generally not granted.

The following implementing guidelines apply:

01 Students-in-Crisis:

May be granted academic accommodation due to their incapability of carrying out their duties as students due to extenuating circumstances in sub-sections 4, 5, and 6.

02 Rule of Presence at 80% of the Semester:

Students who have a serious illness or a family emergency or other justifiable reasons are still held to the rule of presence at 80% of the semester. Their absence for these reasons is not excused and are still counted. If a student has used up his or her quota of absences prior to a legitimate emergency that arises, the student will be advised to take a leave of absence as the 80% rule should be respected.

In general, students who will be unable to return to work after three weeks will be advised to take a leave-of-absence.

03 Teacher as Initial Go-To Person:

3.1. Students who wish to apply for academic accommodation should first approach and discuss the matter with each of their teachers.

3.2. Teacher will endorse the request through proper channels, as indicated in sub-sections 5, 6, and 7 of Academic Accommodation.

3.3. Teachers are encouraged to familiarize themselves with the FEU Policy on Absences and Academic Accommodation and to be guided by it. A teacher may, decide to give academic accommodation without raising the matter to the Department Chair, Dean, Health Services, or Academic Affairs provided that the principles of the policy and the principles of other academic policies are followed. Teachers are advised, however, to refer the matter to the AAO and/or the UHS to ensure a more uniform implementation of academic accommodation across all the teachers of a single student.

04 Serious Illness:

What constitutes a serious illness is to be determined by the FEU University Health Service (UHS). Chicken pox and dengue are some of these serious illnesses. UHS will provide a complete list.

4.1. Students who wish to apply for academic accommodation should inform their Department Chair and Dean and the University Health Service.

4.2. A “report of illness” form should be filled up by the student’s attending physician and submitted with the appropriate medical reports to the UHS.

4.3. The UHS will coordinate with the Dean and Department Chair (who in turn will coordinate with the teacher) on whether academic consideration will be granted and for how long. If the case involves mental wellness, the Guidance and Counseling Office and the Psychology Clinic (if applicable) will be consulted.

05 Family Emergencies:

What constitutes a family emergency is to be determined by the FEU Academic Affairs Office. Deaths in the immediately family and loss of home due to fire are some of these emergencies.

5.1. Students who wish to apply for academic accommodation should inform their Department Chair and Dean and the Academic Affairs Office.

5.2. A “report of family emergency” form should be filled up by the student and submitted to the Academic Affairs Office.

5.3. The AAO will coordinate with the Dean and Department Chair (who in turn will coordinate with the teacher) on whether academic consideration will be granted and for how long.

06 Other Justifiable Reasons:

For reasons other than serious illness and family emergencies, students are advised to speak to their Department Chair and Dean who may decide to disapprove or recommend to AAO for approval.

07 Decisions:

In determining whether academic accommodation will be granted, the following will also be considered:

7.1. Criteria:

- 7.1.1. the duration of the crisis: short-term or long-term (See 7.4 for details)
- 7.1.2. the academic performance of the student prior to the crisis,
- 7.1.3. the attendance record of the student (if the student stays within the 20% allowable absence if accommodation is granted),
- 7.1.4. the likelihood of the student being able to cope with the work upon return from the absence,
- 7.1.5. and the likelihood that the student will be able to submit satisfactory work or better.
- 7.1.6. Academic accommodation, therefore, may be granted to a single student for some courses and not for others.

7.2. Process:

- 7.2.1. Decisions will be made through a quick consultation between the Dean, the UHS director, and the SVPA.
- 7.2.1. A standard letter indicating whether academic accommodation was approved and for which classes, for how long, and including other terms of the accommodation will be sent to the student and faculty through the Department Chair.

7.3. Alternative Requirement:

- 7.3.1. In general, up to three and a half weeks of academic accommodation can be given to students. (20% of the semester).
- 7.3.2. If academic accommodation was applied for within three weeks prior to final exams, and if approved, an arrangement will be made where the student will receive an F at the end of the term. The student will be given no more than thirty days to complete their requirements for the class.
 - 7.3.2.1. This special arrangement has to be approved by AAO, not an internal arrangement between the student and faculty.
 - 7.3.2.2. Teachers who request for a change of grade for reasons of academic accommodation will be sent a memo that they are in violation of policy.

7.4. Duration of the Crisis:

7.4.1. If the crisis is assessed to be a long-term crisis, the student may be advised to either withdraw from school or to take a lesser load. Attending to their health problem should be the first priority.

7.4.2. If the crisis is short-term, the student may be given academic accommodation that may come in the form of a make-up for missed assessments. Absences, however, will not be excused, and the assessments to be made-up cannot be assessments that were missed throughout the semester. Make-up assessments will only be given for assignments missed during a specific period.

08 Confidentiality:

All endorsements made by the teacher will be confidential. AAO will keep a record of all appeals (approvals and disapprovals) for academic accommodation.

Professionalism

“Professionalism is the ability to do work in a precise and punctual manner. It is characterized by having a good work ethic, the ability to separate the personal from the professional and the commitment to getting the work done. Professionalism will make students ready for the world of work;”

From the FEU Philosophy of Education

VI. Student Concerns Desk

Student concerns in general have to follow the following channels to resolve academic issues:

- 01** Students who have academic issues must attempt to resolve these issues with their teacher first.
- 02** Students who are unable to resolve the issue with their teacher should approach their Department Chair and/or Dean. They will generally be able to get the issue resolved.
- 03** Students who are still unable to get a resolution through these channels may approach the Student Concern Desk.
- 04** If channels 1 to 3 are not followed, the concern will be directed back to the Dean. If these channels were followed, a case will be opened and reviewed by the AAO, the Dean, and the Department Chair.

If the academic issues do not involve a teacher, the student may approach their Dean or the Student Concerns Desk directly.

KEY POINTS

- 1. Attendance and punctuality rules are to be followed strictly.
- 2. Students are encouraged to be tough on themselves and aspire to develop fortitude and grit. Students are also encouraged to acknowledge when they are in crisis and are incapable of fulfilling their responsibilities.
- 3. Academic accommodation (permission to make up or permission to extend a deadline) may be given to students in crisis.
- 4. Upon endorsement of the teacher and proper channels, it is the responsibility of the UHS, the Academic Affairs Office, or the Dean to determine if a student is in crisis. Academic accommodation may be given to these students. Absences of students in crisis are still counted as an absence.
- 5. Academic accommodation can be given only to students who are unable to attend to their responsibilities in the short-term. If students are unable to attend to their responsibilities as a student long-term, they will be advised to take a leave of absence and return when they are ready.



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