

UConn

CENTER FOR STUDENTS
WITH DISABILITIES

Accommodations Handbook for Prospective Students and Families

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Mission and Philosophy

Through the integration of teaching, research, and service, it is the mission of the University of Connecticut to provide an outstanding educational experience for each student. The mission of the Center for Students with Disabilities (CSD) is to ensure a comprehensively accessible University experience where individuals with disabilities have the same access to programs, opportunities and activities as all others. The Center is also committed to promoting access and awareness as a resource to all members of the community.

While complying with the letter of the law, the CSD also embraces its spirit by providing services to all students with permanent or temporary injuries and conditions to ensure that all University programs and activities are accessible. The Center can assist students to maximize their potential while helping them develop and maintain independence. Our philosophy is one that promotes self-awareness, self-determination, and self-advocacy in a comprehensively accessible environment.

Table of Contents

	<u>Page</u>
Our Philosophy	1
Differences between High School and College	2
Differences between High School and College (Continued).....	3
What are Accommodations?	4
How do I request Accommodations?	5
MyAccess	5
Types of Accommodations	6
Responsibilities.....	6
Student Rights and Responsibilities.....	7
Instructor Rights and Responsibilities.....	8
Institutional Rights and Responsibilities.....	9
Academic Adjustments: Quantitative (Q) and Second Language Requirement.....	12
Overview.....	12
Policy	12
Q and Second Language Course Support.....	15
Quantitative (Q) Support	15
Second Language Support	15
Existing Second Language Ability	16
Alternate Assignments	17
Overview.....	17
Considerations for Alternate Assignments.....	17
Alternate Media	19
Overview.....	19
Deadline Extensions	19
Overview.....	19
Considerations for Deadline Extensions.....	20

Frequently Asked Questions.....	21
Dining and Meal Plan Accommodations	22
Overview.....	22
Responsibilities.....	22
Student Responsibilities	22
CSD Responsibilities	23
Dining Services Responsibilities	23
Frequently Asked Questions.....	23
Exam Accommodations	25
Housing Accommodations	25
Overview.....	25
Responsibilities.....	26
Student Responsibilities	26
CSD Responsibilities	26
Campus Housing Responsibilities	26
Residence Halls by Accommodation.....	27
Frequently Asked Questions.....	28
Notetaking Assistance	30
Overview.....	30
Responsibilities.....	31
Student Responsibilities	31
CSD Responsibilities	31
Participation Modifications.....	33
Overview.....	33
Considerations Regarding Participation Modifications	33
Frequently Asked Questions.....	34
Priority Registration.....	36
Overview.....	36

Responsibilities.....	36
Student Responsibilities.....	36
CSD Responsibilities.....	36
Academic Advisor Responsibilities.....	37
Reduced Courseload.....	37
Overview.....	37
Responsibilities.....	39
Student Responsibilities.....	39
CSD Responsibilities.....	39
Frequently Asked Questions.....	39



**CENTER FOR STUDENTS
WITH DISABILITIES**

Our Philosophy

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

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

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

Self-Awareness

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

Self-Determination

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

Self-Advocacy

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



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Differences between High School and College

	High School <i>Focuses on “Success”</i>	College <i>Focuses on “Access”</i>
Documentation of Disability	Individualized Education Plan (IEP), 504 Plan, or Summary of Performance – the school provides necessary evaluations	Students must provide documentation; documentation guidelines specify information needed; testing is not provided
Self-Advocacy	Student is identified by the school; primary responsibility for arranging accommodations belongs to the school	Students must self-identify to the college’s disability services office; primary responsibility for self-advocacy and requesting accommodations belongs to the student
Parental Role	Parents have access to student records and can participate in the accommodation process	Parents do NOT have access to student records without the student’s written consent
Instruction	Teachers often modify curriculum (changes to assignments, workload, course requirements)	Colleges are not required to modify the fundamental objectives or essential course requirements



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WITH DISABILITIES**

Differences between High School and College (Continued)

	High School <i>Focuses on "Success"</i>	College <i>Focuses on "Access"</i>
Grades and Exams	May include alternate exam formats and/or grading; make-up exams or retaking exams are often available	Make-up exams or retakes are typically not available
Assignments	May be modified or reduced; teachers often remind students of assignments and due dates	Students are required to complete all course assignments; students are responsible for following the course syllabus to meet deadlines
Study Responsibilities	Tutoring and study support may be a service provided as part of an IEP or 504 plan	Tutoring is not provided, although many colleges have tutoring resources available to all students
Time Management	Students' time and assignments are structured by others; students may study outside of class as little as 0-2 hours per week	Students manage their own time and assignments independently; students should expect to study 2-3 hours per week for each hour of each class



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WITH DISABILITIES**

What are Accommodations?

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

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

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

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



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WITH DISABILITIES**

How do I request Accommodations?

1. **Register** with CSD through the MyAccess portal: csd.uconn.edu/myaccess (after you are admitted to UConn and pay your acceptance fee). A NetID and password are required to register.
2. **Provide evidence** of your condition(s) to CSD. Evidence includes your self-report (provided when you register) and documentation from a qualified medical, psychological, or educational professional.
3. **Meet** with your assigned Disability Service Professional (DSP) to engage in the individualized, interactive process to determine appropriate accommodations.
4. **Communicate regularly** with your DSP to discuss any problems or concerns related to your accommodations.

MyAccess

A student requesting an accommodation will have to register with CSD through UConn's MyAccess portal. This is where students will submit requests for accommodations, upload supporting documentation, schedule appointments with their DSP and the CSDTech Team (to learn about technology-based notetaking options and other assistive technology), and submit exam scheduling requests.

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Types of Accommodations

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

Responsibilities

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



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WITH DISABILITIES**

Student Rights and Responsibilities

Every student with a documented disability has the following rights:

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

Websites: WWW.EQUITY.UCONN.EDU, WWW.TITLEIX.UCONN.EDU,

WWW.ACCESSIBILITY.UCONN.EDU

Every student with a disability has the responsibility to:

1. Meet the University's qualifications and essential technical, academic, and institutional standards, including the Student Code.



**CENTER FOR STUDENTS
WITH DISABILITIES**

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/.
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, [instructors](#), and other University resources as indicated to obtain and coordinate reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services.

Instructor Rights and Responsibilities

Instructors 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, [instructors](#) may not refuse to provide an accommodation approved by the CSD.
4. Contact the CSD if they believe an approved accommodation constitutes a fundamental alteration of the class objectives or program technical standards. Please refer to the Procedure for Raising Concerns Regarding Approved Academic Accommodations.



**CENTER FOR STUDENTS
WITH DISABILITIES**

Instructors 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 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.
3. Discuss a student's need for reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services with



**CENTER FOR STUDENTS
WITH DISABILITIES**

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, [instructor](#), 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



**CENTER FOR STUDENTS
WITH DISABILITIES**

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**

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).



**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 in 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.



**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.

Students requesting an academic adjustment based on disability should [register with the Center for Students with Disabilities \(CSD\) through MyAccess](#).

- 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.
- The CSD will review the student's request and supporting evidence 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 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 not permitted.
- If an academic adjustment is deemed appropriate, the CSD Disability Service Professional (DSP) will notify the student and the Dean's designee from their 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.
- Once an academic adjustment has been determined, the CSD will notify the Registrar and Provost, as well as the student's academic advisor.
- If a Q and/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**

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 (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](#)".



**CENTER FOR STUDENTS
WITH DISABILITIES**

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 **instructors** are not required to alter the essential elements or the learning outcomes of the course, flexibility in achieving outcomes or alternate opportunities to complete course requirements may be necessary. 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 **instructor**, student, and CSD. Students may request an alternative assignment by emailing their instructor and their DSP, and, where appropriate, an interactive process to determine a solution will follow, if the alternative is acceptable and would not constitute a fundamental alteration of the course requirements.

Considerations for Alternate Assignments

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

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

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

- Student presents individually to the instructor
- Student presents to the instructor and a small group (3-4) of students



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WITH DISABILITIES**

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

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



**CENTER FOR STUDENTS
WITH DISABILITIES**

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

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 [instructors](#) are not required to alter the essential elements or the learning outcomes of the course, flexibility in achieving outcomes or alternate opportunities to complete course requirements may be necessary. A 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 [instructor](#), 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 instructor. 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.



**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?

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. Deadline extensions are intended for students who are unable to complete or submit their work due to unexpected symptoms related to their disability.

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

ANSWER: The new deadline is typically between 1-3 days from the original 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 in connection with approving accommodations. Students are not required to present their instructors with medical documentation verifying their disability or need for deadline extensions.

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.



**CENTER FOR STUDENTS
WITH DISABILITIES**

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: <https://campushousing.uconn.edu/manage-housing/housing-contract/>.

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.

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.



**CENTER FOR STUDENTS
WITH DISABILITIES**

- 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.

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 Campus Housing contract.

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.



**CENTER FOR STUDENTS
WITH DISABILITIES**

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, and 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: <https://campushousing.uconn.edu/manage-housing/housing-contract/>.

QUESTION: Am I limited to eating in any 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

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

Housing Accommodations

Overview

The Center for Students with Disabilities (CSD) and Campus Housing 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.



**CENTER FOR STUDENTS
WITH DISABILITIES**

Responsibilities

Student Responsibilities

- You must apply and be eligible for on-campus housing according to Campus Housing guidelines to engage with the CSD to request housing accommodations. Please review information regarding eligibility and **important dates** on the Campus Housing webpage: <https://campushousing.uconn.edu/>.
- If you are requesting a housing accommodation for the first time, register online with the CSD.
- If you are approved for a housing accommodation, your Disability Service Professional (DSP) will communicate these accommodations to Campus Housing and follow up with you on next steps.
- Pay attention to your University email to receive communication from Campus Housing with the process to receive your accommodations during Housing Selection.

CSD Responsibilities

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

Campus Housing Responsibilities

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



**CENTER FOR STUDENTS
WITH DISABILITIES**

Residence Halls by Accommodation

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



**CENTER FOR STUDENTS
WITH DISABILITIES**

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 Campus Housing.

QUESTION: If I am approved for a housing accommodation, do I still need to apply for housing through Campus Housing?

ANSWER: Yes. All students must apply for housing. For more information, visit the Campus Housing webpage: <https://campushousing.uconn.edu/>.

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: Are my accommodations guaranteed?

ANSWER: The CSD engages in the interactive process to determine if an accommodation is appropriate and then communicates approvals to Campus Housing. Campus Housing works to find a space that meets your accommodations, but please be aware that, based on current room availability, a housing assignment with your accommodations may not be readily available.

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

ANSWER: It will depend on the current room availability and your approved accommodations. Campus Housing does its best to assist with requests, but it is not guaranteed.

QUESTION: If I am a Hartford or Avery Point student, do I follow the same process?

ANSWER: Yes. Be sure to check your UConn email for details.



**CENTER FOR STUDENTS
WITH DISABILITIES**

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: <https://campushousing.uconn.edu/manage-housing/room-rates/>.

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 the 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.

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 \(uconn.edu\)](#).



**CENTER FOR STUDENTS
WITH DISABILITIES**

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.



**CENTER FOR STUDENTS
WITH DISABILITIES**

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
- 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
- Return borrowed technology or equipment to the CSD at the end of each semester

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
 - **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



**CENTER FOR STUDENTS
WITH DISABILITIES**

- 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



**CENTER FOR STUDENTS
WITH DISABILITIES**

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 instructor. 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.

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.



**CENTER FOR STUDENTS
WITH DISABILITIES**

- 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 your 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.

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 instructors 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



**CENTER FOR STUDENTS
WITH DISABILITIES**

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.



**CENTER FOR STUDENTS
WITH DISABILITIES**

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.

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



**CENTER FOR STUDENTS
WITH DISABILITIES**

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

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



**CENTER FOR STUDENTS
WITH DISABILITIES**

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">• 9 or more credits• 4.5 or more credits and a Graduate Assistantship• 3 credit course 5960, 6960, 5930, or 6930
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.

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. If you have questions about a specific accommodation, please email csd@uconn.edu, and our staff will respond. Please note that we are unable to evaluate requests for accommodations for prospective students.



**CENTER FOR STUDENTS
WITH DISABILITIES**

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).

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 10th 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



**CENTER FOR STUDENTS
WITH DISABILITIES**

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.

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 provide verification of 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/>.