



## CASAS Information for First-Year Experience Faculty

### How CASAS Can Help Your Students

Student Issue	CASAS Support
<ul style="list-style-type: none"> <li>• Task initiation, time management, procrastination</li> <li>• Planning, organization</li> <li>• Note-taking &amp; study skills</li> <li>• Test prep &amp; test-taking strategies</li> <li>• Motivation, accountability, resilience, perseverance</li> <li>• Navigating course syllabi, Outlook, Teams, Blackboard, Banner, etc.</li> </ul>	<p><b>Academic Success Coaching</b> – Students work one-on-one with an assigned peer coach throughout the year.</p> <ul style="list-style-type: none"> <li>• Weekly, biweekly or monthly sessions</li> <li>• In-person or virtual sessions</li> <li>• Targeted coaching and periodic check-ins</li> </ul>
Content in academic classes	<p><b>Course-Specific Tutoring</b> – For most 100- and 200-level courses and some 300-level classes.</p> <p><b>Peer Academic Leaders (PALS)</b> – Small-group study sessions for designated 100- and 200- level courses. Sessions led by students who previously took the course and who are embedded into the classroom weekly.</p> <p><b>Math Zone</b> – Students may drop in for “just in time” math support or schedule in-person and virtual appointments.</p>
<p>Writing skills</p> <ul style="list-style-type: none"> <li>• Generating ideas, planning and outlining</li> <li>• Organization, structure, clarity and fluency</li> <li>• Mechanics of writing</li> <li>• Editing and revising</li> <li>• Formatting and citation</li> </ul>	<p><b>Writing Tutoring</b> – Tutors work individually with students by providing instruction and feedback for analytical, expository, persuasive, narrative, and professional writing assignments.</p>
Social and communication skills	<p><b>Mentor Academic Partnership (MAP)</b> – Students participate in fun, collaborative activities to build community and develop their social, communication, self-advocacy and problem-solving skills. Students work with peer leaders and professional staff from CASAS and SCSU’s Communication Disorders and Recreational Therapy programs. Student also receive Academic Success Coaching (see above).</p>
Student is not proficient in English	<p><b>English Language Learner (ELL) Support</b></p> <ul style="list-style-type: none"> <li>• Reading and writing</li> <li>• Interpretation and translation</li> <li>• Multilingual study hall</li> <li>• Conversation partners to practice English</li> </ul> <p>Depending on their English-proficiency level, students may be eligible for an accommodation for extended testing time.</p>
Student discloses	<p><b>Accessibility Services</b> – Qualified students may be eligible for academic accommodations. See below for more information.</p>

<ul style="list-style-type: none"> <li>• a physical, learning, or mental health disability</li> <li>• they received special education services or having a 504 Plan in high school</li> <li>• a temporary health condition (injury or other medical issue)</li> <li>• a pregnancy or pregnancy-related condition</li> </ul>	
Student suspects they have ADHD.	<b>ADHD Screenings</b> – Students are screened (not diagnosed) by trained graduate students from SCSU’s Office of Psychological Assessment. In some cases, students may be eligible for temporary accommodations pending receipt of a formal diagnosis. Appointments may be booked by contacting CASAS or through Navigate (select “Meet with Dr. Colwell’s Team” on the CASAS link).
Student feels overwhelmed and needs a calm place to decompress	<b>Sensory Space / Zen Den</b> – Students can reset with fidget toys, coloring activities, or relaxing in our teepee or in our comfy bean bag chairs.
Student isn’t sure what they need and neither am I.	Refer them to us! We’re here to help ALL students!

## Accessibility Services

### Accommodations Generally

- Adjustments and supports to ensure equal access to education by removing barriers due a student’s disability or other qualifying condition (e.g., injury, illness, pregnancy, etc.)
- High school accommodations don’t automatically transfer to college. Student must apply through CASAS.
- Eligibility is determined on an individualized basis following an intake meeting and review of documentation.
- Students should submit their documentation and schedule intake meetings as soon as possible.
- If a student isn’t sure they’d qualify, encourage them to reach out to CASAS anyway.

### Application Process

- *Step 1* – Student registers with CASAS by completing the online intake form at <https://inside.southernct.edu/casas/accessibility-services>. Students may contact CASAS if they need assistance.
- *Step 2* – Student submits documentation. See the *Documentation Guidelines* on the CASAS website for more information.

<b><i>If student:</i></b>	<b><i>CASAS needs copies of:</i></b>
Received <b>special education</b> services in high school	<ul style="list-style-type: none"> <li>• Most recent IEP <u>AND</u> most recent triennial evaluations (cognitive, academic, speech &amp; language, occupational or physical therapy, etc.) conducted by school district</li> <li>• Any other documentation relevant to the need for accommodations</li> </ul>
Had a <b>504 Plan</b> in high school	<ul style="list-style-type: none"> <li>• Most recent 504 Plan <u>AND</u> current medical documentation regarding the student’s condition / need for accommodations</li> </ul>
Has <b>other health</b> conditions	<ul style="list-style-type: none"> <li>• Documentation completed by the student’s healthcare provider supporting the need for accommodations</li> <li>• Provider instead may complete the CASAS Provider Form or submit a letter on their letterhead</li> </ul>

**CASA can assist in obtaining student’s documentation from their school district.**

- *Step 3* – Student schedules an intake meeting with CASAS.

- Student must reach out to schedule the appointment; it's not done automatically.
- Meetings will be postponed if documentation isn't received at least 24 hours in advance.

### Once Approved for Accommodations

- Accommodations are **effective** only when the professor receives the **accommodation letter** from CASAS.
- Accommodations are **not retroactive**.
- Every semester (and whenever they pick up a new class, receive a new accommodations, or take a winter or summer class), the student must complete the **Semester Request process** on Accommodate to authorize CASAS to send letters to their professors on their behalf. *This is not done automatically!*
- The student needs to **meet with each professor individually** to discuss how their accommodations will be implemented in their class, not *why* they have them. (Students don't have to reveal why they have accommodations or justify their need.)
- Students approved for **testing accommodations** must book their testing appointments through Accommodate **at least 7 days in advance**.

### **Refer Your Student to CASAS Whenever They**

- Mention having had an IEP or a 504 Plan in high school
- Report they weren't "much of a student," "barely made it through," or missed a lot of classes in high school
- Describes themselves as "terrible at math" or having a "math phobia"
- Appear excessively worried, anxious, stressed, upset or sad over a period of time
- Appear "socially awkward" or withdrawn, or report having no friends
- Have obvious mobility issues
- Disclose medical and/or mental health issues
- Share that English isn't their primary language
- Disclose they're pregnant
- Report they're an "organizational disaster"

### **Connecting with CASAS**

#### Reaching Out

- Office: 3<sup>rd</sup> Floor of Buley Library
- Phone: (203) 392-6826
- Fax: (203) 392-6829,
- Email: [casas@southernct.edu](mailto:casas@southernct.edu)

#### Hours

- Monday through Wednesday – 8:00 am to 9:00 pm
- Thursday – 8:00 am to 8:00 pm
- Friday – 8:00 am to 4:30 pm
- Saturday – Closed
- Sunday – 4:00 pm to 8:00 pm (virtual appointments)

#### Scheduling Appointments

- For **all services**, contact CASAS directly (see above)
- For **accommodations**, book through Accommodate
- For all services except accommodations, book through Navigate