Center for Accessibility Services (CAS)

CAS Roles and Responsibilities

- We work with a wide range of abilities. The most common diagnoses are: ADHD, medical, learning disabilities, and anxiety/depression.
- We have an interactive process to determine reasonable accommodations needed to access classroom materials and curriculum.
- We hold regularly scheduled case management meetings for students who may be struggling.
- We present regularly on study skills (time management, test anxiety, procrastination, note taking, etc.).
- We collaborate closely with our campus partners, with a focus on University 100, the Harvey Knowledge Center, Counseling Services, and Student Retention.
- We vet housing and ESA requests through the housing committee.
- We organize notetaking and test proctoring services.
- We schedule interpreters, and captioning services.
- We work with facilities to ensure our campus is accessible for all.
- We facilitate student support groups.
- We maintain two accessible technology labs on campus, equipped with screen readers, and dictation software.
- We house a large testing/study lounge, as well as individual reduced distraction testing rooms.

How does a student register with CAS?

1) Complete the Registration Form
2) Complete the Request for Accommodations Form
3) Call or stop by to set up an interview with a CAS Coordinator

*All forms and additional information can be found at the CAS website

https://www.radford.edu/content/cas/home.html

Who qualifies for accommodations?

Typically, our students are those who had an IEP or 504 in high school. For some, however, diagnosis may come after high school, therefore a documented disability may also qualify for accommodations. Determination is made through the registration and interview process.

How are accommodations determined?

The CAS process is interactive and individual. Meaning upon registration, the student discloses their disability, shares any previous documentation and engages in an interview with a CAS Coordinator. During this process it is determined how the disability impacts the student in the academic setting. The previous documentation such as 504’s or IEP’s from high school may provide guidance as to what types of accommodations were used to support access to material.

Accommodations provide access to the material, and are considered appropriate at the collegiate level.

How are note takers found?

We are always looking for note takers. All you need to do is let your instructor know so the services can be confidentially coordinated.

By volunteering to share one’s notes, a student is eligible for priority registration. Note taking makes you an active member of your learning community, and can be a resume builder.