

Policies and Procedures for 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 University's 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 University's 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 University's 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 University's regular services and programs.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the University's 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 University's main campus, regional campuses, the School of Social Work, and the School of Law. Individuals seeking services should contact the University's designated Disability Contact Person at each respective campus.

UNIVERSITY DISABILITY CONTACT PERSONNEL Main Campus (Storrs)

Center for Students with Disabilities (CSD)

Donna M. Korbel, *Coordinator*
Wilbur Cross, Room 161
(860) 486-2020 (Voice/TDD) (860) 486-4412 (Fax)

University Program for College Students with Learning Disabilities (UPLD)

Joan M. McGuire, *Director*
Gentry School of Education, Room 128
(860) 486-0178 (860) 486-5037 (Fax)

Regional Campuses Avery Point

Trudy Flanery, *Assistant to the Dean of Students*
Administration and Student Affairs Building, Room 109
1084 Shennecossett Road
Groton, CT 06340
(860) 405-9024 (860) 405-9018 (Fax)

Greater Hartford Campus

Jane Thierfeld Brown, *Disability Coordinator* or
Joyce Hopson-King, *Assistant to the Dean of Students*
Undergraduate Building, Room 310
85 Lawler Road
West Hartford, CT 06117-2697
(860) 241-4845 (860) 241-4822 (Fax)

Stamford

Sharon Johnson White, *Assistant to the Dean of Students*
Library Building, Room B12 or B20
641 Scofieldtown Road
Stamford, CT 06903
(203) 968-5402 (203) 329-2617 (Fax)

Torrington

Judith DiLaurenzio, *Assistant to the Dean of Students*
Student Affairs Office
855 University Drive
Torrington, CT 06790
(860) 482-7635 (860) 482-0656 (Fax)

Waterbury

Stuart Brown, *Assistant to the Dean of Students*
Benedict Miller House, Room 215
32 Hillside Avenue
Waterbury, CT 06710-2288
(203) 596-4080 (203) 596-8813 (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 their 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 ad-

- justments, 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).

Academic Accommodations Policy

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 the appropriate accommodation for each student based on the individual's need.
- Assuring the student receives the appropriate accommodation.
- 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 made 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 academic accommodation form which indicates the student's need (e.g., extended time to complete exams, notetaker, classroom relocation, laboratory assistant, etc.).
- Providing the Disability Contact Person with appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating the student's disability and 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.

ELIGIBILITY FOR FINANCIAL AID

Students with documented disabilities may enroll in a less than full-time course load 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 course load requirements with an academic advisor or student affairs counselor for their respective program. A financial aid counselor can determine how their aid will be affected by a reduced course load.

Students should be aware that Federal law requires the 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. In addition, under the federal Stafford Loan Program, or to have a previous loan deferred, the student must take at least six credits.

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 course load 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 fewer than a full-time course load 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 fewer than a full-time course load per semester can be determined eligible for Dean's List status. In such a case, the procedures for **Eligibility for Financial Aid** must be followed **each semester**. The Disability Contact Person will notify Certifications each semester regarding students who are eligible.

COURSE SUBSTITUTIONS FOR UNDERGRADUATE STUDENTS

Students with Documented Severe Learning Disabilities

Policy: Recognizing that the nature and severity of the documented specific learning disability may preclude learning in the quantitative **or** foreign language area even with reasonable accommodations, the University will permit the substitution of specific courses as an accommodation. Because these requirements are often important parts of a program, each case must be carefully considered on an individual basis before a decision is made by the appropriate Dean of the student's School or College.

Procedures: The following procedures must be followed if a student with a documented learning disability is seeking a modification of either the University's Q or Foreign Language requirement:

1. The petition process should begin as soon as there is strong objective evidence (e.g., previous documented difficulties) that the student will be unable to fulfill the requirement.

2. The student must provide the Director of the University Program for College Students with Learning Disabilities (UPLD) on the Storrs campus with **current**, relevant, and comprehensive documentation and assessment data from certified professionals. Detailed guidelines for acceptable documentation are available from UPLD. This documentation must substantiate a severe learning disability and its specific impact upon the student's ability in the area of mathematics **or** foreign language learning.

3. A complete case history is required to document the student's history of problems in quantitative or foreign language learning from high school until the date of the petition. This case history should include:

- a. a personal statement by the student indicating the reasons for the request including prior experiences with the subject matter; and
- b. the names of courses and grades, as well as letters from high school personnel and/or college faculty attesting to the student's efforts and diligence in attempting to master the subject matter.

Upon completion of these steps, the documentation and the supporting evidence from the case history are reviewed by the Director and Assistant to the Director of UPLD. If there is evidence that a substitution is warranted, the Director will forward the petition packet to the Dean of the student's College or School with a copy sent to the student. The student will be notified in a timely manner of the final decision rendered by the Dean of his/her College or School. If the Director and Assistant to the Director find there is insufficient evidence to verify the appropriateness of the request, the student has the option of having a Diagnostic Team, comprised of University faculty in the areas of special education and school psychology and advanced graduate students with expertise in learning disabilities and assessment, conduct an impartial, blind review of the documentation. The Team's decision as to whether there is sufficient evidence to warrant a course substitution will be conveyed to the student.

Any student who receives an exemption is expected to fulfill the University's Q or Foreign Language requirements according to the following guidelines for selecting alternative courses. To fulfill the University's Q-requirement, two alternative courses must be chosen from Groups VI, VII, and VIII. To fulfill the foreign language requirement, an equivalent number of courses must be chosen from Column A (Literature) of Group IV, and/or from Group V.

Students with a Documented Severe Communication Disorder

Policy: For students with a documented severe communication disorder for whom learning a foreign language would be unreasonable, the University will permit the substitution of specific courses as a reasonable accommodation. Because these foreign

language requirements are often important parts of a program, each case must be carefully considered on an individual basis before a decision is made by the appropriate Dean.

Procedures: The following procedures must be followed if a student with a documented severe communication disorder is seeking a modification of the University's Foreign Language requirement:

1. The petition process should begin as soon as there is strong objective evidence that the student will be unable to fulfill the requirement.
2. The student must provide the Coordinator of the Center for Students with Disabilities (CSD) on the Storrs campus with **current**, relevant, and comprehensive documentation from a certified professional. This documentation must substantiate both the severe communication disorder and its specific impact upon the student's ability in the area of foreign language learning.

Upon completion of these steps, the documentation is reviewed by the Coordinator of the CSD and a diagnostic evaluator. A decision regarding the validity of a student's petition is rendered within one (1) month of the team's receipt of the documentation. The decision and recommendation of the team are then forwarded to the Dean of the student's College or School with a copy sent to the student. The student will be notified in a timely fashion of the final decision rendered by the Dean of his/her College or School. Any student who receives an exemption is expected to fulfill the University's Foreign Language requirements according to the guidelines for selecting alternative courses.

PROCEDURES FOR ACCESSING SERVICES AT THE STORRS CAMPUS

Center for Students with Disabilities
Donna M. Korbel, *Coordinator*
Wilbur Cross, Room 161
(860) 486-2020 (voice/TDD) (860) 486-4412 (Fax)

Any student with a documented disability is 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 Coordinator of the CSD 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. Students with ADD/ADHD must present evidence of a clinical interview by qualified professionals, their complete educational and medical history, and evidence of a diagnosis of AD/HD that substantially limits one or more major life functions based on the criteria published in the DSM-IV (American Psychiatric Association, 1994).

It is the responsibility of the student requesting accommodations to present documentation and request accommodations in a timely manner prior to the beginning of the academic semester.

University Program for College Students with Learning Disabilities (UPLD)

Joan M. McGuire, *Director*
Gentry School of Education, Room 128
(860) 486-0178
UPLD Learning Lab
Gentry School of Education, Room 203
(860) 486-0177

Accessing Services. Any student with a documented learning disability is eligible to receive services from UPLD. To access services, students must refer themselves to UPLD and provide adequate documentation. Since the purpose of the documentation is to assist the student and the University in determining reasonable academic adjustments (e.g., extended test time, reduced course load, auxiliary aids), these guidelines must be followed to assure that the diagnostic evaluation report is appropriate for verifying accommodation needs.

Guidelines for Documentation of a Specific Learning Disability: The following guidelines are provided in the interest of assuring that documentation is appropriate to verify eligibility **and** to support requests for reasonable accommodations, academic adjustments, and/or auxiliary aids on the basis of a learning disability that **currently substantially limits** one or more major life activities. The Director of UPLD is available to consult with diagnosticians regarding any of these guidelines.

1. Testing **must** be comprehensive. It is not acceptable to administer only one test for the purpose of diagnosis. Minimally, domains to be addressed must include (but not be limited to):

a. **Aptitude.** The Wechsler Adult Intelligence Scale - Revised (WAIS-R) with subtest scores is the preferred instrument. The Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fourth Edition are acceptable.

b. **Achievement.** Current levels of functioning in reading, mathematics and written language are required. Acceptable instruments include the Woodcock-Johnson Psychoeducational Battery - Revised: Tests of Achievement; Wechsler Individual Achievement Test (WIAT); Stanford Test of Academic Skills (TASK); Scholastic Abilities Test for Adults (SATA); or specific achievement tests such as the Test of Written Language - 2 (TOWL-2), Woodcock Reading Mastery Tests - Revised, the Stanford Diagnostic Mathematics Test, and the Nelson-Denny Reading Test. The Wide Range Achievement Test - 3 (WRAT-3) is NOT a comprehensive measure of achievement and therefore is not suitable as the sole measure of achievement.

c. **Information Processing.** Specific areas of information processing (e.g., short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed) must be assessed. Information from subtests on the WAIS-R or clusters on the Woodcock-Johnson Tests of Cognitive Ability as well as other suitable instruments (e.g., Detroit Tests of Learning Aptitude-III) may be used to address these areas.

This is not intended to be an exhaustive list or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.

2. Testing must be **current**. In most cases, this means testing that has been conducted within the past three years. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in a student's best interest to provide recent and relevant documentation.
3. There must be **clear and specific** evidence and identification of a learning disability. Individual "learning styles" and "learning differences" in and of themselves do not constitute a learning disability.
4. **Actual test scores** must be provided. Standard scores and/or percentiles are acceptable; grade equivalents are **not** acceptable unless standard scores and/or percentiles are also included. This is important since certain University policies and procedures (e.g., petitioning for permission to substitute courses) require actual data to substantiate eligibility. The assessment must show evidence of discrepancies and intra-individual differences that result in **substantial** functional limitation(s) to learning.
5. Professionals conducting assessment and rendering diagnoses of specific learning disabilities must be qualified to do so. Trained and certified and/or licensed psychologists, learning disabilities specialists, and educational therapists are typically involved in the process of assessment. Experience in working with an adult population is **essential**.
6. Tests used to document eligibility must be technically sound (i.e., statistically reliable and valid) and standardized for use with an adult population.
7. Diagnostic reports must include the names, titles, and professional credentials (e.g., licensed psychologist) of the evaluators as well as the date(s) of testing.
8. A written summary of or background information about the student's educational, medical, and family histories that relate to the learning disability **must be included**.
9. A description of any accommodation and/or auxiliary aid that has been used at the secondary or postsecondary level must be discussed. Include information about the specific conditions under which the accommodation was used (e.g., standardized testing, final exams) and whether or not it benefitted the student.

Program Services. Three types of program services are offered along a continuum leading to independence. The UPLD Continuum of Services includes components of Direct Instruction, Monitoring, and Consultation. Students select the level of service appropriate to their needs. A trained staff of Learning Specialists (graduate students pursuing Masters and Doctoral degrees) work with students on developing learning strategies to apply to their college course work. Individual structured sessions are planned on a weekly, biweekly, or monthly basis. Students are encouraged to plan their course work in a way that affords an opportunity for success including a reduced course load and extending the time period for degree completion. Accommodations including, but not limited to, alternative testing, use of a tape recorder for notetaking,

and taped textbooks are facilitated by program staff. Learning Specialists assist students with learning disabilities to identify and make use of existing campus resources such as the Center for Students with Disabilities, Counseling Services, the Speech and Hearing Clinic, Writing Resource Center, Math Center, Mental Health Services and Career Services.

Testing Accommodations

Students with disabilities are eligible for test accommodations determined on an individual basis. "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 (e.g., extended time; separate location; use of computer) with CSD or UPLD 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 College Students with Learning Disabilities (UPLD) and present appropriate documentation, as detailed in the preceding section. All other students, including those diagnosed with ADD and ADHD must present documentation to the Center for Students with Disabilities (CSD).

If the need for accommodations is deemed appropriate, UPLD or CSD will generate an **academic accommodation request letter** which the student will present to the class instructor. Ideally, the student and the professor will determine the appropriate accommodation. UPLD and CSD will be available for consultation, and CSD will be able to execute accommodations if necessary.

Students are responsible for meeting with professors to discuss exam considerations **at the beginning of the semester**. Preferably, instructors or the academic department will administer the test accommodations. If this is not possible, the CSD can administer and/or proctor examinations.

Exams can also be taken at the Homer Babbidge Library. Please note that the Library may only be used as a testing site, and Library personnel will not administer or proctor exams. Exams to be taken at either location must be arranged in advance and taken as close to the actual class time as possible.

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 method 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.

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

- extended time to complete examinations and quizzes;
- a testing location free of distractions;
- special equipment such as a computer, magnifier, or braille;
- readers and scribes; and
- alternative formats such as oral or taped tests.

Procedures for Accessing Services at Other Campuses

Please get in touch with the Disability Contact Personnel at the University campus or School of attendance to request information about procedures for accessing services. (See University Disability Contact Personnel for detailed information.)

ACADEMIC ACCOMMODATIONS ADVISORY PANEL

If a disagreement arises concerning specific accommodation requests, the Center for Students with Disabilities (CSD) and the University Program for College 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 Chancellor, the University's chief academic officer. The purpose of this Panel is to assist the Chancellor, 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 CADRI.
- Director/Coordinator from either the University Program for College 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 Compliance Officer 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, instructor 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, instructor, or University administrative staff may file a petition with the ADA Compliance Officer 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 Chancellor.
5. While a petition is under review by the Academic Accommodations Advisory Panel or the Chancellor, a reasonable accommodation should be provided by the instructor.
6. The decision of the Chancellor is not appealable, however, a student may pursue standard administrative channels through the Office of Diversity and Equity, Hall Building, Room 218, and/or through external agencies (e.g., Office for Civil Rights) for filing a formal grievance.

DISCRIMINATION COMPLAINT PROCEDURES

Summary

Any employee, student, or other member of the University community injured by the discriminatory behavior of an employee may file a complaint under the *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, 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.

1. One may file complaints with the Office of Diversity and Equity (ODE) within 30 days after the discriminatory act by calling (860) 486-2943 or writing to ODE at Room 221, Hall Building, 362 Fairfield Road, Box U-175, Storrs, CT 06269. Alternatively, one may file a complaint with the line administrator in the unit/division in which the incident occurred.
2. The ODE staff/line administrator interviews complaints 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 bargaining unit, the ODE will immediately involve the Office of Labor Relations (OLR) and the line administrator responsible for resolving the problem. Throughout the complaint process, the ODE and the OLR 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 have the line administrator handle the complaint or investigate it itself. In the latter case, the ODE's finding and recommendation are referred to the 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 him/her on the proper handling of the case. If the accused employee is covered by a collective bargaining agreement, 3 (a) applies. If not, 3 (b) applies.

The Center for Students with Disabilities has a website at

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