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**CENTER FOR STUDENTS  
WITH DISABILITIES**

# **Accommodations Handbook for Students**

Wilbur Cross Building, Room 204  
233 Glenbrook Road, U-4174  
Storrs, CT 06269-4174  
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**CENTER FOR STUDENTS  
WITH DISABILITIES**

## **Responsibilities**

### **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 to, except as required by law.
4. Information available in accessible formats.
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

Fax: (860) 486-5943

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)



## **CENTER FOR STUDENTS WITH DISABILITIES**

### **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.

### 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.

# UConn

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## CENTER FOR STUDENTS WITH DISABILITIES

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.

### 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.
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.



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**CENTER FOR STUDENTS  
WITH DISABILITIES**

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.
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





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**CENTER FOR STUDENTS  
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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).



## CENTER FOR STUDENTS WITH DISABILITIES

### How to Request Accommodation Letters in MyAccess

1. On the homepage menu (left side), click Accommodation, then Request Accommodation Letters.
2. Under **Semester** drop-down, choose the current semester, and click **Add New**.

UConn MYACCESS

Home | Return to Accommodation | Return to list (Accommodation)

Accommodation

My Accommodation Requests

Request Accommodation Letters

Completed Accommodation Letters

Equipment

Documents

Appointment

Resources

Surveys

Calendar

Profile

Accessibility Request | Semester Request | Letters | Equipment | Documents

Semester

Fall 2022

Apply Search

Add New



## CENTER FOR STUDENTS WITH DISABILITIES

3. Your approved accommodations will be listed and highlighted in blue. Under the **Semester** drop-down, choose the current semester again, and your courses will populate on the right-hand side of the screen.

The screenshot displays the UConn MYACCESS interface for the Center for Students with Disabilities. The top navigation bar includes the UConn logo and the text 'MYACCESS'. A sidebar on the left contains links to Home, Accommodation, My Accommodation Requests, Request Accommodation Letters, Completed Accommodation Letters, Equipment, Documents, Appointment, Resources, Surveys, Calendar, and Profile. The main content area is titled 'Accommodation' and features a tabbed interface with 'Accessibility Request', 'Semester Request', 'Letters', 'Equipment', and 'Documents'. The 'Semester Request' tab is active, showing a blue box with approved accommodations: 'Exam Accommodations/Allow make-up of missed quizzes/exams', 'Alternate Media/Alternate media for printed materials', 'Academic Adjustments/Deadline Extensions', 'Campus Access/Accessible Van Service (AVS)', 'Academic Adjustments/Participation Modification', and 'Exam Accommodations/Extended time to complete quizzes/exams (2x)'. Below this, a 'Semester' dropdown menu is set to 'Fall 2024'. A 'Click Here To Continue' button is visible. On the right, two courses are listed: 'Professional Communication (COMM 2100.003)' and 'Mechanics of Materials (CE 3110.002)', each with its code, start date (August 26, 2024), and end date (December 15, 2024).

4. On the right, **Click Here to Continue**. This will show you your full list of accommodations and your enrolled courses.

- All your courses will automatically be checked under each accommodation. You may uncheck a course if you do not need the accommodation for it. For example, if one of your courses does not have exams, uncheck the course under each exam accommodation.

My  
Accommodation  
Requests  
  
Request  
Accommodation  
Letters  
  
Completed  
Accommodation  
Letters  
  
Equipment  
  
Documents  
  
Appointment  
  
Resources  
  
Surveys  
  
Calendar  
  
Profile

### Accessibility Accommodation #5

Accommodation Type \*

Extended time to complete quizzes/exams (2x)
Choose...

Description

Double the amount of time the class is provided to complete traditional in-person or online quizzes or exams. For instructors who need assistance with exam administration (e.g., extending time for online exams), log into the MyAccess portal, go to Resources, Resource Library, and choose the document titled "Exam Information for Instructors."

Semester \*

Fall 2024

Courses

☒ Applied Thermodynamics (ME 2234.001) ()
☐ Materials Sci Engineering I (MSE 2101.001) ()
☒ Mechanics of Materials (CE 3110.002) ()
☐ Professional Communication (COMM 2100.003) ()

**\*\*Please note, if you are approved for non-academic accommodations (e.g., housing, dining, etc.), or academic accommodations that do not need to be included in your accommodation letters (e.g., priority registration, reduced courseload), your courses will not be listed under those accommodations.**

- Once you have selected appropriate accommodations for each course, click **Submit** at the bottom of the page.



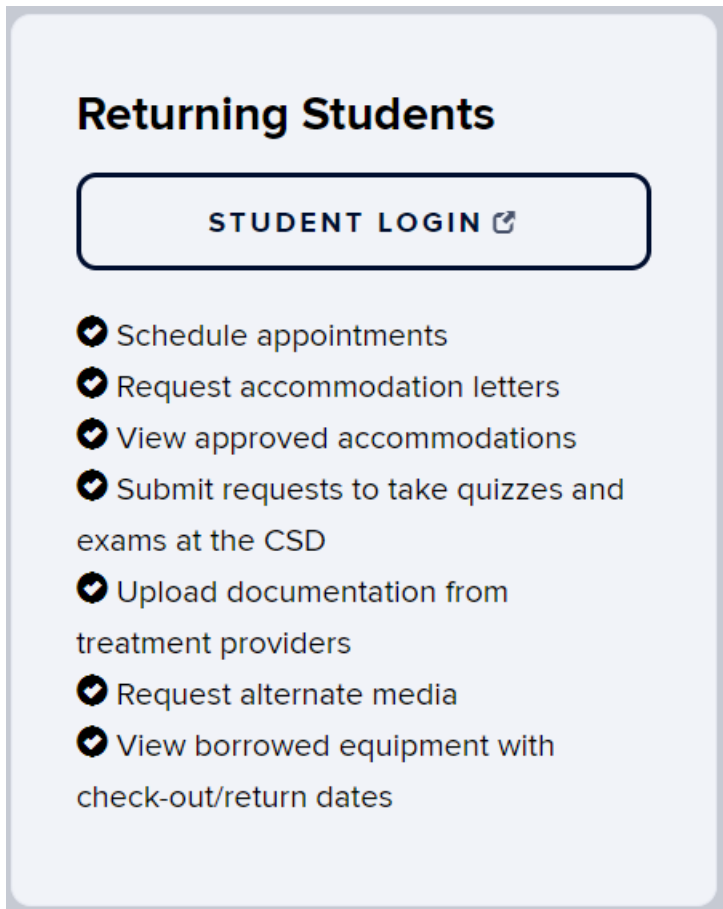
CENTER FOR STUDENTS  
WITH DISABILITIES

7. Your DSP will receive a notification that you have requested your letters. Once your letters are created by your DSP, you and your instructors will be notified in MyAccess. Completed accommodation letters can be viewed at any time under **Accommodations>Completed Accommodation Letters**.

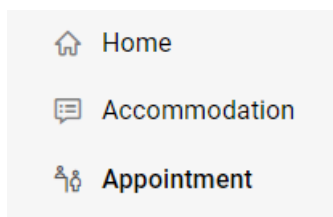
The screenshot shows the UConn MyAccess website. The top navigation bar is dark blue with the UConn logo and 'MYACCESS' text. The left sidebar contains a list of links: Home, Accommodation, My Accommodation Requests, Request Accommodation Letters, Completed Accommodation Letters (highlighted with a blue rounded rectangle), and Equipment. The main content area is titled 'News Feed' and contains a post from 'New to CSD' with the text 'Welcome to My Access!'. The post includes a link to 'https://uconn-accommodate.symplicity.com/public\_accommodation/' and a 'Continue Reading...' link. A 'View All Announcements' link is located at the bottom right of the news feed.

### How to Request an Appointment with CSDTech

1. Log into your MyAccess account at <https://csd.uconn.edu/myaccess/>. Scroll down slightly and click on the Student Login button on the middle tab for returning students




1. From your homepage, on the left-hand side of the screen, click on the appointment tab, which should be the third one down from the top:



2. Under the Requested Appointments box, click on the Request New Appointment button:

Requested Appointments



No records found.

Request New Appointment



## CENTER FOR STUDENTS WITH DISABILITIES

3. On the next page, fill out the fields with the appropriate information:

- Appointment type – Tech Training (30 min)
- Date Range – student’s discretion
- Time Range – student’s discretion
- Location – Virtual Appointment or Storrs Campus
- Staff Member(s) – CSD Tech Team
- Days of the Week – Mon-Fri

The screenshot shows the UCONN MYACCESS web interface for scheduling an appointment. The header includes the UCONN logo and the text 'MYACCESS'. A navigation sidebar on the left contains links for Home, Accommodation, Appointment (highlighted), Resources, Surveys, Calendar, and Profile. The main content area is titled 'Appointment' and contains several form fields: 'Type' with a dropdown menu showing 'Tech Training (30 min)' and a 'Choose...' button; 'Date Range' with two date pickers set to '2024-08-28' and '2024-09-04'; 'Time Range' with two time pickers set to '09:00 am' and '04:00 pm'; 'Location' with a dropdown menu showing 'Storrs Campus: Wilbur Cross Building, Room 204'; and 'Staff Member(s)' with a search bar and a list showing 'CSD Tech Team' selected. At the bottom, there are two buttons: 'Check Availability' and 'Back To My Appointments'.

UCONN  
MYACCESS

Home / Appointment

### Appointment

Type  
Tech Training (30 min) X Choose...

Date Range  
2024-08-28 to 2024-09-04

Time Range  
09 00 am Clear  
to  
04 00 pm Clear

Location  
Storrs Campus: Wilbur Cross Building, Room 204

Staff Member(s)  
+ - search here  
☒ CSD Tech Team

Check Availability Back To My Appointments



4. When everything is set, click on **Check Availability** at the bottom of the screen.
5. Available time slots should appear on the right side of the screen. **Note:** You cannot request an appointment that is less than two days out from when you are trying to schedule. If no appointments are available following your restrictions in the fields above, try changing values like days available or the date range.

MYACCESS

Home
 Accommodation
 Appointment
 Resources
 Surveys
 Calendar
 Profile

Home / Appointment

Appointment

Type

Tech Training (30 min) × Choose...

Date Range

2024-08-28 📅 to 2024-09-04 📅

Time Range

09 ▼ 00 ▼ am ▼ Clear

to

04 ▼ 00 ▼ pm ▼ Clear

Location

Storrs Campus: Wilbur Cross Building, Room 204 ▼

Staff Member(s)

+
-

☒ CSD Tech Team

▼ Wednesday, Aug 28, 2024

CSD Tech Team 10:00 am

Storrs Campus: Wilbur Cross Building, Room 204 - Storrs, ...

CSD Tech Team 10:30 am

Storrs Campus: Wilbur Cross Building, Room 204 - Storrs, ...

CSD Tech Team 11:00 am

Storrs Campus: Wilbur Cross Building, Room 204 - Storrs, ...

CSD Tech Team 11:30 am

Storrs Campus: Wilbur Cross Building, Room 204 - Storrs, ...

CSD Tech Team 1:30 pm

Storrs Campus: Wilbur Cross Building, Room 204 - Storrs, ...

▼ Thursday, Aug 29, 2024

CSD Tech Team 9:00 am

Storrs Campus: Wilbur Cross Building, Room 204 - Storrs, ...

CSD Tech Team 9:30 am

Storrs Campus: Wilbur Cross Building, Room 204 - Storrs, ...

CSD Tech Team 10:00 am

Storrs Campus: Wilbur Cross Building, Room 204 - Storrs, ...

Check Availability

Back To My Appointments

- Click on the appointment you want to book, enter the reason for the appointment (i.e., want to learn about tech-based notetaking options; need help requesting alternate media), and click **Submit Request**.

The screenshot shows a web application interface for the Accessibility Services Management System. A modal window titled "Confirm Appointment" is open, overlaying a background of appointment selection options. The modal contains the following fields and controls:

- Type \***: A dropdown menu with "Tech Training (30 min)" selected.
- Reason For Appointment**: A text area with the placeholder "Please indicate here what you would like to discuss".
- Submit Request**: A prominent blue button.
- Cancel**: A white button with a grey border.

The background interface includes filters for "Date Range" (2024-01), "Time Range" (09 to 04), "Location" (Storrs Campus), and "Staff Member" (CSD Tech). A "Check Availability" button is visible at the bottom left of the background.

- Email [csdtech@uconn.edu](mailto:csdtech@uconn.edu) for assistance.



## CENTER FOR STUDENTS WITH DISABILITIES

### How to Submit an Exam Scheduling Request

1. Log in to your MyAccess portal and select “Schedule an Assessment” on the left-hand side of the page.

**\* IMPORTANT: You will only see this tab if you have requested your accommodation letters for the current semester.**

**UConn**  
MYACCESS

Home  
Accommodation  
Appointment  
Resources  
Surveys  
**Schedule an Assessment**  
Calendar  
Profile

News Feed

**New to CSD**  
Welcome to My Access!

If you are new to the CSD, please go to [https://uconn-accommodate.symplcity.com/public\\_accommodation/](https://uconn-accommodate.symplcity.com/public_accommodation/) to register with our office.

[Continue Reading...](#)

View All Announcements

... shortcuts

- > [Document Library](#)
- > [My Activity Summary](#)

Accessibility Services Management System

[Privacy Policy](#) | [Terms of Use](#)

2. Under “Pending Requests”, select “New Assessment Request.”

Home

Accommodation

Appointment

Resources

Surveys

Schedule an Assessment

Calendar

Profile

Home / Test Room Booking

Schedule an Assessment

Pending Requests

Scheduled Requests

No records found.

New Assessment Request

No records found.

Accessibility Services Management System

[Privacy Policy](#) | [Terms of Use](#)

3. From the “Course” drop-down menu, select the course you are scheduling an exam for. More filters will populate once the course is selected.

The screenshot shows the UConn MYACCESS interface for scheduling an assessment. The header includes the UConn logo and 'MYACCESS' text. A sidebar on the left lists navigation options: Home, Accommodation, Appointment, Resources, Surveys, Schedule an Assessment (highlighted), Calendar, and Profile. The main content area is titled 'Schedule an Assessment' and features a 'Course' dropdown menu, which is highlighted with a blue border. To the right of the dropdown is a large grey arrow pointing left with the text 'Start by choosing a single search filter'. At the bottom of the main area are two buttons: 'Check Availability' and 'Back To My Booked Rooms'. The footer contains the text 'Accessibility Services Management System' and links to 'Privacy Policy' and 'Terms of Use'.

4. Narrow your search by selecting the date you are requesting to take your exam at the CSD.

**(Please note that all exams should be taken on the same date/time as the class unless you have a course schedule conflict and/or have approval from your instructor.)**

5. Indicate whether this is a final exam or not by selecting “yes” or “no.”

The screenshot shows the 'Schedule an Assessment' form. A blue rounded rectangle highlights the 'Exam Date/Time' section, which includes a text box with instructions and a date range selector set to '2025-01-13' to '2025-01-13'. A red rounded rectangle highlights the time selection section, which includes a 'SKIP THIS FILTER!' label, a large red 'SKIP' text overlay, and time pickers for '08:00 am' and '06:00 pm'. A blue rounded rectangle highlights the 'Final Exam' section at the bottom, which has radio buttons for 'Yes' and 'No', with 'No' selected. The left sidebar contains navigation links: Home, Accommodation, Appointment, Resources, Surveys, Schedule an Assessment, Calendar, and Profile.

6. Scroll down to “Duration.”

- **Yes** = Exam does **NOT** take the entire class time (i.e., 10-minute quiz)
  - If yes, please provide the length of the exam in class (in minutes)
- **No** = Exam is set for the entire class time

7. From the “Location” dropdown menu, select the campus where your class is held.

Home

Accommodation

Appointment

Resources

Note-Taker Network

Surveys

**Schedule an Assessment**

Calendar

Profile

Home / Test Room Booking

### Schedule an Assessment

Duration

If the length of this assessment is less than the full class period (i.e. a quiz) click YES and tell us the amount of time that will be given IN CLASS. Otherwise select NO.

☒ Yes ☐ no

Length in minutes

15

Location

Storrs Wilbur Cross Building – Room 204

Specific Accommodation Required

Extended time to complete exams (2x) (quizzes, exams) ✕

Add...

8. Ignore all other filters.

9. Click “Check Availability.”

Home

Accommodation

Appointment

Resources

Note-Taker Network

Surveys

Schedule an Assessment

Calendar

Profile

Specific Accommodation Required

Extended time to complete exams (2x) (quizzes, exams) X

Add...

SKIP THIS FILTER!

+ - search here

☐ Storrs- Wilbur Cross 204

0 of 1 selected [ show selected show all ]

SKIP THIS FILTER!

☐ Mon

☐ Tue

☐ Wed

☐ Thu

☐ Fri

☐ Sat

Check Availability

Back To My Booked Rooms



10. Available time slots will appear on the right-hand side of the page. Select the start time that is closest to the time the class will be taking the exam.
11. \*CSD proctoring hours are Monday-Friday, 8am-4:30pm. If you have an exam outside of these hours, please discuss alternate date/time options directly with your instructor.

### Schedule an Assessment

2025-01-13

to

2025-01-13

SKIP THIS FILTER!

08

00

am

Clear

to

06

00

pm

Clear

Final Exam

☐ Yes
 ☒ No

Duration

If the length of this assessment is less than the full class period (i.e. a quiz) click YES and tell us the amount of time that will be given IN CLASS. Otherwise select NO.

☒ Yes
 ☐ No

Length in minutes

15

Location

Storrs Wilbur Cross Building Room 204

▼ Monday, Jan 13, 2025

<u>Wilbur Cross 204: Exam Room 1</u> (28 of 28 slots available)	8:00 am
<u>Wilbur Cross 204: Exam Room 1</u> (28 of 28 slots available)	8:05 am
<u>Wilbur Cross 204: Exam Room 1</u> (28 of 28 slots available)	8:10 am
<u>Wilbur Cross 204: Exam Room 1</u> (28 of 28 slots available)	8:15 am
<u>Wilbur Cross 204: Exam Room 1</u> (28 of 28 slots available)	8:20 am
<u>Wilbur Cross 204: Exam Room 1</u> (28 of 28 slots available)	8:25 am
<u>Wilbur Cross 204: Exam Room 1</u> (28 of 28 slots available)	8:30 am
<u>Wilbur Cross 204: Exam Room 1</u> (28 of 28 slots available)	8:35 am
<u>Wilbur Cross 204: Exam Room 1</u> (28 of 28 slots available)	8:40 am

Check Availability

Back To My Booked Rooms

12. A box will pop up labeled “Confirm Exam Booking”. Select the “Campus Where Class is Held” and “Type of Exam” from the dropdown boxes on the screen.

Schedule an Assessment

2025-01-13 to 2025-01-13

Monday, Jan 13, 2025

Wilbur Cross 204: Exam Room 1 8:00 am

8:05 am

8:10 am

8:15 am

8:20 am

8:25 am

8:30 am

8:35 am

8:40 am

Confirm Exam Booking

\* indicates a required field

Exam Scheduling Request

Testing Room \*  
Wilbur Cross 204: Exam Room 1

Campus where class is held \*  
Storrs

Course \*  
Mascot Training (BALL 1234.XIV) ()

Type of exam  
Quiz

Testing Date \*  
January 13, 2025

Check Availability Back To My Booked Rooms

13. Uncheck any accommodations you do NOT wish to use for this exam.

14. Select if you will be taking the exam at the same time as the class.

Schedule an Assessment

2025-01-13 to 2025-01-13

Monday, Jan 13, 2025

Wilbur Cross 204: Exam Room 1 8:00 am

Wilbur Cross 204: Exam Room 1 8:05 am

Wilbur Cross 204: Exam Room 1 8:10 am

Wilbur Cross 204: Exam Room 1 8:15 am

Wilbur Cross 204: Exam Room 1 8:20 am

Wilbur Cross 204: Exam Room 1 8:25 am

Wilbur Cross 204: Exam Room 1 8:30 am

Wilbur Cross 204: Exam Room 1 8:35 am

Wilbur Cross 204: Exam Room 1 8:40 am

Confirm Exam Booking

Testing Time \*

8:15 am

Length \*

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

30

End Time

8:45 am

Accommodations Needed

Uncheck the accommodations that you do not plan to use for this test room booking.

☒ Extended time to complete quizzes/exams (2x)

☒ Reduced distraction environment separate from the class to complete quizzes/exams

Do you plan on taking exam at the same time as the class? \*

☐ Yes ☒ No

Check Availability Back To My Booked Rooms

15. If you are NOT taking the exam at the same time as the class, fill in the date and time that the class will be taking the exam, the reason you need to take it at another time, and if you have gained instructor approval.

**(Please note that any exams being taken at an alternate time must be discussed with the instructor before scheduling your exam with the CSD.)**

Schedule an Assessment

2025-01-13 to 2025-01-13

Monday, Jan 13, 2025

Wilbur Cross 204: Exam Room 1 8:00 am

8:05 am

8:10 am

8:15 am

8:20 am

8:25 am

8:30 am

8:35 am

8:40 am

Confirm Exam Booking

If you have selected no  
It is your responsibility to discuss the alternate time with your instructor.

When does the class plan on taking the exam (Date)? \*

2025-01-13

When does the class plan on taking the exam (Time)? \*

9:30am

Reason for taking the exam at a different time than the class \*

Back-to-back classes

Provide details regarding alternate date/time request. \*

My instructor has given me permission to take the exam at this time due to back-to-back classes.

Check Availability Back To My Booked Rooms

16. The “Instructor Approval” drop-down will consist of 3 different options. Once you select an option, a new field will appear: either “Instructor Approval Confirmation” or “Instructor Approval Needed”.

Schedule an Assessment

2025-01-13 to 2025-01-13

Monday, Jan 13, 2025

Wilbur Cross 204: Exam Room 1 8:00 am

8:05 am

8:10 am

8:15 am

8:20 am

8:25 am

8:30 am

8:35 am

8:40 am

Confirm Exam Booking

Provide details regarding alternate date/time request. \*

My instructor has given me permission to take the exam at this time due to back-to-back classes.

Instructor Approval \*

I have my instructor's approval.

Instructor Approval Confirmation \*

☒ I will forward my approval to csdexams@uconn.edu.

☐ My approval was discussed verbally.

Notes

Check Availability Back To My Booked Rooms

# UConn

## CENTER FOR STUDENTS WITH DISABILITIES

\*If you have not already gained instructor approval for an alternate date/time, please be aware that your request will remain pending until approval is forwarded to [csdexams@uconn.edu](mailto:csdexams@uconn.edu).

The screenshot shows the UConn MYACCESS interface. The main heading is "Schedule an Assessment". A modal titled "Confirm Exam Booking" is open, containing the following sections:

- Instructor Approval \***  
A dropdown menu with the selected option: "I've reached out to my instructor for approval but have not heard back yet. ▾"
- Instructor Approval Needed \***  
A checkbox labeled "I understand my exam will remain 'pending' until my approval is forwarded to csdexams@uconn.edu." which is checked.
- Notes**  
A text input field containing the text: "I am waiting to hear back from my instructor"
- Academic Integrity Acknowledgement \***  
A section for acknowledging academic integrity, with a partially visible checkbox.

The background page shows a sidebar with navigation links: Home, Accommodation, Appointment, Resources, Surveys, Schedule an Assessment, Calendar, and Profile. The main content area includes a "Specific Assessment Dates Requested" section with buttons for "Extended", "Remote", and "Add...", and a "SKIP THIS" section with a calendar view showing days from Sunday to Friday.

17. Review the Academic Integrity Acknowledgement and click the checkbox confirming your understanding. Confirm that all the information on the screen is correct and click “Submit Request.”

The screenshot shows a modal window titled "Confirm Exam Booking" with a close button (X) in the top right corner. Inside the modal, there is a large empty rectangular box for a signature or note. Below this box is the section "Academic Integrity Acknowledgement \*". It contains four bullet points: "I am responsible for following all procedures at the Center for Students with Disabilities (CSD).", "I will be required to place ALL unauthorized materials, as indicated by my instructor and the CSD, (such as cell phone, ear buds, and smart watch) in a locker upon check-in.", "Possible academic misconduct will be reported to my instructor and the Office of Community Standards.", and "Any academic misconduct as defined by UConn's Academic, Scholarly, and Professional Integrity Misconduct Policy, and the Student Code, may impact my eligibility to take exams at the CSD in the future." Below the bullet points is a checkbox that is checked, with the text "By checking this box and submitting my scheduling request, I understand the above bullet points." At the bottom of the modal is a large blue button with the text "Submit Request".

Confirm Exam Booking

Academic Integrity Acknowledgement \*

- I am responsible for following all procedures at the Center for Students with Disabilities (CSD).
- I will be required to place ALL unauthorized materials, as indicated by my instructor and the CSD, (such as cell phone, ear buds, and smart watch) in a locker upon check-in.
- Possible academic misconduct will be reported to my instructor and the Office of Community Standards.
- Any academic misconduct as defined by UConn's Academic, Scholarly, and Professional Integrity Misconduct Policy, and the Student Code, may impact my eligibility to take exams at the CSD in the future.

☒ By checking this box and submitting my scheduling request, I understand the above bullet points.

Submit Request

18. You will be redirected to the main scheduling page.

- Here you can view all pending and approved exam requests, as well as cancel exam appointments when needed.

**\*All requests will remain as “pending” until 1 week before the requested date.**



## CENTER FOR STUDENTS WITH DISABILITIES

### Rescheduling and Cancellations

#### Rescheduling

If you have already scheduled the exam at the CSD, **DO NOT cancel** your request. Instead, email [csdexams@uconn.edu](mailto:csdexams@uconn.edu) and your instructor with the following information:

- Reason for rescheduling
- Course (i.e., MATH 1060.003)
- Instructor
- Originally scheduled date and time
- NEW date and time

The screenshot displays the 'Schedule an Assessment' interface in the UConn MYACCESS system. The left sidebar contains navigation links: Home, Accommodation, Appointment, Resources, Surveys, Schedule an Assessment (highlighted), Calendar, and Profile. The main content area is titled 'Schedule an Assessment' and is divided into two panels: 'Pending Requests' and 'Scheduled Requests'. Both panels show '1 results'. The 'Pending Requests' panel lists a request for 'Wilbur Cross 204: Exam Room 1' for 'Mascot Training (BALL 1234.XIV)' on January 13, 2025, at 8:15 am. The 'Scheduled Requests' panel lists a request for 'Wilbur Cross 204: Exam Room 1' for 'Jonathan 1001 (JOHN 1001.001)' on January 10, 2025, at 1:00 pm. A 'New Assessment Request' button is located at the bottom of the 'Pending Requests' panel.

#### Cancellations

If you no longer wish to take your already scheduled exam in the CSD office, please email [csdexams@uconn.edu](mailto:csdexams@uconn.edu) to let us know.





## CENTER FOR STUDENTS WITH DISABILITIES

### How to Upload Documentation in MyAccess

1. On your homepage menu (left side), click Accommodation, Documents, Add New Accessibility Document.

The screenshot shows the UConn MyAccess homepage. The header is dark blue with the UConn logo and 'MYACCESS' text. Below the header, there's a navigation bar with 'Home' and 'Return to Accommodation | Return to list (Accommodation)'. The left sidebar contains a menu with 'Accommodation' (highlighted with a blue box), 'My Accommodation Requests', 'Completed Accommodation Letters', 'Equipment', 'Documents' (highlighted with a blue box), 'Appointment', 'Resources', 'Surveys', 'Calendar', and 'Profile'. The main content area is titled 'Accommodation' and has tabs for 'Accessibility Request', 'Letters', 'Equipment', and 'Documents' (the active tab). Below the tabs, there's a button 'Add New Accessibility Document' (highlighted with a blue box). At the bottom right, there's a graphic of a document with the text 'No records'.



## CENTER FOR STUDENTS WITH DISABILITIES

2. Enter a Document Title, click Upload file, add a Description of the document (this is optional), and click **Submit**.

**UCONN**  
MYACCESS

Return to Accommodation | Return to list (Documents)

Accessibility Request

Semester Request

Letters

Equipment

**Documents**

Home

Accommodation

My Accommodation Requests

Request Accommodation Letters

Completed Accommodation Letters

Equipment

**Documents**

Appointment

Resources

Surveys

Calendar

Profile

### Accessibility Document

Submit

Save

Cancel

\* indicates a required field

#### Document Information

Document Title \*

Document

Drop files here to upload

Upload File

Description

Accessibility Request \*

A01594-2024

Submit

Save

Cancel



## CENTER FOR STUDENTS WITH DISABILITIES

3. Your document will now be listed. Click on **Add New Accessibility Document** to add additional documents.

UCONN  
MYACCESS

Home

Accommodation

My Accommodation Requests

Completed Accommodation Letters

Equipment

Documents

Appointment

Resources

Surveys

Calendar

Profile

Return to Accommodation | Return to list (Accommodation)

Accommodation

Accessibility Request

Letters

Equipment

Documents

Add New Accessibility Document

1 Results

Jenn Test

ACCESSIBILITY DOCUMENT

Created on August 30, 2022, 4:46 pm

Modified on August 30, 2022, 4:46 pm

Download HTML

Accessibility Services Management System



## CENTER FOR STUDENTS WITH DISABILITIES

### Academic Adjustments:

### Quantitative (Q) and Second Language Requirement

#### Overview

The University Senate enacted General Education requirements to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. A critical element of General Education is demonstrated competency in four fundamental areas –information literacy, quantitative skills, second language proficiency, and writing. The development of these competencies involves two thresholds: establishing entry-level expectations and meeting graduation expectations. In cases involving a significant disability, the graduation expectations for the quantitative skills and/or second language competency may be a barrier to degree completion. Academic adjustments are provided in limited cases involving a significant disability, where the graduation expectations for the quantitative skills and/or second language proficiency are a barrier to the completion of a degree.

#### Policy

Most students who experience difficulty in fulfilling the Quantitative (Q) Reasoning and/or Second Language Competency will experience success by employing any number of academic support and/or advising strategies. Academic adjustments are only considered for students with disabilities whose documentation and/or educational history provide compelling evidence of an inability to complete graduation expectations so that an academic adjustment is warranted. Each academic adjustment will be based on an individualized, case-by-case assessment and should not compromise the academic integrity of the requirements for a specific major or degree. Academic adjustments may include an exception to an academic rule, such as allowing a student to complete a required course(s) on a pass/fail basis or substituting an alternative course(s) for a required course(s).



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**CENTER FOR STUDENTS  
WITH DISABILITIES**

*The following rules will apply:*

- If the quantitative or second language competency is deemed an essential element of a program or course of study, then a substitution is not permitted. The question of “essential element” will be decided by the Dean or designee of each school or college.
- Academic adjustments will not reduce the number of courses/credits required to complete General Education requirements. Waivers of General Education requirements are never granted.
- If the student changes his or her school or college of enrollment, academic adjustments will be reviewed by the appropriate Dean’s office in the new school or college of enrollment.
- Academic adjustments will be subject to the eight-year rule.

Students who plan to continue their studies beyond the baccalaureate degree should be advised that approved adjustments may not meet the requirements for admission to a graduate/professional school (e.g., law, medicine, etc.).

Students requesting a course substitution based on disability should contact the Center for Students with Disabilities (CSD) and register through MyAccess ([link to MyAccess](#)). The CSD will review the student’s request and supporting documentation about the nature of and functional limitations imposed by the disability. If the student qualifies as a student with a disability, the CSD will then engage with them to determine if a substitution is warranted, using a deliberative, interactive process to establish appropriate academic adjustments on an individualized, case-by-case, course-by-course basis. The CSD will also engage with the Dean or designee from their school or college to determine if the requirements under consideration are deemed to be an essential part of the student’s program or course of study. As noted above, if this is the case, a substitution is not permitted. If a substitution is deemed appropriate, the CSD Disability Service Professional (DSP) will notify the student and the Dean or designee from their school or college to discuss appropriate course alternatives. The Dean or designee will be responsible for determining which course(s) will fulfill the degree requirement. The CSD will also notify the Registrar and the Provost of the adjustment at the end of each semester.



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**CENTER FOR STUDENTS  
WITH DISABILITIES**

At the end of each academic year, the CSD will submit a report on its activities to the General Education Oversight Committee (GEOC). The report will contain the number of cases reviewed in each category and the outcome of each review.

Procedure for Requesting a Quantitative (Q) or Second Language Adjustment

1. After registering with the CSD, provide supporting evidence about the nature of and functional limitations imposed by the disability. Documentation can be uploaded directly through your MyAccess account.
2. The CSD will review the student's request and supporting evidence about the nature of and functional limitations imposed by the disability.
3. If the student qualifies as a student with a disability, the CSD will then engage in an interactive process with them to determine if an academic adjustment is warranted. The CSD will also engage with the Dean's designee from the student's school or college to determine if the requirements under consideration are deemed to be an essential part of the student's program or course of study. As noted above, if this is the case, an academic adjustment is permitted.
4. If an academic adjustment is deemed appropriate, the CSD Disability Service Professional (DSP) will notify the student and the Dean's designee from the applicable school or college to discuss appropriate alternatives. The CSD and the Dean's designee will be responsible for determining which adjustment will be appropriate to fulfill the degree requirements.
5. Once an academic adjustment has been determined, the CSD will notify the Registrar and Provost, as well as the student's academic advisor.
6. If a Q or second language is deemed essential to a student's program or course of study, an adjustment may not be indicated. In this case, the Dean's designee will work with the student to discuss alternative options for completing the requirement.



## CENTER FOR STUDENTS WITH DISABILITIES

### Dean's Designees and Contacts (all campuses)

[Academic Center for Exploratory Students \(ACES\)](#) – [Julie Lynch](#) (Director's designee), (860) 486-2041

[Bachelor of General Studies \(BGS\)](#) – [Patricia Harkins](#) (Director's designee), (860) 486-5985

[College of Agriculture, Health and Natural Resources \(CAHNR\)](#) – [Meagan Ridder](#) (Dean's designee), (860) 486-2919

[College of Liberal Arts and Sciences \(CLAS\)](#) – [Rebecca Laroche Walker](#) (Dean's designee), (860) 486-3022

[Neag School of Education](#) – [Ann Traynor](#) (Dean's designee), (860) 486-1354

[School of Business](#) – [Brandy Nelson](#) (Dean's designee), (860) 486-2315

[School of Engineering](#) – [Mariel Zoni](#) (Dean's designee), (860) 486-2479

[School of Fine Arts](#) – [Amanda Wilde](#) (Dean's designee), (860) 486-6534

[School of Nursing](#) – [Lindsay Darcy](#) (Dean's Designee), (860) 486-0516

[School of Pharmacy](#) – [Megan Delaney](#) (Dean's designee), (860) 486-2674

### **Q and Second Language Course Support**

#### Quantitative (Q) Support

- Enrollment in MATH 1011Q Introductory College Algebra and Mathematical Modeling as a first Q course. This course is recommended as preparation for Q courses for students whose high school algebra needs reinforcement, since it emphasizes basic algebraic notions and their manipulations and the practice of solving multi-step problems from other disciplines, called mathematical modeling.
- Enrollment in MATH 1020Q Problem Solving as an additional Q course in Mathematics. This course is an introduction to the techniques used by mathematicians to solve problems, including skills such as externalization (pictures and charts), visualization



## CENTER FOR STUDENTS WITH DISABILITIES

(associated mental images), simplification, trial and error, and lateral thinking learned through the study of mathematical problems.

- Tutoring services at the [Q Center](#)
- Meetings with the instructor and/or private math tutors
- Enrollment in a reduced course load

### Second Language Support

- Taking second language courses in the summer
- Utilizing the [Multimedia Language Lab](#)
- Meetings with the instructor and/or second language tutors
- Enrollment in a reduced course load
- Students struggling with a second language are encouraged to read the [LDOnline](#) article “[Assisting Students with Foreign Language Learning Difficulties in School](#)”.

### Existing Second Language Ability

If a student has an existing second-language ability not developed through coursework (for example, a student whose native language is not English, bilingual students, or heritage speakers), they may, with the approval of the Head of Literatures, Cultures & Languages department, demonstrate their second language competency by showing proof that English is not their native language (e.g., high school transcripts showing ESL courses) or through examination. Students who choose the examination are strongly advised to contact the appropriate person as early as possible during their studies. This is especially critical for “less-commonly-taught languages” where outside examiners may be needed, and the examination may take some time to arrange.

For additional information and contacts in the Literatures, Cultures & Languages Department, please visit [Waiver Guidelines | Literatures, Cultures, and Languages \(uconn.edu\)](#).





## CENTER FOR STUDENTS WITH DISABILITIES

### Alternate Assignments

#### 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.

#### Student Procedure for Requesting an Alternate Assignment

1. If you need to request an alternate assignment, **email your instructor AND copy (cc) your Disability Service Professional (DSP)** as soon as possible with the following information:
  - a. Course name and number (e.g., SOCI 1001.001)
  - b. Original assignment (e.g., Midterm class presentation, group project, etc.)
  - c. Alternate assignment you are requesting (e.g., I am requesting to complete a paper instead of giving a presentation)
  - d. Due date of assignment
2. If your requested alternate assignment is acceptable and would not constitute a fundamental alteration of the course requirements, the instructor will reply to the student and copy (cc) the DSP to confirm the new assignment.
3. If the instructor expresses concerns regarding the alternate assignment, your DSP and instructor will engage in the interactive process to determine a solution. **Please note: an alternate assignment may not be appropriate for some assignments based on course requirements, but when appropriate, should be provided without a grading penalty.**



## CENTER FOR STUDENTS WITH DISABILITIES

4. If an alternate assignment is determined to be a fundamental alteration of course requirements based on information provided by the instructor, your DSP will notify you, and you should complete the original assignment.
5. If necessary, the CSD may create a Course Modification Agreement, which will be shared with you and your instructor. A Course Modification Agreement is created on a course-by-course basis to provide information for students and instructors related to a specific accommodation, such as alternate assignments.

### 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



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**CENTER FOR STUDENTS  
WITH DISABILITIES**

- 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

Alternate 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

### Overview

Alternate media provides students access to print material through a digital format such as PDF, Word document, ePub, large print, and Braille. Students must show proof that they have purchased their books before they can receive them in an alternate format. Alternate media materials are intended for a student's personal study use only and should not be shared with other students or duplicated.

### Student Procedure for Requesting Alternate Media

1. Log into your MyAccess portal and request your accommodation letters. Letters can be requested one week before the start of a semester. **Students must request their letters first before being able to proceed to the next step.**
2. Once your Disability Service Professional (DSP) has created your accommodation letters, the AltMedia tab will be available in your portal to submit a request.
3. Click on Accommodation
4. Select Alt Media
5. Student Entered
6. Upload Document for AltFormat Request
7. Fill out ISBN#, Title, Author, etc.
8. Semester: Choose the current semester
9. Course: Select your course
10. Upload receipt and any other additional information the form requests

\*If students have purchased materials through the Husky Book Bundle, acceptable receipts include:



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**CENTER FOR STUDENTS  
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- Email confirmation/receipt with the details of the Book Bundle. The actual bundle shows \$0.00 as the fee.
- StudentAdmin – Download a copy of your student fee bill with a zero-balance showing.
- Payment confirmation from the Bursar's office when the fee was paid.

11. Click Submit

12. Repeat this process for each course/textbook

**Digital copies of materials will be shared via Microsoft SharePoint with the student.**



## CENTER FOR STUDENTS WITH DISABILITIES

### Deadline Extensions

#### 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; 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.

#### Student Procedure for Requesting a Deadline Extension

1. If you need to request an extension for a specific assignment due to an exacerbation of your condition, **email your instructor AND copy (cc) your Disability Service Professional (DSP)** at least **48 hours before the class due date**, or as soon as possible, using the following template:

To: Instructor Email

Cc: Disability Service Professional (DSP)

Subject: Deadline Extension Request

Hello (insert Instructor's name),



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WITH DISABILITIES**

Due to an exacerbation of my documented disability, I am requesting a deadline extension for the following assignment:

- a. Course name and number (e.g., SOCI 1000.001)
- b. Assignment information (e.g., homework #5, reflection paper, essay, etc.)
- c. Class due date
- d. Due date you are requesting – as a guideline, the requested due date should be between 1-3 days after the original due date

Thank you for your consideration.

Your Name

2. If the requested due date is acceptable and would not constitute a fundamental alteration of the assignment or course requirements, the instructor will reply to the student and copy (cc) the DSP to confirm the new due date.

**\*Please Note: The CSD is open Monday-Friday, 8:00 am – 5:00 pm.** If you email a request on either Saturday or Sunday, and the assignment is due on Monday or Tuesday, an extension may not be possible unless your instructor responds that the extension is permissible.

3. If the instructor expresses concerns regarding the new due date, your DSP and instructor will engage in the interactive process to determine a solution. **Please note: deadline extensions may not be appropriate for some assignments based on course requirements.**
4. If an extension is determined to be a fundamental alteration of course requirements based on information provided by the instructor, your DSP will notify you, and you should complete the assignment by the original due date.
5. If necessary, the CSD may create a Course Modification Agreement, which will be shared with you and your instructor. A Course Modification Agreement is created on a course-by-course basis to provide information for students and instructors related to a specific accommodation, such as deadline extensions.



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**CENTER FOR STUDENTS  
WITH DISABILITIES**

### 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.
- It is your responsibility to follow the procedure for each accommodation. Failure to do so may result in your accommodation not being available.
- Students are expected to abide by the syllabus procedure for deadline extension requests unrelated to their condition.





## CENTER FOR STUDENTS WITH DISABILITIES

### 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 intended for students who 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 provide a new requested due date to their professor. The new due date should be between 1 and 3 days from the original due date. If the instructor expresses concerns with the new due date, the CSD will engage in an interactive process with the instructor to determine a reasonable amount of time for a deadline extension, which may depend on the nature and type of assignment, learning objectives being measured, or whether assignment answers need to be released to other students in the class. 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. It is University policy that only CSD should receive and review disability-related documentation. CSD reviews and considers any necessary medical documentation in connection with approving accommodations. Students are not required to present their instructors with medical documentation verifying their disability or need for deadline extensions.



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**CENTER FOR STUDENTS  
WITH DISABILITIES**

**QUESTION:** What if my 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 the 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.

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

**ANSWER:** If at any point students have questions or concerns about an accommodation, the Course Modification Agreement, etc., students may contact their DSP as soon as possible to collaboratively address the concerns and work to resolve them.



## Dining and Meal Plan Accommodations

### Overview

According to the terms and conditions of the On-Campus Housing Contract, **“All Storrs Residents residing in non-apartment spaces (including Husky Village) are required to purchase a resident meal plan. Students residing in on-campus apartments and University Farm Houses are not required to purchase a resident meal plan, and may purchase any meal plan, including options available to commuters”.** The On-Campus Housing contract is available at <http://reslife.uconn.edu/housing-contract-forms/>.

Students with documented disabilities for whom eating in a dining hall is not viable due to medically necessitated dietary requirements may request a meal plan modification. Students should contact CSD to request a Meal Plan Modification within the first 3 weeks of the semester **or before the start of the semester**. A Meal Plan Modification request submitted after the 3rd week of the semester may result in a delay in coordinating the accommodation.

The student will then meet with a Dining Services staff member, with whom they will discuss any allergy or dietary restrictions and answer any questions the student may have related to their needs.

### Student Procedure for Dining and Meal Plan Accommodations

1. Once you are approved for a Referral to Dining Services by the CSD, schedule an appointment with Dining Services:
  - a. Go to <https://dining.uconn.edu/dietary-restrictions-preferences/>
  - b. Second Step: Request Appointment with Dining Services
  - c. Complete the online form and click Submit
2. A Dining Services staff member will contact you directly to schedule an appointment.
3. At your appointment, they will speak with you about your allergy or dietary restriction and answer any questions you may have related to your needs. Please be prepared to discuss what you can eat (e.g., typical breakfast/lunch/dinner).



## Responsibilities

### **Student Responsibilities**

- Meet with your Disability Service Professional (DSP) to discuss your need for a dining or meal plan modification.
- Meet with a Dining Services designee to discuss your needs and collaborate on designing an appropriate meal plan.
- Follow the meal plan that you and Dining Services outlined to receive your meal plan modification.
- Contact your DSP if your condition changes and/or your meal plan modification is not working for you.

### **CSD Responsibilities**

- Meet with students and engage in the interactive process to determine if a meal plan modification is indicated.
- Communicate with Dining Services about a student when appropriate regarding a meal plan modification.
- Convene the Meal Plan Modification Review Committee when necessary.

### **Dining Services Responsibilities**

- Meet with students upon CSD's request to discuss meal plan modification options.
- Determine Dining Services' capacity to address students' dietary needs.
- Collaborate with students to determine a specific meal plan modification and communicate the modification to the CSD.
- Participate in the Meal Plan Modification Review Committee when necessary.



**CENTER FOR STUDENTS  
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Frequently Asked Questions

**QUESTION:** Do I have to be on a meal plan if I live in Husky Village?

**ANSWER:** Yes. All students who live in Husky Village are required to have a meal plan per the Residential Life Housing contract.

**QUESTION:** Can Dining Services accommodate students with Celiac disease?

**ANSWER:** Yes. Dining Services provides many gluten-free options. Visit <https://dining.uconn.edu/dietary-restrictions-preferences/> for additional information.

**QUESTION:** What should I expect during my meeting with Dining Services?

**ANSWER:** At your meeting, you should share any information related to your dietary needs to assist Dining with determining an appropriate modification, so you have a positive dining experience. Here are some of the questions you will be asked during your meeting:

- What are your food allergies/dietary needs?
- What do you typically eat for breakfast, lunch, and dinner?
- What are your food likes and dislikes?
- Are you vegan or vegetarian?
- How long have you lived with your specific diagnosis, or how long have you followed a specific diet?
- What are the biggest challenges with your diet?

After you meet with Dining Services, they will offer suggestions on how they can accommodate your specific diet, give you a tour of the dining facility, and introduce you to the culinary team who will assist with your modification.



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**QUESTION:** What do I do if my meal plan modification isn't working for me after meeting with Dining Services?

**ANSWER:** Contact your DSP as soon as possible to discuss further options.

**QUESTION:** Who can I contact if I need assistance determining my dietary needs?

**ANSWER:** Visit UConn Student Health and Wellness: Nutrition - <https://studenthealth.uconn.edu/nutrition/> and <https://dining.uconn.edu/dietary-restrictions-preferences/> for additional information.

**QUESTION:** If I participate in Experiential Global Learning (EGL) and travel abroad, will my dietary needs be met?

**ANSWER:** The above-stated process is specific to the University meal plans. You are encouraged to connect with your EGL advisor to discuss your travel abroad program.

**QUESTION:** Can I live in a traditional residence hall without a meal plan?

**ANSWER:** No. Students living in non-apartment spaces (including Husky Village) must purchase a meal plan according to the Housing Contract: <http://reslife.uconn.edu/housing-contract-forms/>.

**QUESTION:** Can I modify my meal plan option to only include flex points and Husky Bucks?

**ANSWER:** No. Dining Services has a set number of residential meal plan options that cannot be modified: [Storrs | Dining Services \(uconn.edu\)](#). Only students who are commuting to campus are able to purchase the commuter option.

**QUESTION:** Am I limited to eating in only one dining hall to meet my dietary needs?

**ANSWER:** No. You can eat in any dining hall, but you will need to follow the process and modifications you set up during your meeting with Dining Services.



## CENTER FOR STUDENTS WITH DISABILITIES

### Exam Accommodations

Exam accommodations are provided as an accommodation 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

### Student Responsibilities at the Beginning of the Semester

- Request accommodation letters from their Disability Service Professional (DSP). **Students will not be able to utilize their testing accommodations if they do not request accommodation letters first.** To request Accommodation Letters, log into [MyAccess](#).
- It is the student's responsibility to communicate with each of their Instructors/Teaching Assistants (TAs) to discuss their approved exam accommodations and determine how their accommodations will be coordinated. Students should do this as early as possible each semester so that there is ample time for coordination.
- Students may need to take exams at the CSD office, with scheduling requests submitted through their [MyAccess](#) portal at the start of the semester. Refer to the exam dates on the courses' syllabi. If an exam gets rescheduled later in the semester, the student may cancel their original request and submit a new request if it is at least 7 days before the new exam date. Otherwise, please reach out to [csdexams@uconn.edu](mailto:csdexams@uconn.edu) for assistance. ***\*Find regional campus contacts below.***



## CENTER FOR STUDENTS WITH DISABILITIES

### Submitting Exam Scheduling Requests at the CSD

- If it is determined that a student needs to take an exam at the CSD office, they **must** schedule the exam request through [MyAccess](#) **at least 7 days in advance of the class exam date** to be guaranteed a seat. Late requests are not guaranteed. Exams can be scheduled from **8am-5pm, Monday-Friday**. Students should plan to take their exams at the *same time as the class* unless there is a class scheduling conflict.
- Students **must** have instructor approval if they are requesting to take the exam on a **alternate day/time other than the class**.
- Students should connect with their instructor *before* submitting a scheduling request through MyAccess. However, if they are concerned about missing the scheduling deadline (7 days before the exam), they should proactively submit a request and add a note indicating they will be reaching out to request approval from their instructor. When submitting their scheduling request, please indicate if approval has been received by adding a comment in the “notes” section.
- If/when the student receives instructor approval via email to take an exam on an alternate date/time, please forward the email thread to the appropriate email address:
  - 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)
- For exams outside of CSD business hours, students should discuss an alternative plan with their instructor. This could include taking the exam earlier in the day or the following day.
- Students may check the status of their scheduling request(s) in their MyAccess account. They will receive a confirmation email once the request has been completed.





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- The following documents are available in the **Resources > Resource Library** section on the **Home** page of each student's MyAccess portal and include step-by-step instructions for students:
  - Exam Scheduling Quick Facts
  - How to Request Accommodation Letters in MyAccess
  - How to Submit an Exam Scheduling Request (with images)
  - How to Submit an Exam Scheduling Request (without images)
- Any questions related to scheduling an exam at the CSD should be directed to Lara Smith, Assistant Director for Accommodations, or a member of the Accommodations Team, at [csdexams@uconn.edu](mailto:csdexams@uconn.edu).

### Late Exam Request Procedure

The CSD has limited space for exam proctoring. As a result, requests submitted less than 7 days in advance are **not** guaranteed. If students miss the deadline to submit their scheduling request, **please use this [Late Request Form](#) to submit a late scheduling request.**

- **If the CSD has availability**, late scheduling requests will be processed in the order it was received. ***\*Please note: The CSD will not accept 'same day' or 'next day' late requests,*** so it is important to get into the habit of submitting requests through MyAccess within the 7-day window.
- Students should receive a confirmation email if/when their request is processed. However, the best way to check the status of a late scheduling request is to log into your [MyAccess](#) portal and select '**Schedule an Assessment.**' If/when a late request is processed, it will be listed under '**Scheduled Exams.**'
- In the meantime, we recommend that students do the following:
  - Reach out to their instructor to discuss an alternative plan should we be unable to process their request due to reaching capacity and/or time constraints.



## CENTER FOR STUDENTS WITH DISABILITIES

- Log into [MyAccess](#) and submit their scheduling requests for the remainder of the semester. **A seat at the CSD is only guaranteed when students submit requests through MyAccess at least 7 days in advance of the assessment.**
- If students have questions, please reach out to the appropriate campus:
  - Storrs** – [csdexams@uconn.edu](mailto:csdexams@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)
  - Avery Point** – [averypoint.csd@uconn.edu](mailto:averypoint.csd@uconn.edu)

### Final Exams

- The CSD offers proctoring services with extended hours for final exams on all campuses. Students should submit scheduling requests through their MyAccess portal. \*New beginning Fall 2024: **All requests to take final exams at the CSD must be submitted at least 2 weeks in advance to be guaranteed a seat.**
- 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 the exam with the CSD.
- During finals, students are only scheduled at the approved University exam blocks: 8 am, 10:30 am, 1 pm, 3:30 pm, and 6 pm. Proctoring hours may vary by campus and may be subject to change based on proctor availability.
- Students will be able to access their final exam schedules in Student Admin once they are published for the term. Final exams should be scheduled for the same date/time as listed in the final exam schedule.
- 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.



## CENTER FOR STUDENTS WITH DISABILITIES

- Students requesting to reschedule a final exam based on a non-disability-related reason should reach out directly to the [Dean of Students' Office](#).

### Tips

- Whenever possible, students should plan to take their exams in class, using their approved accommodations. *Students are not required to take exams at the CSD.*
- The CSD has multiple testing locations. Students should check their scheduled exams in their [MyAccess](#) account just before their exam time to ensure they arrive at the correct location.
- If the exam will be taken remotely in a location of the student's choice (meaning the student is not required to come to class to take the exam), the student does not need to submit a scheduling request with the CSD. Students should coordinate their extended time accommodations for remote, online exams directly with their instructor.
- If a student is taking an exam remotely, designate a quiet space (whether at home or on campus) to do so. Consider workspace, lighting, comfort, internet connection, and noise level when setting up an area for testing. Students should make sure to communicate with their family members or roommate so they know when they will be taking the exam.
- At the start of an online exam, if the student notices their extended time accommodation has not been applied, they should not begin the exam. They should immediately contact both their instructor and their DSP to correct the error before beginning the exam. UConn policy does not allow a student to stop and restart an exam later because they have now seen the exam content.

### Frequently Asked Questions

**QUESTION:** I am approved for several exam accommodations. Do I take my exams with my instructor or at the CSD?

**ANSWER:** You should discuss your exam accommodation arrangements with your instructors in advance. Whenever possible, you should take your exams with your



## CENTER FOR STUDENTS WITH DISABILITIES

class or instructors. If you and your instructor determine you need to take your exams at the CSD for accommodation support, you must submit your exam scheduling requests through your [MyAccess](#) account **at least 7 days in advance of the class exam date**. Late requests are not guaranteed.

**QUESTION:** I have another class right after a scheduled exam. Can I take my exam at a different time, so I don't miss the following class?

**ANSWER:** Yes, if you have back-to-back classes and you're concerned you may miss the following class due to an exam in the first class, the CSD will work with you and your instructor to schedule the exam at an alternate time. For example, if you are approved for extended time, and you have an exam in your 9 am class, followed by another class at 10:30 am, arrangements can be made for you to start the exam earlier than 9 am. This will allow you to arrive at your next class on time.

**QUESTION:** My instructor gives a 10-minute quiz at the start of every class and then lectures for the remaining time. I am approved for extended time, so how will I receive this accommodation without missing any of the lectures?

**ANSWER:** Begin by discussing this situation directly with your instructor. One option would be to arrange to take the quiz either with your instructor or at the CSD, before the class start time. Another option would be to get approval from your instructor to take the quiz at an alternate time.

**QUESTION:** Who do I talk to if I want to request additional exam accommodations other than the ones I am already approved for?

**ANSWER:** To request additional exam accommodations, please contact your DSP.

**QUESTION:** How do I receive extended time for online exams given through Husky CT?

**ANSWER:** Your instructor can adjust the Husky CT settings for you to receive extended time on online exams. It is important to communicate directly with your instructor well in advance of the exam to be sure they are aware of your extended time accommodation.



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**QUESTION:** If my instructor is allowing the class to take an exam remotely in a location of our choice, do I need to submit a scheduling request with the CSD?

**ANSWER:** No, you **do not** need to submit a scheduling request with the CSD if your exam is being taken remotely in the location of your choice. You should coordinate accommodations for remote, online exams (i.e., extended time settings) directly with your instructor.

**QUESTION:** If I am taking an online exam at the CSD, do I need to bring my laptop or tablet?

**ANSWER:** Yes, students are responsible for bringing their laptop/tablet for online exams taken at the CSD.

**QUESTION:** What do I do if I have already submitted my request through MyAccess and my instructor changes the date of the exam?

**ANSWER:** Do not cancel your scheduled exam. Simply reach out to [csdexams@uconn.edu](mailto:csdexams@uconn.edu) or your regional campus email address. Let us know if your instructor has rescheduled the exam, and we will adjust the date/time for you. There is no need to submit a new request.

**QUESTION:** What do I do if class is cancelled/postponed, or the University closes due to weather?

**ANSWER:** When the University closes due to inclement weather or there is a delayed start, the CSD will follow the guidance provided by the University. Please email [csdexams@uconn.edu](mailto:csdexams@uconn.edu) if you have an assessment scheduled during the delay or closing so we can assist with rescheduling. **Do not cancel your scheduled exam.** We will reschedule your request based on the updated information your instructor provides. Be assured, we will work with you as you navigate this unexpected situation.  
***\*Regional campus students, please email your campus CSD email address.***



## CENTER FOR STUDENTS WITH DISABILITIES

### Housing Accommodations

#### Overview

The Center for Students with Disabilities (CSD) and the Department of Residential Life work collaboratively to provide approved housing accommodations for students with documented disabilities. The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Only students with documented disabilities for whom living in the residence hall is not viable without an accommodation qualify for housing accommodations. While every effort is made to honor a student's location preference, assignments are made based on the approved accommodation(s); specific residential areas or buildings are not guaranteed.

#### Responsibilities

##### **Student Responsibilities**

- Students must apply and be eligible for on-campus housing according to Residential Life guidelines to engage with the CSD to request housing accommodations. Please review information regarding eligibility and **important dates** on the [Residential Life website](#).
- Students requesting housing accommodations for the first time must register online with the CSD.
- CSD will notify ResLife of approved housing accommodations and will follow up with students on any next steps.
- Residential Life will send information about how to receive housing accommodations during Housing Selection directly to approved students' UConn email.

##### **CSD Responsibilities**

- Meet with students to engage in the interactive process and determine if a housing accommodation is indicated.
- Notify students and Residential Life about students' approved housing accommodations.



## CENTER FOR STUDENTS WITH DISABILITIES

### Residential Life Responsibilities

- Make housing assignments based on students' approved housing accommodations, preferences, and room availability.
- Provide information regarding students' assignments in MyHousing and notify students accordingly.

### Residence Halls by Accommodation

<b>Residence Hall</b>	<b>Elevators</b>	<b>Central A/C</b>	<b>Single Rooms</b>	<b>Suite-Style Single Rooms</b>	<b>Suite-Style Living and Semi-Private Bathrooms</b>
<b>Alumni</b>	X		X		
<b>Buckley</b>	X				
<b>Busby Suites</b>	X	X			X
<b>Charter Oak Apartments</b>		X			X
<b>Connecticut Hall</b>	X	X	X	X	X
<b>East (Holcomb, Sprague, Whitney)</b>			X		
<b>Hilltop (Hale and Ellsworth)</b>	X	X	X		X
<b>Garrigus Suites</b>	X	X		X	X
<b>McMahon</b>	X				
<b>North</b>			X		
<b>Northwood Apartments</b>					X
<b>Northwest</b>	X		X		
<b>Shippee</b>	X				
<b>South</b>	X	X		X	X
<b>Werth Tower</b>	X	X	X		



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Frequently Asked Questions

**QUESTION:** What does eligible for housing mean?

**ANSWER:** It means you have applied for housing by the designated deadline and your application has been accepted by Residential Life.

**QUESTION:** If I am approved for a housing accommodation, do I still need to apply for housing through Residential Life?

**ANSWER:** Yes. All students must apply for housing. For updates, visit: [Home: Residential Life](#).

**QUESTION:** If I am approved for an air conditioner, can I bring my own?

**ANSWER:** No. However, you are welcome to bring your own air purifier and dehumidifier.

**QUESTION:** Do I go through the General Housing Selection process to select my accommodation?

**ANSWER:** No. Residential Life will reach out to you with the housing selection process you are eligible to participate in. However, if you are approved for an accommodation after the accommodation deadline, you may need to participate in the General Housing Selection Process. Residential Life will then work with you after selection regarding your approved accommodation.

**QUESTION:** What is the housing accommodation deadline?

**ANSWER:** This deadline is usually in early March, giving Residential Life ample time to determine your housing selection process. If you are approved for an accommodation after the deadline, Residential Life will work with you after General Housing Selection.

**QUESTION:** Are my accommodations guaranteed?

**ANSWER:** ResLife makes every effort to find rooms that provide all of a student's accommodations, but it may not have an available space that meets a student's specific needs available.





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**QUESTION:** How will I learn what I need to do?

**ANSWER:** ResLife and CSD will send all information about housing accommodations to a student's UConn email.

**QUESTION:** Can I bring my roommate to my new room with approved accommodations?

**ANSWER:** It may be possible, but it is not guaranteed.

**QUESTION:** If I am approved for an accommodation after General Housing Selection, when will I hear about my new assignment with my accommodations?

**ANSWER:** ResLife needs time to assess available spaces on campus and generally notifies students in the summer months. We appreciate your patience as they work through this process.

**QUESTION:** Will I be charged for my accommodation?

**ANSWER:** No. You will be charged the lowest room rate **for the area** you live in. To check room rates, visit: [Room Rates | Residential Life \(uconn.edu\)](https://uconn.edu/residential-life/room-rates).

**QUESTION:** If I miss the housing application deadline, does my approval for accommodations make me eligible for housing?

**ANSWER:** No. All students must apply for housing by the deadline in order to live on campus..

**QUESTION:** Do any of the traditional residence halls or suites have a kitchen to cook my meals?

**ANSWER:** No. Kitchens for meal preparation are **only** available in apartments. While the buildings in Husky Village, Garrigus Suites, and Busby Suites have communal kitchens, residents are still required to purchase a residential meal plan.



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**QUESTION:** Am I allowed to bring my pet with me to live in the residence hall?

**ANSWER:** No. Only Emotional Support Animals (ESA) and Service Animals are permitted in the residence halls. To learn more about ESAs, visit: [Emotional Support Animals | Center for Students with Disabilities \(uconn.edu\)](#). For the Animals on Campus policy, visit: [Academic and Student Life | University Policies \(uconn.edu\)](#)



## **Notetaking Assistance**

### **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; and
- 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**

#### **Student Responsibilities**

- At the start of the semester, attend the first class of each of your courses to review the syllabus and determine which courses will require notetaking assistance
- Meet with your DSP to determine an appropriate method for notetaking assistance for each course



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- Submit an accommodation letter request via your 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 approved for peer notes, view and download notes from your MyAccess portal regularly
- Contact the CSD at [csdnotetaking@uconn.edu](mailto:csdnotetaking@uconn.edu) if you have questions or concerns regarding the quality or timeliness of your peer notes or wish to provide feedback for your peer notetaker
- Contact CSDTech at [csdtech@uconn.edu](mailto:csdtech@uconn.edu) for additional training, questions, or concerns about any notetaking technology
- Inform your DSP or [csdnotetaking@uconn.edu](mailto:csdnotetaking@uconn.edu) if peer notes are no longer needed for any reason:
  - Your 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
  - You have dropped the class
- Return borrowed technology or equipment to the CSD at the end of each semester (please see **Accommodations – Equipment** in your MyAccess portal for additional information)



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### *Student Notetaking Agreement*

***If a student is approved for a notetaking assistance accommodation, they will be required to sign the following agreement through their MyAccess portal:***

By receiving course notes from a peer, recording, or instructor, you agree to the following:

- I understand that recordings and/or notes provided to me by my instructor, a peer, or other means coordinated by the CSD are for my personal study use only.
- I understand that I may not share the notes and/or recordings with others or profit financially from the content.
- I understand that information contained in the notes and/or recorded lectures is protected and may not be published or quoted without the instructor's explicit consent and without properly identifying and crediting the instructor.
- I understand that, at the discretion of the instructor, recording or other technology may be prohibited during portions of the classes that involve personal discussion and self-disclosure.
- I agree to delete recordings if I drop a course or after the semester (or, in the event I take an Incomplete, when I finish the course).
- I agree to notify my DSP and request an additional accommodation letter if I need notetaking assistance for an additional course.
- I agree to notify [csdnotetaking@uconn.edu](mailto:csdnotetaking@uconn.edu) or my DSP if notetaking assistance is no longer needed in any of my classes for any reason.
- I understand that violation of this agreement will subject me to the University's disciplinary process under the Office of Community Standards and the Student Code.

### **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



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- **Please note:** CSD offers technology-based notetaking assistance if a peer notetaker cannot be found for a requested course
- **Please note:** 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

### Technology-based Notetaking Options

Schedule an appointment with CSDTech to learn about technology-based notetaking options. Appointments with CSDTech can be scheduled directly in your MyAccess portal.

**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



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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.

### How to Access Peer Notes in your MyAccess Portal

1. Log in to your [MyAccess](#) portal
2. Click **Note-Taker Network**
3. Available notes are listed in date order from newest to oldest (click **More Filters** to search notes by semester and/or course)
4. Click **Download [Title of Notes]**
5. Depending on the file format, notes will open automatically, **OR** click on the Downloads pop-up window to open
6. Click **Download** in the upper right corner of a .pdf file or **Save** in the upper left corner of a .doc file to save the document to your own computer



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## **Participation Modifications**

### **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 these 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.



# UConn

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## CENTER FOR STUDENTS WITH DISABILITIES

### Student Procedure for Participation Modification

If you experience a disability-related absence from class, **email your instructor AND copy (cc) your DSP** within 24 hours of the absence or as soon as possible using the following template:

To: Instructor

Cc: Disability Service Professional (DSP)

Subject: Absence from [Class] on [Date]

Hello Professor,

I am emailing to inform you that I am unable to attend class/missed class on (insert date) due to symptoms related to my disability. Please let me know if there are any requirements I need to complete because of my absence.

Your DSP will engage in the interactive process with you and your instructor to identify missed work and determine a plan for you to make up any missed assignments, exams, etc., if appropriate. If you are aware of any missed assignments and/or exams, please include this information in your initial email.

Once a make-up plan has been discussed and determined between the student, instructor, and DSP, the DSP will communicate any updates to the student and instructor via email.

### **Make-up assignments and quizzes/exams due to absence**

- If an assignment is due on a day that the student is absent from class due to a disability-related reason, the student is responsible for communicating their plan to submit the assignment in their initial email to the instructor.
- If an assignment is given and completed in class on the day of a disability-related absence, the student must work with their instructor and DSP to determine a plan to make up the assignment.
- If the student is absent due to a disability-related reason on the day of a quiz/exam, the student must contact the instructor to establish a make-up date.



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- If the rate of absences might impact the student's ability to meet the standards and objectives of the course, the CSD may create a Course Modification Agreement, which will be shared with the student and instructor. A Course Modification Agreement is created on a course-by-course basis to provide information for students and instructors related to a specific accommodation, such as participation.

**Email Template for students to make up missed quizzes/exams**

To: [csdexams@uconn.edu](mailto:csdexams@uconn.edu)

Cc: Instructor and your Disability Service Professional (DSP)

Subject: Participation Modification – Make-up Assessment

**Please provide the following information regarding your makeup assessment:**

- Type of Assessment – Quiz, Exam, or Final
- Course and Section (i.e., BIOL 1107.001)
- Instructor Name
- Campus
- Date the class took the assessment
- Date you are requesting to make up the assessment
- The time you are requesting to take the assessment
- Duration of the assessment in class (how long did the class receive)
- Accommodations needed
- If you were already scheduled to take this assessment at the CSD

Additional information you would like the CSD to know



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### Considerations Regarding Participation Modifications

- Participation modifications may not be a necessary accommodation for a course if the course is online and asynchronous, and the material is accessible to the student at any time.
- 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 the 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.
- It is the student's responsibility to follow the procedure for this accommodation. Failure to do so may result in the accommodation not being available.

Students are expected to abide by the syllabus policy for any absences unrelated to their disability (flu, work, death in the family, etc.).

### Frequently Asked Questions

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

**ANSWER:** *Participation modification means that the student cannot be penalized for absences **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.*



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

**ANSWER:** No. The student is not required to present the professor with medical documentation verifying their disability-related absence. 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.

**QUESTION:** What if attendance and participation are 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 my instructor does not engage in the process for coordinating a participation modification?

**ANSWER:** Instructors are responsible for working with the student and CSD to ensure approved accommodation(s) are coordinated. If, after several attempts to contact the instructor, they do not respond to the CSD, the CSD 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 students contact if they have questions regarding a participation modification?

**ANSWER:** If at any point, you have questions or concerns about this accommodation, the Course Modification Agreement, etc., contact your DSP as soon as possible to collaboratively address the concerns and work to resolve them.



## Priority Registration

### Overview

Priority registration allows a student to register for classes on the first day of the registration period each semester. This provides the opportunity to arrange a schedule (to the greatest extent possible) that is suitable based on a student's disability-related needs. Priority registration does not override any University or departmental policies, such as the need to meet with an academic advisor, removal of any holds (e.g., Bursar), permission number requirements for specific courses, etc. In addition, priority registration does not guarantee the provision of courses at specific times.

### Student Procedure for Priority Registration

- Students will receive an email from the CSD **three weeks before** the registration period with specific information related to registering for courses for the following semester.
- Students should check their enrollment appointment in PeopleSoft at [www.studentadmin.uconn.edu](http://www.studentadmin.uconn.edu). If their enrollment appointment date has not been updated, they should notify their DSP.
- Meet with their academic advisor as soon as possible to discuss appropriate courses. A meeting with their advisor may also be necessary to remove an advising hold, which prevents students from registering.
- Let their DSP know if they would like them to contact their advisor before registration to share information regarding how their disability may affect their course schedule. Making the student's advisor aware of their accommodations may assist them with course recommendations or help them to develop a schedule that best meets their needs each semester.
- **IMPORTANT:** While students will have the ability to register throughout the enrollment period, choosing to register after the first day may result in some courses no longer being available.



## **CENTER FOR STUDENTS WITH DISABILITIES**

### Responsibilities

#### **Student Responsibilities**

- Meet with an academic advisor each semester to discuss their accommodations and how they may impact course selection
- Ensure there are no student holds (e.g., Bursar, Advisor) in the Student Administration (PeopleSoft) system that may prevent the student from registering.
- Register for courses on the designated priority registration date each semester, with the understanding that late registration may result in some courses no longer being available.

#### **CSD Responsibilities**

- Meet with students to discuss priority registration
- Send notifications each semester to students approved for priority registration with information regarding dates and procedures
- Collaborate with Academic Advisors and students regarding student course schedules when indicated

#### **Academic Advisor Responsibilities**

- Discuss with students any CSD-approved accommodations they will be using in their courses to develop a schedule that allows the student to utilize the full extent of those accommodations
- Make course recommendations and schedule selections that will allow students to utilize the full extent of their accommodations for each course without affecting another course (i.e., if a student is approved for extended time for tests, advise the student not to schedule back-to-back courses)
- Collaborate with the student's Disability Service Professional (DSP) at the CSD regarding a student's course schedule when indicated



## CENTER FOR STUDENTS WITH DISABILITIES

### Frequently Asked Questions

**QUESTION:** What is academic advising?

**ANSWER:** Schools and colleges, as well as the Academic Center for Entering Students (ACES), assign advisors to help you meet your academic goals and complete degree requirements. Academic advisors are a valuable resource and provide you with information regarding courses, program requirements, and registration procedures, and may also refer you to other University resources and services. Although your advisor will assist you in determining appropriate coursework each semester, you are responsible for your academic progress.

**QUESTION:** How do I know who my academic advisor is?

**ANSWER:** Information regarding your academic advisor is available in the Student Administration System (also known as PeopleSoft), which you will use for various functions throughout your career at UConn. You can locate your advisor by visiting the following website: <http://studentadmin.uconn.edu>.

**QUESTION:** How do I make an appointment with my advisor?

**ANSWER:** Nexus is an online advising appointment system used by the schools, colleges, and academic departments. You can schedule, look up, or cancel an appointment with your advisor using the following website: <https://nexus.uconn.edu>. You may also call and/or e-mail your advisor to schedule an appointment.

**QUESTION:** How often do I need to meet with my advisor?

**ANSWER:** You are encouraged to meet with and communicate with your advisor regularly and at least once a semester before registration. Your advisor is a valuable resource and can provide you with information regarding courses, program requirements, and registration procedures, and may also refer you to other University resources and services.

**QUESTION:** Can the CSD assist me with advising?

**ANSWER:** The CSD can assist with the academic advising process to suggest appropriate classroom accommodations. Meeting with your DSP allows you to discuss the impact of your disability on your course schedule each semester. Your





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DSP can also contact your advisor to inform them about your approved accommodations and how they may impact your class schedule. **Please note, however, that any recommendations from your DSP do not replace the need to meet with your academic advisor.**

**QUESTION:** Should I disclose information about my disability to my advisor?

**ANSWER:** Maybe. Although you are not required to disclose your disability information to your advisor, it may be helpful to let your advisor know you are working with the CSD. Telling your advisor about your accommodations and needs may assist with specific course recommendations or help you to develop a schedule that best meets your needs each semester. For example, tell your advisor if you need breaks between your classes to eat or rest to avoid back-to-back scheduling classes. Telling your advisor how you learn best (e.g., visual learner, auditory learner) may help him/her make specific course or faculty recommendations and provide you with information about other resources on campus (e.g., Writing Center, Q Center, Academic Achievement Center, CSD Beyond Access Program) that may be helpful.

**QUESTION:** How many classes/credits do I need to take each semester?

**ANSWER:** It depends. In general, you must be enrolled for a minimum of 12 credits to be considered full-time. Some majors and programs may require enrollment in more than 12 credits each semester. However, depending on the nature of your disability, it may be appropriate to take fewer credits. You are encouraged to discuss this with your DSP at the CSD if a full-time course load is not feasible. Additional information regarding a reduced course load under **Resources** in your CSD MyAccess account.

**QUESTION:** What if my disability impacts my ability to travel across campus quickly?

**ANSWER:** If your disability impacts your ability to travel across campus quickly, let your advisor know so that you can schedule an adequate amount of time in between classes to travel. Scheduling classes back-to-back may not leave enough time for you to arrive at each class on time. Talk to your DSP at the Center regarding transportation resources, including the [Accessible Van Service](#).



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**QUESTION:** Does my advisor need to know that I take medication regularly?

**ANSWER:** Probably not. However, if you take medication that affects your ability to be alert during certain times of the day, it may be helpful to tell your advisor about times of day that are better than others, so this can be taken into consideration when creating a course schedule.

**QUESTION:** How do I know if I'm taking a balanced course load each semester?

**ANSWER:** Your academic advisor plays a key role in assisting you with selecting appropriate courses based on your degree requirements every semester. The CSD can also assist by meeting with you to discuss any course load concerns either during registration or before the start of the semester. For example, if you have difficulty with reading speed or comprehension, try and avoid taking several classes that require extensive reading in the same semester. If you are challenged by math or other quantitative tasks, try not to schedule more than one Q (quantitative) course in a semester. If writing is a concern, spread out your W (writing) requirements throughout your academic career.

**QUESTION:** If there are several sections available for a course, how do I know which instructor to choose?

**ANSWER:** It is fine to ask your advisor if they have any information about a specific instructor. Your advisor may have information about the instructor's teaching style, course structure, course assignments, or other information that may help you make an informed decision. Other students are also a valuable resource and may have information to share. You are also encouraged to reach out to instructors to seek more specific information regarding their courses. For example, emailing an instructor to request a sample of a previous course syllabus is a great way to get an early understanding of a course.

**QUESTION:** I work with personal assistants who assist me with my activities of daily living – should I share this information with my advisor?

**ANSWER:** Sharing this information with your advisor may assist in creating a course schedule that allows you time throughout the day for your personal assistant needs.

# UConn

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## CENTER FOR STUDENTS WITH DISABILITIES

### Reduced Courseload

#### Overview

Based on the nature and functional limitations of a student's disability, they may be eligible for a reduced course load accommodation (e.g., enrolling in less than the required minimum number of credits per semester) while maintaining full-time status. Students approved for a reduced course load are entitled to all University services and will be considered full-time students for purposes of financial assistance and student accounts. While students will only be billed for courses in which they are enrolled, all other University charges will apply.

Students who may qualify for a reduced course load with full-time status may include, but are not limited to:

- Students with mobility disabilities or those who work with personal assistants
- Students following a strict medication or treatment regimen
- Students with significant energy limitations
- Students with significant processing disorders

At UConn, enrollment status is based on the following credit requirements:

Status	Undergraduate Students	Graduate Students
Full-Time	12 or more credits	<ul style="list-style-type: none"><li>• 9 or more credits</li><li>• 4.5 or more credits and a Graduate Assistantship</li><li>• 3 credit course 5960, 6960, 5930, or 6930</li></ul>
3/4 Time	9-11 credits	6.75-8.75 credits
Half-Time	6-8 credits	4.5-6.5 credits
Less than Half Time	Fewer than 6 credits	Fewer than 4.5 credits

Reminder: To be considered for most forms of aid, students must be enrolled full-time.



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The University of Connecticut determines enrollment status based on the number of credits for which a student is registered. The Office of Student Financial Aid Services explains these requirements on their website: <http://financialaid.uconn.edu/enrollment/>. Students are encouraged to speak with a financial aid counselor to discuss the implications of a reduced course load on their specific type of financial aid.

For specific information related to reduced course load, including responsibilities, procedures, and frequently asked questions, go to **Resources** in your CSD [MyAccess](#) account.

### Responsibilities

#### **Student Responsibilities**

- Meet with your Disability Service Professional (DSP) at the CSD to discuss the need for a reduced course load; notify your DSP before the start of the semester if you are planning to take fewer than the required number of credits for your program.
- Before deciding on an appropriate course load each semester, speak to a financial aid counselor to discuss the implications of this accommodation: (860) 486-2819 or <http://financialaid.uconn.edu>.
- Discuss your reduced course load accommodation with your Academic Advisor to assist them with course recommendations and planning.
- Contact Records and Enrollment Services in the Office of the Registrar for verification of enrollment status. (860) 486-3331 or <http://registrar.uconn.edu/contact-us/>

#### **CSD Responsibilities**

- Meet with students to discuss the appropriateness of a reduced course load accommodation
- Verify students approved for a reduced course load with full-time status to the following University offices each semester: Registrar's, Financial Aid, Bursar's, Honors Program, Recreation Services, Veterans Affairs, and Military Programs (for Veterans).



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Frequently Asked Questions

**QUESTION:** I am an undergraduate student. What if I start the semester with 12 or more credits and then drop below 12 credits after the 10<sup>th</sup> day of classes (after the add/drop period ends)? Will this impact my financial aid?

**ANSWER:** University policy bases financial aid and scholarships on a fixed enrollment date (the tenth day of classes) each semester. The tenth day of classes is the last day on which you can add/drop via the Student Administration System. The University calculates the amount of your financial aid awards and/or University scholarships for the semester based on the number of credits for which you are enrolled on that date.

If you drop credits **DURING** the add/drop period and as a result fall below the enrollment requirements for your awarded financial aid by the fixed enrollment date, you may be required to repay some or all of your financial aid disbursements.

If you drop a class **AFTER** the tenth day of classes and accept a W for the class on your transcript, neither your billing status nor your financial aid status changes. Accepting a W on your transcript, however, may prevent you from complying with the Satisfactory Academic Progress guidelines for the next academic year. Before deciding on an appropriate course load each semester, you should first speak to a financial aid counselor to discuss the implications: (860) 486-2819 or <https://financialaid.uconn.edu>.

**QUESTION:** I am an undergraduate student. Will I lose my on-campus housing if I register for less than a full-time course load?

**ANSWER:** No. Any enrolled, degree-seeking student with a disability approved for a reduced course load by the CSD retains their on-campus housing despite taking less than 12 credits.



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**QUESTION:** I am an undergraduate student. Will my parents' or guardians' health insurance still cover me if I take less than 12 credits?

**ANSWER:** Federal regulations regarding health care coverage of dependents have changed. Please contact your health insurance provider directly for their policies and procedures regarding coverage. Ordinarily, students covered by their parents' or guardians' health insurance must verify full-time enrollment. The CSD does not provide this verification to insurance companies. Rather, students may obtain verification of enrollment from the Office of the Registrar in the Wilbur Cross Building or at <https://registrar.uconn.edu/contact-us/>.