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**CENTER FOR STUDENTS  
WITH DISABILITIES**

# **Accommodations Handbook for Instructors**

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

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

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

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

#### **Self-Awareness**

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

#### **Self-Determination**

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

#### **Self-Advocacy**

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



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**What are Accommodations?**

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

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

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

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



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**Types of Accommodations**

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

**Responsibilities**

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



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

### **Legal Mandates**

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

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

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

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



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

## Faculty Rights and Responsibilities

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

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



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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. Any conversation with a student regarding accommodations should be conducted with discretion and in private. Faculty and teaching professionals should refrain from making direct reference to a student's disability or accommodations in class or in front of others.

## **Student Rights and Responsibilities**

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

1. Equal access to courses, program, 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 for Inclusion and Civil Rights (OICR) 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:



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### **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:  
<https://disabilities.center.uconn.edu/myaccess/>.
3. Provide evidence, from oneself and third-party documentation, that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
4. Participate in an interactive process with CSD staff, faculty, and other University resources as indicated to obtain and coordinate reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services.

## Institutional Rights and Responsibilities

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

1. Maintain the University's academic standards.



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2. Request evidence from a student and/or appropriate professional source as indicated to determine the need for reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services.
3. Discuss a student's need for reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services with the student and treatment provider, with the student's consent authorizing such discussion.
4. Make a determination regarding a request for reasonable and appropriate accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services based upon the information provided through the interactive process involving the student, faculty and other appropriate professionals as indicated. 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.
5. 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 assure its 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

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accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services for students with disabilities in a timely manner upon request by a student.

4. Notify students, instructors, and other University departments as indicated of approved accommodations, academic adjustments, policy modifications, and/or auxiliary aids and services.
5. Maintain privacy of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.
6. Inform students with disabilities of University policies and procedures for filing a formal grievance through the Office of Institutional Equity and/or through external agencies (e.g., Office of Civil Rights).

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

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

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

1. Contact the student's Disability Services Professional (DSP) identified in the student's accommodation letter immediately. Faculty should be prepared to explain the basis for their belief that the approved accommodation constitutes a fundamental alteration of the class objectives or program technical standards.



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2. Because failure to provide a necessary accommodation may deprive a student equal access to an educational program, it is important that any objection to the implementation of an approved accommodation be resolved as soon as possible. The accommodation as approved by the CSD should be implemented while working toward a resolution.
3. If the CSD agrees that the accommodation as approved would constitute a fundamental alteration of the class objectives or program technical standards, then the CSD will work with the student and faculty member to find a suitable solution (i.e., alternate accommodation).

**Office for Inclusion and Civil Rights (OICR) – Accessibility**

[Guidelines for Nondiscrimination on the Basis of Disability](#)



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

### **Overview**

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

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



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### 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 using the following template:

To: Instructor Email

Cc: Disability Service Professional (DSP) Email

Subject: Alternate Assignment Request

Hello (insert Instructor's name),

I am requesting an alternate assignment for the following:

- a. Course name and number (e.g., SOCI 1000.001)
- b. Original assignment information (e.g., class presentation, group project, etc.)  
– provide as many details as possible
- c. New alternate assignment you are requesting (e.g., I am requesting to complete a paper instead of giving a presentation)
- d. Due date of assignment

Thank you for your consideration.

Your Name

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.**



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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 discussion individually with instructor

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

- Student presents individually to instructor
- Student presents to instructor and a small group (3-4) of students
- For individual presentations, 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 slideshow with video and/or audio embedded within each slide with their comments
- Student submits a written paper on the subject matter
- Student submits a portfolio of evidence demonstrating their mastery of the skill or subject matter



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

- Provide direct instruction to students in establishing group norms and expectations, identifying roles and responsibilities for each group member, setting timelines, and giving feedback
- Allow the student to participate in group work virtually or asynchronously and provide options for how the work is shared or submitted
- Replace group work with an independent project as long as it still meets the essential requirements of the course



## Alternate Media – Information for Instructors

### Overview

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

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

### Student Procedure for Requesting Alternate Media with CSDTech:

1. Log into your MyAccess portal and request your accommodation letters. Letters can be requested **two** weeks prior to 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:

- 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.**

### **Information for Instructors**

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



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- If the student needs additional course materials altered other than textbooks, CSD will engage in an interactive process with faculty to convert such materials. Students may request materials such as the following to be altered:
  - Course syllabus
  - Presentation slides
  - Class handouts
- Materials may need to be converted through Optical Character Recognition (OCR) software – which the CSDTech Team will do. It is recommended instructors submit clean copies (no notes, pencil/pen markings, underlines, symbols written in the margins or on the pages of the materials) to the CSD. OCR software will not recognize them and cause distortion to the materials themselves. Original PDFs, Word documents, PowerPoint slides will be requested. CSDTech requires a minimum of 7 days' notice to alter these types of materials.



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

### **Overview**

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

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



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**Student Procedure for Requesting a Deadline Extension**

2. 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 prior to 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),

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

3. 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.



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4. 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.**
5. 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.
6. 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.

### Considerations for Deadline Extensions

- In general, extensions on assignment due dates may be considered a reasonable accommodation. However, an extension would not be reasonable if it results in a fundamental alteration of the course requirements (a change that is so significant that it alters the essential nature of the course).
- There may be some instances in which assignment due dates cannot be adjusted for an individual student without resulting in a fundamental alteration to the course. Examples may include, but are not limited to:
  - Those that rely on project-based learning where sequential assignments strictly build upon the material learned from the previous week(s).
  - Classes where students are expected to work as a group and failure to complete an assignment or project on time would compromise the educational experience of other students.
- Deadline extensions are not intended for students to have unlimited acceptance of late work. Agreed upon extensions should be specific and limited to a specific amount of time.



- In most cases, deadline extensions do not apply to any previously missed deadlines.
- Students are expected to follow the syllabus procedure for deadline extension requests unrelated to their condition.

### **Evaluating the Appropriateness of Deadline Extensions**

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

1. What do the course description and syllabus say regarding late work?
2. To what extent does the fundamental nature of the course rely upon completion of assignments within a specific time frame as an essential method for learning?
3. Is the completion of an assignment within a specific time frame a critical component of an assignment activity?
4. To what degree does a student's failure to submit timely completion of assignments constitute a significant loss of the educational experience for the other students in the class?



## **Frequently Asked Questions Regarding Deadline Extensions**

- 1. 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?**

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

- 2. How is the length of a deadline extension determined?**

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

- 3. Can instructors request documentation of a student's disability to verify the need for deadline extensions?**

**NO.** To protect faculty and staff from potential claims of disability discrimination, it is University policy that only CSD should receive and review disability-related documentation. CSD reviews and considers any necessary medical documentation prior to 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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**4. What if the instructor does not engage in the process for coordinating deadline extensions for my course(s)?**

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

**5. Who should instructors contact if they have questions regarding deadline extensions?**

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



## CENTER FOR STUDENTS WITH DISABILITIES

### Exam Accommodations – Information for Instructors

#### General Information

##### **Locations:**

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

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

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

**Stamford:** Student Services Suite 302D

**Waterbury:** Waterbury Main Building, Room 237

##### **Hours:**

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

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

#### Exam Contacts

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

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

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

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

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



## CENTER FOR STUDENTS WITH DISABILITIES

### Instructor Responsibilities – All Campuses

- **Please ensure all teaching professionals (including Teaching Assistants) associated with the course are assigned as an instructor in the Student Administration (PeopleSoft) system.** Contact your department’s “Scheduling Administrator” for assistance. They have specialized access to CourseLeaf, the program that allows for additions in PeopleSoft. If your Scheduling Administrator needs any assistance, they can reach out to [registrarscheduling@uconn.edu](mailto:registrarscheduling@uconn.edu).
- Review student accommodation letters in your Instructor MyAccess account. The CSD will engage in the interactive process with you to determine how to coordinate exam accommodations in your course.
- Meet with the student and discuss their approved exam accommodations as soon as possible to determine if you can provide the accommodations directly or if the student should take their exams at the CSD. ***Whenever possible, instructors should plan to administer their exams with approved accommodations for students with disabilities along with the rest of the class.***
- Log into your instructor [MyAccess](#) account regularly to set up exam parameters for all online and paper assessments. You can also review scheduling requests, upload exams/supplemental materials, and download completed assessments. Much of this can now be completed directly from the **home page of your instructor MyAccess portal**.
- Please keep in mind that any conversation with a student regarding accommodations should be conducted with discretion and in private. You should **not** make direct reference to a student’s disability or accommodations in class, in an email that includes other students, or in front of others.



## CENTER FOR STUDENTS WITH DISABILITIES

### Taking Exams at the CSD – All Campuses

- The CSD is available to proctor between **8:00 am and 5:00 pm, Monday through Friday** during the regular semester. Please email your campus exam contact for proctoring hours during semester breaks.
- If it is determined between you and your student that they should take their exams at the CSD, the **student is responsible for submitting an exam request through their [MyAccess](#) portal at least 7 days in advance of the exam in class. Requests for final exams must be submitted 14 days in advance**). Proctoring space is limited at the CSD, and late scheduling requests are not guaranteed.
- Once they receive the syllabi, students can begin submitting their requests for the entire semester. We encourage students to proactively submit their scheduling requests as space at the CSD is limited.
- Students should schedule their exams for the **same date/time as the class**. However, students with approved extended time accommodations may have a conflict with another class (i.e., back-to-back classes). As a result, they may need to begin earlier or later than the scheduled class time to utilize their extended time accommodation. In these situations, the CSD will work with you and your student to schedule the exam at an approved alternate time. Please feel free to proactively contact [csdexams@uconn.edu](mailto:csdexams@uconn.edu) with approved alternate dates/times. This will assist our team in scheduling your students appropriately. *\*Regional campuses: please reach out directly to the corresponding exam contact listed on page 2.*
- Students **must** have instructor approval to take an exam on an alternate date/time than the class. It is best practice for students to connect with their instructor *prior* to submitting their scheduling request through MyAccess. However, if your student is concerned about missing the scheduling deadline (7 days before the exam), they should proactively submit their request and add a note indicating they will be requesting approval from their instructor. When submitting scheduling requests, students should indicate if approval has been received.
- Many instructors find it helpful to send reminders to students with approved testing accommodations via email or Husky CT post **approximately 2 weeks prior to the scheduled assessment**. Students must submit their requests through MyAccess at least 7 days in advance to be guaranteed a space at the CSD.



## CENTER FOR STUDENTS WITH DISABILITIES

- Occasionally, students may miss the 7-day cutoff for submitting scheduling requests. Students may contact the CSD to gain access to a *Late Request Form*. Once submitted, the CSD will review the request. If there is ample time to process the request, and available space at the CSD office, the request will be scheduled.  
**\*Please note: The CSD will not accept 'same day' or 'next day' late requests.**
- **We kindly request that instructors create exam parameters for all exams (even those administered online) at the beginning of the semester.** This provides the CSD with pertinent information (i.e. first/last day an exam can be administered; duration in class), etc. When entered proactively in MyAccess, this information will open and/or block availability in the student scheduling portal. The physical exam can then be uploaded closer to the scheduled date. See the link to resources below, or email [csdexams@uconn.edu](mailto:csdexams@uconn.edu) for additional support.
- The following documents are available in the **Resources** section on the **Home** page of your Instructor MyAccess portal and include step-by-step instructions:
  - **Uploading Exam Parameters from the Home Page (\*New beginning Fall 2025)**
  - **How to Locate and Download a Completed Exam**
  - **How to Upload an Exam and Exam Parameters to MyAccess (the original process)**
  - **Exam Scheduling Quick Facts** *\*this document can be shared directly with students*

### Online Exam Resources for Instructors

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



## CENTER FOR STUDENTS WITH DISABILITIES

- Additional links for online exam support:
  - [How to Add Extended Time Accommodations in Ultra Course View:](#)
  - [How to Enable Lockdown Browser in Ultra Course View:](#)
  - [How to Create a Test in Ultra Course View \(including releasing test to students\)](#)
  - [Setting Test Options in HuskyCT](#)
  - [How to Accommodate Extra Test Time and/or Allow a Different Test Time](#)
  - [LockDown Browser Information for Instructors](#)
  - [CETL-Keep Teaching Assessment Strategies](#)
  - [CETL Accessible Content](#)
  - [CETL Testing and Assessment](#)

### **Final Exams – All Campuses**

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



## CENTER FOR STUDENTS WITH DISABILITIES

- *Please note:* The CSD may not be able to schedule make-up exams during finals week as we reach capacity most days. If you have a student who needs to make up a missed assessment, we suggest the following:
  - Encourage students to have all make up assessments completed prior to finals week.
  - The instructor or TA could serve as the proctor during the week of finals.
  - If the CSD is not at capacity on the *last day* of finals, we may be able to assist.

### **Additional Proctoring Options for Instructors – Storrs only**

- Instructors with scheduled evening classes or those with large numbers of students with extended time and reduced distraction accommodations (**Storrs campus only**) can request assistance from the CSD by emailing [csdexams@uconn.edu](mailto:csdexams@uconn.edu). A member of the Accommodations Team will provide consultation for the following types of requests:
  - Providing a trained CSD proctor to monitor students registered with the CSD in an alternate location (i.e. a classroom or office space reserved in advance by faculty).
  - Proctoring assistance during a *scheduled evening class* for students registered with the CSD.
- *Please note:* Instructors should contact [csdexams@uconn.edu](mailto:csdexams@uconn.edu) as early in the semester as possible, or a **minimum of 2 weeks in advance** of the class exam date, to allow the Accommodations Team ample time to consult regarding your specific request.



## **Academic Misconduct**

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

## **Frequently Asked Questions**

### **1. How do I retrieve a completed exam taken at the CSD?**

#### **Storrs Campus:**

- a. Completed exams can be scanned/uploaded to the instructor [MyAccess](#) portal for instructor review.
- b. Instructors can pick up completed exams from the CSD office. We are located in the Wilbur Cross Building, room 204. *\*Please find regional campus locations on page 2.*



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

- scrap paper
- calculators
- rulers
- noise cancelling headphones
- timers

We also provide Grade Scope Bubble Sheets and blue books upon request.

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

**3. Can you clarify the extended time accommodation for fixed-time assessments in my course?**

Yes, students with extended time accommodations must be given additional time for any quiz or exam with a set time limit. This includes: Quizzes (including pop quizzes), Midterms, and Finals.

**Examples:**

- If the exam is 30 minutes, the student gets 60 minutes.
- If the exam is available for 7 days but must be completed in one sitting of 30 minutes, the student should get 60 minutes once they start. **They will not get 14 days.**

**4. Can you provide guidance for extended time on take-home assessments?**

Yes, extended time applies **only** if the take-home quiz/exam is due in **24 hours or less**. If the class has more than 24 hours to complete it, extended time is **not needed**.

**Example:**

- If students have one week to complete a quiz, extended time does **not** apply.



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**CENTER FOR STUDENTS  
WITH DISABILITIES**

**5. Can you provide more information to help instructors coordinate exams with the CSD?**

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

- **Uploading Exam Parameters from the Home Page (\*New beginning Fall 2025)**
- **How to Locate and Download a Completed Exam**
- **How to Upload an Exam and Exam Parameters to MyAccess (the original process)**
- **Exam Scheduling Quick Facts** *\*this document can be shared directly with students*



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

### **Overview**

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

Notetaking assistance may include:

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

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

### **Instructor Responsibilities**

- If necessary, assist the CSD in identifying a peer notetaker in their course by making an announcement in class or on HuskyCT, or speaking with a student who regularly attends class and takes notes – the CSD will reach out to instructors via email to request assistance if our recruiting efforts are unsuccessful.



## CENTER FOR STUDENTS WITH DISABILITIES

- Sample announcement: The Center for Students with Disabilities needs a peer notetaker for this course. Notetakers are paid \$17.09 per week for undergraduate courses and \$21 per week for graduate courses. If you would like more information or are interested in becoming a notetaker, have at least a 2.5 GPA (3.0 for graduate courses), are able to regularly upload notes within 24 hours of each class, and can provide the required identification to be hired, please contact [CSDNotetaking@uconn.edu](mailto:CSDNotetaking@uconn.edu) as soon as possible. Thank you.
- Inform students who use recording options whenever they should not record a portion of the class involving personal discussion, self-disclosure, or other private information.
- Discuss options for providing course outlines, slides, or notes ahead of class with students who are approved to receive these.
- Inform the CSD of any questions or concerns about students' technology-based and/or peer notetaker accommodations.

### **Additional Considerations for Instructors**

- **Audio Recording** – Audio recording may be determined an appropriate accommodation by the CSD to provide equal access to course content.
  - Many instructors express concern about audio recording of lectures over the fear that the student will inappropriately distribute the instructor's intellectual property without consent or share the recordings with other students that do not require the accommodation, thereby providing other students with an unfair advantage.
  - Students approved to audio record are instructed by the CSD that they are prohibited from making subsequent copies of recordings, from sharing recordings with others, from using recordings outside the context of the course, and from posting recordings online.



## CENTER FOR STUDENTS WITH DISABILITIES

- Any student violating the Student Notetaking Agreement (see Page 4) is subject to the University's disciplinary process under the Office of Community Standards and *The Student Code*.
- **Technology in class** - Instructors may not refuse to allow students to use technology-based notetaking assistance during class. If an instructor has a concern about a student using technology during class, they should contact the student's Disability Service Professional (DSP) as soon as possible to discuss.
- Instructors who refuse to provide an approved accommodation as determined by the CSD may be found in violation of federal law, including the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

### **Student Responsibilities**

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



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

### **Student Notetaking Agreement**

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

- All recordings and/or notes provided by an instructor, a peer, or other means coordinated by the CSD are for personal study use only.
- Notes and/or recordings may not be shared with others, and students may not profit financially from the content.
- 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.
- 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.
- Recordings must be deleted if a course is dropped or at the conclusion of the semester (or, in the event of an Incomplete, when the course is completed).



## CENTER FOR STUDENTS WITH DISABILITIES

- If notetaking assistance is needed for an additional course, students should notify their DSP and request an additional accommodation letter.
- If notetaking assistance is no longer needed in any class for any reason, students should notify [csdnotetaking@uconn.edu](mailto:csdnotetaking@uconn.edu) or their DSP.
- Violation of this agreement will be subject 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.
- Recruit and hire one peer notetaker who is enrolled in the same course and section as the student requesting the peer notes.
  - CSD offers technology-based notetaking assistance if a peer notetaker cannot be found for a requested course.
  - Typically, notetaking assistance is not required for asynchronous online courses, UNIV courses, lab sections, and discussion sections. The CSD will not recruit and hire peer notetakers for these courses and sections unless specifically requested by the student and approved by their DSP.
- Provide access to peer notes through MyAccess for students receiving peer notetaking assistance.
- Provide support and assistance to students, instructors, and notetakers regarding the provision of notetaking assistance.



## **Technology-based Notetaking Options**

CSDTech offers the following technology-based notetaking options:

**Smartpen** – The Echo Smartpen is used to take notes in class while recording the lecture. The audio is synched 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 Synched 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 later times. CSDTech has several of these devices available for students to borrow.

**Genio** (formerly Glean) – Genio Audio Notetaker 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 important recordings for more effective exam preparation.

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

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



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

### **Overview**

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

The 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.

### **Procedure for Students Approved for a Participation Modification**

1. 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:



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**CENTER FOR STUDENTS  
WITH DISABILITIES**

To: Instructor email

Cc: DSP email

Subject: Absence from (enter class info [i.e., SOCI 1001.001] on (enter date)

Hello Professor,

I am emailing to inform you 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. I would also appreciate any notes, PowerPoint slides, etc., that I may have missed.

Thank you,

Your name and PeopleSoft ID

2. 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.
3. 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.
4. *Make-up assignments and quizzes/exams due to absence:*
  - a. 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.
  - b. 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.
  - c. 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.



## CENTER FOR STUDENTS WITH DISABILITIES

- d.
5. 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.

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

- A participation modification may not be necessary if the course is online and asynchronous, and the material is accessible to the student. Instructors are encouraged to review the guidelines provided below to assess how essential attendance/participation is to their course.
- According to the University Senate By-Laws, "...grades are not to be reduced merely because of a student's absences..." ([https://policy.uconn.edu/wp-content/uploads/sites/3519/2023/07/bylaws.20230627.final\\_.pdf](https://policy.uconn.edu/wp-content/uploads/sites/3519/2023/07/bylaws.20230627.final_.pdf)).
- The instructor describes the computation of the grades and the relation between grades and attendance/participation at the beginning of the semester. Where grades depend on classroom participation, absences may affect the student's grade. However, if a student were absent and the instructor reduced the grade, the reduction would be due to lack of class participation, not the student's absence (<https://catalog.uconn.edu/academic-regulations/grade-information/>).
- Questions to help identify the role in-class participation has toward students meeting course requirements and learning objectives:
  - What does the syllabus state regarding attendance, participation, and deadlines? Have exceptions been made in the past?
  - What is the role of these course policies as it relates to the students' final grades?
  - What stated learning objectives and course requirements involve class participation?
  - Is class participation factored in as part of the final course grade? If yes, how?



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- What is the percentage of the grade? Is this related to a program requirement?
  - Is there classroom interaction between the instructor and students, and/or among students?
  - Is the format of instruction primarily lecture or interactive? Does instruction and learning rely on specific elements from the previous session or assignment?
  - Does the course rely on student participation as a method for learning?
  - Is there content only offered in class?
  - Do student contributions constitute a significant component of the learning process? (e.g., discussion, presentations, role play)?
  - What is the impact on the educational experience of other students in the class if a student is absent or misses a deadline?
  - Do you review class assignments (that students are required to complete prior to a specific class date) during lecture or discussion? (For example, are problems or readings assigned during one class and then reviewed in the next class meeting?)
- Some courses involve both lecture-style delivery and in-class activities that require student participation. Instructors might consider if the absent student could participate in an alternate activity or assignment that would meet the same learning objectives.
- If the student reaches or exceeds the number of absences stated in the Course Modification Agreement or if there are any issues or concerns, instructors should contact CSD as soon as possible. A withdrawal from the course or incomplete may be considered if the student is unable to adhere to the Course Modification Agreement.
- Students are expected to abide by the syllabus policy for any absences unrelated to their disability (flu, work, death in the family, etc.). Instructors should not request documentation from the student for absences related to their disability.
- Please visit the CSD website at <https://disabilities.center.uconn.edu/accommodations/accommodation-types/participation-modification/> for an additional course analysis guide.



## **Frequently Asked Questions Regarding Participation Modifications**

### **6. What does a participation modification really mean?**

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

### **7. Can instructors request documentation of a disability-related absence?**

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

### **8. What if attendance/participation is an integral part of the course?**

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 students who are absent.



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**Remodel** - Instructors are not expected to reconstruct courses entirely for students who are absent. 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 students who are absent.

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

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

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

**10. What is a Course Modification Agreement?**

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



**11. Who should instructors contact with questions regarding participation modification?**

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



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WITH DISABILITIES

## Viewing Courses/Students with Approved Accommodations in MyAccess

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

**UConn MYACCESS**

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

### Getting Started

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

### Letters to Review

|                                                                    |                        |
|--------------------------------------------------------------------|------------------------|
| <b>Cell Biology (MCB 2210.001)</b>                                 | 2 New Letters          |
| Anna<br>Sent on August 21, 2024 9:37 AM<br>Accommodation Letter    | <a href="#">Review</a> |
| Jessica<br>Sent on August 21, 2024 8:24 AM<br>Accommodation Letter | <a href="#">Review</a> |
| <b>Cell Biology (MCB 2210.024)</b>                                 | 5 New Letters          |
| Ros<br>Sent on May 14, 2024 10:45 AM<br>Accommodation Letter       | <a href="#">Review</a> |
| Alison<br>Sent on May 10, 2024 3:22 PM<br>Accommodation Letter     | <a href="#">Review</a> |



CENTER FOR STUDENTS  
WITH DISABILITIES

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

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Home / Course / Course Catalog

Course

Course Catalog Past Courses

Keywords

Semester

Fall 2024

Apply Search Clear More Filters

6 results

Sort By: Title Showing 20

Cell Biology (MCB 2210.001)

code

Date: August 26, 2024 - December 15, 2024

Time: 1:25 pm - 2:15 pm

Current Topic Cell and Dev Bio (MCB 5284.001)

code

Date: August 26, 2024 - December 15, 2024

Time: 12:30 pm - 1:30 pm



## CENTER FOR STUDENTS WITH DISABILITIES

UConn

MYACCESS

DD

Home

Accommodation Letters

Courses

Resources

My Account

Home / Course / Course Details / Enrolled Students

Cell Biology (MCB 2210.001) ()

Course Details

Enrolled Students

CSD Scheduling Requests

Exams

Course Notes

Keywords

Apply Search

More Filters

☐

Batch Options

2 results

1 Sort By: Last Name Showing 20

☐

Anna (ANI)

Accommodations:

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

☐

Jessica (JTI)

Accommodations:

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

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## CENTER FOR STUDENTS WITH DISABILITIES

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

UConn

MYACCESS

Home

Accommodation Letters

Courses

Resources

My Account

Home / Course / Course Details / Enrolled Students

Cell Biology (MCB 2210.001) ()

Course Details

Enrolled Students

CSD Scheduling Requests

Exams

Course Notes

Keywords

Apply Search

More Filters

☒ Batch Options

2 results (2 selected)

Sort By: Last Name ▾ Showing 20 ▾

Mailwiz

☒ Save As Excel

Entire List

Accommodations:

This Page

Selected Records

Exams

- Exam Accommodations/Breaks during quizzes/exams

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

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

☒ Deans, Jessica (JTD19003)

Accommodations:

- Exam Accommodations/Breaks during quizzes/exams

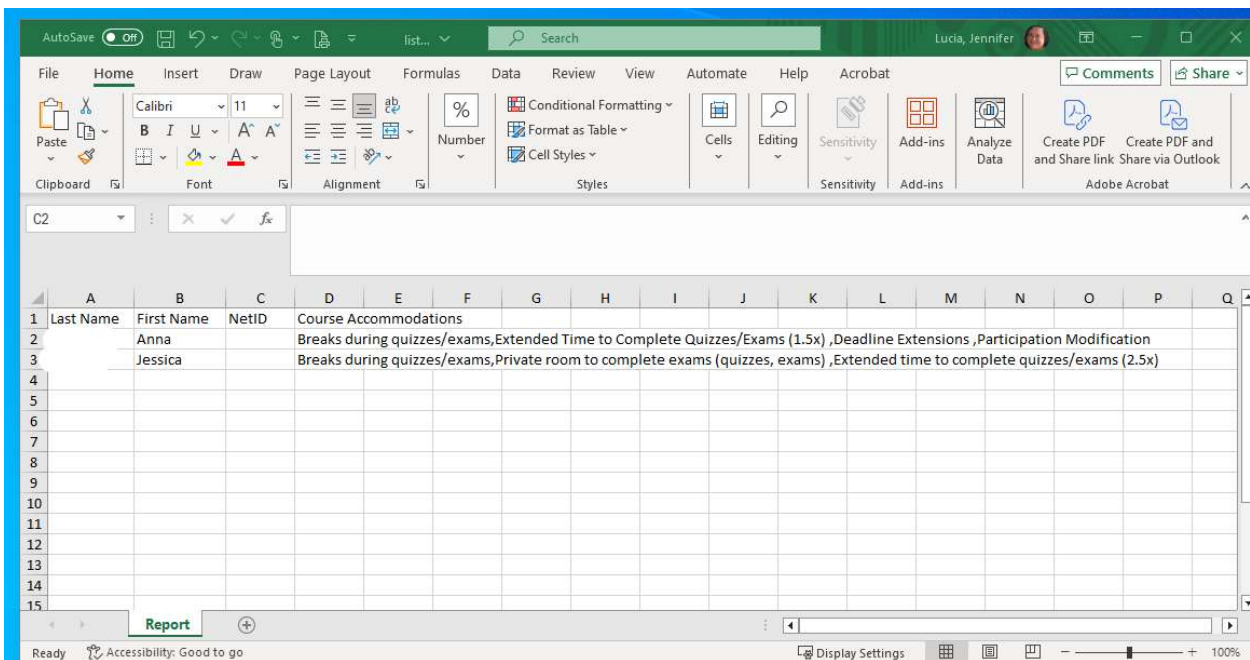
- Exam Accommodations/Private room to complete exams (quizzes, exams)

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

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## CENTER FOR STUDENTS WITH DISABILITIES

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



The screenshot shows an Excel spreadsheet with the following data:

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

The spreadsheet includes a 'Report' button at the bottom left and a status bar at the bottom indicating 'Ready' and 'Accessibility: Good to go'.



## CENTER FOR STUDENTS WITH DISABILITIES

### Viewing Student Accommodation Letters in MyAccess

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

The screenshot shows the UConn MyAccess portal. The top navigation bar is dark blue with the UConn logo and 'MYACCESS' text. On the right, there are two circular icons: one with a magnifying glass and another with 'DD'. The left sidebar contains a list of navigation options: Home, Accommodation Letters (highlighted with a red circle), Courses, Resources, and My Account. The main content area is titled 'Getting Started' and contains two radio buttons: 'Account Created' (checked) and 'Personal Profile'. Below this, the 'Letters to Review' section is displayed. It features a dropdown menu for 'Cell Biology (MCB 2210.001)' with a '3 New Letters' indicator. Three letters are listed: Annabelle (sent on August 21, 2024 12:30 PM), Anna (sent on August 21, 2024 9:37 AM), and Jessica (sent on August 21, 2024 8:24 AM). Each letter entry includes a 'Review' button.

| Letter Title | Sent On                          | Action                 |
|--------------|----------------------------------|------------------------|
| Annabelle    | Sent on August 21, 2024 12:30 PM | <a href="#">Review</a> |
| Anna         | Sent on August 21, 2024 9:37 AM  | <a href="#">Review</a> |
| Jessica      | Sent on August 21, 2024 8:24 AM  | <a href="#">Review</a> |

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## CENTER FOR STUDENTS WITH DISABILITIES

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

UConn

MYACCESS

 Home

 Accommodation Letters

 Courses

 Resources

 My Account

Home / Accommodation Letters / Accessibility Letter List

### Accommodation Letters

Keywords  
Searches title and description

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

Fall 2024

Course

Sent/Submitted





to





Apply Search

Clear

Fewer Filters

3 results

Sort By: Sent/Submitted Showing 20

Accommodation Letter

NOT VIEWED

A00022-2024

Cell Biology (MCB 2210.001) ()

Sent on August 21, 2024, 12:30 pm

Accommodation Letter

NOT VIEWED

A29560-2024

Cell Biology (MCB 2210.001) ()

Sent on August 21, 2024, 9:37 am

Accommodation Letter

NOT VIEWED

A00790-2024

Cell Biology (MCB 2210.001) ()

Sent on August 21, 2024, 8:24 am



CENTER FOR STUDENTS  
WITH DISABILITIES

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

[Home](#) / [Accommodation Letters](#) / [Accessibility Letter List](#)

# Accommodation Letters

Keywords

Searches title and description

Apply Search

Clear

More Filters

19 results

Accommodation Letter

COMPLETED

A00756-2023,

Cell Biology (MCB 2210.001) ()

Sent on October 02, 2023, 9:29 am

Accommodation Letter

NOT VIEWED

A01610-2023,

Cell Biology (MCB 2210.001) ()

Sent on October 02, 2023, 9:27 am