



**CENTER FOR STUDENTS
WITH DISABILITIES**

Accommodations Handbook for Prospective Students and Families

Wilbur Cross Building, Room 204
233 Glenbrook Road, U-4174
Storrs, CT 06269-4174
Phone: 860-486-2020
Fax: 860-486-4112
csd.uconn.edu
csd@uconn.edu

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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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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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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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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.



How do I request Accommodations?

1. **Register** with CSD through the MyAccess portal: disabilities.center.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>
• Register • Provide evidence of disability • Discuss needs • Request accommodations • Self-advocate • Use available accommodations • Address concerns with DSP & instructor	• Meet with students • Review evidence of disability • Discuss needs • Approve accommodations • Protect students' rights • Ensure access to accommodations • Address concerns with the student & instructor



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:

Stephanie Hackett, M.S.
Deputy ADA Coordinator
Office of Institutional Equity
University of Connecticut – Wood Hall
241 Glenbrook Rd., Unit 4175, Storrs, CT 06269-4175
Phone: (860) 486-4957
Email: stephanie.hackett@uconn.edu
Websites: equity.uconn.edu, titleix.uconn.edu, accessibility.uconn.edu



Every student with a disability has the responsibility to:

1. Meet the University's qualifications and essential technical, academic, and institutional standards, including the Student Code.
2. Identify oneself as an individual with a disability to the Center for Students with Disabilities when seeking an accommodation. Procedures for registering with the CSD can be found on the Center's website at: <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.

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.
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.



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 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 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).



Academic Adjustments:

Quantitative (Q) and Second Language Requirement

Overview

The Common Curriculum provides academic breadth with a set of intellectually rigorous and challenging courses that foster skills and attributes associated with leadership and global citizenship. A leader and global citizen need to be able to communicate with and cultivate compassion with those outside their own majors, disciplines, professions, communities, and cultures and to make connections between their own livelihoods and expertise and the experiences and knowledge of others. The purpose of the Common Curriculum is to ensure that all University of Connecticut undergraduate students are literate in different ways of knowing and many kinds of knowledge beyond career preparation, and they enter society and their professions with a strong sense of moral, ethical, and social responsibility. Ideally, the Common Curriculum does not stand alone but instead provides a foundation for future learning of students in their majors and future careers. It is vital to the University's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other.

The University of Connecticut places a high value on the ability of its undergraduates to demonstrate competency in five fundamental areas: Writing; **Quantitative (Q) Skills**; **Second Language Proficiency**; Information, Digital, and Media Literacies (IDML); and Dialogue. The development of these competencies rests on establishing clear expectations for students both at entrance and upon graduation, and on constructing a framework so that our students can reach these competencies.

The structure of each competency involves two parts: one establishing entry-level expectations and the second establishing graduation expectations. The entry-level expectations apply to all incoming students. Additional information about these competencies is available at

<https://commoncurriculum.senate.uconn.edu/competencies/>.



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) Skills 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).

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 an adjustment is warranted, using a deliberative, interactive process. 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, an adjustment is not permitted. If an adjustment is deemed appropriate, the CSD Disability Service Professional (DSP) will notify the student and the Dean or designee from their school or college. The CSD and Dean or designee will be responsible for determining an appropriate adjustment (such as taking required courses on pass/fail, or substituting alternative courses). The CSD will also notify the Registrar and the Provost of the adjustment at the end of each semester.

Procedure for Requesting a Q and/or Second Language Adjustment

1. After registering with the CSD through [MyAccess](#), provide supporting evidence about the nature of and functional limitations imposed by the disability. Documentation can be uploaded directly through your MyAccess portal.
2. The CSD will review your request and supporting evidence about the nature of, and functional limitations imposed by the disability.
3. If the CSD determines that you are an individual with a disability, we will engage in the interactive process 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. If this is the case, an academic adjustment may not be appropriate.



4. If an academic adjustment is deemed appropriate, your DSP will notify you and the Dean's designee from your school or college to discuss appropriate alternatives. The CSD and the Dean's designee will be responsible for determining which adjustment will be appropriate to fulfill the degree requirements.
5. Once an academic adjustment has been determined, the CSD will notify the Registrar and Provost, as well as your academic advisor.
6. 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 you to discuss alternative options for completing the requirement.

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 [LDOonline](#) article "[Assisting Students with Foreign Language Learning Difficulties in School](#)".

Existing Second Language Ability

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

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



Alternate Assignments

Overview

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

Considerations for Alternate Assignments

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

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

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

- Student presents individually to the instructor
- Student presents to the instructor and a small group (3-4) of students
- For individual presentations, the student is given the option to present with a partner or group
- Student is given the choice of when to present (e.g., date, beginning/middle/end of class)
- Student does not receive a grading deduction if they read from notes/script while presenting
- Student sits at a table or desk while presenting



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- Student records video and/or audio in advance to be presented during class
- Student creates a slideshow with video and/or audio embedded within each slide with their comments
- Student submits a written paper on the subject matter
- Student submits a portfolio of evidence demonstrating their mastery of the skill or subject matter
-

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

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



Alternate Media

Overview

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

Deadline Extensions

Overview

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

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



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.
- 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.



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.



4. What if my 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 students 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 your DSP as soon as possible to collaboratively address the concerns and work to resolve them.



Dining and Meal Plan Accommodations

Overview

According to the terms and conditions of the On-Campus Housing Contract (Section 7.5.2), **“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 a commuter meal plan. 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 prior to 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. .

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 you and Dining Services outline to receive your meal plan modification.
- Contact your DSP if your condition changes and/or your meal plan modification is not working for you.



CSD Responsibilities

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

Dining Services Responsibilities

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

Frequently Asked Questions Regarding Meal Plan Modifications

1. Do I have to be on a meal plan if I live in Husky Village?

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

2. Can Dining Services accommodate students with Celiac disease?

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

3. What should I expect during my meeting with Dining Services?



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

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

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

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

Contact your DSP as soon as possible to discuss further options.

5. Who can I contact if I need assistance determining my dietary needs?

UConn Student Health and Wellness: Nutrition -
<https://studenthealth.uconn.edu/nutrition/>

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

Maybe. This process is specific to the University meal plans and you are encouraged to connect with your EGL advisor to discuss your travel abroad program.

7. Can I live in a traditional residence hall without a meal plan if I bring my own meals?



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

8. Can I modify my meal plan option to only include flex points and husky bucks?

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

9. Can I only eat in one dining hall to meet my dietary needs?

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



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.

Overview

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



Student Responsibilities

- You must apply and be eligible for on-campus housing according to Residential Life guidelines to engage with the CSD to request housing accommodations. Please review information regarding eligibility and **important dates** on the [Residential Life website](#).
- 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 Residential Life and follow up with you on next steps.
- Pay attention to University email to receive communication from Residential Life 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 Residential Life about students' approved housing accommodations.

Residential Life Responsibilities

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



Residence Halls by Accommodation

Residence Halls with Elevators:

- Alumni
- Buckley
- Busby Suites
- Connecticut Hall
- Hilltop (Hale and Ellsworth)
- Garrigus Suites
- McMahon
- Werth Tower
- Northwest
- Shippee
- South

Residence Halls/Apartments with Central Air Conditioning:

- Busby Suites
- Connecticut Hall
- Garrigus Suites
- Werth Tower
- South
- Charter Oak Apartments
- Hilltop Apartments

Residence Halls with Traditional Single Rooms:

- Alumni
- Connecticut Hall
- East (Holcomb, Sprague, Whitney)
- Hilltop (Hale and Ellsworth)
- Werth Tower
- North
- Northwest



Residence Halls with Suite-Style Single Rooms

- Connecticut Hall
- Garrigus Suites
- South

Buildings with Suite-Style Living and Semi-Private Bathrooms

- Busby Suites
- Connecticut Hall
- Garrigus Suites
- South
- Northwood Apartments
- Hilltop Apartments
- Charter Oak Apartments

Frequently Asked Questions Regarding Housing Accommodations

1. What does eligible for housing mean?

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

2. If I am approved for a housing accommodation, do I still need to apply for housing through Residential Life?

Yes. All students must apply for housing. For updates, visit: [Home: Campus Housing](#).

3. If I am approved for an air conditioner, can I bring my own?

No. But you can bring your own air purifier and dehumidifier.



4. Do I go through the General Housing Selection process to select my accommodation?

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

5. What is the housing accommodation deadline?

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

6. Are my accommodations guaranteed?

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

7. How will I learn what I need to do?

Check your UConn email on a regular basis. Any updates will be communicated to you via UConn email.

8. Can I bring my roommate to my new room with approved accommodations?

Maybe. It will depend on the current room availability and your approved accommodations. ResLife does their best to assist with requests, but it is not guaranteed.



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

You will hear over the summer. Does that mean May when the spring semester ends? Probably not. ResLife needs time to assess available spaces on campus. We appreciate your patience as they work through this process.

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

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

11. Will I be charged for my accommodation?

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

12. If I miss the housing application deadline, does my approval for accommodations make me eligible for housing?

No. All students must be eligible for housing regardless of approved accommodations. You can still submit the housing application to be placed on the waitlist. Note: ResLife may determine an end date to accept late housing applications.

13. Do any of the traditional residence halls or suite have a kitchen to cook my meals?

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.

14. Am I allowed to bring my pet with me to live in the residence hall?

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



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, 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.



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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 Disability Service Professional (DSP) at the CSD 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 on a regular basis
- Contact the CSD at csdnotetaking@uconn.edu if you have questions or concerns regarding the quality or timeliness of your peer notes or wish to provide feedback for your peer notetaker
- Contact CSDTech at csdtech@uconn.edu for additional training, questions, or concerns about any notetaking technology
- **Inform your DSP or csdnotetaking@uconn.edu if peer notes are no longer needed for any reason:**
 - Your instructor provides notes and/or recorded lectures
 - The course no longer has content applicable for notetaking, such as individual or group projects or presentations during class
 - You have dropped the class
- Return borrowed technology or equipment to the CSD at the end of each semester (please see **Accommodations – Equipment** in your MyAccess portal for additional information)



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
- 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



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 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.

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 if the absent student could participate in an alternate activity or assignment that would meet the same learning objectives.

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- 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 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 Regarding Participation Modifications

1. What does a participation modification really mean?

*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.*

2. Can instructors request documentation of a disability-related absence?

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

3. What if attendance and 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.

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.

4. What if my instructor does not engage in the process for coordinating a participation modification?

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 Office of Institutional Equity for assistance in coordinating approved accommodations for the student in the course.

5. Who should students contact if they have questions regarding a participation modification?

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



Priority Registration

Overview

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

Responsibilities

Student Responsibilities

- Meet with an academic advisor each semester to discuss their accommodations and how it 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



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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 courseload 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 courseload 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 courseload with full-time status may include but are not limited to:

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

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

Status	Undergraduate Students	Graduate Students
Full-Time	12 or more credits	• 9 or more credits • 6 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.



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The University of Connecticut determines enrollment status based on the number of credits for which a student is registered. The Office of Student Financial Aid Services explains these requirements on their website: <http://financialaid.uconn.edu/enrollment/>. **Students should note that the Federal Pell Grant, Federal Direct Loans, and Roberta B. Willis programs will be reduced based on actual credits taken. Students are also advised to speak with a One Stop Student Services Success Specialist to discuss the implications of a reduced courseload on their specific type of financial aid.**

For specific information related to reduced courseload, including responsibilities, procedures, and frequently asked questions, go to the **Resource Library** in your CSD [MyAccess](#) account.



Responsibilities

Student Responsibilities

- Meet with your Disability Service Professional (DSP) at the CSD to discuss the need for a reduced courseload; notify your DSP **PRIOR** to the start of the semester if you are planning to take fewer than the required number of credits for your program.
- Prior to deciding an appropriate courseload 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 courseload 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 courseload accommodation
- Provide verification of students approved for a reduced courseload 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 (FAQ's) Regarding Reduced Courseload

1. **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?**



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

If you drop credits **DURING** the add/drop period and as a result fall below the enrollment requirements for your awarded financial aid by the fixed enrollment date, you may be required to repay some or all 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. Prior to deciding an appropriate courseload each semester, you should first speak to a financial aid counselor to discuss the implications: (860) 486-2819 or <https://financialaid.uconn.edu>.

2. I am an undergraduate student. Will I lose my on-campus housing if I register for less than a full time courseload?

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

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

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 guardian's 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/>