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**CENTER FOR STUDENTS  
WITH DISABILITIES**

# **Accommodations Handbook for Faculty**

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**CENTER FOR STUDENTS  
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### **Our Philosophy**

The Center for Students with Disabilities (CSD) ensures that all students at the University of Connecticut have the same access to services, programs, opportunities, and activities.

We serve all students with permanent or temporary injuries or conditions.

We encourage students to develop and maintain independence, maximize potential, and practice:

#### **Self-Awareness**

**You understand your disability, strengths, difficulties, and needs.**

#### **Self-Determination**

**You control your life and make your own decisions to meet your goals.**

#### **Self-Advocacy**

**You speak up for yourself to ask for what you need.**



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**What are Accommodations?**

Accommodations are academic adjustments, modifications, and/or auxiliary aids and services made to elements of a student's college programs that help compensate for the student's impairment and provide equal access.

The purpose of accommodations is to ensure students have access to their living and learning environments.

Accommodations cannot guarantee success but rather seek to promote non-discrimination and equal access to opportunities.

Reasonable and appropriate accommodations are determined through an interactive process with the student and the Center for Students with Disabilities.



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**Types of Accommodations**

Alternate media for printed materials	Technology-based Notetaking Assistance	Exam Accommodations
Participation Modification	We work with you to determine the most suitable accommodations for your needs.	Reduced Courseload
ASL Interpreting CART Captioned Materials	Housing and Dining Accommodations	Parking and Transportation Accommodations

**Responsibilities**

<b><u>Student Responsibilities</u></b>	<b><u>CSD Responsibilities</u></b>
<ul style="list-style-type: none"><li>• Register</li><li>• Provide evidence of disability</li><li>• Discuss needs</li><li>• Request accommodations</li><li>• Self-advocate</li><li>• Use available accommodations</li><li>• Address concerns with DSP &amp; faculty</li></ul>	<ul style="list-style-type: none"><li>• Meet with students</li><li>• Review evidence of disability</li><li>• Discuss needs</li><li>• Approve accommodations</li><li>• Protect students' rights</li><li>• Ensure access to accommodations</li><li>• Address concerns with the student &amp; faculty</li></ul>



## **Accommodations Process – Information for Instructors**

### **MyAccess**

A student requesting an accommodation must register with CSD through UConn's MyAccess portal. There, students submit requests for accommodations, upload supporting documentation, schedule appointments with CSD, and submit exam scheduling requests.

### **Legal Mandates**

The Center for Students with Disabilities (CSD) is vested by the University with the authority to engage in a deliberative and interactive process with each student and determine appropriate accommodations and adjustments on an individualized, case-by-case, and course-by-course basis. This practice is in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) as amended (2008), which provides that no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the University because of a disability. The CSD collaborates with you and students to coordinate approved accommodations and services. While you may have input into the means of implementing an approved accommodation, you may not refuse to provide accommodations approved by the CSD.

### **Office of Civil Rights (OCR)**

OCR has notified higher education institutions that once a student is approved for academic accommodations, students cannot negotiate the coordination of those accommodations directly with their instructors. The CSD is required to engage with each instructor who has a student approved for accommodations in their class to determine a plan for the student to complete all course requirements. Accommodations must be provided without a grading penalty.

If you believe an approved accommodation constitutes a fundamental alteration of the class objectives or program technical standards, please contact the student's Disability Service Professional (DSP) immediately. You should be prepared to explain the basis for believing that the approved accommodation constitutes a fundamental alteration of the class objectives or program technical standards. Because failure to provide a necessary accommodation may deprive a student of equal access to an educational program, it is important that any objection to the implementation of an approved accommodation be communicated to the CSD as soon as possible. The accommodation, as approved, should

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be implemented while working toward the resolution of the objection. If the CSD agrees that the accommodation as approved would constitute a fundamental alteration of the class objectives or program technical standards, then the CSD will work with you and the student to achieve a suitable resolution.

Additionally, please bear in mind that any conversation with a student regarding accommodations should be conducted with discretion and in private. You should not make direct reference to a student's disability or accommodations in class or in front of others.

### Faculty Rights and Responsibilities

#### **Faculty members and other teaching professionals have the right to:**

1. Hold all students to the same essential course requirements and behavior expectations.
2. Receive information from the CSD regarding any student approved for accommodations in their course(s), along with information on how to assist with implementing approved accommodations. Information about student-approved accommodations is communicated via MyAccess for Instructors (<https://csd.uconn.edu/myaccess>).
3. Give input into the means of implementing an approved accommodation by the CSD; however, faculty may not refuse to provide an accommodation approved by the CSD.
4. Contact the CSD if they believe an approved accommodation constitutes a fundamental alteration of the class objectives or program technical standards. Please refer to the Procedure for Raising Concerns Regarding Approved Academic Accommodations.

#### **Faculty members and other teaching professionals have the responsibility to:**

1. Provide approved accommodations specific to the course, either personally, through a Teaching Assistant, or by making arrangements with the CSD.
2. Inform teaching professionals, such as Teaching Assistants, instructing all or part of a course, of CSD-approved accommodations for the student as indicated, and add the teaching professionals as instructors to the Student Administration (PeopleSoft)





system so they can access accommodation letters and assist in the coordination of approved accommodations.

3. Discuss with the CSD any concerns related to approved accommodation(s), academic adjustments, policy modifications, auxiliary aids and services, or arrangements that have been requested by the student. Should there be a concern that approved academic accommodations constitute a fundamental alteration of the class objectives or program technical standards, follow the Faculty Procedures for Raising Concerns Regarding Approved Academic Accommodations below.
4. Refer a student requesting accommodations to the CSD if formal notification has not been received regarding accommodations from the CSD.
5. Assure the privacy of information regarding students with disabilities.

### Student Rights and Responsibilities

#### **Every student with a documented disability has the following rights:**

1. Equal access to courses, programs, services, jobs, activities, and facilities available through the University.
2. Reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids determined on a case-by-case, course-by-course basis.
3. Confidentiality of all information pertaining to the condition(s), with the choice of whom to disclose disability specific information, except as required by law.
4. Information available in accessible formats.



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5. File a formal grievance through the Office of Institutional Equity (OIE) and/or through external agencies (e.g., Office of Civil Rights) because of disability discrimination, including the failure to provide reasonable accommodations, and/or discrimination or harassment based on a disability. OIE can be contacted at:

Stephanie Hackett, M.S. Deputy ADA Coordinator  
Office of Institutional Equity  
University of Connecticut – Wood Hall  
241 Glenbrook Rd., Unit 4175, Storrs, CT 06269-4175  
Phone: (860) 486-4957

Email: [stephanie.hackett@uconn.edu](mailto:stephanie.hackett@uconn.edu)

Websites: [WWW.EQUITY.UCONN.EDU](http://WWW.EQUITY.UCONN.EDU), [WWW.TITLEIX.UCONN.EDU](http://WWW.TITLEIX.UCONN.EDU),  
[WWW.ACCESSIBILITY.UCONN.EDU](http://WWW.ACCESSIBILITY.UCONN.EDU)

**Every student with a disability has the responsibility to:**

1. Meet the University's qualifications and essential technical, academic, and institutional standards, including the Student Code.
2. Identify oneself as an individual with a disability to the Center for Students with Disabilities when seeking an accommodation. Procedures for registering with the CSD can be found on the Center's website at [www.csd.uconn.edu/request-accommodations/](http://www.csd.uconn.edu/request-accommodations/).
3. Provide evidence, from oneself and third-party documentation, that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
4. Participate in an interactive process with CSD staff, faculty, and other University resources as indicated to obtain and coordinate reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services.

Institutional Rights and Responsibilities

**The University of Connecticut, through the Center for Students with Disabilities, has the right to:**

1. Maintain the University's academic standards.



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2. Request evidence from a student and/or appropriate professional source as indicated to determine the need for reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services.
3. Discuss a student's need for reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services with the student and treatment provider, with the student's consent authorizing such discussion.
4. Make a determination regarding a request for reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services based upon the information provided through the interactive process involving the student, faculty, and other appropriate professionals as indicated.
5. Select among equally effective and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services in consultation with the student, taking into consideration student preference.
6. Refuse to provide an accommodation, academic adjustment, policy modification, and/or auxiliary aid and service that are inappropriate or unreasonable, including any that:
  - Pose a direct threat to the health and safety of others
  - Constitute a substantial change or alteration to an essential element of a course or program
  - Pose undue financial or administrative burden on the University

**The University of Connecticut, through the Center for Students with Disabilities, has the responsibility to:**

1. Ensure that University courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
2. Provide information regarding policies and procedures to students with disabilities and ensure their availability in accessible formats.



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3. Engage with students through an interactive process (case-by-case, course-by-course basis) to determine and provide reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services for students with disabilities in a timely manner upon request by a student.
4. Notify students, instructors, and other University departments as indicated of approved accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services.
5. Maintain privacy of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.
6. Inform students with disabilities of University policies and procedures for filing a formal grievance through the Office of Institutional Equity and/or through external agencies (e.g., Office of Civil Rights).

#### Procedure for Raising Concerns Regarding Approved Academic Accommodations

The Center for Students with Disabilities (CSD) is vested by the University with the authority to determine whether an accommodation should be provided to a student. In deciding whether to approve an accommodation, the CSD engages in an interactive process with each student and reviews each request for accommodations on an individualized, case-by-case, and course-by-course basis. The CSD collaborates with students and their faculty to coordinate approved accommodations and services. Therefore, while faculty and other teaching professionals may have input into the means of implementing an approved accommodation, they may not refuse to provide accommodations approved by the CSD.

If a faculty member or other teaching professional believes an approved accommodation constitutes a fundamental alteration of the class objectives or program technical standards:

1. Contact the student's Disability Services Professional (DSP) identified in the student's accommodation letter immediately. Faculty should be prepared to explain the basis for their belief that the approved accommodation constitutes a fundamental alteration of the class objectives or program technical standards.
2. Because failure to provide a necessary accommodation may deprive a student of equal access to an educational program, it is important that any objection to the implementation of an approved accommodation be resolved as soon as possible.

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The accommodation, as approved by the CSD, should be implemented while working toward a resolution.

3. If the CSD agrees that the accommodation as approved would constitute a fundamental alteration of the class objectives or program technical standards, then the CSD will work with the student and faculty member to find a suitable solution (i.e., alternate accommodation).

### **Alternate Assignments – Information for Instructors**

#### **Overview**

The nature of a student's disability may cause considerable difficulty with presenting in front of a group, group projects, or class participation. While faculty are not required to alter the essential elements or the learning outcomes of the course, flexibility in achieving outcomes or alternate opportunities to complete course requirements may be necessary. Alternate assignments are for when the impact of a student's disability prevents them from participating in a specific assignment as outlined in the course syllabus. Students cannot be penalized for completing alternate assignments that are mutually agreed to by the faculty, student, and CSD.

The Office for Civil Rights (OCR) has notified higher education institutions that once approved for the academic adjustment of alternate assignments, students cannot negotiate the coordination of this accommodation directly with their faculty. In other words, the Center for Students with Disabilities (CSD) is required to engage with each instructor who has a student approved for this accommodation to determine: 1) the appropriateness of this adjustment in the course; 2) the nature of the course and how it is taught, including assessments; and 3) if alternate assignments are reasonable without fundamentally altering the course or compromising the technical standards of the program. This adjustment may not be appropriate for every assignment, but when appropriate, should be provided without a grading penalty.

Students may request an alternative assignment by emailing their instructor and their DSP, and, where appropriate, an interactive process to determine a solution will follow, if the alternative is acceptable and would not constitute a fundamental alteration of the course requirements.



### Considerations for Alternate Assignments

Alternate options for **in-class participation/discussions** may include:

- Student is given advance notice of when they will be called upon in class (e.g., emailed the day before)
- Student is given advance notice of the questions they will be asked during class (e.g., emailed the day before) so they may prepare their answers
- Student submits written responses(s) to discussion prompt(s)
- Student has a discussion individually with the instructor

Alternate options for **in-class presentations** may include:

- Student presents individually to the instructor
- Student presents to the instructor and a small group (3-4) of students
- For individual presentations, the student is given the option to present with a partner or group
- Student is given the choice of when to present (e.g., date, beginning/middle/end of class)
- Student does not receive a grading deduction if they read from notes/script while presenting
- Student sits at a table or desk while presenting
- Student records video and/or audio in advance to be presented during class
- Student creates a slideshow with video and/or audio embedded within each slide, with their comments
- Student submits a written paper on the subject matter
- Student submits a portfolio of evidence demonstrating their mastery of the skill or subject matter

Alternative options for **group work/group projects** may include:

- Provide direct instruction to students in establishing group norms and expectations, identifying roles and responsibilities for each group member, setting timelines, and giving feedback
- Allow the student to participate in group work virtually or asynchronously and provide options for how the work is shared or submitted



- Replace group work with an independent project as long as it still meets the essential requirements of the course

## **Alternate Media – Information for Instructors**

### **Overview**

The nature of a student's disability may cause considerable difficulty in accessing course materials, specifically textbooks. Alternate media provides students access to print materials through a digital format, such as PDF, Word document, ePub, large print, Braille, etc. Alternate media materials are intended for a student's personal study use only and should not be shared with other students or duplicated.

The Office for Civil Rights (OCR) has notified higher education institutions that once approved for an accommodation of alternate media, students cannot negotiate the coordination of this accommodation directly with their faculty. In other words, the Center for Students with Disabilities (CSD) is required to engage with each instructor who has a student approved for this accommodation to determine: 1) if alternate materials other than textbooks are required, 2) the nature of the course and how it is taught, including assessments; and 3) if alternate media is reasonable without fundamentally altering the course or compromising the technical standards of the program.

Requests for Alternate Media materials are submitted through MyAccess as an accommodation request. Once the accommodation is approved, the student can then submit a request for the materials through MyAccess.

### **Information for Instructors**

AltMedia requests are sent to CSDTech by students requiring alternate formats of their textbooks. The majority of AltMedia requests are fulfilled with this request.

If the student needs additional course materials altered other than textbooks, CSD will engage in an interactive process with faculty to convert such materials. Students may request materials such as the following to be altered:

- Course syllabus
- Presentation slides
- Class handouts



Materials may need to be converted through Optical Character Recognition (OCR) software, which the CSDTech Team will do. It is recommended that instructors submit clean copies (no notes, pencil/pen markings, underlines, symbols written in the margins or on the pages of the materials) to the CSD. OCR software will not recognize them and cause distortion to the materials themselves. Original PDFs, Word documents, and PowerPoint slides will be requested. CSDTech requires a minimum of 7 days' notice to alter these types of materials.

## **Deadline Extensions – Information for Instructors**

### **Overview**

Deadline extensions are for when students are unable to complete or submit their work due to unexpected symptoms related to their disability. While faculty are not required to alter the essential elements or the learning outcomes of the course, flexibility in achieving outcomes or alternate opportunities to complete course requirements may be necessary. A student's disability can affect the student's ability to turn in homework, assignments, or projects on the due date outlined in the course syllabus. Students cannot be penalized for submitting work by an alternate due date mutually agreed to by the faculty, student, and CSD.

The Office for Civil Rights (OCR) has notified higher education institutions that once approved for the academic adjustment of deadline extensions, students cannot negotiate the coordination of this accommodation directly with their faculty. In other words, the Center for Students with Disabilities (CSD) is required to engage with each instructor who has a student approved for this accommodation to determine: 1) the appropriateness of this adjustment in the course; 2) the nature of the course and how it is taught, including assessments; and 3) if due date extensions are reasonable without fundamentally altering the course or compromising the technical standards of the program. This adjustment may not be appropriate for every assignment, but when appropriate, should be provided without a grading penalty.

Students may request a deadline extension by emailing their instructor and their DSP, and, where appropriate, an interactive process to determine a solution will follow, if the alternative is acceptable and would not constitute a fundamental alteration of the course requirements.





### Considerations for Deadline Extensions

- In general, extensions on assignment due dates may be considered a reasonable accommodation. The student will coordinate with their instructor and DSP for such requests. Where appropriate, an interactive process to determine a solution will follow. However, an extension would not be reasonable if it results in a fundamental alteration of the course requirements (a change that is so significant that it alters the essential nature of the course).
- There may be some instances in which assignment due dates cannot be adjusted for an individual student without resulting in a fundamental alteration to the course. Examples may include, but are not limited to:
  - Those that rely on project-based learning, where sequential assignments strictly build upon the material learned from the previous week(s).
  - Classes where students are expected to work as a group, and failure to complete an assignment or project on time would compromise the educational experience of other students.
- Deadline extensions are not intended for students to have unlimited acceptance of late work. Agreed upon extensions should be specific and limited to a specific amount of time.
- In most cases, deadline extensions do not apply to any previously missed deadlines.
- Students are expected to follow the syllabus procedure for deadline extension requests unrelated to their condition.

### Evaluating the Appropriateness of Deadline Extensions

The following questions, provided by the Department of Education's Office for Civil Rights, are designed to help instructors assess the degree to which strict adherence to assignment due dates is an essential part of a course:

1. What do the course description and syllabus say regarding late work?
2. To what extent does the fundamental nature of the course rely upon completion of assignments within a specific time frame as an essential method for learning?



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3. Is the completion of an assignment within a specific time frame a critical component of an assignment activity?
4. To what degree does a student's failure to submit timely completion of assignments constitute a significant loss of the educational experience for the other students in the class?

### Frequently Asked Questions

**QUESTION: Are instructors required to provide deadline extensions even though assignment due dates are usually on the course syllabus provided to students at the beginning of a semester?**

**ANSWER:** Federal law requires colleges and universities to consider reasonable modifications of deadline extensions if needed to accommodate a student's disability that affects the timely completion of an assignment. The disabilities covered under this academic adjustment are typically chronic or episodic in nature and may affect a student's ability to complete assignments by the due date listed in the course syllabus. Deadline extensions are for when students are unable to complete or submit their work due to unexpected symptoms related to their disability. Students cannot be penalized for submitting work by an alternate due date mutually agreed to by the instructor and student.

**QUESTION: How is the length of a deadline extension determined?**

**ANSWER:** The student is expected to email their instructor, copy their DSP, and provide a new requested due date. The new due date should be between 1-3 days from the original due date. If the instructor expresses concerns with the new due date, the CSD will engage in the interactive process with the instructor to determine a reasonable amount of time for a deadline extension and may depend on the nature and type of assignment, learning objectives being measured, whether assignment answers need to be released to other students in the class, etc. Depending on the requirements of the assignment, an extension may not always be appropriate.



**QUESTION:** Can instructors request documentation of a student's disability to verify the need for deadline extensions?

**ANSWER:** No. To protect faculty and staff from potential claims of disability discrimination, it is University policy that only CSD should receive and review disability-related documentation. CSD reviews and considers any necessary medical documentation before approving accommodations. Students are NOT required to present their instructors with medical documentation verifying their disability or need for deadline extensions.

**QUESTION:** What if the instructor does not engage in the process for coordinating deadline extensions for my course(s)?

**ANSWER:** Instructors are responsible for working with the student and CSD to ensure the approved accommodation(s) are coordinated. If, after several attempts to contact the instructor, they do not respond to the CSD, the Center will contact the department chair and/or the Office of Institutional Equity for assistance in coordinating approved accommodations for the student in the course.

**QUESTION:** Who should instructors contact if they have questions regarding deadline extensions?

**ANSWER:** If at any point, you have questions or concerns about this accommodation, the Course Modification Agreement, etc., contact the CSD as soon as possible to collaboratively address the concerns and work to resolve them. If the maximum number of deadline extensions as stated in the Course Modification Agreement is exceeded during the semester, the student and instructor should contact the CSD to meet and discuss an appropriate course of action (i.e., student will be granted an incomplete; student will be advised to withdraw from the course; the number of extensions allowed will be reviewed; policies outlined in syllabus will apply, etc.).



## **Exam Accommodations – Information for Instructors**

Exam accommodations are provided for students whose documented disabilities interfere with their abilities during exams (including final exams). Exam accommodations are determined on a course-by-course basis and are dependent upon the nature of each course. Exam accommodations may include, but are not limited to:

- Extended time
- A reduced distraction environment or private room separate from the class
- Use of assistive technology such as a computer or speech-to-text software
- Short breaks during exams

It is the student's responsibility to communicate with their Instructors/Teaching Assistants (TAs) to discuss their approved exam accommodations and determine how their accommodations will be coordinated. The student may need to take exams at the CSD office, with scheduling requests being submitted through MyAccess.

## **General Information**

### **Locations:**

**Storrs:** Wilbur Cross Building, Room 204

**Avery Point:** Branford House, Room 314A

**Hartford:** Hartford Times Building, Student Services Suite 106

**Stamford:** Student Services Suite 302D

**Waterbury:** Waterbury Main Building, Room 234

### **Hours:**

CSD is available to proctor between **8:00 am and 5:00 pm, Monday through Friday**, during the regular semester. Please email your campus exam contact for proctoring hours during semester breaks (see below).

*Please note:* Proctoring is available on the **Avery Point campus** on an ad-hoc basis and is not guaranteed. Please provide as much advanced notice as possible if you require support in administering assessment accommodations.



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### Exam Contacts

Storrs – [csdexams@uconn.edu](mailto:csdexams@uconn.edu)

Avery Point – [averypoint.csd@uconn.edu](mailto:averypoint.csd@uconn.edu)

Hartford – [hartford.csd@uconn.edu](mailto:hartford.csd@uconn.edu)

Stamford – [stamford.csd@uconn.edu](mailto:stamford.csd@uconn.edu)

Waterbury – [waterbury.csd@uconn.edu](mailto:waterbury.csd@uconn.edu)

### Instructor Responsibilities – All Campuses

- Please ensure all teaching professionals (including Teaching Assistants) associated with the course are assigned as “instructors” in the Student Administration (PeopleSoft) system.
- Review student accommodation letters in your Instructor MyAccess account. The CSD will engage in the interactive process with you to determine how to coordinate exam accommodations in your course.
- Meet with the student and discuss their approved exam accommodations as soon as possible to determine if you can provide the accommodations directly or if the student should take their exams at the CSD. *Whenever possible, instructors should plan to administer their exams with approved accommodations for students with disabilities along with the rest of the class.*
- Log into your instructor's [MyAccess](#) account regularly to set up exam parameters for all online and paper assessments. You can also review scheduling requests, upload exams/supplemental materials, and download completed assessments through your instructor's MyAccess portal.
- Please keep in mind that any conversation with a student regarding accommodations should be conducted with discretion and in private. You should **not** make direct reference to a student's disability or accommodations in class, in an email that includes other students, or in front of others.

### Taking Exams at the CSD – All Campuses

- CSD is available to proctor between **8:00 am and 5:00 pm, Monday through Friday**, during the regular semester. Please email your campus exam contact for proctoring hours during semester breaks.



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- If it is determined between you and your student that they should take their exams at CSD, the **student is responsible for submitting an exam request through their [MyAccess](#) portal at least 7 days in advance of the exam in class ( requests for final exams must be submitted 14 days in advance)**. Proctoring space is limited at CSD, and late scheduling requests are not guaranteed.
- Once they receive the syllabi, students can begin submitting their requests for the entire semester. We encourage students to proactively submit their scheduling requests as space at CSD is limited.
- Students should schedule their exams for the **same date/time as the class**. However, students with approved extended time accommodations may have a conflict with another class (i.e., back-to-back classes). As a result, they may need to begin earlier or later than the scheduled class time to utilize their extended time accommodation. In these situations, the CSD will work with you and your student to schedule the exam at an approved alternate time. Please feel free to proactively contact [csdexams@uconn.edu](mailto:csdexams@uconn.edu) with approved alternate dates/times. This will assist our team in scheduling your students appropriately. *\*Regional campuses: please reach out directly to the corresponding exam contact listed on page 2.*
- Students **must** have instructor approval to take an exam on an alternate date/time than the class. It is best practice for students to connect with their instructor *before* submitting their scheduling request through MyAccess. However, if your student is concerned about missing the scheduling deadline (7 days before the exam), they should proactively submit their request and add a note indicating they are going to reach out to their instructor to discuss options. When submitting scheduling requests, students must indicate if approval has been received by selecting the appropriate options on their MyAccess scheduling request.
- Many instructors find it helpful to send reminders to students with approved testing accommodations via email or Husky CT post **approximately 2 weeks before the scheduled assessment**. This advanced reminder assists students, as they must submit their requests through MyAccess at least 7 days in advance to be guaranteed a space at the CSD.
- Occasionally, students may miss the 7-day cutoff for submitting scheduling requests. Students may contact the CSD to gain access to a *Late Request Form*. Once submitted, the CSD will review the request. If there is ample time to process the



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request and available space at the CSD office, the request will be scheduled. **\*Please note: The CSD will not accept same-day late requests.**

- If you have students who will be taking exams at the CSD, please log into your Instructor [MyAccess](#) account regularly to review requests, set up exam parameters for all online and paper exams, upload exams/supplemental materials, and download completed assessments.
- Many instructors find it helpful to create exam parameters for all course assessments (even those administered online) at the beginning of the semester (\*see *below*). This provides the CSD with pertinent information such as the first/last day an exam can be administered, and the length of the exam in class. This information assists the CSD with scheduling your students appropriately. The exam file or access code can then be uploaded closer to the scheduled date.
- The following documents are available in the **Resources** section on the **Home** page of your Instructor MyAccess portal and include step-by-step instructions:
  - **How to Upload an Exam and Exam Parameters to MyAccess\***
  - **How to Locate and Download a Completed Exam**
  - **Exam Scheduling Quick Facts** *\*This document can be shared directly with students*

### Online Exam Resources for Instructors

- If the format of your assessment is online/remote, and your students are not required to take the exam in person/class, students with approved testing accommodations do **NOT** need to submit a request for a space at the CSD.
- **Before the date/time of the assessment, instructors are responsible for setting the exam duration based on each student's extended time accommodation.** Please contact UConn's Center for Excellence in Teaching and Learning (CETL) at [edtech@uconn.edu](mailto:edtech@uconn.edu) or 860-486-5052 if you need assistance setting the extended time for your online assessment.



## CENTER FOR STUDENTS WITH DISABILITIES

- Additional links for online exam support:
  - [How to Accommodate Extra Test Time and/or Allow a Different Test Time](#)
  - [Setting Test Options in HuskyCT](#)
  - [HuskyCT Instructor Support](#)
  - [LockDown Browser Information for Instructors](#)
  - [CETL-Keep Teaching Assessment Strategies](#)
  - [CETL Accessible Content](#)
  - [CETL Testing and Assessment](#)

### Final Exams – All Campuses

- The CSD offers proctoring services with extended hours for final exams on all campuses. Students must submit finals scheduling requests through their MyAccess portal **at least 14 days in advance of the University's scheduled final exam to be guaranteed a space at the CSD.**
- If the final is a take-home exam or one that can be taken in the location of the student's choice, students should **not** schedule with our office.
- During finals, students are scheduled at the approved University exam blocks: 8am, 10:30 am, 1pm, 3:30 pm, and 6pm. Proctoring hours may vary by campus and may be subject to change based on proctor availability. Any flexibility you can provide in terms of allowable start times is appreciated.
- Students with approved testing accommodations who have bunched finals can contact their Disability Service Professional for approval to reschedule to an alternate day/time approved by the instructor.
- Students requesting to reschedule a final exam based on a non-disability-related reason should reach out directly to the Dean of Students' Office.
- *Please note:* The CSD may not be able to schedule make-up exams during finals week as we reach capacity most days. If you have a student who needs to make up a missed assessment, we suggest the following:
  - Encourage students to have all makeup assessments completed before finals week.





## CENTER FOR STUDENTS WITH DISABILITIES

- The instructor or TA could serve as the proctor during the week of finals.
- If the CSD is not at capacity on the *last day* of finals, we may be able to assist.

### Additional Proctoring Options for Instructors – Storrs only

- Instructors with scheduled evening classes or those with large numbers of students with extended time accommodations (**Storrs campus only**) can request assistance from the CSD by emailing [csdexams@uconn.edu](mailto:csdexams@uconn.edu). A member of the Accommodations Team will provide consultation for the following types of requests:
  - Assistance in identifying a space for your TA to proctor/provide testing accommodations for students registered with the CSD.
  - Proctoring assistance during a *scheduled evening class* for students registered with the CSD.
- *Please note:* Instructors should contact [csdexams@uconn.edu](mailto:csdexams@uconn.edu) approximately 10 days in advance of the class exam date to allow the Accommodations Team ample time to consult regarding your specific request.

### Academic Misconduct

- Any academic misconduct as defined by UConn's Academic, Scholarly, and Professional Integrity Misconduct Policy and the Student Code will not be tolerated.
- According to the University's Responsibilities of Community Life: The Student Code, Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).
- Possible academic misconduct will be reported to the instructor and the Office of Community Standards.
- For additional information regarding academic misconduct, please visit the [Office of Community Standards Website](#).



## Frequently Asked Questions

**QUESTION:** How do I retrieve a completed exam taken at the CSD?

**ANSWER:**

*\*Storrs Campus only\**

- Completed exams can be scanned/uploaded to the instructor's [MyAccess](#) portal for instructor review. Directions to access the completed exam will be included in the email you receive upon upload.
- Instructors can pick up completed exams from the CSD office. We are on the 2nd floor of the Wilbur Cross Building, room 204. *\*Please find regional campus locations on page 2.*

**QUESTION:** What approved/allowable materials do you provide students who take exams at the CSD?

- Scrap paper
- Calculators
- Rulers
- Noise-cancelling headphones
- Timers

We also provide Scantron sheets and blue books upon request.

*\*Please note- blue books are **NOT** provided if the exam will be returned via scan/uploaded to MyAccess. As an alternative, we will provide lined paper. If you prefer students to complete their exam in a blue book, the instructor/designee must pick up the completed exam from the CSD office.*

**QUESTION:** Can you provide more information to help instructors coordinate exams with the CSD?

**ANSWER:** Yes, the following documents are available in the **Resources** section on the **Home** page of your Instructor MyAccess portal and include step-by-step instructions:



## CENTER FOR STUDENTS WITH DISABILITIES

- **How to Upload an Exam and Exam Parameters to MyAccess**
- **How to Locate and Download a Completed Exam**
- **Exam Scheduling Quick Facts** *\*This document can be shared directly with students*

### Locating and Downloading Completed Exams

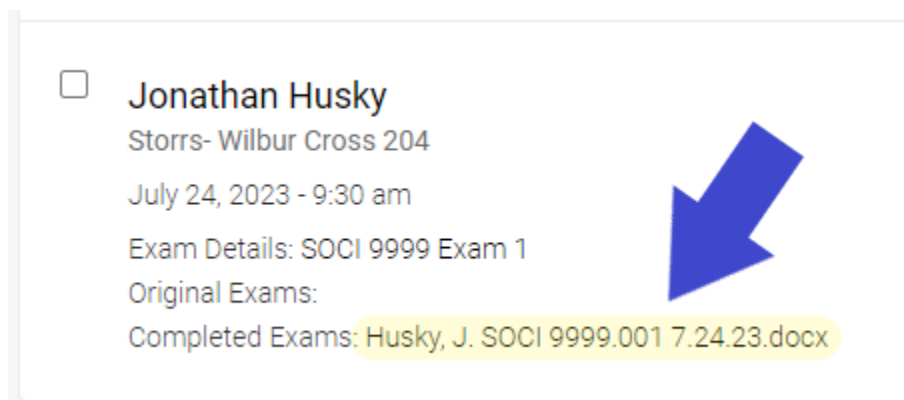
1. Log in to your [MyAccess](#) portal.
2. On the right-hand side, click the “Courses” tab.
3. Select the course you are looking for.
  - a. You may narrow your search by inputting keywords at the top of the page.
4. At the top of the page, click on the “CSD Scheduling Requests” tab.
5. Below the “CSD Scheduling Request” tab, you will see “Pending Requests” and “Scheduled Requests.” **Select “Scheduled Requests.”**
  - a. Pending Requests = Requests that have been submitted by the student but have not yet been scheduled by the CSD.
  - b. Scheduled Requests = Requests that have been scheduled by the CSD (past and present).
6. Locate the student’s exam appointment based on the specific date of the assessment.

# UConn

## CENTER FOR STUDENTS WITH DISABILITIES

7. Below the student's name is a line labelled "Completed Exams:" followed by a file that begins with the student's last name. Click on this link to download the completed exam file.

Example:



### Tips

There are two common mistakes made when trying to download an exam:

1. Your student's name may be listed several times with previous exam dates. Be sure to look for the correct date of the assessment you are trying to download.
2. **Do not** click directly on the student's name. Instead, look for the link **below their name** labelled "Completed Exams:" Click on this link to download the completed exam file.
  - a. If the student's name is selected, just click "cancel" to return to the previous screen.

Please email [csdexams@uconn.edu](mailto:csdexams@uconn.edu) if you have questions or need assistance.



## How to View Exam Requests/Upload Exam Parameters

### How to View Student Exam Requests

1. Click on "Courses" on the left-hand side of the home page.
2. Scroll down and select the course you are reviewing.
3. At the top of the page, click "CSD Scheduling Requests."
4. Select "Pending Requests" to review your student's requests. These have **not** been scheduled, so you may see requests for several months from now. Click on the student's name to see the details.
5. Visit the "Scheduled Requests" tab regularly to review requests that have been scheduled by the CSD Accommodations Team. Click on the student's name to see the details of each request. If an assessment has been incorrectly scheduled, please contact [csdexams@uconn.edu](mailto:csdexams@uconn.edu) and the student so the scheduled appointment can be adjusted accordingly.

Please contact CSD exams directly at [csdexams@uconn.edu](mailto:csdexams@uconn.edu) with any questions.

### How to Upload Exam Parameters

If you have a student who will be taking an exam at the CSD, follow these steps to upload your exam and provide exam parameters:

1. Follow this link to <https://csd.uconn.edu/myaccess/>
2. Select "Courses" on the left-hand side of the home page
3. Scroll down to select the specific course
4. At the top of the page, select the "Exam Parameters" tab
5. Scroll to the middle of the page and select the black tab labeled "Click Here To Add Exam Parameters"
6. Provide all required information, then "Submit"



Once submitted, you will now find the exam under the “Exam” tab for the selected course. You will not receive a confirmation.

To review exam parameters that have already been uploaded, click on the name of the exam.

### **Tips**

- For dates and start times, please select ALL dates/start times you would approve for a CSD student to begin their exam.
  - Please keep in mind that students with extended time may need flexibility with start times based on their class schedules.
- For ‘Apply to all records’, please select ‘Yes’ if you would like the uploaded exam/parameters to be the same for all students taking their exam at the CSD.

Please contact CSD exams directly at [csdexams@uconn.edu](mailto:csdexams@uconn.edu) with any questions.

**\*IMPORTANT\*** Any changes/corrections to a previously uploaded exam must be emailed directly to [csdexams@uconn.edu](mailto:csdexams@uconn.edu) and labeled ‘URGENT’ to ensure students are given the most updated version of the exam.



## **Notetaking Assistance – Information for Instructors**

### **Overview**

Notetaking assistance is provided as an accommodation for students whose documented disabilities interfere with their abilities to take notes. Notetaking assistance is determined on a course-by-course basis and is dependent upon the nature of each course and the method of instruction as it relates to the student's documented disability. Notetaking assistance is provided as an academic accommodation; however, it is not considered a substitute for a student's full participation in class. Notes and/or recordings provided are for students' personal study use only and are not to be shared with other individuals.

Notetaking assistance may include:

- Technology-based assistance – use of a personal laptop/tablet, Livescribe Echo Smart Pen, Microsoft OneNote, Genio (formerly Glean), Otter.ai, and others
- Permission to record classes (many of the technology-based options have a recording component as a built-in feature)
- Receipt of instructor outlines and/or notes
- Receipt of notes from a peer notetaker

Based on course design and the availability of several technology-based notetaking options, a peer notetaker may not be the most effective accommodation for a course. The CSD will engage in the interactive process with instructors and students to discuss the nature and content of the course to determine the most appropriate notetaking accommodation.

### **Responsibilities**

#### **Instructor Responsibilities**

- If necessary, assist the CSD in identifying a peer notetaker in their course by making an announcement in class or on HuskyCT, or speaking with a student who regularly attends class and takes notes – the CSD will reach out to instructors via email to request assistance if our recruiting efforts are unsuccessful.
  - Sample announcement: The Center for Students with Disabilities needs a peer notetaker for this course. Notetakers are paid \$16.50 per week for undergraduate courses and \$21 per week for graduate courses. If you would



## **CENTER FOR STUDENTS WITH DISABILITIES**

like more information or are interested in becoming a notetaker, have at least a 2.5 GPA (3.0 for graduate courses), are able to regularly upload notes within 24 hours of each class, and can provide the required identification to be hired, please contact [CSDNotetaking@uconn.edu](mailto:CSDNotetaking@uconn.edu) as soon as possible. Thank you.

- Inform students who use recording options whenever they should not record a portion of the class involving personal discussion, self-disclosure, or other private information.
- Discuss options for providing course outlines, slides, or notes ahead of class with students who are approved to receive these.
- Inform the CSD of any questions or concerns about students' technology-based and/or peer notetaker accommodations.

### **Student Responsibilities**

- At the start of the semester, students should attend the first class of each of their courses to review the syllabus and determine which courses will require notetaking assistance.
- Meet with their Disability Service Professional (DSP) at the CSD to determine an appropriate method for notetaking assistance for each course.
- Submit an accommodation letter request via the MyAccess portal and select each course in which you feel a notetaking accommodation is necessary (additional accommodation letters can be requested at any time during the semester).
- If approved for technology-based notetaking assistance, meet with the CSD Tech Team to receive the appropriate technology and training.
- If a student is approved for a notetaking assistance accommodation, they will be required to sign an agreement through their MyAccess portal.
- If approved for peer notes, view and download notes from the MyAccess portal regularly.
- Contact the CSD at [csdnotetaking@uconn.edu](mailto:csdnotetaking@uconn.edu) with questions or concerns regarding the quality or timeliness of peer notes or to provide feedback for your peer notetaker.





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- Contact CSDTech at [csdtech@uconn.edu](mailto:csdtech@uconn.edu) for additional training, questions, or concerns about any notetaking technology.
- **Students should inform their DSP or [csdnotetaking@uconn.edu](mailto:csdnotetaking@uconn.edu) if peer notes are no longer needed for any reason:**
  - The instructor provides notes and/or recorded lectures
  - The course no longer has content applicable for notetaking, such as individual or group projects or presentations during class
  - The student has dropped the class
- Return borrowed technology or equipment to the CSD at the end of each semester (please see **Accommodations – Equipment** in the MyAccess portal for additional information).

### CSD Responsibilities

- Provide training to students using technology-based notetaking assistance.
- Recruit, hire, train, and pay qualified peer notetakers for students using peer-based notetaking assistance.
- Recruit and hire one peer notetaker who is enrolled in the same course and section as the student requesting the peer notes.
  - CSD offers technology-based notetaking assistance if a peer notetaker cannot be found for a requested course.
  - Typically, notetaking assistance is not required for asynchronous online courses, UNIV courses, lab sections, and discussion sections. The CSD will not recruit and hire peer notetakers for these courses and sections unless specifically requested by the student and approved by their DSP.
- Provide access to peer notes through MyAccess for students receiving peer notetaking assistance.
- Provide support and assistance to students, instructors, and notetakers regarding the provision of notetaking assistance.



### Student Notetaking Agreement

By receiving course notes from a peer, recording, or instructor, students are agreeing to the following:

All recordings and/or notes provided by an instructor, a peer, or other means coordinated by the CSD are for personal study use only.

### Additional Considerations for Instructors

- **Audio Recording** – Audio recording may be determined as an appropriate accommodation by the CSD to provide equal access to course content.
  - Many instructors express concern about audio recording of lectures over the fear that the student will inappropriately distribute the instructor’s intellectual property without consent or share the recordings with other students who do not require the accommodation, thereby providing other students with an unfair advantage.
  - Students approved to audio record are instructed by the CSD that they are prohibited from making subsequent copies of recordings, from sharing recordings with others, from using recordings outside the context of the course, and from posting recordings online.
  - Any student violating the Student Notetaking Agreement (see Page 4) is subject to the University’s disciplinary process under the Office of Community Standards and *the Student Code*.
- **Technology in class** - Instructors may not refuse to allow students to use technology-based notetaking assistance during class. If an instructor has a concern about a student using technology during class, they should contact the student’s Disability Service Professional (DSP) as soon as possible to discuss.
- Instructors who refuse to provide an approved accommodation as determined by the CSD may be found in violation of federal law, including the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.



### Technology-based Notetaking Options

CSDTech offers the following technology-based notetaking options:

**Smartpen** – The Echo Smartpen is used to take notes in class while recording the lecture. The audio is synced with the notes as they're being written. The user can tap notes with their pen to hear the audio that corresponds to that section of notes. The synced audio and notes can be transferred to the user's computer, where they can listen to the audio by section, sort and save notes, and search for specific words in the handwritten notes.

**Digital Recorder** – Digital recorders can be used to record audio and listen back at a later time. CSDTech has several of these devices available for students to borrow.

**Genio (formerly Glean)**– Genio is a software designed to help students improve their notetaking/studying abilities. This software has some features that could benefit you inside and outside of the classroom, such as: linking your PowerPoint slides with recordings to help break down lectures; color-coding important audio clips for a more efficient review process; and extracting important slides and recordings for more effective exam preparation.

**OneNote** – Microsoft OneNote is a software that gathers notes, drawings, screen clippings, and audio commentaries. The notes can be typed or written using a tablet or laptop, and can also include tables, charts, and equations. This program allows different notebooks to be created with different sections and pages within each notebook, to allow notes to be organized in a personalized way.

**Otter.ai** – Otter.ai is an app that allows you to transcribe audio in real time. Recording can be done on your phone or with a web browser. Recordings can also be uploaded to the app. This software is compatible with several video call services.



## **Participation Modifications – Information for Instructors**

### **Overview**

Based on the nature of a student's disability, absences from class may occur unexpectedly, impacting regular class attendance and participation. Although class attendance is not a University requirement, we understand that participation may be used as part of the student's course grade. While instructors are not required to alter the essential elements or the learning outcomes of the course, flexibility in achieving outcomes or alternate opportunities to complete course requirements may be necessary. A participation modification means that the student cannot be penalized for absences within reasonable limits beyond what the syllabus policy allows. The student will coordinate with their instructor and DSP for such requests.

The Office for Civil Rights (OCR) has notified higher education institutions that once approved for the academic adjustment of participation modification, students cannot negotiate the coordination of this accommodation directly with their faculty. In other words, the Center for Students with Disabilities (CSD) is required to engage with each instructor who has a student approved for this accommodation to determine: 1) the appropriateness of this adjustment in the course; 2) the nature of the course and how it is taught, including assessments; and 3) if a participation modification is reasonable without fundamentally altering the course or compromising the technical standards of the program. This adjustment may not be appropriate for every course, but when appropriate, should be provided without a grading penalty.

### **Instructor Considerations for Participation Modifications**

- A participation modification may not be necessary if the course is online and asynchronous, and the material is accessible to the student. Instructors are encouraged to review the guidelines provided below to assess how essential attendance/participation is to their course.
- According to the University Senate By-Laws, "...grades are not to be reduced merely because of a student's absences..." (<https://policy.uconn.edu/wp-content/uploads/sites/3519/2023/07/bylaws.20230627.final.pdf>).
- The instructor describes the computation of the grades and the relation between grades and attendance/participation at the beginning of the semester. Where grades depend on classroom participation, absences may affect the student's grade.



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However, if a student were absent and the instructor reduced the grade, the reduction would be due to lack of class participation, not the student's absence (<https://catalog.uconn.edu/academic-regulations/grade-information/>).

- Questions to help identify the role in-class participation has toward students meeting course requirements and learning objectives:
  - What does the syllabus state regarding attendance, participation, and deadlines? Have exceptions been made in the past?
  - What is the role of these course policies as it relates to the students' final grades?
  - What stated learning objectives and course requirements involve class participation?
  - Is class participation factored in as part of the final course grade? If yes, how?
  - What is the percentage of the grade? Is this related to a program requirement?
  - Is there classroom interaction between the instructor and students, and/or among students?
  - Is the format of instruction primarily lecture or interactive? Does instruction and learning rely on specific elements from the previous session or assignment?
  - Does the course rely on student participation as a method for learning?
  - Is there content only offered in class?
  - Do student contributions constitute a significant component of the learning process? (e.g., discussion, presentations, role play)?
  - What is the impact on the educational experience of other students in the class if a student is absent or misses a deadline?
  - Do you review class assignments (that students are required to complete before a specific class date) during lecture or discussion? (For example, are problems or readings assigned during one class and then reviewed in the next class meeting?)



## CENTER FOR STUDENTS WITH DISABILITIES

- Some courses involve both lecture-style delivery and in-class activities that require student participation. Instructors might consider whether the absent student could participate in an alternate activity or assignment that would meet the same learning objectives.
- If the student reaches or exceeds the number of absences stated in the Course Modification Agreement or if there are any issues or concerns, instructors should contact CSD as soon as possible. A withdrawal from the course or an incomplete may be considered if the student is unable to adhere to the Course Modification Agreement.
- Students are expected to abide by the syllabus policy for any absences unrelated to their disability (flu, work, death in the family, etc.). Instructors should not request documentation from the student for absences related to their disability.
- Please visit the CSD website at <https://csd.uconn.edu/participation-modification/> for an additional course analysis guide.

### Frequently Asked Questions

#### **QUESTION: What does a participation modification really mean?**

**ANSWER:** Federal law requires colleges and universities to consider reasonable modifications of participation policies if needed to accommodate a student's disability that affects participation. A participation modification means that the student cannot be penalized for absences/participation **within reasonable limits** beyond what the course syllabus allows. A disability-related absence is when a student is absent due to the direct impact of a documented disability. Absences due to a disability may occur unexpectedly. In these cases, the student's grade should not be negatively affected solely based on an attendance, participation, or missed exam policy. This accommodation does not apply to absences for other reasons. The disabilities covered under this academic adjustment are typically chronic or episodic in nature and may affect class participation as well as the ability to complete assignments, exams, and quizzes.

#### **QUESTION: Can instructors request documentation of a disability-related absence?**

**ANSWER:** No. To protect faculty and staff from potential claims of disability discrimination, it is University policy that only CSD should receive and review



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WITH DISABILITIES**

disability-related documentation. CSD reviews and considers any necessary medical documentation before approving accommodations. Students are NOT required to present their instructors with medical documentation verifying their disability related absence.

**QUESTION: What if attendance/participation is an integral part of the course?**

**ANSWER:** If attendance/participation can be justified as an integral part of how a course is taught and/or how learning is to be demonstrated and measured, there is a point at which disability-related absences cannot be reasonably accommodated. It is not reasonable to expect instructors to:

**Re-teach** – It is reasonable to go over some of the missed materials with students during office hours or by appointment. However, instructors are not expected to re-teach the course to absent students.

**Remodel** - Instructors are not expected to reconstruct courses entirely for absent students. For example, a course that is lecture-style does not need to be reconstructed as an independent study or online course.

**Adjust Course Rigor** - Instructors should not alter the essential elements or the learning outcomes of the course for absent students.

***A withdrawal from the course or an incomplete may be considered if the student is unable to meet the standards/objectives of the course due to the rate of absences.***

**QUESTION: What if instructors do not engage in the process for coordinating a participation modification for a student in their course?**

**ANSWER:** Instructors are responsible for working with the student and CSD to ensure the approved accommodation(s) are coordinated. If, after several attempts to contact the instructor, they do not respond to the CSD, the Center will contact the department chair and/or the Office of Institutional Equity for assistance in coordinating approved accommodations for the student in the course.



**QUESTION: What is a Course Modification Agreement?**

**ANSWER:** When necessary, a course modification agreement is created on a course-by-course basis to provide a framework for the student, instructor, and CSD around participation modification. The U.S. Department of Justice has indicated to institutions of higher education that once approved for a participation modification, students cannot negotiate the coordination of this accommodation directly with their faculty. The CSD is required to engage each faculty member who has a student approved for a participation modification to determine: (1) the appropriateness of this accommodation in the course; (2) the nature of the course and how it is taught, including assessments/exams; and (3) flexibility in achieving learning outcomes or alternate opportunities to complete course requirements without fundamentally altering the course or compromising the technical standards of a program.

**QUESTION: Who should instructors contact with questions regarding participation modification?**

**ANSWER:** If at any point, the instructor has questions or concerns about this accommodation, the Course Modification Agreement, etc., the CSD should be notified as soon as possible to collaboratively address the concerns and work to resolve them. If the maximum number of allowed absences as stated in the Course Modification Agreement is exceeded during the semester, the student and instructor should contact the CSD to meet and discuss an appropriate course of action (i.e., student will be granted an incomplete; student will be advised to withdraw from the course; the number of absences allowed will be reviewed; policies outlined in syllabus will apply, etc.).





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WITH DISABILITIES

## Viewing Courses/Students with Approved Accommodations in MyAccess

1. From your Home Screen, click on **Courses**.

**UConn MYACCESS**

- Home
- Accommodation Letters
- Courses**
- Resources
- My Account

### Getting Started

- ☒ [Account Created](#)
- ☐ [Personal Profile](#)

### Letters to Review

Cell Biology (MCB 2210.001) 2 New Letters

Anna  
Sent on August 21, 2024 9:37 AM  
Accommodation Letter [Review](#)

Jessica  
Sent on August 21, 2024 8:24 AM  
Accommodation Letter [Review](#)

Cell Biology (MCB 2210.024) 5 New Letters

Ros  
Sent on May 14, 2024 10:45 AM  
Accommodation Letter [Review](#)

Alisor  
Sent on May 10, 2024 3:22 PM  
Accommodation Letter [Review](#)



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2. Choose the current semester from the Semester drop-down, click **Apply Search**, and all courses you are teaching will be listed.

**UCONN**  
MYACCESS

[Home](#)

[Accommodation Letters](#)

[Courses](#)

[Resources](#)

[My Account](#)

Home / Course / Course Catalog

Course

Course Catalog

Past Courses

Keywords

Semester

Fall 2024

Apply Search

Clear

More Filters

6 results

Sort By: Title Showing 20

Cell Biology (MCB 2210.001)

code

🕒 Date: August 26, 2024 - December 15, 2024

🕒 Time: 1:25 pm - 2:15 pm

Current Topic Cell and Dev Bio (MCB 5284.001)

code

🕒 Date: August 26, 2024 - December 15, 2024

🕒 Time: 12:30 pm - 1:30 pm



## CENTER FOR STUDENTS WITH DISABILITIES

UConn

MYACCESS

DD

Home

Accommodation Letters

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My Account

Home / Course / Course Details / Enrolled Students

Cell Biology (MCB 2210.001) ()

Course Details

Enrolled Students

CSD Scheduling Requests

Exams

Course Notes

Keywords

Apply Search

More Filters

☐

Batch Options

2 results

1 Sort By: Last Name Showing 20

☐

Anna (ANI)

Accommodations:

- Exam Accommodations/Breaks during quizzes/exams
- Exam Accommodations/Extended Time to Complete Quizzes/Exams (1.5x)
- Academic Adjustments/Deadline Extensions
- Academic Adjustments/Participation Modification

☐

Jessica (JTI)

Accommodations:

- Exam Accommodations/Breaks during quizzes/exams
- Exam Accommodations/Private room to complete exams (quizzes, exams)
- Exam Accommodations/Extended time to complete quizzes/exams (2.5x)



## CENTER FOR STUDENTS WITH DISABILITIES

4. To download an Excel list of students approved for accommodations, click the check box to the left of **Batch Options, Save as Excel, Entire List.**

UCONN

MYACCESS

Home

Accommodation Letters

Courses

Resources

My Account

Home / Course / Course Details / Enrolled Students

Cell Biology (MCB 2210.001) ()

Course Details

Enrolled Students

CSD Scheduling Requests

Exams

Course Notes

Keywords

Apply Search

More Filters

☒

Batch Options

2 results (2 selected)

Sort By: Last Name ▾ Showing 20 ▾

Mailwiz

☒

Save As Excel

Entire List

Accommodations:

This Page

Selected Records

Exams

- Exam Accommodations/Breaks during quizzes/exams

- Exam Accommodations/Private room to complete exams (quizzes, exams)

- Exam Accommodations/Extended time to complete quizzes/exams (2.5x)

☒

Deans, Jessica (JTD19003)

Accommodations:

This Page

Selected Records

Exams

- Exam Accommodations/Breaks during quizzes/exams

- Exam Accommodations/Private room to complete exams (quizzes, exams)

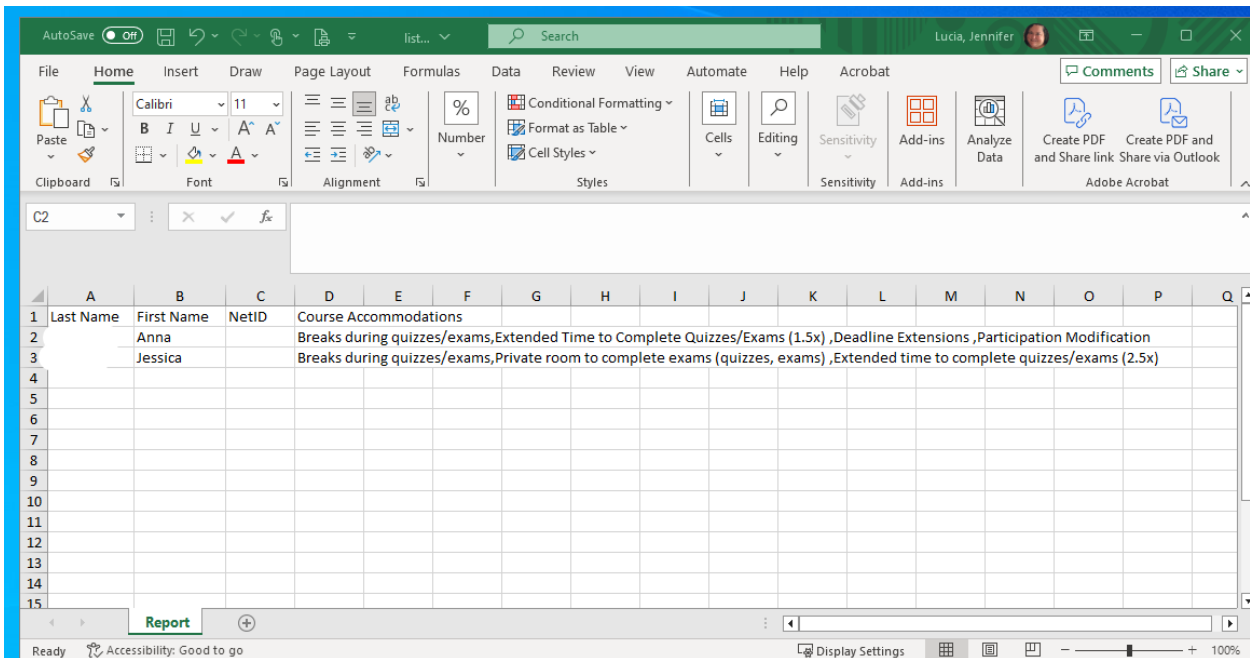
- Exam Accommodations/Extended time to complete quizzes/exams (2.5x)

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# UConn

## CENTER FOR STUDENTS WITH DISABILITIES

5. The Excel spreadsheet contains the student's name, NetID, and approved accommodations.



The screenshot shows an Excel spreadsheet with the following data:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Last Name	First Name	NetID	Course Accommodations													
2		Anna		Breaks during quizzes/exams, Extended Time to Complete Quizzes/Exams (1.5x), Deadline Extensions, Participation Modification													
3		Jessica		Breaks during quizzes/exams, Private room to complete exams (quizzes, exams), Extended time to complete quizzes/exams (2.5x)													
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	




The spreadsheet is titled "Report" and shows the first three rows of data. The first row contains headers for Last Name, First Name, NetID, and Course Accommodations. The second and third rows contain data for two students: Anna and Jessica. The fourth row contains the text "Breaks during quizzes/exams, Private room to complete exams (quizzes, exams), Extended time to complete quizzes/exams (2.5x)". The spreadsheet is displayed in the Excel application window, showing the ribbon and the status bar.



## CENTER FOR STUDENTS WITH DISABILITIES

### Viewing Student Accommodation Letters in MyAccess

1. **\*NEW\*** - From your Home Screen, new accommodation letters will automatically populate under **Letters to Review**, giving you a quicker option to review letters. You may also click on **Accommodation Letters**.



- Home
- Accommodation Letters**
- Courses
- Resources
- My Account

### Getting Started

- ✓ [Account Created](#)
- [Personal Profile](#)

### Letters to Review

Cell Biology (MCB 2210.001)

3 New Letters

Annabelle

Sent on August 21, 2024 12:30 PM  
Accommodation Letter

Review

Anna

Sent on August 21, 2024 9:37 AM  
Accommodation Letter

Review

Jessica

Sent on August 21, 2024 8:24 AM  
Accommodation Letter

Review



## CENTER FOR STUDENTS WITH DISABILITIES

- If you click on Accommodation Letters, click **More Filters**, type the current semester in the **Semester** box, and Apply Search. Each letter will show **Not Viewed** until you click on the **Accommodation Letter** to open it.

UConn

MYACCESS

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Accommodation Letters

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### Accommodation Letters

Keywords  
Searches title and description

Semester  
Completing this field will cause the page to reload. All fields will retain their values.

Fall 2024

Course

Sent/Submitted

to

Apply Search

Clear

Fewer Filters

3 results

Sort By: Sent/Submitted Showing 20

Accommodation Letter

NOT VIEWED

A00022-2024,  
Cell Biology (MCB 2210.001) ()  
Sent on August 21, 2024, 12:30 pm

Accommodation Letter

NOT VIEWED

A29560-2024,  
Cell Biology (MCB 2210.001) ()  
Sent on August 21, 2024, 9:37 am

Accommodation Letter

NOT VIEWED

A00790-2024,  
Cell Biology (MCB 2210.001) ()  
Sent on August 21, 2024, 8:24 am



CENTER FOR STUDENTS  
WITH DISABILITIES

3. Click **Accommodation Letter** to view a specific letter.
4. At the bottom of the letter, enter your signature or initials and click **Save**. This will change the status of the letter to **Completed**. **Note:** While you are not required to sign/initial accommodation letters, not doing so will leave the letter status as Not Viewed.

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## Accommodation Letters

Keywords  
Searches title and description

Apply Search

Clear

More Filters

19 results

Accommodation Letter

COMPLETED

A00756-2023,  
Cell Biology (MCB 2210.001) ()  
Sent on October 02, 2023, 9:29 am

Accommodation Letter

NOT VIEWED

A01610-2023,  
Cell Biology (MCB 2210.001) ()  
Sent on October 02, 2023, 9:27 am