

Resource Manual
for
Students
with Disabilities



VCU

Make it real.

VIRGINIA COMMONWEALTH UNIVERSITY

Please understand that this handbook highlights university policies, procedures, and practices. It's provided generally for students' personal education and information. Therefore, it cannot be construed as a legal document or contract; nor does it supersede applicable federal, state, or local laws, or university policies. Nothing in this handbook should be construed as legal advice or legal opinion.

Division for Academic Success (DAS) – MCV campus
Virginia Commonwealth University
VMI Building
1000 E. Marshall St
231
PO Box 980124
Richmond, VA 23298-0124
Phone: (804) 828-9782
das.vcu.edu

Disability Support Services (DSS) – Monroe Park Campus
Virginia Commonwealth University
907 Floyd Ave
University Student Commons Suite Suite 102
PO BOX 842529
Phone: (804) 828-2253
students.vcu.edu/dss

Disabilities...

***The greatest challenge may be
educating those who
don't have one...***

*VCU handbook for students
with disabilities*

Welcome to VCU

The Division for Academic Success (DAS) and Disability Support Service (DSS) staff would like to welcome you to Virginia Commonwealth University.

Thank you for choosing to become part of our vibrant, dynamic, and innovative community of learners! Virginia Commonwealth University, DAS, and DSS are committed to providing a world-class education to all students. If you are a student with a disability, we are committed to providing equal opportunity so you can benefit from all programs, services and activities.

We understand that getting a college degree can be rigorous; it takes patience, persistence, and discipline. Being a student with a disability can prove to be even more challenging.

As a student with a disability accepted to VCU, we already know you have the potential to be successful. DAS/DSS staff are here to assist you by making the road to reaching your goals a little less bumpy.

We hope you will use this handbook as a road map to understand:

- what we do
- the services we provide
- your rights and responsibilities in seeking our services, and how we can help you access services
- the importance developing self-advocacy skills

We wish you all the best in your educational journey and look forward to working with you as we watch you learn, grow, and discover your potential.

Sincerely,

DAS and DSS

If your program of study is on the Health Sciences Campus, please contact the DAS Office

If your program of study is on the Monroe Park Campus (MPC), please contact DSS

Disability Support Services

What is Disability Support Services?

The goal of DAS/DSS is to create a learning environment where all students have equal access to be able to participate in all of VCU's programs, services, and activities.

We aspire to promote student independence by recognizing their abilities, not their disabilities. This is accomplished through cooperative partnerships between students, faculty, and disability service providers.

The DAS and DSS offices:

- Facilitate an open and welcoming atmosphere by creating a place for students to meet, share, study, organize and obtain information concerning disability-related issues and opportunities
- Assist VCU in complying with the provisions of the Americans with Disabilities Act of 1990 (ADA) as amended in 2008 (ADAAA) and Section 504 of the Rehabilitation Act of 1973
- Make recommendations for academic accommodations in accordance with recent student documentation of a disability

- Serve as a liaison between faculty and students with disabilities

- Provide technical assistance to university departments

- Serve as an information and referral resource on disability-related issues

- Provide support services to students with disabilities including, but not limited to, advocacy, adapted materials, alternative testing and academic and career advising.

Services Not Provided by DAS/DSS

- Psycho-educational diagnostic assessments

- Medical evaluations

- Self-contained classes or training programs for students with disabilities

- Request that faculty compromise the integrity or technical standards of a class/program to accommodate students with disabilities

- Transportation to and from classes or personal activities

- Personal devices or assistance for personal use including, but not limited to: wheelchairs, eyeglasses, hearing aids, transportation, personal assistance for daily living skills

- Readers or scribes for personal use

What is a Disability?

A disability, as defined by the ADA, as:

a physical or mental impairment that substantially limits one or more major life activities

a person who has a history or record of such impairment

a person who is regarded by others as having such an impairment

A student must be otherwise qualified to participate in any academic program at Virginia Commonwealth University; therefore, a student with a disability must be able to meet or exceed any technical, essential, academic, behavioral, and professional standards as set forth by their college or school.

Examples of physical or mental impairments may include, but are not limited to:

- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorders
- Chronic Medical Conditions
- Deaf/Hard of Hearing
- Learning Disabilities
- Mental Health Disabilities
- Mobility Impairments
- PTSD
- Traumatic Brain Injury
- Visual Disabilities

Temporary Impairments –

A temporary impairment is defined as lasting six (6) months or less. They *may be* accommodated on a case by case basis. Please schedule an appointment with the appropriate campus DAS/DSS Office to discuss your needs.

Conditions Excluded from Disability Categories

A number of characteristics are excluded from the category of disability and, therefore, individuals with these conditions and/or characteristics are ineligible for services through DAS/DSS. These may include:

- English as a second language
- Eye color, hair color, height and weight (except in circumstances where obesity is the result of a medical condition)
- Illiteracy/Poverty
- Any impairments that do not limit a major life activity
- Pregnancy – while not considered a disability, it is covered under Title IX. Please refer to the Title IX Coordinator on MPC

- Advanced age –(in and of itself is not considered a disability)

Accommodations

What is an Accommodation?

As defined by the ADA, a *reasonable accommodation* is a modification or adjustment to a course, program, service, activity, or facility that enables a qualified student with a disability to have an equal opportunity to attain the same level of performance or enjoy equal benefits and privileges as are available to similarly situated students without disabilities. Such modifications may include:

- Extended time for testing
- Note Taker
- Alternative Test environment

Virginia Commonwealth University will provide reasonable accommodations.

While VCU does not ensure student success, VCU and DAS/DSS do ensure access to all VCU programs, services, and activities.

How to Request Accommodations

To receive services, accommodations, and protection under Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA), each student must demonstrate that (s)he is a student with a disability

Students may be eligible to receive academic accommodations only if they request accommodations with DAS/DSS

Students must provide a current official Accommodation Letter from DAS/DSS to their Instructors in order to receive academic accommodations

Students are strongly encouraged to request academic accommodations at least four (4) weeks prior to the first day of classes to ensure *accommodations* are ready at the beginning of the semester.

New Student Intake Process

STEP 1.

Obtain documentation of your disability from your specialist. The appropriate documentation will vary according to disability. Appropriate documentation will be discussed in more detail later in this Handbook, under *Documentation Guidelines*

Once you have obtained your documentation, you may email, fax, mail, or hand deliver your documentation to the appropriate campus website

(list websites for both campuses).

STEP 2. Complete the Intake forms appropriate for your campus, as outlined

by your appropriate campus website.

It is preferred that the Intake Forms are completed prior to your Intake Interview.

The Intake forms may be sent separately from your documentation, or they may all be sent together.

STEP 3. The disability office will contact you to initiate contact to request additional information, and/or to schedule an intake interview.

During the Intake meeting you and the service provider will discuss your disability and how it impacts you academically.

Eligibility for services is based on a combination of the student's description of how their disability impact their ability to learn, what accommodations they have used in the past, and the information provided in the student's documentation.

STEP 4. Once the appropriate accommodations are identified and agreed upon between service provider and student, an *Accommodation Letter* is then developed and copies are made

- *Accommodation Letters* are valid on a semester-by-semester basis.
- The *Accommodation Letter* will state **only** that you are a student with a documented disability and list the Accommodations you are eligible to receive.

- Your Accommodation Letter is confidential and CANNOT become part of your transcripts or other permanent records.

STEP 5. Once you have your *Accommodation Letter*, it is your responsibility to **MEET with your instructors privately to provide them with your letters and discuss your academic accommodations**

- If your instructor has questions concerning your disability or the accommodations, direct the professor to DAS/DSS office for clarification
- Academic accommodations are not retroactive. Accommodations begin when the student provides the Accommodation Letter to the professor

STEP 6. Contact your appropriate DAS/DSS office if there are changes in your disability status, or program standards/ requirements

Returning Student Accommodation Process

Students need to notify the DAS/DSS office each semester to receive a new *Accommodation Letter*. Prior to the end of each

semester, it is the student's responsibility for completing a *Request for Academic Accommodations* form and submit the form to the DAS/DSS to receive academic accommodations in a timely manner for the subsequent semester

Some students are comfortable talking about their disabilities with their professors, while other students are not. How much you disclose to your professors about your disability is **up to you**.

Student, DAS/DSS Staff, and Faculty Responsibilities for Academic Accommodations

Disability Support Services:

Determine student eligibility for services

• **Review student documentation**

- Schedule Intake Interview with student
- Authorize appropriate academic accommodations.
- Assist faculty members by:

- **Answering** questions.
- **Resolving** disability-related disputes.

Students:

- Register with the DSS office on the appropriate campus
- Provide appropriate and ***complete documentation***, related to the disability, to the DAS/DSS service provider (see the documentation requirements on pages 12-14)
- Discuss accommodation needs with the DSS service provider
- Supply any agencies or individuals who may be sponsoring him with copies of his grade reports and/or any other academic information.
- **Meet with each your instructors each semester to discuss your accommodations, and provide them with a copy of your Accommodation Letter**
- Monitor the effectiveness of your accommodations.

Instructors:

- Act immediately upon getting student *Accommodation Letter*, by providing the accommodations listed in the student letter
- Respect student privacy and treat all disability related information as confidential

- Meet with the student to discuss his/her accommodations. If eligible for note taker accommodations, assist the student to obtain a volunteer Note Taker in the class.
- Provide accommodations **only to students who are registered with** DAS/DSS and provide a current accommodation letter.
- Identify and establish essential functions, skills, abilities, and knowledge of the course and evaluate the student on this basis.
- Direct concerns or questions about requested accommodations to the DSS service provider.

Accommodation Request Analysis

When the DAS/DSS service provider reviews a request for accommodation, the following analysis is generally used:

- Does the student have a disability as described by the federal definition? (see page ??? for definition)
- Does the student meet the academic and technical standards for admission or participation in an educational program or activity at VCU?
- Was the accommodation requested in a manner

consistent with established university policies and procedures?

- Is the accommodation reasonable and/or readily achievable?
- Is the nature of the program or activity fundamentally altered by the provision of the accommodation?
- Does the provision of the accommodation present an undue financial or administrative burden on the university?

Grievance Procedures

The most efficient way to resolve a potential issue related to disability accommodation or accessibility is to communicate concerns directly to the responsible VCU official. VCU encourages students who believe they have been denied a reasonable accommodation or sufficient access by a VCU instructor or a VCU office, including Disability Support Services or the Division for Academic Success, to attempt to resolve the issue directly with that person or office.

To facilitate timely resolution of such concerns, students should raise the issue as soon as possible following the denial and clearly articulate in a written statement their concerns and the resolution that they seek. Students may contact their case manager in Disability Support Services or the Division for Academic Success case manager for advice on handling such matters and support related to an accommodation approved by that office, including mediation if appropriate.

Most concerns about accommodation and accessibility can be resolved in this manner, and students should make every reasonable effort to achieve this resolution. If the issue is resolved to the student's satisfaction, no formal grievance is necessary. If such direct communication does not resolve concerns related to accessibility or accommodation, VCU encourages students who believe they have been denied a reasonable accommodation or sufficient access because of their disability to use the Student Disability Accommodation and Accessibility Grievance Procedures set forth in this link: <https://policy.vcu.edu/sites/default/files/%5BDRAFT%5D%20Accessibility%20and%20Reasonable%20Accommodation%20for%20Individuals%20with%20Disabilities.pdf>

Documentation of a Disability

Confidentiality

VCU considers documentation of a disability confidential information. Documentation **does not** become part of a student's academic transcript.

Faculty and staff members have no authority to access student documentation of a disability, or have any information concerning a student's disability.

Students are under no obligation to disclose their disability unless an

accommodation is being requested. It is at the student's discretion as to how much information to disclose.

Documentation Guidelines

Documentation Guidelines

The Disability Support Services (Monroe Park) and The Division for Academic Success (Health Sciences Campus) provides academic accommodations for VCU students with documented disabilities. The documentation provided regarding the disability must confirm the disability under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990. The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities.

The evaluation must be completed by a qualified clinician licensed or certified by the state in which the evaluation was done. The evaluation must have a specific diagnosis. It should be reasonably current. Typically, current or within the past three to five years is preferred. If documentation is older, we will work with you to determine if this is sufficient or updated information is needed. A description of the current functional limitation(s) as it impacts academic performance, expected progress or stability of the disability, and recommendations for accommodations should be listed.

The documentation should provide clear evidence connecting the

suggested academic accommodation to the impact of the impairment.

An IEP/504 Plan, accommodation letters from a previous postsecondary institution, and/or a letter from a healthcare professional, **may be used** as supporting documentation.

Every accommodation request is unique and will be considered individually. This is an interactive process with the student and disability service provider. There may be instances where additional documentation is needed.

All documentation should include:

- the name, title and professional credentials of the evaluator
- area of specialization, training and experience with adolescent/adult populations,
- employment, and state/province of practice
- written on employment letterhead
- signed and dated by the professional – either hand or electronically

Evaluations completed by friends or relatives, are considered a conflict of interest and are not acceptable.

All diagnostic documentation is used for academic accommodations and not for treatment purposes. These two processes should never be confused.

Guidelines for Documentation of

Disabilities

Cognitive Disabilities

Attention Deficit

Hyperactivity Disorder

(ADHD), Learning

Disabilities (LD), Traumatic

Brain Injury (TBI), and

Autism Spectrum Disorder

(ASD), etc.

Documentation of cognitive disabilities should be in the form of a report prepared by an appropriate professional (psychiatrist, physician, or psychologist) It should include the following information:

- A clear statement of a specific diagnosis supported by the test data, history, and clinical observations
- A n assessment of procedures and evaluation instruments that were used to make the diagnosis, i.e., measures of achievement and information processing (such as memory, auditory, visual processing and processing speed).
- Information about the current medication(s) being used to treat the disability and any possible side effects of the medication(s)
- A complete description of the impact in an academic environment
- A description of situations that may exacerbate the condition

- Suggested recommendations for effective and reasonable accommodations.

Physical, Sensory, Health

Deaf/Hard of Hearing, Blind/Visually Impaired, Diabetes, and etc.

Documentation of physical, sensory, or health related impairments should consist of a letter or report from a qualified health care professional (i.e., physician, audiologist, and ophthalmologist). This report should include the following:

- A formal assessment of current health status and diagnosis.
- The functional limitations of the impairment in an academic environment.
- Whether the condition is stable, progressive, or temporary.
- Possible side effects of any prescribed medication.
- A description of situations that may exacerbate the condition.
- Suggested recommendations for effective and reasonable accommodations.

Emotional/Psychological Impairments

Depression, Anxiety, PTSD, and etc.

Documentation of emotional/psychological impairments should be current and consist of a detailed report by a qualified mental health professional (i.e., psychiatrist, psychologist or licensed clinical social worker) and should include the following:

- A clear statement of the diagnosis
- Information about the current medication(s) being used to treat the disability and any possible side effects of the medication(s)
- A complete description of the impact in an academic environment.
 - Suggested recommendations for effective and reasonable accommodations.

Temporary impairments

Temporary impairments may be accommodated on a case by case basis. Please schedule an appointment with DAS/DSS Office.



Types of Services

Available

Virginia Commonwealth University offers the following accommodations and services for students with disabilities.

Accessibility to classrooms

Students with accessibility issues are strongly encouraged to review their schedules and class locations at least four weeks before classes begin and contact the appropriate Disability Support Services service provider regarding any problems with specific classroom accessibility. VCU cannot guarantee that classrooms will be accessible on the first day of class for those students who do not notify the appropriate DSS service provider of accessibility issues at least four (4) weeks prior to the first day of class.

Access to wheelchair lifts

Students may request a key(s) that fits the lifts on their campus from the appropriate DSS office.

Priority registration

Priority registration is available to students **on the Monroe Park Campus only**. Students will be contacted via email prior to the beginning of the priority registration.

For questions, contact the DSS service provider or the University Registrar's Office:

Monroe Park Campus
Records and Registration
Grace E. Harris Hall
1015 Floyd Ave., P.O. Box 842520
Richmond, VA 23284-2520
Phone: (804) 828-1349
www.enrollment.vcu.edu/rar

Oral/sign language interpreters

See Interpreting Services Section of this Handbook.

Library assistance

To request assistance, students should refer to the websites or visit the James Branch Cabell Library on the Monroe Park Campus (www.library.vcu.edu/about/libraries/cabell/) and the Tompkins-McCaw Library for the Health Sciences on the MCV Campus (www.library.vcu.edu/about/libraries/tompkins-Mccaw/). Both libraries have accessible computer work stations.

Readers

DAS/DSS may provide reader/assistive technology services for students who qualify for this service. Services are used primarily for tests and exams. The university does not provide readers for home use.

Note taker Process

Students have the following options:

- They can locate a note taker on their own before requesting help from their instructors in locating a note taker.
- Students must present instructors with their Accommodation Letter, which must support their request for a note taker. In the Accommodation

Letter, the instructor's assistance is requested in locating a peer note taker in the class for the eligible student.

- If students or instructors cannot find a note taker in the class, the student and/or instructor should inform the DSS office so that a note taker can be located or other arrangements can be made.
- If media presentations are used, students may request paper copies from their instructors.
- If notes are provided via Blackboard or other media sources, students are encouraged to utilize these resources.
- **Note Taking Services are not a substitute for attending class.**

Assistive Technology (AT)

DAS/DSS have staff who specialize in assistive technology to assist students. For further information, contact your disability support staff in the appropriate campus office.

Exam modifications

Students who require test/exam modifications such as extended time, auxiliary aids, readers, interpreters or scribes should make arrangements for those modifications through the appropriate DAS/DSS office. Request for these accommodations should be made at least three (3) business days prior to the test/ exam date to guarantee appropriate arrangements.

It is the responsibility of the faculty member to ensure that the exam is sent to DSS at least 24 hours prior to the testing date. Exams can be delivered to DAS/DSS by the professor or Designee.

Service Animals

Guidelines

Consistent with the American with Disabilities Amendments Act (ADAAA), service animals are generally permitted in most campus facilities.

Definitions

A service animal is “any dog that is individually trained to work or perform tasks for people with disabilities.” In some cases, ~~miniature~~ horses may also be considered service animals.

If there are any questions as to whether the animal qualifies as a service animal, a determination will be made by DAS/DSS.

Comfort Animals

The provision of emotional support, well- being, comfort or companionship by an animal does not constitute work or tasks for the purposes of meeting the definition of a service animal. Comfort or companionship animals may be allowed in residence halls.

Students who are requesting approval for a comfort animal are asked to contact the appropriate disability office for their campus. These requests will be considered on a case by case basis, in an interactive manner based on VCU's determination process.

Physical accessibility

The ADA requires existing facilities of Title II entities to be physically accessible. VCU maintains compliance with the Uniform Federal Accessibility Standards and ADA Accessibility Guidelines for Buildings Facilities. Some VCU departments occupy older structures that because of their historic designation cannot be modified for complete access by students with disabilities, including some buildings that may not have an accessible entrance.

If a student is scheduled to attend a class in a building or a room that is inaccessible, the class may be relocated. An individual needing such an accommodation should contact the appropriate DAS/DSS service provider for assistance.

The university strongly encourages students to notify DAS/DSS at least four (4) weeks prior to the first day of classes to ensure classroom accessibility.

Maps of university building locations noting accessible entrances are available at:

www.maps.vcu.edu/monroepark for the Monroe Park Campus

www.maps.vcu.edu/mcv for the MCV/Health Sciences Campus.



Academic Requirement Accommodations (Course Substitution) Monroe Park Campus Only

Students with disabilities must complete all requirements for the particular degree they are pursuing. However, if a student believes that her disability would make it impossible to complete a particular general education, collateral or major requirement, the student should discuss the matter with the DSS service provider. Depending on the nature of the requirement in question, the severity of the disability, and the recommendation of the DSS service provider, a curriculum modification or substitution may be made.

A committee consisting of university faculty and staff members, and/or administrators, will review the student's substitution request and advise the student in writing of their findings. The student needs to obtain a course substitution petition form from the DSS office to begin this process. The DSS service provider will review the course substitution process with the student.

Mobility-Impaired Accessible Parking

Use of designated parking spaces for students with disabilities in the parking decks and lots on the Monroe Park and MCV campuses requires:

- a university parking permit (obtained from Parking and Transportation Services, <http://www.parking.vcu.edu/>)
- a permit or license plate issued by the Virginia Department of Motor Vehicles or the state in which the vehicle is registered.

Prior to initiating a request for a *VCU Accessible Parking Permit*, students should acquire the necessary license plate or documentation of disability from the Virginia DMV or agency in their home state. Daily, semester or annual parking rates are available.

All subscribers parking in handicapped-accessible spaces in controlled lots/decks must display:

- a valid university parking permit for their assigned lot or deck and
- a disabled person placard or license plate, issued by the state department of motorvehicles or equivalent office for the state in which the car is registered, indicating that the driver is permitted to park in an accessible space for the mobility impaired.

All parking subscribers **must** pay the applicable subscriber fee to park at **any** VCU parking location. VCU

metered spaces are limited to four hours for mobility-impaired individuals with the proper parking permits.

Failure to follow documented procedures will result in a \$100 parking fine if the driver is parked in a handicapped accessible parking space without the proper permits.

All students with temporary disabilities may request permission to park in handicap accessible spaces in their designated lot or deck.

If necessary, subscribers with temporary disabilities may request to move to a more proximate location. All persons requesting handicapped parking on either campus are required to have a placard from the DMV.

Transportation between campuses is provided via an accessible bus. Route and schedule information can be obtained by visiting the Parking and Transportation Services website at <http://www.parking.vcu.edu> or by calling:

- Monroe Park Campus office, 1108 A West Broad Street (804) 828-7275, or
- MCV Campus office, 659 N. 8th Street, (804) 828-7275.

Accessible housing

Residential Life and Housing provides living spaces within the residence halls designated to accommodate the needs of

students with disabilities. To request one of these allotted living spaces, documentation of a disability-related need for special housing, must be provided to DAS/ DSS. The Housing Accommodation Form may be obtained in the DAS/DSS office, or online at the DAS/DSS websites.

Services for Veterans

VCU provides support for its student veterans. The Green Zone program identifies faculty and staff volunteers throughout the university who have received special training and are knowledgeable about student veteran issues and resources.

The goal of the “Green Zone” is to make VCU more accessible to veterans. Faculty participants agree to:

- Attend a workshop that provides information and resources related to ~~issues~~ faced by student veterans.
- Display the Green Zone sticker outside their office door to let others know they are available to provide support and information about resources for student veterans.
- Be a resource to other faculty, staff or students who may have questions about student veteran issues.

Wounded Warriors are encouraged to contact the:

- Office of Disability Support Services on the Monroe Park Campus
- Division for Academic Success on the VCU Medical Campus.



Interpreting Services

A sign language interpreter is a skilled professional who facilitates communication between the educational environment and persons who are deaf and hard of hearing (D/HOH). Students need to respect the professionalism of their interpreters and refrain from engaging them in casual and/ or inappropriate conversation that may interfere with their work.

- Disability Support Services coordinates all interpreter and computer-aided real-time translation (CART) services for VCU students who are deaf. Students are encouraged to request an interpreter or CART services at least four (4) weeks prior to the first day of instruction. These services may not be available on the first day of class for students who do not request them at least four (4) weeks in advance.
 - Once students register for classes, they need to give a copy of their class schedules to the DAS/DSS service provider. If changes are made in a student's original class schedule, the DAS/DSS service provider must be promptly notified.
 - The DAS/DSS service provider makes interpreter/CART assignments based on the class, student and the skills of each interpreter. Every effort will be made to honor a student's request for a specific interpreter or transcriptionist. There may be instances, however, when a student's request cannot be honored due to overall scheduling constraints or unforeseen circumstances, such as illness.
- It is the student's responsibility to attend all classes. Students must notify the DAS/DSS service provider at least 24 hours in advance if she anticipates being absent from class due to an illness or another serious situation.
- Students are allowed three absences. Four or more absences may result in a meeting with the DAS/DSS service provider to discuss the student's reasons for not attending class. The student may be required to provide written documentation from a physician or other professional that explains the need for the absences.
 - Students need to make every effort to arrive on time to all of their classes. The interpreter/transcriptionist will wait an appropriate length of time for the student to arrive.
 - Habitual tardiness also will be noted and reported to the DAS/DSS service provider. Abuse of interpreter/ CART services such as tardiness or excessive absences may result in a meeting with the DAS/DSS service provider.
 - Interpreters/transcriptionists are paid

by the hour, even when the student does not show up for class. VCU expects students to be responsible and avoid being late for or missing classes.

- Students need to be alert in the classroom and pay strict attention to the instructor and the interpreter. If a student elects to sleep, eat, ignore or generally not pay attention to the interpreter, the interpreter will not recap what the instructor has said.
- Interpreters and students may schedule prep time before class to review course material and/or develop signs for words used frequently in the classroom for which there are no previous signs. Students need to make sure that they keep these important appointments. Remember, the
 - events and activities, must notify the DAS/DSS service provider by completing the *Interpreter/CART Request Form* 72 hours in advance of the event or activity, to ensure the timely delivery of service.
 - Monroe Park Campus Interpreter/CART Request Forms are located in the DSS office. If scheduled interpreting/CART services are not needed, a *Cancellation of Interpreter/CART Services Form* must be completed and given to the DSS service provider at least 24 hours in advance of the

interpreter and the student are a communication team and should strive to work together to maximize the effectiveness of the classroom experience.

- If the interpreter/transcriptionist does not show up for class, the student needs to contact the DAS/DSS service provider immediately so that, if possible, a substitute can be found. Students who experience any problems with interpreters/ transcriptionists or an interpreting situation should inform the DAS/DSS service provider immediately.
- DAS/DSS will make every effort to provide interpreters/CART services for a variety of campus events and activities. Students who request interpreter/ CART services for both campuses scheduled event or activity unless the cancellation is due to an emergency.
 - To make a **Virginia Relay** call, dial 711 in Virginia, or (800) 828-1120 from outside of the state.

Information on Virginia Relay is available online at www.varelay.org.

VCU Academic Resources

Virginia Commonwealth University provides many services to **all** VCU students to assist them on their academic journey. Some of these services, which DAS/DSS highly recommend to our students' are:

- Division for Academic Success (MCV campus)
<http://healthsciences.vcu.edu/das>
- Math Lab
www.math.vcu.edu/mathlab
- University Counseling Service
www.student.vcu.edu/counseling
- Campus Learning Center
www.vcu.edu/uc/clc
- University Career Center
www.students.vcu.edu/careers
- Writing Center
www.vcu.edu/uc/writingcenter

VCU Health Resources

Center for Psychological Services and Development

612 N. Lombardy St. (804) 828-8069

www.has.vcu.edu/

psy/cpsd

University Counseling Center

Monroe Park Campus

University Student Commons

907 Floyd Ave., room 238

(804) 828-6200

www.students.vcu.edu/counseling

University Counseling Center:

MCV Campus

Grant House

1008 E. Clay St., room B011 (804) 828-3964

www.students.vcu.edu/counseling

University Student Health Services:

Monroe Park Campus

Sports Medicine Building 1300 W. Broad St.,

Suite 2200

Clinic: (804) 828-8828

University Student Health Services:

MCV Campus

Virginia Mechanics Institute Building

1000 E. Marshall St. Room 305

(804) 828-9220

www.students.vcu.edu/health

Wellness Resource Center

(804) 828-9355

www.students.vcu.edu/health

1st Semester Checklist for Receiving Accommodations

- Contact the DAS/DSS office on your campus to request accommodations.
- Find out if your documentation of disability is sufficient to be eligible for accommodations at VCU*
 - If you need additional documentation, take VCU requirements to your doctor or other diagnosing professional to obtain the documentation
- Complete the following VCU forms (available on the DSS/DAS website or in the office):
 - Student Intake form
 - Student Acknowledgement form
 - Voter Registration Agency form
- Schedule an intake interview with DSS/DAS personnel.
- Pick up accommodation letters the first week of the semester from the DSS/ DAS office.
- Give accommodation letters to each professor/instructor including those in lab classes.
 - It is preferable to schedule an appointment with professors to give them the letters and to let them know how you learn best.
- Contact the DSS/DAS office if you experience any difficulty with this process or receiving your accommodations

Future Semesters Checklist for Receiving Accommodations

- An updated accommodation letter is required for every semester.
- If changes to your letter are needed, contact DSS/DAS office immediately to schedule an appointment to discuss.
- If needed, request alternate format books at least 4 weeks in advance of the new semester.
- If needed, provide class schedule so interpreters may be secured at least four weeks in advance of the new semester. If there is any change in your schedule, or if you cannot attend a class, notify the DSS/DAS office immediately.
- Pick up accommodation letters the first week of the semester from the DSS/ DAS office.
- Give accommodation letters to each professor/instructor including those in lab classes.
- It is preferable to schedule an appointment with professors to give them the letters and to let them know how you learn best.



Disability Support Services

dsa
Division of
Student Affairs

