



University of  
Connecticut

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**The Division of Student Affairs**

*One Division. Multiple Services. Students First.*

**Center for  
Students with Disabilities**

**Student Handbook**

2006-2007

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## **INTRODUCTION**

This handbook will explain how to request accommodations and access services at the Center for Students with Disabilities (CSD), as well as support services offered by other University programs. This handbook serves as a guide to help locate specific services, but is in no way intended to substitute for the personal guidance available to you from the Center.

While this handbook is updated annually, users are advised to check the CSD web version at <http://www.csd.uconn.edu/handbook.html> for updates.

## **PHILOSOPHY AND MISSION STATEMENT**

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

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

**Policies and Procedures  
Regarding Students with Disabilities**

*Preamble*

The University of Connecticut is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the policy that no qualified person be excluded from participating in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the commitment to non-discrimination for all persons in employment, access to facilities, student programs, activities, and services.

A person with a disability must be ensured the same access to programs, opportunities, and activities at the University as all others. Existing barriers, whether physical, programmatic or attitudinal must be removed. There must be ongoing vigilance to ensure that new barriers are not erected.

The efforts to accommodate people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the regular services and programs.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

*Adopted June, 1989*

## *ACCESSIBILITY: THE KEY TO EQUAL OPPORTUNITY*

Assurance of equal educational opportunity rests upon legal foundations established by federal law, specifically the Rehabilitation Act of 1973 including Section 504, and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is any person who: 1) has a physical or mental impairment; 2) has a record of such impairment; or 3) is regarded as having such an impairment which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.

Policies regarding access for persons with disabilities apply to the Storrs campus, regional campuses, the School of Social Work, and the School of Law. Individuals seeking services should contact the designated Disability Contact Person at each respective campus.

## UNIVERSITY DISABILITY CONTACT PERSONNEL

### **Storrs Campus**

#### Center for Students with Disabilities (CSD)

Donna M. Korbel, Director  
E-mail: korbel@uconn.edu

Jennifer H. Lucia, Associate Director  
E-mail: jennifer.lucia@uconn.edu

Christine M. Morello, Assistant Director  
E-mail: christine.morello@uconn.edu

233 Glenbrook Rd., Unit 4174  
Wilbur Cross Building 201  
(860) 486-2020 (voice)  
(860) 486-2077 (TDD)  
(860) 486-4412 (FAX)

#### University Program for College Students with Learning Disabilities (UPLD)

David R. Parker, Ph.D., Director  
E-mail: david.parker@uconn.edu

249 Glenbrook Rd., Unit 2064  
Neag School of Education, Room 3  
(860) 486-0178  
(860) 486-5799 (FAX)

### **Regional Campuses**

#### Avery Point

Trudy Flanery, Director of Avery Point Student Affairs  
E-mail: trudy.flanery@uconn.edu  
Branford House, Room 307  
1084 Shennecossett Road  
Groton, CT 06340  
(860) 405-9024  
(860) 405-9018 (FAX)

Tri-Campus (Hartford, Torrington, Waterbury)

Timothy Rogers, Coordinator of Services for Students with Disabilities

E-mail: [timothy.rogers@uconn.edu](mailto:timothy.rogers@uconn.edu)

85 Lawler Rd.

West Hartford, CT 06117-2697

(860) 570-9227

(860) 208-8536 Mobile

(860) 570-9211 (FAX)

Stamford

Donna Sweidan, Coordinator of Services for Students with Disabilities

E-mail: [donna.sweidan@uconn.edu](mailto:donna.sweidan@uconn.edu)

1 University Place

Stamford, CT 06901

(203) 251-8566

(203) 251-8486 (FAX)

**Graduate School of Social Work**

Beth Sharkey, Program Coordinator, Disability Support Services

E-mail: [beth.sharkey@uconn.edu](mailto:beth.sharkey@uconn.edu)

1798 Asylum Avenue

West Hartford, CT 06117

(860) 570-9127

(860) 570-9128 (FAX)

**School of Law**

Jane Thierfeld Brown, Director of Student Services

E-mail: [jbrown@law.uconn.edu](mailto:jbrown@law.uconn.edu)

Hartranft 104

55 Elizabeth Street

West Hartford, CT 06105

(860) 570-5130 (voice/TDD)

(860) 570-5128 (FAX)

## **STUDENT RIGHTS AND RESPONSIBILITIES**

Every student with a documented disability has the following rights:

1. Equal access to courses, programs, services, jobs, activities, and facilities available through the University.
2. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
3. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose his/her disability to except as required by law.
4. Information reasonably available in accessible formats.

Every student with a disability has the responsibility to:

1. Meet the University's qualifications and essential technical, academic, and institutional standards.
2. Identify themselves in a timely manner as an individual with a disability when seeking an accommodation.
3. Provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.

## **INSTITUTIONAL RIGHTS AND RESPONSIBILITIES**

The University of Connecticut, through its Disability Contact Persons has the right to:

1. Maintain the University's academic standards.
2. Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
3. Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing such discussion.
4. Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities.
5. Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a

timely manner.

6. Refuse to provide an accommodation, adjustment, and/or auxiliary aids that is 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; or
  - pose undue financial or administrative burden on the University.

The University of Connecticut through its Disability Contact Persons 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 upon request.
3. Evaluate students on their abilities, not their disabilities.
4. Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.
5. Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

More specifically, the University's Disability Contact Person has the responsibility to:

1. Assist students with disabilities who self-identify and meet University criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
2. Assure confidentiality of all information pertaining to a student's disability.
3. Inform students with disabilities of University policies and procedures for filing a formal grievance through the Office of Diversity and Equity and/or through external agencies (e.g., Office of Civil Rights).

## THE ACCOMMODATIONS PROCESS

### Responsibilities of the Disability Contact Person Include:

- Determining eligibility for participation of students with disabilities in the academic accommodations process based upon a review of appropriate documentation.
- Determining appropriate accommodations for each student based on the individual's need.
- Assuring the student receives appropriate accommodations.
- Interacting with faculty when appropriate.

### Responsibilities of the Student Include:

- Contacting the Disability Contact Person at the campus he/she is attending **at the beginning of each semester** so that appropriate accommodations can be requested in a timely manner. Students are strongly encouraged to make this contact **within the first two weeks** of each semester. This includes filling out the required paperwork, which indicates the student's need (e.g., extended time to complete exams, note taker, sign language interpreter, laboratory assistant, etc.).
- Providing the Disability Contact Person with appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating the student's disability, resultant functional limitations, impact of the disability in a postsecondary environment and any recommended or suggested accommodations.
- Providing signed consent authorizing the Disability Contact Person to discuss his/her need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation.
- Informing the faculty member or professor at the beginning of each semester about his/her disability, how performance may be affected, and necessary and reasonable accommodation(s). (This responsibility is optional for students at the School of Law.)
- Meeting the timelines and procedural requirements established by the Disability Contact Person for scheduling exams, requesting assistance, arranging with a faculty member, and/or the Disability Contact Person for getting the exam to the location of testing. If the student fails to provide adequate notice of the need for space and/or assistance, he/she is still entitled to the accommodation, but there is no guarantee that it can be provided in the fullest measure.
- If the student fails to comply with these requirements, he/she will receive a written reminder of responsibilities in order to stress the importance of these requirements.

Responsibilities of the Faculty Member Include:

- Discussing with the Disability Contact Person any concerns related to the accommodation(s) or arrangements that have been requested by the student during their initial contacts.
- Determining the conditions under which the exam is to be administered (e.g., open book, use of notes, computer with word processing including spell check, formula sheet, calculator, scrap paper, dictionary).
- Providing appropriate accommodations, either personally or by making arrangements with the Disability Contact Person.
- Assuring the timely delivery of the exam, along with all necessary instructions and materials for proper administration, if a student's exam is to be administered outside of class. The faculty member may also make arrangements with the student for the delivery and return of the exam.
- Assuring the confidentiality of information regarding students with disabilities.

## **PROCEDURES FOR ACCESSING SERVICES AT STORRS**

There are two primary resources at the Storrs campus for students with disabilities. If you have a documented learning disability, services may be available through the Center for Students with Disabilities (CSD) as well as the University Program for College Students with Learning Disabilities (UPLD); however, your initial contact should be with UPLD. Students with other conditions, including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) should contact the CSD.

### **Center for Students with Disabilities (CSD)**

Donna M. Korbel, Director  
Jennifer H. Lucia, Associate Director  
Christine M. Morello, Assistant Director  
Wade Gibbs, Program Assistant  
Bryanna Anderson, Graduate Assistant  
Wilbur Cross Building, Room 201  
(860) 486-2020 (voice)  
(860) 486-2077 (TDD)  
(860) 486-4412 (FAX)

Any student with a documented disability may be eligible to receive services from the Center for Students with Disabilities (CSD). The purpose of accommodations and modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability. The law does not require institutions to waive specific courses or academic requirements considered essential to a particular program or degree. Rather, they are mandated to modify existing requirements on a case-by-case basis in order to ensure that individuals are not discriminated against on the basis of their disability. Students wanting to access services must self-identify and provide appropriate verification of their disability. Eligibility for reasonable and appropriate accommodations will be determined on an individual basis.

Appropriate documentation will assist the student and the University in determining reasonable accommodations as stipulated under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and other pertinent state and federal regulations. Students requesting accommodations of either an academic or personal nature must meet with the appropriate disability contact person and present appropriate documentation prior to receiving services.

Documentation must be current, in most cases within three years of the current date, and must be submitted by a qualified practitioner. This

documentation must be a comprehensive assessment including recommendations for accommodations as well as recommendations for treatment. The diagnostician must be an impartial individual who is not a family member of the student.

**The following documentation guidelines are available on the Center for Students with Disabilities website at**

**[www.csd.uconn.edu/doc\\_guidelines.html](http://www.csd.uconn.edu/doc_guidelines.html):**

- Deaf or hard of hearing
- Head injuries or traumatic brain injuries
- Learning disabilities (through the University Program for College Students with Learning Disabilities (UPLD))
- Physical and systemic disorders
- Psychological Disabilities, Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)
- Blind or low vision
- Visual disorders – such as ocular motility dysfunction/eye movement disorders, vergence dysfunction/inefficiency in using both eyes together, strabismus/misalignment of the eyes, etc.

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

**University Program for College Students  
with Learning Disabilities (UPLD)**

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(860) 486-5799 FAX  
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**Accessing Accommodations and Services**

To access accommodations and services, students with diagnosed learning disabilities (LD) must submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Protection under these civil rights statutes is determined on a case-by-case basis. Documentation of an LD that **currently and substantially limits** some major life activity including learning must be provided to the UPLD office. The University's guidelines for documentation of a specific learning disability can be found at [www.upld.uconn.edu](http://www.upld.uconn.edu).

**Program Description**

Accommodations including but not limited to testing (e.g., extended test time), notetaking assistance, and alternate format textbooks are determined by program staff and implemented in collaboration with the Center for Students with Disabilities (CSD). Students are encouraged to work with their academic advisors to plan coursework in a way that affords an opportunity for success. On a case-by-case basis, this may include a reduced courseload and extending the time period for degree completion. In conjunction with accommodations, services are offered along a 3-tiered continuum leading to increased self-determination. Components of Direct Instruction, Monitoring, and Consultation are illustrated in the UPLD Continuum of Services.

Many students with LD who have been successful in high school or at other postsecondary institutions find a need to develop or refine their "tools for success" in UCONN's competitive academic environment. A trained staff of Learning Specialists (graduate students pursuing Masters and Doctoral degrees) are available to assist students in developing learning strategies to apply to their college coursework. UPLD is placing a new emphasis on helping students develop technology-based strategies for academic success. All sessions are one-to-one and planned and scheduled in response to students' goals each semester.

Learning Specialists work with students to identify which level of program services will best meet their individual needs. Most students find it beneficial to access services at the Direct Instruction level and to progress at an individual rate through the UPLD Continuum as they experience increasing confidence and competence. Support services are available at no cost and for as long as a student needs them.

UPLD staff members also assist students as they enhance their self-advocacy skills for consulting directly with faculty regarding accommodations and related learning needs. Similarly, Learning Specialists encourage students to make use of existing campus resources such as the CSD, Academic Center for Entering Students (ACES), the Speech and Hearing Clinic, Writing Center, "Q" (Math) Center, Counseling and Mental Health Services, and Career Services. Learning Specialists can assist students in monitoring their application of learning strategies and self-advocacy skills as they utilize the University's extensive resources.

**Please note** that the one-to-one services of the Direct Instruction and Monitoring levels are available on a space permitting, first come, first served basis. If no positions are available at the Direct Instruction or Monitoring levels, students will be placed on a waiting list for these services but can receive Consultation services until a position becomes available. **Also note** that there is no limit on the number of students who can receive services at the Consultation level. All students registered with UPLD are eligible to receive individually appropriate accommodations.

## **PROCEDURES FOR ACCESSING SERVICES AT OTHER CAMPUSES**

The CSD and UPLD are the University agents charged with the responsibility for collecting and maintaining disability documentation. Undergraduate academic accommodations are provided in consultation between Storrs administration and regional campus disability contact personnel. In order to access accommodations and services at any of the other UConn campuses, please contact the appropriate Disability Contact Person listed below:

### Avery Point

Trudy Flanery, Director of Avery Point Student Affairs  
E-mail: [trudy.flanery@uconn.edu](mailto:trudy.flanery@uconn.edu)  
Branford House, Room 307  
1084 Shennecossett Road  
Groton, CT 06340  
(860) 405-9024  
(860) 405-9018 (FAX)

### Tri-Campus (Hartford, Torrington, Waterbury)

Timothy Rogers, Coordinator of Services for Students with Disabilities  
E-mail: [timothy.rogers@uconn.edu](mailto:timothy.rogers@uconn.edu)  
85 Lawler Rd.  
West Hartford, CT 06117-2697  
(860) 570-9227  
(860) 208-8536 Mobile  
(860) 570-9211 (FAX)

### Stamford

Donna Sweidan, Coordinator of Services for Students with Disabilities  
E-mail: [donna.sweidan@uconn.edu](mailto:donna.sweidan@uconn.edu)  
1 University Place  
Stamford, CT 06901  
(203) 251-8566  
(203) 251-8486 (FAX)

### Graduate School of Social Work

Beth Sharkey, Program Coordinator, Disability Support Services  
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1798 Asylum Avenue  
West Hartford, CT 06117  
(860) 570-9127  
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School of Law

Jane Thierfeld Brown, Director of Student Services

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Hartranft 104

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West Hartford, CT 06105

(860) 570-5130 (voice/TDD)

(860) 570-5128 (FAX)

## SPECIFIC POLICIES AND PROCEDURES

### Policy on Confidentiality

#### Student Records

The CSD and UPLD are the University agents charged with the responsibility for collecting and maintaining disability documentation. This information is kept in a secure file with limited access and is only shared with others with the expressed written permission of the student. Information will only be shared on a limited basis within the institutional community if there is a compelling reason, such as a threat to an individual's safety and/or emergency situation. Consent of the student will be requested prior to releasing medical/psychological documentation to a third party. Confidentiality is not maintained in the case of child abuse, suicidal or homicidal intent.

#### Maintenance of Records

A confidential file is maintained on each student that includes demographics, documentation of the disability, a record of each contact and action taken. An electronic database is utilized for caseload management purposes with limited access. Student records will be shredded **seven** years after the last contact, but the Center will maintain a record of each student and their dates of affiliation with the Center.

## Eligibility for Financial Aid

Students with documented disabilities may enroll in a less than full-time courseload as an academic adjustment to accommodate their disability under the Americans with Disabilities Act of 1990 and the regulations accompanying Section 504 of the Rehabilitation Act of 1973. Students are encouraged to discuss full-time courseload requirements with an academic advisor for their respective program. A financial aid counselor can determine how their aid will be affected by a reduced courseload.

Students should be aware that Federal law requires that federal Pell Grant funds be prorated based on the number of credits taken, and that the student financial aid budget will also be reduced accordingly. Also, to borrow under the federal Stafford Loan Program, or to have a previous loan deferred, the student must be enrolled for at least six credits. Students should keep in mind that, with the exception of the Pell Grant, it is the University's policy that students must be enrolled half time in order to receive financial aid.

Students whose disabilities warrant the adjustment of carrying less than a full-time load per semester can be determined eligible for student financial aid status. In such a case, these procedures must be followed:

1. Students must provide appropriate documentation regarding their disability that substantially limits one or more major life functions to the Disability Contact Person.
2. If a student is registered at the beginning of a semester for less than a full-time credit load as an accommodation for a disability, this must be verified by the Disability Contact Person. Students must contact the Disability Contact Person for this verification **NO LATER THAN** the last day of the University's ADD/DROP period.
3. If a student is registered at the beginning of a semester for a full-time courseload but to accommodate his/her disability withdraws from a course within the approved drop period for the respective program and according to the procedures for dropping a course, he/she must discuss this with the Disability Contact Person **NO LATER THAN** the last day of the drop period for classes.
4. The Disability Contact Person will notify Certifications **each semester** regarding students with disabilities carrying less than a full-time courseload who are eligible for Financial Aid consideration under these procedures.

**Students should be aware that, as always, eligibility for Financial Aid depends upon satisfactory academic progress.**

### **Undergraduate Eligibility for Dean's List Status**

Undergraduate students whose disabilities warrant the adjustment of carrying less than a full-time courseload per semester can be determined eligible for Dean's List consideration. In such a case, the following procedures must be followed **each semester**:

1. Students must provide appropriate documentation regarding their disability that substantially limits one or more major life functions to the Disability Contact Person.
2. If a student is registered at the beginning of a semester for less than a full-time credit load as an accommodation for a disability, this must be verified by the Disability Contact Person. Students must contact the Disability Contact Person for this verification **NO LATER THAN** the last day of the University's ADD/DROP period.
3. If a student is registered at the beginning of a semester for a full-time courseload but to accommodate his/her disability withdraws from a course within the approved drop period for the respective program and according to the procedures for dropping a course, he/she must discuss this with the Disability Contact Person **NO LATER THAN** the last day of the drop period for classes.
4. The Disability Contact Person will notify Financial Aid, Certifications and the appropriate School/College **each semester** regarding students with disabilities carrying less than a full-time courseload who are eligible for Dean's List consideration under these procedures.

### **Course Substitutions for Undergraduate Students**

The General Education Oversight Committee (GEOC) is currently reviewing the University's policy with regards to course substitutions. Please refer to the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu) for periodic updates.

## **Service Animal Policy**

Service animals are individually trained to effectively perform tasks for peoples with disabilities. The University of Connecticut complies with federal and state disability civil rights laws and permits service animals that assist persons with physical, mental and/or sensory disabilities on all University of Connecticut campuses where participants and members of the public are normally allowed, including food service areas.

The Center for Students with Disabilities (CSD) will determine the appropriateness of the presence of a service animal for programs, services and activities based upon the following:

- Whether or not the student has a disability;
- Whether or not the animal is a service animal;
- Determining the tasks performed by the animal.

A service animal may be excluded only when one of the following conditions below exist.

- The animal is disruptive and the student is not effectively controlling it, for example, a dog that barks repeatedly during a lecture (consideration should be made to see if the service animal was distracted or scared by another person or animal or if barking is a required task);
- The presence of the service animal would fundamentally change the nature of the job, program, service or activity;
- The service animals' presence, behavior or actions pose an unreasonable or direct threat to property of the health or safety of others. Risk may not be remote or speculative, such as thinking an animal might bite someone or will annoy others. Allergies and fear of animals are generally no valid reasons to exclude a service animal.

Exclusions are determined on an individualized basis and based on whether or not another reasonable accommodation can be provided. If the service animal is to be excluded, the student should be given the option of participating in an activity or receiving services without the service animal on the premises. If the student decides to participate without the service animal, efforts to reasonably accommodate the student should be made. In addition, the student must be allowed to participate in the activity when the animal's behavior is under control.

Questions regarding a service animal should be directed to the CSD

at (860) 486-2020 or [csd@uconn.edu](mailto:csd@uconn.edu). Federal law does not require an animal to be formally trained or certified that it has been trained. A student is not required to provide an ID or any other documentation as a condition of access. Service animals are not required to wear collars, tags, vests, or other identifying equipment indicating that it is a trained service animal. In addition, a service animal user does not have to use a leash if he or she is unable, if using a leash would harm the student, or if the animal must perform a task without use of a leash.

### **Policy on Providing Information in Alternative Formats**

The University of Connecticut is committed to ensuring effective communication to all individuals, including people with disabilities. In keeping with this standard, the University requires that:

- printed materials will be made available in alternative formats upon request. Printed materials include, but are not limited to, departmental/program brochures, announcements of events and activities, newsletters, exams, applications, forms, and any other printed information made available to the general public;
- films and video tapes promoting departmental and program information, or related items acquired by a department or program, be closed captioned;
- departments and programs that sponsor public speakers, information sessions, or public performances provide qualified interpreters for people with hearing disabilities upon request;
- departments and programs establish procedures to respond to requests in a timely fashion.

Departments and programs that have extensive telephone contact with the public are encouraged to have TDDs (telecommunication devices for the deaf).

The University maintains a variety of assistive technology for converting printed text to audio format, enlarged print, and Braille. Please refer to the Center for Students with Disabilities' Web site at [www.csd.uconn.edu](http://www.csd.uconn.edu) on the Husky Web Page, or call the Center at 486-2020 for the list of available assistive technology.

Further, printed information placed on the Internet can be readily accessed by all individuals. Departments and programs are encouraged

to put departmental information, announcements, newsletters, etc. on their Web sites.

The needs of individuals with disabilities should be taken into consideration during the design and construction of all Web sites. For information on how to create an accessible Web site, you may refer to the "Universal Web Site Accessibility Policy for Site Web Sites" at <http://www.access.state.ct.us/policies/accesspolicy40.html>.

The University uses the services of state agencies for qualified interpreters. Information is available through the Office of Diversity and Equity. Providing alternative formats is a departmental and/or program responsibility. Normal budgetary channels should be accessed in order to fulfill requests. Should you require assistance or advice regarding an alternative format request, you may call the ADA Coordinator at 486-2943.

This policy is also available online at:  
<http://www.ode.uconn.edu/altforms.htm>

## **ACADEMIC ACCOMMODATIONS ADVISORY PANEL**

If a disagreement arises concerning specific accommodation requests, the Center for Students with Disabilities (CSD) and the University Program for Students with Learning Disabilities (UPLD) are the official University agents in such matters if a process of conflict resolution is desired. Students must provide relevant documentation of their disability from an appropriate professional source in order to verify their eligibility for accommodations. This documentation is confidential and shared with University personnel on a need-to-know basis only.

The University of Connecticut has established an Academic Accommodations Advisory Panel under the jurisdiction of the Provost, the University's chief academic officer. The purpose of this Panel is to assist the Provost, on a case-by-case basis, in resolving any disagreements that arise concerning specific requests for academic accommodations. The Panel serves as a resource for all University entities including faculty, academic administrators, and University students for a final review of disagreements concerning specific academic accommodation requests.

### **Members of the Panel**

Members of the Academic Accommodations Advisory Panel may include the following:

- Faculty chairperson or designated representative of the Department offering the course(s) in which the accommodation is requested.
- Representative from the School or College.
- Director from either the University Program for Students with Learning Disabilities (UPLD) or the Center for Students with Disabilities (CSD). The staff member who determined an accommodation for the student requesting a review will not participate in the Panel's review of that accommodation request.
- Representative appointed by the Dean of Students.
- Faculty representative from the Special Education Program of the Department of Educational Psychology, Allied Health, or another department or program with specific expertise, to be determined by the ADA Coordinator depending upon the nature of the disability.

### **Procedure**

1. The student requests accommodation(s) and provides supporting documentation according to University guidelines to the Disability Contact Person.
2. In instances where there is disagreement concerning the appropriateness of the requested accommodation, the student,

faculty member teaching the course for which the accommodation has been requested, and the Disability Contact Person will make every effort to resolve the disagreement in a timely manner.

3. If agreement cannot be reached, the student, faculty member, or University administrative staff may file a petition with the ADA Coordinator, Dana McGee, who would have responsibility for convening the Academic Accommodations Advisory Panel.
4. The Panel then reviews the petition and any additional relevant information from University personnel in order to render a decision within ten (10) days from the date of the petition. This decision is subject to the approval of the Provost.
5. While a petition is under review by the Academic Accommodations Advisory Panel or the Provost, a reasonable accommodation should be provided by the faculty member.
6. The decision of the Provost is not appealable; however, a student may pursue standard administrative channels by contacting Dana McGee, Director of the Office of Diversity and Equity, Wood Hall, 1<sup>st</sup> Floor, and/or through external agencies (e.g., Office for Civil Rights) for filing a formal grievance.

## DISCRIMINATION COMPLAINT PROCEDURES

### Summary

Title II of the Americans with Disabilities Act states, in Part 5, "that no otherwise qualified disabled individual shall solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in programs or activities sponsored by a public entity." The purpose of this procedure is to attempt to resolve all types of complaints at the level where they can occur in a timely manner.

Any employee, student, or other member of the University community injured by the discriminatory behavior of an employee may file a complaint under the University's *Discrimination Complaint Procedures*. Similar complaints against students should be filed with the Office of the Dean of Students under the *Student Conduct Code*.

University policy prohibits discrimination on the basis of race, sex (gender, sexual harassment), age, national origin, ethnicity, physical or mental disabilities, sexual orientation, marital status, religion, status as a disabled veteran or veteran of the Vietnam Era, and any other group protected by civil rights laws. Discrimination means unequal treatment or harassment based upon any of these group characteristics. Retaliation against a complainant for filing a complaint, or against witnesses for providing testimony during an investigation, is also prohibited and can be filed as a separate charge under these procedures.

1. Complaints may be filed with Dana McGee, Director of the Office of Diversity and Equity (ODE), within 30 days after the discriminatory act by calling (860) 486-2943 or writing to the ODE at the University of Connecticut, Wood Hall, 1<sup>st</sup> Floor, Unit 2175, 241 Glenbrook Rd., Storrs, CT 06269-2175. Alternatively, a complaint may be filed with the line administrator in the college, school, unit, or division in which the incident occurred.
2. The ODE staff or line administrator interviews complainants to obtain complete accounts of their allegations, and advises them of their right to file complaints through the internal administrative systems and with civil rights agencies. They may also counsel complainants on self-resolution techniques or refer them to additional sources of support. Line administrators may enlist the ODE's advice or support in this phase.
3. Cases filed directly with the ODE (a) If the accused employee is a member of a collective bargaining unit (CBU), the ODE will immediately involve the Office of Labor Relations (OLR) unit of the Department of Human Resources (DHR/LR) and the line

administrator responsible for resolving the problem. Throughout the complaint process, the ODE and the DHR/LR will advise line administrators from the perspective of civil rights and contractual obligations, respectively. (b) If the accused employee is *not* in a bargaining unit, the ODE may either conduct the investigation or have the line administrator handle the complaint. In the former case, the ODE's finding and recommendations are referred to the appropriate line administrator for action.

4. Cases filed directly with line administrators. In all cases, line administrators receiving complaints must consult with the ODE who may advise them on the appropriate handling of the case. If the accused employee is covered by a collective bargaining agreement, then both the ODE and the DHR/LR should be consulted. If not, the ODE will work with the line administrator to determine whether the ODE, the administrator, or another University official should be the appropriate action party.

Although the student is encouraged to attempt to resolve a complaint within the campus process, he or she has the right to file any complaint directly to the Office of Civil Rights (OCR) at any time. The Statute of Limitations for filing a complaint with OCR is 180 days from the time the incident occurred.

## **ACCOMMODATIONS AND SERVICES FOR STUDENTS WITH DISABILITIES**

The University provides many accommodations and services to its students with disabilities. Eligibility for these services is determined individually based on documented need. These can include:

### Academic Accommodations:

- Alternate formats for printed materials
- Assistive listening devices
- Assistive technology
- Computer-assisted real time translation (CART)
- Information regarding class attendance
- Laboratory assistants
- Notetaking assistance
- Oral and sign language interpreters
- Priority registration
- Reduced courseload
- Testing accommodations

### Residential Accommodations and Information:

- Emergency evacuation
- Housing accommodations
- Meal plan accommodations

### Services

- Academic advising and registration assistance
- Academic skills counseling
- Accessibility assessments and collaboration with Architectural and Engineering Services and Facilities Operations regarding campus accessibility
- Accessible van service
- Information and referral source to all University and community programs and services
- Parking information
- Peer education
- Personal assistant referral and training
- Pre-admission counseling and new student orientation
- Referral and liaison services to agencies such as the Commission on the Deaf and Hearing Impaired (CDHI), Family Services Woodfield (FSW), Bureau of Rehabilitation Services (BRS), Board of Education Services for the Blind (BESB), as well as Recordings for the Blind and Dyslexic (RFB&D)
- Technical assistance and training to all university entities

## ACADEMIC ACCOMMODATIONS

### Alternate Formats for Printed Materials

#### Policy

Students with disabilities who require alternate access to printed material may receive their textbooks in an alternate format. Eligibility for this accommodation is determined on an individualized basis, and students must be able to demonstrate a substantial visual or learning disability, which requires alternate materials. In order to assure textbook availability, all relevant textbook information must be forwarded to the Center for Students with Disabilities (CSD) as soon as it is available. Students are responsible for obtaining this information as soon as they register for classes. If you require assistance in obtaining this information, you may contact Christine Morello, at 486-2020 or through e-mail at [christine.morello@uconn.edu](mailto:christine.morello@uconn.edu).

Typically, 6-8 weeks notice is required to obtain alternate formats. Late requests will result in a delay in providing materials. The CSD will make every attempt to provide materials as promptly as possible, and in the format requested by the student. However, consideration will be given to the most expedient manner to obtain materials. The following formats are available:

- E-text from the publisher provided to the student on a CD-Rom or via e-mail
- Text scanned and edited by the CSD and e-mailed to the student as a Word document or provided on a CD-Rom
- Audiotape from Recordings for the Blind & Dyslexic (RFB&D) [[www.rfbd.org](http://www.rfbd.org)] or the Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS) [[www.loc.gov/nls/](http://www.loc.gov/nls/)]
- Audiotape recorded by student readers hired by the CSD – readers are required to complete and deliver tapes in a timely manner by the dates indicated on their contracts; students are required to pick up tapes in a timely manner or at least on a weekly basis
- Large print
- Braille
- MP3 file

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

Please note that all alternate format materials are intended for a student's individual use and should not be shared with others. Any duplication of materials is strongly prohibited.

### **Procedure**

- Determine which books you will require. This information can be obtained by calling the faculty member of the course, the Co-op textbook department (486-3537), or the department secretary for each course. When calling the Co-op textbook department, please indicate that you are working with the Center for Students with Disabilities.
- Students are required to purchase each book and provide proof of purchase (receipt, invoice, etc.) to the CSD prior to receiving materials.
- If you are requesting an audio format, contact Recordings for the Blind and Dyslexic (RFB&D) to determine if any of your books are available. They may be contacted at (800) 221-4792, or search their on-line catalogue at [www.rfbd.org](http://www.rfbd.org). Audio books may also be available from the Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS). Search their on-line catalogue at [www.loc.gov/nls/](http://www.loc.gov/nls/).
- For books that are available from RFB&D or NLS, please include the shelf numbers on the request form. Although you may have an individual membership with RFB&D, the CSD will assume the responsibility for ordering your books.
- If you are requesting electronic text (e-text), the CSD will contact the publisher, [www.bookshare.org](http://www.bookshare.org), [www.etext.com](http://www.etext.com), etc. to determine its availability. If the material is not available from the publisher, the CSD will obtain permission from the publisher to scan and edit the material .
- Complete an Alternate Format Request Form available at the CSD. **All lines on the form must be completed.**

- **RETURN THE REQUEST FORM TO THE CSD AS SOON AS POSSIBLE IN ORDER TO ASSURE TEXTBOOK AVAILABILITY.**
- **At the end of each semester, students are required to return all materials to the Center for Students with Disabilities.**

Assistive technology resources are also available at the CSD to any student who has participated in an orientation regarding their proper use. Please inquire with Wade Gibbs at 486-2020 or [wade.gibbs@uconn.edu](mailto:wade.gibbs@uconn.edu) if you are interested in an orientation session.

### **Assistive Listening Devices**

Students who are deaf or hard of hearing may also require an assistive listening device in the classroom. The most common device is a personal FM System where the speaker or class faculty member wears a microphone and the student wears an amplification unit. Students may use an FM System available at the Center. Students are requested to fill out an equipment loan agreement form and work out the terms for returning the equipment. Please contact the CSD for more information.

### **Assistive Technology**

#### **Website Accessibility:**

The University of Connecticut (UConn) has implemented the LIFT Text Transcoder software in an effort to efficiently convert webpages with images, style, color and text into text-only sites. These text-only websites ensure accessibility for individuals with disabilities viewing a UConn webpage and may be accessed by clicking on the "Text-Only" link on a UConn webpage. This option also assists users who access UConn webpages via cell phones, PDAs or other portable electronic devices.

#### **Technology Located at the Center for Students with Disabilities:**

The University of Connecticut Center for Students with Disabilities maintains a wide variety of assistive technology to help students access materials in alternate formats. Assistive computers and other equipment are located at both the Center and the Homer Babbidge Library (on the first floor near the Information Desk). Students interested in utilizing the equipment should contact the Center for Students with Disabilities at 486-2020 for an introductory session. The assistive technology is available for use by any student with a disability who has completed an orientation to the equipment and the rules regarding its proper use.

### **Hardware and software available on CSD assistive technology PC's:**

- Scanners with automatic document feeders
- Dragon NaturallySpeaking - continuous speech recognition software  
<http://www.scansoft.com/naturallyspeaking/>
- JAWS for Windows screen reading software  
[http://www.freedomscientific.com/fs\\_products/software\\_jaws.asp](http://www.freedomscientific.com/fs_products/software_jaws.asp)
- Kurzweil 1000 and 3000 scanning software with speech output  
<http://www.kurzweiledu.com/>
- MAGic screen magnification software  
[http://www.freedomscientific.com/fs\\_products/software\\_magic.asp](http://www.freedomscientific.com/fs_products/software_magic.asp)
- MegaDots Braille Translator  
<http://www.duxburysystems.com/megadots.asp>
- ZoomText screen magnification software  
<http://www.aisquared.com/Products/index.cfm>

### **American Printing House for the Blind - Handi-Cassette 4-Track Tape Recorders/Players**

[http://www.aph.org/catalogs/cat\\_html/products06-07.html#handi\\_cassette](http://www.aph.org/catalogs/cat_html/products06-07.html#handi_cassette)

These tape recorders were designed to provide optimum record and playback capability using prerecorded textbooks or blank cassettes.

Features include:

- Digital Pitch Control (DPC): Increase or decrease rate of listening without unpleasant change in voice pitch
- Play and record on 2 or 4 tracks. Play and record at 1 7/8 inches per second or 15/16 ips (Talking Book speed)
- Built in mono speaker and microphone
- Stereo playback through included headphones
- Tactile symbols on controls and touch checking of tape movement
- Power: wall outlet or included rechargeable batteries or regular AA batteries

**Aladdin Ambassador**

<http://www.telesensory.com>

With its award winning OCR scanning technology, this reading machine produces highly accurate readings from text-to-speech. It uses the DECtalk speech synthesis software and a 1.08 gigabyte hard drive to store over 60,000 pages of text. A tape recorder can also be attached to make recordings.

**Aladdin Companion CCTV**

<http://www.telesensory.com>

This is a light-weight, portable 9-inch black-and-white CCTV for use at the Center or easily moveable to other locations as necessary.

**Aladdin Rainbow Color CCTV**

<http://www.telesensory.com/products2-1-6.html>

This CCTV is a 14-inch monitor with a 13.3-inch diagonal viewing area. It will magnify standard, 10-point newspaper print to over 3-inches tall with various background and foreground color options.

**Phonic Ear Solaris Binaural Precision Hearing System**

<http://www.phonicear.com>

This system consists of a wireless transmitter and receiver, each with 40-channel built-in dial-selectable FM channels. The speaker wears the transmitter, which sends the sound through an FM radio frequency to the handset. The receiver amplifies the sound and sends it directly to the listener's ear through ear-mics connected to the listener's earmolds (transducers may be used as well). The Solaris Binaural can also be connected to personal hearing aids or a variety of other listening options.

**Phonic Ear Toteable Sound Field System**

<http://www.phonicear.com>

This personal listening system consists of a FM transmitter that sends the desired speech or other auditory signal to the FM receiver, which is used by the listener. The signal is then amplified and sent to the listener's ear. Since it is wireless, it can be used indoors and outdoors. It is especially useful in noisy areas or where there is a large distance from the speaker to the listener.

### **QuickPADs with infrared receivers**

<http://www.quickpad.com>

The QuickPAD is a portable keyboard that functions as a word processor. It can be used for notetaking in class or any other place a student may need to write. The files can be stored in ten separate folders for security (up to 70 pages of text). The information is then transferred to a computer to be inserted into a current document or to be printed. Some other functions include: spell check dictionary, typing tutor, and calculator.

### **ReadPlease**

<http://www.readplease.com>

ReadPlease is a text-to-speech program allowing almost any text to be read aloud on a computer. Running only on Microsoft Windows-based computers, the free version of ReadPlease enables users to cut and paste text into the program for listening. The free version comes with four distinct voices and two sliders: one controls the size of the font and the other controls the reading speed. The Plus version (available for purchase from ReadPlease) gives users many more options, including AT&T Natural Voices.

### **Victor Reader VIBE (Daisy CD Player)**

[http://www.humanware.ca/web/en/p\\_DP\\_VR\\_Vibe.asp](http://www.humanware.ca/web/en/p_DP_VR_Vibe.asp)

Victor Reader VIBE is both a sophisticated digital talking book player and an audio and MP3 CD player that you will want to take with you everywhere. Its advanced functionalities allow you to read highly structured books such as school manuals and reference books as well as novels and magazines.

#### **Features:**

- Consumer's electronics for the visually impaired and dyslexic
- Accessible with embossed tactile markings: tactile zones and markings for easy recognition of controls.
- Standard CD player: also plays audio and MP3 CDs.
- Advanced functionalities: Go to page, Bookmarks and Speed control with pitch compensation.
- The most compact Daisy player in the world: Light weight 275 grams and dimensions 29 x 148 x 138 mm
- Supports all Daisy navigation levels: Quickly go to chapter, section, page, paragraph, and so on.
- All inclusive package: Earphones, power adapter, carrying case and rechargeable batteries

- Simple firmware upgrade via CD

### **ViewPlus Tiger Max Embosser**

<http://www.viewplus.com/products/braille-embossers/max-embosser/>

Tiger embossers are the only embossers that allow creating and embossing of Braille directly from mainstream Windows(r) software like MS Office(r), as well as from traditional Braille-making software like Duxbury and Megadots. The Tiger Max Embosser can emboss Braille and graphics together on regular paper. Users can create graphics like they would for an ink printer using familiar Windows(r) software. Braille production is just one use for the Tiger Max; also get amazing graphics straight from Windows, and emboss math graphics from mainstream software.

#### **Key Features:**

- Braille:
  - 60 characters per second (4 pages of braille per minute - 11.5 by 11 size)
  - Interpoint & Intergraphix (2 pass process even allows you to mix graphics and interpoint text)
- Graphics:
  - 20 dots per inch resolution
  - Automatic conversion of colored and shaded images to 3-D tactile graphics
- Compatible Braille software:
  - Duxbury & Megadots & Braille hardware
  - Microsoft Office(r) (also for graphics)
  - Includes ViewPlus(r) Braille translator for converting text to Braille directly in Windows(r)

### **Williams Sound Personal FM Listening Systems**

<http://www.williamssound.com/productlist.aspx>

Students who are deaf or hearing impaired may also require an assistive listening device in the classroom. The most common device is a personal FM System where the speaker or class faculty member wears a microphone and the student wears an amplification unit. Students may borrow an FM System from the Center on an as-needed basis. Students are requested to fill out an equipment loan agreement form and work out the terms with the Director. Please contact the CSD for more information.

These wireless systems use transmitters and receivers to allow hearing in difficult listening situations:

- The Transmitter is a battery-powered belt pack used with a microphone (included) to convert sound into an FM signal;
- The Receiver is also battery-powered and is used with an earphone (also included) to hear the radio signal sent by the transmitter;
- Also has a T-switch capacity with a neckloop (included).

**For equipment located at the Homer Babbidge Library, please use the following link: <http://www.lib.uconn.edu/using/LSPD/lshdp.htm>.**

### **Computer-assisted Real Time Translation (CART)**

Depending on the nature of a student's hearing disability, the CSD may provide Computer Assisted Real-Time Translation (CART). CART is the instant translation of the spoken word into English text performed by a CART reporter using a stenotype machine, notebook computer, and real-time software. The text is then displayed on the computer monitor for the student to read. This accommodation provides on-the-spot communication access to information as it is being given.

CART may be provided for classroom lectures, fieldwork, meetings with faculty members, and for any activity directly related for a student's academic program. Students requesting this accommodation must contact Jennifer H. Lucia, Associate Director, as soon as possible to discuss the accommodation. Students are requested to submit current documentation consistent with the CSD's documentation guidelines for students who are deaf or hard of hearing, which are available online at [www.csd.uconn.edu/doc\\_guidelines.html](http://www.csd.uconn.edu/doc_guidelines.html). Once documentation is provided, the CSD will review the information in consultation with the University's Speech and Hearing Clinic in order to determine reasonable and appropriate accommodations.

If CART is deemed appropriate, the CSD will make arrangements for the accommodation by hiring qualified CART reporters. Students will receive a copy of a 'rough edit' transcript after each class in a timely manner to be determined by the student and CART reporter. Written notes may alternatively be provided by a qualified notetaker. Students are requested to notify the CSD and/or CART reporter if he or she is unable to attend class so that the CART reporter can be canceled for the day. Students are also responsible for notifying the CSD if CART arrangements are not suitable or to discuss any other concerns.

## **Information Regarding Class Attendance**

The Center for Students with Disabilities (CSD) does not have a role in determining course attendance policies. Because attendance may be integral to the learning process, these policies are set by faculty at the college, departmental, or individual level.

In some cases, participation is fundamental to course objectives; for example, students may be required to interact with others in the class, to demonstrate the ability to think and argue critically, or to participate in group projects. In other instances, faculty may determine that students can master course content despite some or many absences. Similarly, faculty also determine policies regarding make-up work and missed quizzes and exams. **Faculty are not required to lower or make substantial modifications of standards for accommodation purposes.**

In the event that a student's disability may impact his/her attendance in class, the CSD will provide an accommodation letter to each faculty member verifying a student's disability and documenting his/her needs for occasional absences from class. Students are encouraged to meet with their faculty to discuss the implications that absences may have on course requirements. Students are also apprised that a considerable number of absences may require alternate assignments in order to fulfill class objectives. The decision to provide alternate assignments is at the discretion of the faculty member based on course requirements. Faculty are encouraged to include attendance/make-up policies in their syllabi in order for students to make informed choices regarding course selection.

## **Laboratory Assistants**

The CSD may provide laboratory assistants to those students who require assistance in the lab. Students should contact the Center early in the semester to discuss their needs.

## **Notetaking Assistance**

### **Policy**

Notetaking assistance is provided as an accommodation for students whose documented disabilities interfere with their abilities to take notes. Notetaker assistance is intended for a student's personal study use only and is not to be shared with other individuals. This service is provided as

a necessary academic accommodation and is not considered a substitute for a student's full participation in each class. **Please note, if notes are available on-line or from the faculty, notetaking assistance is not indicated. However, if you feel your situation warrants special consideration, you must contact the Director of the Center for Students with Disabilities (CSD), Donna Korbel, to discuss your needs.**

Students are responsible for notifying the CSD if suitable arrangements are not made within the first two weeks of class or if other difficulties occur during the semester. Notetakers are required to provide notes within 24 hours of each class. Students receiving notetaking assistance are required to pick up notes in a timely manner or at least on a weekly basis.

### **Procedure**

- Prior to the start of the new semester or within the first two weeks, students requesting notetaking assistance must meet with a representative of the CSD and provide appropriate documentation to be considered for this accommodation.
- If the student is approved for this accommodation, the student will hand deliver a notetaker request letter to the faculty member of each class for which notes are being requested.
- The letter will request that the faculty member make an announcement in class that there is a student requesting a notetaker and that anyone interested should contact the CSD. **The faculty member is requested to maintain confidentiality regarding the student's identity.**
- Once a notetaker has been identified, an e-mail notification will be sent to the student. Students are reminded that they are responsible for notifying the CSD if notes are not received in a timely manner or if any concerns regarding the notes arise.
- Students have the option of receiving notes directly from the notetaker after each class or picking up notes at the CSD on at least a weekly basis. Students will choose their preferred method prior to hand-carrying the accommodation letters to their faculty members.

### **Student Responsibilities**

- Prior to a new semester or within the first two weeks, request your accommodations at the CSD

- Identify the preferred method for receiving notes – either directly from the notetaker after each class or picking notes up on at least a weekly basis at the CSD
- Pick up and hand carry your accommodation letters to your faculty members.
- Contact the CSD at 486-2020 **as soon as possible** if:
  - Class notes are available online and you no longer need a notetaker
  - You make changes to your class schedule
  - You have not received notification that a notetaker has been hired
  - Any concerns arise regarding your notes
- For general inquiries or information, please contact the CSD notetaking coordinator, Christine Morello, at 486-2020

#### CSD Responsibilities

- Review documentation and recommend appropriate accommodations
- Generate accommodation letters to faculty on behalf of the student
- Assure that qualified notetakers are identified and provide appropriate training
- Resolve issues that arise regarding this accommodation

#### Faculty Responsibilities

- Assist in the implementation of notetaking assistance services by making an announcement as indicated
- **Maintain the confidentiality of the student's identity by not revealing his/her name**
- Discuss this accommodation with the students and provide support as needed
- If a notetaker is not identified, assist the CSD in identifying other alternatives
- Notify the CSD if notes are available online or are made available to all students in the class

#### Notetaker Responsibilities

- Complete a notetaker contract, employment application, and online training
- Maintain the confidentiality of the identity of the student for whom you are taking notes

- Within 24 hours after each class, provide notes in the student's preferred method, which will be shared at the time of hiring
- Notify the CSD regarding the availability of notes on-line
- Attend each class
- Make sure that notes are legible and comprehensive
- Contact the CSD **immediately** if for some reason you are unable to continue as a notetaker so that alternate arrangements can be made (e.g. if you change your schedule)
- Fill out time sheets weekly for student payroll
- If you have any questions or concerns, you are encouraged to contact Christine Morello at 486-2020

### **Oral and Sign Language Interpreters**

At the request of students who are deaf or hard of hearing, the CSD will provide oral or sign language interpreters. Students are requested to submit current documentation consistent with the Center's documentation guidelines for students who are deaf or hard of hearing, which is available on-line at [www.csd.uconn.edu/doc\\_guidelines.html](http://www.csd.uconn.edu/doc_guidelines.html). The CSD works primarily with the Commission on the Deaf and Hearing-Impaired, Family Services Woodfield, and also employs qualified freelance interpreters as the need arises. Students may also identify their own qualified interpreters. Students are requested to contact Jennifer H. Lucia, Associate Director, at 486-2020 (Voice) or 486-2077 (TDD), as soon as his/her class schedule has been established. Students are requested to notify the CSD and/or interpreter if he or she is unable to attend class so that the interpreter can be canceled for the day. Students are also responsible for notifying the CSD if interpreter arrangements are not suitable or to discuss any other concerns.

### **Priority Registration**

Priority registration is available to those students who require it as an academic accommodation. Students who may qualify for priority registration include:

- students with mobility disabilities
- students following a strict medication or treatment regimen
- students who require taped textbooks or alternate format textbooks
- students with energy limitations that require a particular schedule

**Eligible students will be contacted prior to registration each semester with the registration procedures.** Priority registration is only available on the designated date each semester. **While students may register independently on-line, assistance is available at the CSD.**

### **Reduced Courseloads**

Students with disabilities may enroll in a less than full-time courseload as an academic adjustment to accommodate their disability under the Americans with Disabilities Act of 1990 and the regulations accompanying Section 504 of the Rehabilitation Act of 1973. Students are encouraged to discuss full-time courseload requirements with an academic advisor from their respective program. A financial aid counselor can determine how their aid will be affected by a reduced courseload. For additional information, please refer to the Eligibility for Financial Aid Policy on page 19.

### **Testing Accommodations**

Students with disabilities may receive testing accommodations determined on an individualized basis. A test, as used in this context, refers to quizzes and examinations taken during the semester in conjunction with an academic class. Students should discuss their specific needs for testing accommodations with Center for Students with Disabilities (CSD) staff **within the first two weeks** of a semester.

Students with **documented learning disabilities** who require accommodations must identify themselves to the University Program for Students with Learning Disabilities (UPLD) and present appropriate documentation. All other students, including those diagnosed with ADD/ADHD must present documentation to the CSD.

If the need for accommodations is deemed appropriate, students are requested to meet with CSD staff with their course information each semester. The CSD will then generate a testing accommodation letter, which the student will hand carry to each class faculty. **The two University agents authorized to determine appropriate academic accommodations are the Center for Students with Disabilities (CSD) and the University Program for Students with Learning Disabilities (UPLD). Any other requests for academic accommodations from other University entities are not mandated.**

Students are responsible for meeting with faculty to discuss exam accommodations at the beginning of the semester (within the first two weeks). It is our policy that students take exams at the scheduled time of the course unless the faculty member and director of the CSD approve an alternate time. It is also our policy that exams be administered within the academic department whenever possible. However, if this is not tenable, exams may be administered and proctored at the CSD.

Test accommodations determined on a case-by-case basis may include:

- Extended time to complete examinations and quizzes;
- A reduced distraction environment separate from the class;
- Special equipment such as a word processor, magnifier, or braille;
- Readers and/or scribes; and
- Alternate formats such as oral or taped tests.

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

Exam Administration Procedure:

- When exams or quizzes are to be administered by the CSD, the student or faculty member must contact the CSD in order to schedule the test. Exams must be taken during the regular class time unless the faculty member and Director of the CSD approve an alternate time. Exams must be scheduled at least **48 hours in advance** in order to ensure adequate accommodations. Failure to provide adequate notice may result in the accommodations not being available.
- The student and/or faculty member is responsible for completing an **Exam Administration Form**, which contains information

about the course, what accommodations are to be provided, as well as the delivery of the examination. This information may be called in over the phone (486-2020) or completed at the CSD. All information will be verified with the faculty member.

- Whenever possible, exams should be e-mailed to [wade.gibbs@uconn.edu](mailto:wade.gibbs@uconn.edu) or delivered by confidential fax to 486-4412. If an e-mail or fax is not possible, exams may also be delivered in a sealed envelope by the student, faculty member, or a department designee (such as the TA), or picked up by the Center. **FACULTY SHOULD NOT SEND EXAMS TO THE CSD THROUGH CAMPUS MAIL.**
- The CSD secures all exams in a locked file cabinet upon receipt. Upon return, exams will be sealed in an envelope with an office label and signed by the appropriate CSD representative.
- Whenever possible, exams will be returned by e-mail or fax. Exams may also be returned by the student in a sealed envelope, by the CSD, or picked up by the faculty member or department designee. **THE CSD WILL NOT RETURN EXAMS THROUGH CAMPUS MAIL.**

Please note the following:

- All test materials, including calculators, formula sheets, etc., will be checked prior to the start of the exam to assure that they conform to the faculty's directions.
- Once a student begins an exam, he/she will not be permitted to leave the room. In the case of an emergency, the CSD will document why the student left and will inform the faculty member. In such a case, a CSD representative will accompany the student.
- Cell phones, pagers, student backpacks, hats, bags, etc. are not permitted in the testing room.
- Students who are more than a half-hour late of the scheduled start time will not be permitted to take the exam without approval of the faculty member.

## RESIDENTIAL ACCOMMODATIONS AND INFORMATION

### Emergency Evacuation

#### Policy

The University Residence Hall Evacuation Plan has been developed in cooperation with the University Fire Department, Department of Residential Life and the Center for Students with Disabilities (CSD) in order to maximize the safety of all students. All of the campus residence halls have been updated to comply with fire safety regulations and sprinkler systems are operational in all of the units. For individuals who have difficulty evacuating a residence hall independently, we recommend selecting a lower floor room.

Each semester, the CSD maintains a confidential list of students with mobility disabilities who may need assistance with evacuation. The list contains students' names and their room assignments. This list is shared with the Police Department, Fire Department, Complex Managers, and Hall Directors, so that in the event of a fire, they know where students are assigned.

#### Procedure and Student Responsibilities

- When the alarm sounds, students should call 911, the Fire Department at 486-4925, or the Police Department at 486-4800 to determine if there is an emergency.
- The fire department has equipment that enables them to accurately identify where the emergency exists within the building.
- The fire department will advise the student if an emergency exists and explain what to do. If there is no emergency students will be allowed to remain in their room.

**In addition, students are encouraged to contact their hall directors to discuss evacuation procedures specific to their residence halls.**

## Housing Accommodations

### Policy

The Center for Students with Disabilities (CSD) works collaboratively with the Department of Residential Life (DRL) in order to provide housing accommodations to qualified students with disabilities. By federal law, a person with a disability is any person who: 1) has a physical or mental impairment; 2) has a record of such impairment; or 3) is regarded as having such an impairment, which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.

Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available. **Please be advised that single rooms are reserved for individuals who document substantial needs and for whom living with a roommate is not viable.**

### Procedure and Student Responsibilities

- Students requesting housing accommodations should come to the CSD and fill out a brief student information packet. The CSD is located in 201 Wilbur Cross.
  - **Please note that you are still required to complete any applications for DRL.**
  - **Students must also comply with any DRL deadlines, for example** - deadline for DRL housing application, deadline for room deposit, etc.
- Students must present appropriate medical documentation to the CSD, which establishes the need for an accommodation and relates the current impact of the condition to the requested accommodation.
- Documentation can be hand-carried, faxed to the CSD at (860) 486-4412, or mailed to 233 Glenbrook Rd., Unit 4174, Storrs, CT 06269.

**Guidelines for Medical Documentation** – the following information should be shared with the appropriate medical professional treating the student:

Documentation consists of an evaluation by an appropriate professional that relates the current impact of the condition to the request. The diagnostician must be an impartial individual who is not a family member of the student. Documentation should include:

- A diagnostic statement including the date of the most recent evaluation;
- The current impact of (or limitations imposed by) the condition;
- Treatments, medications, devices or services currently prescribed or used to mitigate the impact of the condition; and
- The expected duration, stability or progression of the condition.

In addition to the basic documentation for a condition listed above, recommendations from the treating professional are welcome and will be given consideration in evaluating a request. However, final determination regarding an accommodation will be made by the CSD. Recommendations should:

- Provide a clear description of the recommended housing accommodation;
  - Explain how the recommended accommodation will mitigate the condition;
  - Include possible alternatives to the recommended accommodation; and
  - Include a statement of the level of need for (or consequences of not receiving) the recommended accommodation.
- Once appropriate documentation is received, the CSD will review the request. If approved for an accommodation, the CSD will work with Residential Life and make an assignment.

## Meal Plan Accommodations

### Policy

The Center for Students with Disabilities (CSD) works collaboratively with the Department of Dining Services, Residential Life and Health Services in order to provide accommodations to qualified students with disabilities. According to the terms and conditions of the On-campus Housing Contract, **“All students residing in undergraduate residence halls are required to participate in the dining program with a meal plan. Students residing in apartments or graduate housing may purchase any meal plan including options available to commuters.”** 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. Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

### Procedure

- Students must meet with the University nutritionist and the appropriate dining manager, as designated by the nutritionist, to determine whether or not modifications can be made in the dining halls based on the student’s specific dietary needs. An appointment with the nutritionist can be scheduled by calling (860) 486-2719.
- After meeting with the University nutritionist and dining manager, if a student still feels that their dietary needs cannot be accommodated in the dining halls, students should contact the Center for Students with Disabilities (CSD) and fill out a Student Information packet.
- Students must present appropriate medical documentation to the CSD, which establishes the need for an accommodation and relates the current impact of the condition to the requested accommodation. Documentation will be kept confidential and maintained at the CSD only. Guidelines for medical documentation are provided on the back of this page. Students are encouraged to share these guidelines with their physicians.
- Documentation can be hand-carried, faxed to (860) 486-4412, or mailed to the CSD at 233 Glenbrook Rd., Unit 4174, Storrs, CT 06269-4174.

- Once appropriate documentation is received, the Meal Plan Accommodations Review Committee will be convened to review the request. This committee includes individuals from the Center for Students with Disabilities, University Nutrition Services, Dining Services, Department of Residential Life and Student Health Services.
- Decisions will be based on the documented need of the student as verified by the physician, the recommendation of the committee, and the capacity of the dining hall to accommodate the need.

**Guidelines for Medical Documentation** – the following information should be shared with the appropriate medical professional treating the student. The diagnostician must be an impartial individual who is not a family member of the student. Documentation consists of an evaluation by an appropriate professional that relates the current impact of the condition to the request, and should include:

- A diagnostic statement including the date of the most recent evaluation;
- The current impact of (or limitations imposed by) the condition;
- Treatments, medications, devices or services currently prescribed or used to mitigate the impact of the condition;
- The expected duration, stability or progression of the condition.

In addition to the basic documentation for a condition described above, recommendations from the treating professional are welcome and will be given consideration in evaluating a request. However, final determination regarding an accommodation will be made by the Meal Plan Accommodations Review Committee. Recommendations should include:

- A clear description of the meal plan modification requested;
- An explanation of how the modification will mitigate the condition;
- Possible alternatives to the recommended accommodation
- A statement of the level of need for (or consequences of not receiving) the modification.

**Practitioners are reminded that a meal plan modification will only be granted for students with documented disabilities for whom eating in the dining halls is not viable due to medically necessitated dietary requirements.**

## SERVICES

### **Academic Advising and Registration Assistance**

While students are encouraged to meet with their appropriate academic advisors, the CSD can assist in the academic advising process to suggest appropriate classroom accommodations. Advising is individualized to take into account the impact of an individual's disability on the recommended course selection. Once a student's schedule has been determined, appropriate academic accommodations will be identified.

### **Academic Skills Counseling**

Students who are receiving services from the Center for Student with Disabilities have the option to participate in one-on-one academic skills counseling with a skilled CSD staff member. Academic skills counseling is individualized to assist students in areas of time management, memory and concentration, study skills, as well as test taking, note taking, and organizational strategies. Sometimes simple weekly or biweekly meetings to monitor the student's progress are also sufficient. To address the unique needs of students, academic facilitation is catered specifically to each student. This supplemental service aids in the development of academic skills and practices by way of increased self-awareness and self-knowledge, and assists in the development of self-determination.

### **Accessible Van Service**

Accessible Van – (860) 486-4991

Website: <http://web.uconn.edu/parking/AVS.html>

Escort Services – (860) 486-4809, [www.police.uconn.edu](http://www.police.uconn.edu)

The Accessible Van Line is a division of the Transportation Department and is available to students, faculty and staff with disabilities. This service provides safe and timely campus and local transportation. The department operates four vans, all of which have wheelchair lifts, to ensure that students get to classes, jobs, residences, and activities safely and efficiently.

At the beginning of each semester the CSD forwards a list of permanent van passengers, who generally have use of the van for the entire school year. Temporary passengers are allowed to use the service on an as

needed basis. Students with temporary disabilities may call the Van Line directly at 486-4991 to arrange a schedule.

All permanent van passengers are responsible for turning in a copy of their schedules for desired pick up times by a certain date, and the Accessible Van Coordinator will work out a semester schedule. Other pick up times can be called into the Van Line as needed, allowing about a half-hour leeway. Van drivers are required by department regulations and by law to ensure the accommodation and safety of van passengers.

Hours of operation during the academic semester are:

Monday–Thursday	7:00 am - 12:10 am
Friday	7:00 am – 1:30 am
Saturday	11:00 am – 1:30 am
Sunday	9:00 am - 12:00 am

Students are encouraged to go to <http://web.uconn.edu/parking/AVS.html> for schedule changes.

Please note that rides are available from Escort Services (486-4809) when the accessible vans are not running. **Please be aware that there may be a longer wait time for rides.**

### **Parking Information**

Parking Services - (860) 486-4930  
Website: [www.park.uconn.edu](http://www.park.uconn.edu)

Students with state issued handicapped placards or plates must register for a parking permit through the University of Connecticut Parking Services Office. Medical parking permits range in cost from \$80 to \$102, depending on the status of the student. The three groups of students are; Resident, Commuter and Graduate Assistants. Parking is available to these students in any unreserved lot. Parking rules and regulations apply to everyone operating a motor vehicle. There is no parking allowed in reserved spaces, fire lanes, load zones, sidewalks or on the grass.

Students requesting a temporary medical parking permit without a state handicapped permit must apply directly to the Parking Services Office. To be considered, the student must provide a signed HIPPA form and documentation from their physician on official letterhead. For these reasons, telephone request cannot be considered. And while we recognize that a request may be time sensitive, please also be aware

that the later the requests are made, the longer the process will take. Every effort should be made by the student to send in their medical request at least two weeks before the first day of class. All temporary medical requests will be reviewed on a case by case basis by a Student Health Services staff member.

Parking Services is located in the Central Warehouse Building #3 North Hillside Road. (Behind the Police Department)

### **Peer Education**

At the Center for Students with Disabilities, peer educators are available to assist prospective, incoming, and current students by serving as mentors to promote and represent the university. Peer educators also work to raise awareness around healthy lifestyles and other relevant issues that surround campus life. The role of a peer educator is one of a helping nature and aims to improve the well being of the students at the University of Connecticut.

### **Personal Assistant Referral and Training**

Student Health Services – (860) 486-0764; [www.shs.uconn.edu](http://www.shs.uconn.edu)

The CSD at the University of Connecticut acts as a referral source by assisting students with disabilities to locate personal assistants (PAs). PAs work directly with students who are in need of assistance with activities of daily living. Students, not the CSD, are responsible for securing and paying personal assistants. Applications are taken year-round at the CSD and are then shared with the students seeking assistance. Potential PAs are then contacted and hired by the student depending on their availability and the student's needs. While the Center will assist students in identifying individuals who are interested in becoming personal assistants, please be advised that the provision of applications does not constitute an endorsement of each applicant. **CSD staff is not authorized to assist you with your personal care needs.**

PA duties may include:

- daily grooming and hygiene
- transfers
- bathing and dressing
- laundry and errands
- other individual duties as needed

Additional information may also be obtained from Michele LaBonte, Director of Nursing at Student Health Services. PAs may receive an explanatory demonstration by a Registered Nurse or Nurse Practitioner from Student Health Services. Call 486-0765 to arrange an appointment. A training manual is also available to students from the CSD to assist students in hiring and supervising PAs.

Additional information on working with a personal assistant can be found on the CSD website at:  
[http://www.csd.uconn.edu/personal\\_assistant\\_policy.html](http://www.csd.uconn.edu/personal_assistant_policy.html).

**Pre-Admission Counseling and New Student Orientation**

Admissions Office – (860) 486-3137; [www.admissions.uconn.edu](http://www.admissions.uconn.edu)  
Orientation Services – (860) 486-4866; [www.newhusky.uconn.edu](http://www.newhusky.uconn.edu)  
Lodewick Visitors Center – (860) 486-4900; <http://visitors.uconn.edu/>

The CSD works closely with the Department of Admissions, Orientation Services and the Lodewick Visitors Center to provide information for prospective students.

The CSD will respond to telephone inquiries and referrals by sending the appropriate or requested information about the Center for Students with Disabilities, as well as an invitation to visit the University. Prospective students are encouraged to visit the University and the CSD prior to the start of their first semester.

## BUILDING ACCESSIBILITY

- F1= Fully Accessible:** At least one accessible entrance **with** an automatic door opener; accessible restrooms; elevator(s) if applicable
- F2= Accessible:** At least one accessible entrance; **no** automatic door openers; accessible restrooms; elevator(s) if applicable.
- L= Limited Access:** At least one accessible entrance; only some classrooms and facilities accessible.
- N= Not Accessible:** Building is not accessible.

<u>BUILDING</u>	<u>CODE</u>	<u>ADDITIONAL COMMENTS</u>
ABL – Agricultural Biotechnology Laboratory	F1	
ACS - Art Ceramic Studio	F2	
ADC - Art Design Center	F2	
ALUM – Alumni House	F2	
APS - Art Printmaking Workshop	F2	
ARJ - J. H. Arjona	F1	
ARTB - Art Building	F2	
ATWR - Animal Pathology & Atwater Laboratory	F2	accessible entrance in rear of building; accessible unisex bathrooms on 1 <sup>st</sup> & 2 <sup>nd</sup> floors; accessible locker rooms on ground floor
B1 - Biobehavioral Sciences	F2	
B3 - Biobehavioral Science 3	F2	connected to the Biobehavioral Science 4 Annex (B4A)

B4 - Biobehavioral Science 4	F2	connected to the Biobehavioral Science 4 Annex (B4A)
B4A - Biobehavioral Science 4 Annex	F2	
B5 - Biobehavioral Science 5	L	
BCH - Beach Hall	F2	accessible bathrooms on ground floor; accessible unisex bathroom on 4 <sup>th</sup> floor
BFFC – Burton Family Football Complex	F1	
BIOT – Biotechnology Building	F1	
BISH – Bishop Center	F2	
BOUS - W. A. Bousfield (Psychology)	F1	
BRON - A. B. Bronwell Bldg. (Engineering III)	F2	men's accessible bathroom on 1 <sup>st</sup> & 3 <sup>rd</sup> floors; women's accessible bathroom on 2 <sup>nd</sup> floor
BSP – Biological Sciences/ Physics Building	F1	
BUD – Budds Building	F2	
BUSN - School of Business	F1	
CAST - F. L. Castleman (Engineering I)	F1	
CHM - Chemistry Building	F1	
CLAS – College of Liberal Arts & Sciences	F1	
CLAS Academic Services Center	F2	

COOP – Co-op	F1	
CUE – Center for Undergraduate Education	F1	
DB – Dairy Bar	F2	
DC – The Daily Campus	F2	
DODD - Dodd Center	F1	
DRMU - Drama Music	F1	accessible bathrooms and showers on 1 <sup>st</sup> floor
EII - Engineering II	F2	
FG - Floriculture	L	access through ramps on North & South sides; no accessible bathrooms
FS - Family Studies	F2	Service elevator – students may need assistance; accessible bathrooms on ground floor
GAMP - Sports Center	F1	
GANT – Gant Science Complex	F2	
GENT - C. B. Gentry (Neag School of Education)	F1	
GRE - Greer Field House	F1	
GUL – Gulley Hall	F1	
HALL - Hall Dorm	L	Access to ground floor only; accessible unisex bathroom on ground floor
HAWL - Hawley Armory	N	Building is not accessible
HBL – Home Babbidge Library	F1	

HDC - Human Development Center	F1	
HEW - H. G. Hewitt (Pharmacy)	F2	accessible bathrooms on 2 <sup>nd</sup> floor
HHA – Horse Barn Hill Arena	F2	
HJT - Harriet S. Jorgensen	F1	elevator does not provide access to the lower or upper balconies
ICE – Ice Arena	F1	
IMS - Institute of Materials Science	F2	
ITE – Information Technologies Engineering Building	F1	
JONS - R. E. Jones	F2	
KLIN - M. S. Klinck	L	Access to ground floor only
KNS - Koons Hall	F1	Accessible unisex bathroom on ground floor
LVC – Lodewick Visitor’s Center	F1	
MAN - Manchester Hall	L	Access to ground floor only; accessible unisex bathroom on ground floor
MLIB – Music Library	F1	
MNH – Museum of Natural History	F1	
MONT - H. R. Monteith	F1	Accessible unisex bathroom on 2 <sup>nd</sup> floor
MSB - Math Sciences Building	F2	

MUSB - Music Building	F1	Accessible bathrooms on 2 <sup>nd</sup> floor; accessible locker rooms and bathrooms in basement
NHI – Nathan Hale Inn	F2	
NKT – Nafe Katter Thrust Theatre	F1	
PB - Physics Building	F2	
PBB – Pharmacy/Biology Building	F1	
PCSB - D. C. Phillips (Comm. Sciences)	F2	accessible unisex bathroom on 1 <sup>st</sup> floor
PDFD – Public Safety Complex	F2	
PR – Putnam Refectory	F2	
RH - Ratcliffe Hicks	F2	Elevator only provides access to ground and 1 <sup>st</sup> floors (does not go to 2 <sup>nd</sup> floor); accessible bathrooms on ground floor
ROME - Rome Commons	F1	
SCHN - Andre Schenker	L	Bathrooms are not accessible
SHA - Storrs Hall Annex	F2	
SRHA - South Campus Building A	F1	
STC – Shenkman Training Center	F1	
STRS - Storrs Hall (School of Nursing)	F1	Accessible unisex bathroom on ground floor
SU – Student Union	F1	

TLS - Torrey Life Sciences	F2	Accessible men's bathroom on 1 <sup>st</sup> floor; accessible women's bathroom on 2 <sup>nd</sup> floor
TSAC – Towers Student Activities Center	F1	includes the Towers dining hall
TSK - Tasker Building (Admissions)	F1	
UTEB - United Technologies Engineering Building	F2	
VDM - Von der Mehden Recital Hall	F2	
WARE – Central Warehouse	F2	
WBMA – William Benton Museum of Art	F1	
WCB - Wilbur Cross Building	F1	
WGC - N. L. Whetten Graduate Center	F1	
WITE - George White	F1	Unisex accessible bathroom on 1 <sup>st</sup> floor
WOOD - Wood Hall	L	Automatic door with entrance to ground floor only (no elevator); accessible unisex bathroom on ground floor
WSH – Student Health Services	F1	
YNG - W. B. Young	F2	accessible unisex bathroom on ground floor

## UNIVERSITY SUPPORT SERVICES

There are many University support services and resources for students with disabilities here at the University of Connecticut. These include:

- Academic Center for Exploratory Students (ACES)
- Calculus Center
- Career Services
- Center for Health Promotion
- Counseling and Mental Health Services
- Dean of Students Office
- First Year Experience Programs
- Library Services
- Nayden Rehabilitation Clinic
- Office of Diversity and Equity
- Psychological Services Clinic
- Q Center
- Senior Year Experience Programs
- Speech and Hearing Clinic
- Student Health Services
- University Program for College Students with Learning Disabilities (UPLD)
- Writing Center

**Academic Center for Exploratory Students (ACES)**  
Center for Undergraduate Education (CUE), First Floor  
(860) 486-1788  
(860) 486-6133 FAX  
<http://www.aces.uconn.edu>

ACES is UConn's academic advising program for students who want to explore the University's academic opportunities before deciding on a field of study and for students who must complete specific requirements before applying to a University program.

The students advised in ACES include:

Exploratory Majors

- Students undecided about a major and possibly exploring a wide variety of interests
- Students pursuing admission to one of UCONN's 4-year schools or colleges (Agriculture & Natural Resources, Business, Engineering, Fine Arts, or Nursing)

PRE-Majors

- Students pursuing admission to one of UCONN's upper-division schools (Education or Pharmacy)

The goal of the Academic Center for Exploratory Students is to help every ACES student to identify an appropriate major and to declare that major as early as possible in the academic career. The advisors in ACES work individually with students to discuss their goals, interests, and strengths, and to pursue their academic interests accordingly. Each ACES student is assigned an ACES advisor who will work with the student until he or she declares a major and begins working with a faculty advisor from the major department. The advisors in ACES, along with the advisors from UConn's schools and colleges and the professionals from the University's various student support services, work to ensure that students and academic programs reach their full potential.

### **Calculus Center**

Math and Sciences Building (MSB), Room 119

<http://www.math.uconn.edu/~dgross/calcenter/>

The Calculus Center provides assistance to students needing help in freshmen/sophomore level calculus courses. Any UCONN student with a question or problem concerning calculus is welcome. The calculus center is located in MSB 119. Check the operating hours on the website at the beginning of each semester because they change from time to time. Usually, the center is open Monday to Thursday in the afternoon.

### **Career Services**

Center for Undergraduate Education (CUE)

(860) 486-3013

(860) 486-5287 FAX

<http://www.career.uconn.edu>

The CSD and the Department of Career Services will promote career development, career information and employment opportunities for students with disabilities by offering students the resources needed to plan and implement career options. These resources can include:

- Individual career counseling with career consultants
- Assistance with resume writing
- Interviewing techniques
- Job search strategies
- Assistance finding internships, cooperative education assignments, and other career-related part time jobs

### **College of Agriculture and Natural Resources**

#### **Department of Allied Health Sciences**

#### **Center for Health Promotion**

Koons Hall (KNS)

(860) 486-0008

(860) 486-5188 FAX

<http://web1.uits.uconn.edu/alliedhealth/center/about.html>

The Center for Health Promotion offers interdisciplinary health promotion programs that prevent and/or attenuate disease and disability progression, restore and maintain function, and foster optimal physical and psychosocial well being. The intent of Center's collaborative activities is to provide a rich resource for faculty and student learning and research that expands the existent body of scientific knowledge relating

to health promotion and disease and disability prevention. The potential benefactors of the Center for Health Promotion initiatives are the University of Connecticut student, faculty and staff, the community, business and industry, and school systems. The Center for Health Promotion targets underserved persons of all ages within these various settings.

**Comprehensive Menu of Health Enhancement Services:**

- Computerized Health Risk Appraisals
- Blood Pressure Screening, Management & Education
- Cholesterol/Blood Lipoprotein Screening, Management & Education
- Blood Glucose Screening, Management & Education
- Osteoporosis Screening, Management & Education Programs
- Cancer Risk Assessment & Education Programs
- Body Composition Assessment
- Weight Reduction & Management Programs
- Nutritional Counseling
- Exercise Seminars
- Physical Fitness Assessments
- Exercise Training Tips & Counseling
- Stress Management Programs
- Skilled Physical Therapy Services
- Low Back School
- Musculoskeletal/Postural Assessment
- Disability Prevention & Health Promotion Programs for the Physically Challenged

**Counseling and Mental Health Services**

Ground Level of Health Services

234 Glenbrook Rd.

(860) 486-4705

(860) 486-9159 FAX

<http://www.smhs.uconn.edu>

Counseling & Mental Health Services (CMHS) offers University of Connecticut students (Storrs campus) an opportunity to discuss whatever personal concerns they might have, in a confidential and non-judgmental setting. Students experiencing difficulties often benefit from individual sessions with a therapist. In some cases, psychiatric medications can also be helpful. If a student needs services that Counseling & Mental Health Services is unable to provide, that student

will be referred to other resources. The CMHS therapists include licensed clinical psychologists, psychiatrists, clinical social workers, an advanced practice registered nurse and advanced graduate students in clinical psychology and clinical social work. Appointments can be made in person at Counseling & Mental Health Services, which is located on the ground floor of the Student Health Service ("Infirmary") building, or by calling (860) 486-4705. Students coming to Counseling & Mental Health Services for the first time will fill out an Initial Assessment packet, which provides the therapist with important information about the nature and background of their concerns.

If there is an open Initial Assessment time for that day, a student may choose to be seen right away. The first meeting is a brief assessment to determine how our service may be most helpful. When further treatment is indicated, the therapist will schedule follow-up appointment(s). If there is a waiting list, the student's name will be added. A CMHS therapist contacts the student as soon as an appointment becomes available. However, emergency situations will be assessed/followed as appropriate.

Services include:

Individual Therapy - CMHS utilizes a brief treatment model from 1 to 8 sessions per academic year. The goal of brief treatment is to focus on current problems and help reduce stress. Treatment often includes developing strategies for mobilizing internal resources. When long term treatment beyond our limits is indicated, a referral list of local providers will be given. The 8 session limit does not apply to appointments for psychiatric medications or therapy groups.

Therapy groups - generally comprised of 6-10 students. Students may attend group therapy for an unlimited number of sessions. Groups, typically led by two therapists, meet for 1 1/2 hours each week. They are for students who share a particular issue (e.g. eating disorders), students close in age, or those who come with a variety of concerns (general therapy groups). Specialty groups may develop as needed. There is no charge for the initial assessment. The fee for each individual session is \$10.00. The fee for group therapy is \$5.00 for each meeting. Additionally, there is a \$20.00 charge for the first medication evaluation and a \$10.00 fee for each follow-up visit with the psychiatrist or APRN. Fees may be billed as "Health Services Miscellaneous" on your University fee bill or they can be paid by cash/check at the Student Health Services business office at the time of your appointment. **Service fees are not reimbursable by any insurance.**

**A charge of \$15 is billed if a student does not show for a scheduled appointment or cancels/reschedules less than 24 hours in advance.**

**Dean of Students Office**  
Wilbur Cross Building, Room 202  
(860) 486-3426  
(860) 486-1972 FAX  
<http://www.dos.uconn.edu>

The Dean of Students Office is an essential component of the total student experience at the University of Connecticut. This office assists students with a variety of personal, social and academic issues and provides the following services:

- Individualized coaching on how to manage circumstances in which students find themselves needing to leave or re-enter the University. This includes readmission, transferring to another school, and taking a leave of absence, as well as specific academic support coaching regarding finals and short-term loans.
- Support of The Student Code, the institutional expectations for personal and group conduct, in and out of the classroom.
- Strengthening the sense of campus community through campus-wide events, cultivation of student leadership and self-advocacy, and support to students and families in trying times.
- Providing accurate, effective information and interventions for students challenged by social and academic transitions.

**Alcohol and Other Drug Education (AOD) –**  
<http://www.dos.uconn.edu/aod/index.html>

As part of the Dean of Students Office, The Office of Alcohol and other Drug Education and Services is charged with offering services to students including prevention, intervention, education, and peer leadership opportunities in the area of substance abuse prevention to the UConn community. Students become involved in many areas and aspects of the substance prevention and education field.

**First Year Experience Programs**  
Center for Undergraduate Education (CUE)  
(860) 486-3378  
(860) 486-0711 FAX  
<http://www.fyp.uconn.edu>

The mission of the First Year Programs office is to assist students with their transition from high school to college and aid in the retention of students at the University of Connecticut. They provide guidance, opportunities, and resources for students to successfully engage with the University and become learners with a purpose. Through programs and courses like First Year Experience, Peer Education, and UConn Connects, this office will help students discover the value of the intellectual, social, and cultural dimensions of the University of Connecticut. Programs include:

**First Year Experience (FYE) – <http://www.fye.uconn.edu>**

INTD 180 University Learning Skills course - this is a one credit course designed to assist students with their transition from high school to college. Each week, students gather to interact and adjust to the new expectations they face. A range of topics are covered on common first-year student issues and a flexible syllabus allows faculty to address pertinent topics as they arise. As part of this course, you will discuss topics such as campus resources and facilities, time management, advising and career choices, technology, problem solving, and study skills.

INTD 182 Faculty/Student Seminars – these one-credit seminars offer a unique opportunity to experience small, interactive, discussion-oriented classes with a senior faculty member at UConn in your first (or second) year. Unlike the more general INTD180 courses, Faculty-Student Seminars are highly focused and are great if you might be unsure of a major or if you just want to explore a creative and interesting topic.

**Peer Education – <http://www.peered.uconn.edu>**

There are over 30 peer education programs available at the University of Connecticut (please visit the website for a complete listing of each program). Each program functions as its own entity, yet unites in the common goal of providing an opportunity for students to gain experience by reaching out to help their peers. Peer educators are student paraprofessionals who have been selected and trained to offer direct services to their peers. These services are intentionally designed to facilitate academic, social and personal growth.

**UConn Connects** – <http://www.uconnconnects.uconn.edu>

The University of Connecticut created the UConn Connects Program to serve as an intervention program to help students be more successful academically. Students at the University may participate in the UConn Connects program on a semester by semester basis.

The UConn Connects program pairs each student with a staff or peer facilitator who will guide them through the semester. At the very beginning of the semester, and two times a month thereafter, the student and facilitator meet to go over course work and academic progress. The facilitator provides the student with a program guide and lists of academic resources and study skills workshops. The facilitators are highly knowledgeable about the University and are trained to help the student with specific problems or issues that may arise during the semester.

**Tutoring Information** – <http://www.uconnconnects.uconn.edu/tutor.htm>

The University of Connecticut and its schools and colleges coordinate many types of tutoring for students. Some areas of study have dedicated tutoring centers available while others set aside hours for tutoring of all kinds. Please visit the website for a complete listing of tutoring options available to all UConn students.

**Library Services**

Homer Babbidge Library  
(860) 486-4035  
(860) 486-0584 FAX

<http://www.lib.uconn.edu/using/LSPD/lspdhp.htm>

The Homer Babbidge Library (HBL) provides individualized services in all areas of library use. Students can arrange for orientation to the building, assistance with electronic databases such as HOMER, the Libraries' on-line systems, and retrieval of library materials. The Library also provides special accommodations for studying as arranged by individual students. Large screen computer display terminals are provided for access to the Internet and other electronic information products.

The Assistive Technology Room, located on the first floor, houses an array of equipment and software. This facility is available whenever the building is open. The Homer Babbidge Library has the following equipment available:

- Accessible workstations for the Library's electronic services

- Low vision readers
- 4 track cassette tape recorder/players
- Perkins Brailers
- Closed caption decoder for video
- Kaman AT workstation #1 offers: Internet access, MS Office, JAWS (screen reader), TextHelp
- Kaman AT Workstation #2 offers: Internet access, MS Office, Kurzweil 3000 with scanner, Dragon NaturallySpeaking, Zip Drive 250MB

In addition, patrons may qualify for the Library Material Retrieval Program. This is an on-line service for patrons who may have difficulty retrieving library materials. To access this program, contact David Avery by phone 486-4035 or e-mail at [david.avery@lib.uconn.edu](mailto:david.avery@lib.uconn.edu) or access the information online at <http://www.lib.uconn.edu/using/LSPD/lspdhp.htm>.

### **Nayden Rehabilitation Clinic**

14 Dog Lane  
 Storrs, CT 06269-4249  
 (860) 486-8615  
 (860) 486-8617 FAX

<http://www.education.uconn.edu/research/nayden/>

The Nayden Rehabilitation Clinic is collaboration between the Windham Community Memorial Hospital and the University of Connecticut's Neag School of Education. The clinic is open to the public and provides outpatient physical therapy services for the University's campus in Storrs. Therapists are clinical faculty in the University of Connecticut's Program in Physical Therapy. This collaboration offer UConn students and the community expertise from a nationally recognized research university and a professional school known for its role in providing exceptional physical therapy education. In this academic environment, patients seeking outpatient physical therapy services can expect to receive evidence-based examinations and treatments. Our professional faculty, staff, and students have pursued skills at the highest levels of physical therapy training and want to assure you that we are dedicated to providing you the best care possible.

### **Most Insurance Accepted**

### **Hours of Operation:**

Monday through Friday, 8 a.m. to 7 p.m.

**Specializing In:**

Risk Identification, Prevention, Treatment, Neurological Disorders,  
Orthopedics, Osteoporosis, Sports Medicine, Vestibular Rehabilitation

**Office of Diversity and Equity (ODE)**

Wood Hall 1<sup>st</sup> Floor  
(860) 486-2943  
(860) 486-2437 FAX  
[www.ode.uconn.edu](http://www.ode.uconn.edu)

The ODE advises the President, the Provost for University Affairs, the Vice Provost for Multicultural Affairs, executive and senior administration on institutional diversity and civil rights matters, including affirmative action and human relations. It prepares the University's *Affirmative Action Plan for Employment*, including recommending goals to increase the employment of under-represented groups and to promote cultural diversity. It manages special projects for the retention of women and minorities. The ODE monitors faculty and professional staff hiring; provides advice and training for hiring departments and search committees; evaluates the progress of the *Affirmative Action Plan*; and supports recruitment by identifying resources and developing other support mechanisms.

The ODE monitors the University's compliance with the Americans with Disabilities Act, and provides advice regarding accommodations for employees and visitors with disabilities. While the ODE's primary emphasis is upon employment policies, practices and systems, it also addresses equal access to education via its complaint mechanisms. Discrimination complaints may be filed with ODE by individuals and groups and are investigated according to the University's discrimination complaint procedures. Complaints may also be filed with the U.S. Department of Education, Office of Civil Rights.

**Psychological Services Clinic**

Department of Psychology  
W.A. Bousfield Building (BOUS), 2<sup>nd</sup> Floor  
406 Babbidge Rd.  
(860) 486-2642

<http://psychlops.psy.uconn.edu/PsychServClinic/>

The Psychological Service Clinic offers an array of mental health services to individuals, children and families in the eastern Connecticut region. The Clinic is operated by the University of Connecticut as a

training clinic for graduate students in Clinical Psychology. Services are provided by graduate students under the supervision of licensed clinical psychologists and faculty members in the department of Psychology. All contacts with the Clinic are completely confidential in accordance with Connecticut state law.

Short-term and intermediate length psychotherapy is available to children and adults, individuals, couples and families. Adults may be seen individually or with a partner in marital or couples therapy. Adults may seek treatment for a variety of concerns including depression, anxiety, relationship problems, stress related problems and others.

Psychological evaluations, including intellectual and personality assessments, are available to adults and children from infancy through adolescence. Individuals may be referred for the assessment of intelligence, learning disabilities, developmental disabilities, attentional difficulties and emotional or behavioral problems. At the request of clients, clinicians will provide consultation to schools or other agencies regarding evaluation results or treatment recommendation. The PSC charges for all services on a sliding fee scale. Individual fee agreements are negotiated between clients and therapists. Payment is expected at the time of treatment sessions. There is no charge for the initial session. The PSC is open Monday through Thursday from 12 noon through 8 pm.

#### **Q Center**

Center for Undergraduate Education (CUE), Room 123  
(860) 486-1961

<http://www.qcenter.uconn.edu>

The University of Connecticut's Quantitative Learning Center (Q Center) is a resource to elevate the proficiency of students taking quantitative intensive (Q) courses across the undergraduate curriculum. They provide direct assistance to students via peer tutoring, review sessions, and the creation of innovative learning tools. Q Center staff includes a halftime Director, a halftime Associate Director, a halftime Program Assistant, several graduate TAs, and about twenty part-time undergraduate tutors. The Q Center also maintains a list of private tutors who operate independently of the University. Please refer to their website for additional information regarding private tutoring.

During the academic year, main services for students include:

- Free drop-in peer tutoring Sunday through Thursday evenings in the Center for Undergraduate Education (CUE) room 130 and in the Learning Resource Center
- Review sessions for students in highly populated Q courses

### **Senior Year Experience Programs**

Center for Undergraduate Education (CUE), First Floor

<http://www.sye.uconn.edu>

The Senior Year Experience promotes a successful transition for college students to the world beyond the University. This program, balanced with academic and programmatic initiatives, provides an opportunity for reflection to determine the meaning and value of the undergraduate experience and the student's growing role as a productive and valued citizen and university alumnus.

Components include:

- Web-based resource for college seniors
- Senior Transitions Seminar courses
- Career Preparation
- Countdown to Commencement Events
- Career Service Workshop Series
- Senior Week Activities
- Career Fairs
- School/College Graduate Receptions

### **Speech & Hearing Clinic**

Department of Communication Sciences  
Phillips Communication Sciences Building  
850 Bolton Road, Unit 1085  
(860) 486-2629  
(860) 486-4948 FAX

<http://speechlab.coms.uconn.edu/clinic.html>

The University of Connecticut's Speech & Hearing Clinic provides a full range of evaluation and treatment services to both children and adults - from infancy to the elderly - with speech, language, and/or hearing disorders. The clinic's purpose is three-fold: 1) to maximize the communicative competence of individuals through provision of comprehensive assessment, treatment, consultative, and referral services; 2) to serve as an educational and research facility; and 3) to serve as a community resource.

Communication disorders served include hearing loss, auditory processing, language disorders, articulation/phonological disorders, stuttering, and voice disorders. Problems may be related to accident, illness or disease, although in many cases, a specific cause may be unknown. Special programs are available for improving English pronunciation.

**Audiology Services:**

- Complete audiologic assessment to determine the presence, type and severity of hearing impairment. In addition to routine audiometry, special testing is conducted such as immittance, otoacoustic emissions, and audiologic processing to determine candidacy for amplification and/or referral for medical evaluations as appropriate.
- Hearing aid evaluation to guide selection of appropriate amplification including hearing aids and assistive listening devices; assessment of performance and electroacoustic characteristics of the aids; and dispensing of hearing aids and other assistive listening devices. The clinic dispenses a full range of makes, models, and technologies of hearing aids.
- Aural rehabilitation to enhance listening skills and to provide orientation for successful hearing aid use for individuals with hearing disability and their families/others.

**Speech-Language Pathology Services:**

- Available to persons of all ages with problems in articulation/phonology, fluency, voice, swallowing, cognition, and/or language.
- Comprehensive speech and language evaluation to determine the presence, type and severity of the problem and the potential benefit from therapeutic treatment.
- Special testing as indicated by the person's age, general health and development, education or vocational needs, and other specific concerns.
- Enrollment in individual or group sessions for treatment.
- Planning for and outcomes of treatment are continuously discussed with individuals and their families/caregivers/legally designated other parties.
- Language-literacy programs provide assessment and treatment of language and language-based academic skills. These include: phonological awareness, reading development, language development, and written language.
- Consultative services to individuals and outside agencies.

Services are provided by audiologists and speech-language pathologists who are certified by the American Speech-Language-Hearing Association and licensed to practice by the Connecticut State Department of Public Health. All professional staff are members of the faculty in the University's Department of Communication Sciences. Graduate students from the University's academic program in Communication Disorders often participate in the clinic's services to clients, and there is frequent consultation with other faculty whose research and teaching in specific disorder areas are nationally recognized.

Clinic appointments usually are arranged between 8:30 a.m. and 4:30 p.m. Mondays through Fridays throughout the year. The clinic operates on a non-profit fee schedule basis. Financial support is provided for some clients by federal, state, and local programs such as Medicaid, Department of Income Maintenance, Bureau of Rehabilitation Services, as well as through commercial insurance coverage or other health plans.

### **Student Health Services**

234 Glenbrook Rd.

(860) 486-4700

(860) 486-5300 FAX

<http://www.shs.uconn.edu>

The Student Health Service is open 24 hours/day throughout the academic year (except for major holidays) from 8:00 a.m. Mondays through 4:00 p.m. Saturdays, and on Sundays from 8:00 a.m. to 4:00 p.m. Full primary care services are provided by physicians, nurse practitioners, and other health care professionals Monday through Friday 8:30 a.m. to 4:30 p.m. year-round. An Advice Nurse is available 24 hours/day when Student Health Services is open. When the Student Health Services is closed - from Saturday at 4:00 p.m. through Sunday at 8:00 a.m. and Sunday at 4:00 p.m. through Monday at 8:00 a.m., a registered nurse (on call from her home) will offer you medical guidance, reassurance, assistance in decision-making, and referrals as necessary. To contact the Advice Nurse, please call 486-4700 or 486-3427.

A wide variety of services are offered to students including primary health care, acute care, mental health counseling, inpatient care, laboratory, radiology, physical therapy, and pharmacy. Specialized services and programs include a women's clinic, allergy clinic, athletic medicine, nutritional counseling, health education, a cold self-care center and HIV antibody testing.

**University Program for College  
Students with Learning Disabilities (UPLD)**  
Neag School of Education  
Gentry, Room 003  
(860) 486-0178, UPLD Director  
(860) 486-0177, UPLD Learning Specialists  
(860) 486-5799 FAX  
[david.parker@uconn.edu](mailto:david.parker@uconn.edu)  
<http://www.upld.uconn.edu>

### Accessing Accommodations and Services

To access accommodations and services, students with diagnosed learning disabilities (LD) must submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Protection under these civil rights statutes is determined on a case-by-case basis. Documentation of an LD that **currently and substantially limits** some major life activity including learning must be provided to the UPLD office. The University's guidelines for documentation of a specific learning disability can be found at [www.upld.uconn.edu](http://www.upld.uconn.edu).

### Program Description

Accommodations including but not limited to testing (e.g., extended test time), notetaking assistance, and alternate format textbooks are determined by program staff and implemented in collaboration with the Center for Students with Disabilities (CSD). Students are encouraged to work with their academic advisors to plan coursework in a way that affords an opportunity for success. On a case-by-case basis, this may include a reduced course load and extending the time period for degree completion. In conjunction with accommodations, services are offered along a 3-tiered continuum leading to increased self-determination. Components of Direct Instruction, Monitoring, and Consultation are illustrated in the UPLD Continuum of Services.

Many students with LD who have been successful in high school or at other postsecondary institutions find a need to develop or refine their "tools for success" in UCONN's competitive academic environment. A trained staff of Learning Specialists (graduate students pursuing Masters and Doctoral degrees) are available to assist students in developing learning strategies to apply to their college coursework. UPLD is placing a new emphasis on helping students develop technology-based strategies for academic success. All sessions are one-to-one and planned and scheduled in response to students' goals each semester.

Learning Specialists work with students to identify which level of program services will best meet their individual needs. Most students find it beneficial to access services at the Direct Instruction level and to progress at an individual rate through the UPLD Continuum as they experience increasing confidence and competence. Support services are available at no cost and for as long as a student needs them.

UPLD staff members also assist students as they enhance their self-advocacy skills for consulting directly with faculty regarding accommodations and related learning needs. Similarly, Learning Specialists encourage students to make use of existing campus resources such as the CSD, Academic Center for Entering Students (ACES), the Speech and Hearing Clinic, Writing Center, "Q" (Math) Center, Counseling and Mental Health Services, and Career Services. Learning Specialists can assist students in monitoring their application of learning strategies and self-advocacy skills as they utilize the University's extensive resources.

**Please note** that the one-to-one services of the Direct Instruction and Monitoring levels are available on a space permitting, first come, first served basis. If no positions are available at the Direct Instruction or Monitoring levels, students will be placed on a waiting list for these services but can receive Consultation services until a position becomes available. **Also note** that there is no limit on the number of students who can receive services at the Consultation level. All students registered with UPLD are eligible to receive individually appropriate accommodations.

### **Writing Center**

Center for Undergraduate Education (CUE)  
(860) 486-4387

<http://www.writingcenter.uconn.edu>

The Writing Center at UConn provides students one-to-one help with their writing. Writing Center tutors work with writers at every stage of the writing process by answering questions and discussing strategies. They do not proofread papers, but tutors will help students learn how to proofread their own essays more effectively. Please consult the Writing Center homepage (listed above) for a full description of their services.

Hours and locations are as follows (**\*Please note that hours may change. Please call or visit the website for the most up to date information**):

**CUE 124**

Monday - Thursday: 9:00 am – 1:00 pm

**CLAS 159**

Monday - Thursday: 9:00am - 4:00pm

Friday: 10:00 am – 2:00 pm

**Homer Babbidge Library**

Monday - Thursday: 1:00pm - 4:00pm

**Learning Resource Center – First Floor**

Monday – Wednesday: 7:00 pm – 10:00 pm

Sunday: 2:00 pm – 10:00 pm

Students can make an appointment or simply check availability for drop-in visits through the new online scheduler. The scheduler, a map of locations, and announcements of upcoming events that support student writing, are all featured on the new website:  
[www.writingcenter.uconn.edu](http://www.writingcenter.uconn.edu).

## **NUMBERS TO KNOW**

Academic Center for Entering Students (ACES) .....	486-1788
Accessible Van Service (AVS) .....	486-4991
Admissions Office .....	486-3137
African American Cultural Center (AACC) .....	486-3433
Asian American Cultural Center (AsACC) .....	486-0830
Athletics .....	486-2725
Athletic Ticket Office .....	486-2724
Bursar's Office .....	486-4830
Center for Academic Programs (CAP) .....	486-4040
Career Services .....	486-3013
Campus Information .....	486-2000
Commencement Office .....	486-6800
Community Outreach .....	486-1165
Co-op .....	486-3537
Computer Center/Help Desk .....	486-4357
Connecticut Repertory Theatre (Box Office) .....	486-4226
Continuing Studies, Center for .....	486-5941
Counseling & Mental Health Services .....	486-4705
Counseling Program for Intercollegiate Athletes (CPIA) .....	486-5515
Daily Campus .....	486-3407
Dairy Bar .....	486-2634
Dean of Students Office .....	486-3426
Dining Services .....	486-3128
Diversity and Equity .....	486-2943
Financial Aid .....	486-2819
Fire Department .....	486-4925
Graduate School .....	486-3617
Health Services .....	486-4700
Health Education Program .....	486-0772
HEART Program .....	486-5537
Honor's Program .....	486-4223
International Affairs .....	486-3152
International Services and Programs .....	486-3855
Jorgensen Box Office .....	486-4226
Library, Homer Babbidge .....	486-4637
Multicultural Affairs Office .....	486-5848
Museum of Art (William Benton) .....	486-4520
Museum of Natural History .....	486-4460
Nathan Hale Inn .....	427-7888
Orientation & Tours .....	486-4866
Parking Services .....	486-4930

Police Department.....	486-4800
President's Office .....	486-2333
Psychological Services Clinic.....	486-2642
Puerto Rican/Latin American Cultural Center (PRLAC) ...	486-1135
Q-Center.....	486-1961
Rainbow Center .....	486-5821
Registrar.....	486-3331
Residential Life.....	486-2926
Scholarship Office .....	486-2819
Speech & Hearing Clinic .....	486-2629
Student Activities.....	486-3423
Student Employment.....	486-3474
Student Services Center .....	486-9182
Study Abroad.....	486-5022
SUBOG .....	486-3904
Transfer Admissions .....	486-3137
Transportation Services .....	486-1448
UConn Connects.....	486-8791
University Program for Students with Learning Disabilities (UPLD) .....	486-0178
Undergraduate Student Government (USG).....	486-3708
Visitors Center.....	486-4900
Women's Center.....	486-4738
Writing Center .....	486-4387

#### Schools and Colleges

College of Agriculture & Natural Resources .....	486-2917
College of Liberal Arts and Sciences (CLAS) .....	486-2713
CLAS Academic Services Center .....	486-2822
School of Business.....	486-2317
School of Engineering .....	486-2221
School of Fine Arts.....	486-3016
Neag School of Education.....	486-3813
Ratcliffe Hicks School of Agriculture .....	486-2920
School of Nursing.....	486-3716
School of Pharmacy .....	486-2129

***Alternate formats of this handbook are  
available upon request.***

*Center for Students with Disabilities  
Wilbur Cross Building, Room 201  
233 Glenbrook Road, Unit 4174  
Storrs, CT 06269-4174  
(860) 486-2020 Voice  
(860) 486-2077 TDD  
(860) 486-4412 FAX  
[www.csd.uconn.edu](http://www.csd.uconn.edu)*