Key Links and Information for Faculty Advisors: 2016-2017

Getting Started

2016-17 Academic Calendar
http://college.as.virginia.edu/2016-2017_calendar

University Disability, Non-Discrimination, and Privacy Statements
Page 4, below

Deans and Associations
http://college.as.virginia.edu/association-deans

College Administrative Support Staff
http://college.as.virginia.edu/administrative-staff

General Academic Support
http://college.as.virginia.edu/acad_support

Other Sources of Advising Help
http://college.as.virginia.edu/other-sources-advising-help

Fall Orientation Schedule
http://www.virginia.edu/orientation/fall-orientation/

Connecting College, Advising, and Career
http://college.as.virginia.edu/connecting-college-career-advice-deans

Requirements & Advice

Degree Requirements
http://college.as.virginia.edu/requirements

Degree Requirements for Forum Students
http://college.as.virginia.edu/the-forums

UVA Area Requirement Checklist
http://college.as.virginia.edu/requirement/area/checklist

Course Selection & Creating a Schedule
http://college.as.virginia.edu/course-selection
Direct from the Deans: Things Every Faculty Advisor Should Know
Page 5, below

Advising Special Student Populations
Students for Health, Law, and Business Professions, page 7, below
International Students, page 12, below
Students with Learning Weaknesses, page 13, below
Advising External Transfer Students, page 17, below

Transfer to other U.Va. Schools
http://college.as.virginia.edu/transfer-out

Other Information (Alphabetical)

Advanced Placement (AP) Exam Credit
http://college.as.virginia.edu/ap-credit

Chemistry Placement & Frequently Asked Questions
http://chem.virginia.edu/undergraduate-studies/undergraduate-faqs/first-and-second-years/

Family Educational Rights & Privacy Act (FERPA)
http://www.virginia.edu/registrar/privacy.html
http://www.virginia.edu/registrar/forms/FERPA_parents_students.pdf

First-Year Seminar Classes (Special Classes)
College Advising Seminars (COLA 1500)
http://college.as.virginia.edu/COLA

ELA and LASE Classes
http://college.as.virginia.edu/LASE_ELA

University Seminars (USEM 1570 or 1580)
http://provost.virginia.edu/usems

Foreign Language Placement Examinations
http://college.as.virginia.edu/fl-placement-exams

Grants and Scholarships (Deans)
http://college.as.virginia.edu/research_travel_grants
http://college.as.virginia.edu/scholarships

International College-level (IB) Exam Credit
http://college.as.virginia.edu/iclec
Math Placement
http://www.math.virginia.edu/content/math-placement

Transferring to the College from another UVA School
http://college.as.virginia.edu/transfer

UVA Honor Code
http://www.virginia.edu/honor/faq/

Using the College’s Online Advising System

From Other Offices

University Career Center
http://career.virginia.edu/

Study Abroad
http://www.virginia.edu/studyabroad/advisors.html

Student Disability Access Center
http://www.virginia.edu/studenthealth/sdac/sdac.html
http://www.virginia.edu/studenthealth/sdac/FacultyStaff.html

Student Health
http://www.virginia.edu/studenthealth/

Office of the Dean of Students
http://www.virginia.edu/deanofstudents/aboutodos.html

Also see http://college.as.virginia.edu/other-sources-advising-help
NOTICE TO STUDENTS OFFERED ADMISSION WHO BY REASON OF A PREVIOUSLY IDENTIFIED DISABILITY AND/OR MEDICAL CONDITION MAY REQUIRE PHYSICAL OR ACADEMIC ACCOMMODATION

Should you have (or have been previously diagnosed as having) any learning, physical, or emotional impairment which may require accommodation at the University of Virginia, please notify Brad Holland, Americans with Disabilities Act Coordinator and the Section 504* Coordinator of Services for Students with Disabilities, Washington Hall-East Range, P.O. Box 400219, Charlottesville, VA 22904-4219; telephone (434) 924-7819. Such circumstances may include, but are not limited to, impaired vision, hearing, mobility, or a specific learning disability such as dyslexia, dysgraphia, or expressive dysphasia. Response to this notice will allow the University of Virginia to prepare for your arrival and to aid in meeting your educational needs. Any information submitted will be treated confidentially and will be shared only with those who need to know. In order to receive accommodations or exemption from policies stated here and in the Undergraduate Record, students with any diagnosed impairments must have notified the University in a timely manner.


UNIVERSITY OF VIRGINIA NON-DISCRIMINATION POLICY
The University does not discriminate in any of its programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. The University operates equal opportunity and affirmative action programs for faculty, staff, and students. The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

KEY CONTACTS
- The Office of Equal Opportunity Programs (EOP; see https://www.virginia.edu/eop/titleix.html) is responsible for the enforcement of the University’s non-discrimination obligations. An applicant for admission or employment or any student or employee may file a discrimination complaint with the EOP Officer, Office of Equal Opportunity Programs, University of Virginia, Washington Hall-East Range, P.O. Box 400219, Charlottesville, VA 22904-4219, 924-3200. Complaints are to be submitted in accordance with and are subject to the standards of the “University of Virginia Discrimination Complaint Procedures.”
- The Americans with Disabilities Coordinator and the Section 504 Coordinator is Melvin Mallory (see http://eocr.virginia.edu/ada-coordinator).
- The Title IX Coordinator is Catherine Spear (see http://eocr.virginia.edu/title-ix).
- The University Ombuds is Brad Holland (see http://eocr.virginia.edu/ombuds).

PRIVACY ACT
See the Registrar’s site (http://www.virginia.edu/registrar/privacy.html) for information.
Direct From the Deans: Things Every Faculty Advisor Should Know

1. The College’s web pages contain virtually all of the information a student needs to know about College degree requirements. Make sure that students also know what the Undergraduate Record is and how they can access it online.

2. Read Getting Started: Connecting College, Advising and Career.

3. Students must be warned about the deadlines for dropping, adding, changing from or to CR/NC, auditing, and withdrawing. Failure to observe deadlines can have disastrous results. The College strictly enforces these deadlines.

4. Explain ACADEMIC PROBATION and SUSPENSION.
   Three ways a student can incur Academic Probation
   Less than 12 credits earned in a semester;
   Less than a 1.8 GPA;
   More than one grade below C-.

   Grounds for Academic Suspension
   Two consecutive semesters on Academic Probation (exclusive of J-Term and Summer Session);
   Less than 9 grade points (NOT credits) earned in a semester.

5. Some students should not enroll in ENWR 1505 and a foreign language course in the same semester unless they are International Students or are advised to do so by their Dean.

6. FOREIGN LANGUAGE PLACEMENT TESTS are required – they are not an option. Students may take the Spanish and French exam online at any time; they can only take the test once. Links are provided from the respective department homepages. Students who miss the summer and fall orientation placements tests should be referred to the Foreign Language Coordinator in the appropriate department.

7. Encourage students to regularly and carefully examine their Academic Requirements (AR) Form. Students are responsible for their academic record. For example, the total number of credit hours given on a transcript will include ALL hours taken and passed whether applicable to the degree or not. Thus, the total may be more than the 120 credit hours required but less than the number they need for their major or the core requirements. The accurate number will show on an AR form.

8. Students need a minimum of 102 credits inside the College and are allowed a maximum of 18 hours outside the College. See http://college.as.virginia.edu/credits for more information.
9. College students are allotted ONLY 8 full-time semesters (excluding Summer Session and January Term). For some students, especially those with 12 or more AP credits, graduating in three years may be possible.

10. If a student’s AP scores, IB scores and/or Dual Enrollment credits have not been posted, s/he should bring official copies of the credit to the College Registrar’s Office in 106 Monroe Hall after the first week of classes. Remind students that they may view their credit on their AR (Academic Requirements) forms in SIS.

11. Students who wish to carry 18 or more credits must request permission from their Association Dean. Students may not carry more than 21 credits. The Credit Overload Request Form is available from 101 Monroe Hall.

12. Students planning to attend a professional school should be aware early on that there are many different requirements. Refer students to the pre-professional advisor in the appropriate school and tell them that there will be informational meetings in the fall addressing such issues. Refer pre-health and pre-law students to the University Career Center, Bryant Hall. Pre-education students should contact Dean Sandra Seidel (924-3350; Monroe Hall).
Advisor's Students for Health, Law, and Business Professions

**Health Professions**

*The Top 4 Health Professions Advising Tips for First-Years*

**Majors.** Although health professional programs identify core requirements that are necessary to matriculate into a program, these requirements do not dictate a student's major at the undergraduate level. Students should explore all coursework and degree programs that are of interest to them. Applicants are not penalized for choosing a major that is not science related.

**Coursework.** Prerequisites for health professional programs can vary within the same field. A student may need to take additional coursework beyond the identified core requirements to be a qualified applicant. The most common areas where prerequisites can differ are: English composition, math, and biochemistry. Some students may need to wait until they have identified the programs they would like to apply to before understanding exactly what coursework they need. For applicants interested in applying to medical school (M.D. and D.O.), a new MCAT exam format went live in spring 2015. To learn more about the new changes and view practice questions for each section, see the next section and check out Preparing for Medical School at: [https://students-residents.aamc.org/applying-medical-school/preparing-med-school/](https://students-residents.aamc.org/applying-medical-school/preparing-med-school/)

**AP Credit.** Programs vary on whether they will accept Advanced Placement (AP) credit as completion of a prerequisite requirement. Students with AP credit in science coursework will still need to complete lab courses at the university level. Many students choose to retake science coursework for which they already received AP credit in order to prepare for upper level coursework as well as entrance exams which may require a better understanding of the material than was expected on the AP examination. Students who choose not to retake courses at the university level will still need to supplement the work with upper level coursework in that field.

**Application Timeline.** There are many ways to complete health professional school prerequisites. Some students choose to apply following their third year in order to matriculate the fall immediately after completing their undergraduate degree. Other students apply after graduation and take an additional year (or two) before continuing on to professional school. Applicants are not penalized for taking time in between completing their undergraduate degree program and beginning professional school, and it can often be beneficial to spread the course prerequisites out over four years.

Students preparing for careers in the health professions (medicine, dentistry, veterinary medicine, optometry, physician assistant, and others) should plan to follow the basic health professions curriculum in the College. Medical and dental schools require one year each (with lab) of introductory biology, chemistry, organic chemistry, and physics. These requirements are usually satisfied by the following courses at the University: BIOL 2010, 2020, 2030, 2040; CHEM 1410, 1420, 1411, 1421; CHEM 2410, 2420, 2311, 2321; and PHYS 2010, 2030, 2020, 2040. In addition, some professional schools require coursework in English composition, biochemistry (plus other upper level biology) and math (calculus and/or statistics).
The MCAT has four test sections:

1. Biological and Biochemical Foundations of Living Systems
2. Chemical and Physical Foundations of Biological Systems
3. Psychological, Social and Biological Foundations of Behavior
4. Critical Analysis and Reasoning Skills

To learn more about the new changes and view practice questions for each section, check out The Preview Guide for the MCAT at https://studentsResidents.aamc.org/applying-medical-school/taking-mcat-exam/prepare-mcat-exam/

Individualized Paths

Each year students enter the College with the intention of applying to health professional schools, ready to undertake this rigorous curriculum that has no specific major, but several specific prerequisites. Schools for the health professions seek well-rounded applicants who demonstrate high achievement in both academic work and extracurricular activities. No preference is given to science majors; applicants are advised to select a major to satisfy personal and intellectual interests.

Although there is a perceived “traditional course sequence,” it is but just one of the ways to complete the required courses. Many students will improve their chances of admission if they follow individualized timelines to complete the course requirements. First year students who have one or more of the following characteristics should consider using their first year to adjust to college life, explore a variety of subjects, acquire academic skills, and develop their mathematical abilities:

- Math SAT scores below 600;
- Concerns about math and science courses;
- Uncertainty about a career in the health professions;
- The desire to spend the first year of college getting accustomed to college life as well as developing critical thinking, mathematics, and studying skills.

If, in their second year of study, these students still desire to pursue a career in the health professions, they may consider beginning with chemistry and perhaps calculus. Working with the advisors and the information sources listed below, students would then complete the requirements, prepare for the required entrance exam, add relevant health care experience, and enhance their chances of admission by following a 4 year schedule. Many successful applicants have followed alternate paths, such as earning a graduate degree, or a post-bac degree. Deans, faculty advisors, the University’s Health Professions Advising staff, and the Director of U.Va. Medical School of Admissions, cite that alternative paths better suit many students.

Students who wish to consider a four-year path to prepare for schools for the health professions should consider deferring CHEM 1410/CHEM 1411 and calculus until the second year, enrolling in English and foreign language courses, unless exempted, and taking an array of courses including a non-calculus math (if offered) while focusing on area requirements during their first year. Students who decide in their third or fourth year to pursue careers in the health professions, and thus do not take chemistry until then, often do very well in these courses because, as Dr. Robert Bryant, Professor
of Chemistry, states, “they understand how to study and how to learn the fundamentals of a subject, and engage with material actively, rather than passively.”

Faculty may want to stress to students that it is difficult to be accepted to schools for the health professions with a GPA below 3.5. The average age of students entering health professional schools in the United States is approximately 24 years or older. This gives students plenty of time to complete the necessary course work even if they do not follow the “traditional” track.

Students can also gain acceptance to health profession schools by:
- A B.A. or B.S. completed at U.Va. in any subject, supplemented by a post-bac premed one- or two-year program. U.Va. offers such a program.
- A B.A. or B.S. completed at U.Va., supplemented with a one- or two-year second B.A. or B.S. in a second major at another school that fulfills the course requirements.
- A B.A. or B.S. followed by a well-chosen Master’s or Doctoral degree in the sciences.
- Fulfilling course requirements through U.Va.’s Community Scholar Program (SCPS). Through this program, adults within Charlottesville and surrounding communities can enroll in on-Grounds credit courses at the University during the fall and spring semesters, but may take no more than two courses per semester, along with any dependent laboratory or discussion sessions, for a maximum of eight credit hours. Call (434) 982-4789 for information.

Suggestions for Students Considering Careers in the Health Professions

Career Exploration. All Health Professions students are encouraged to participate in career exploration during the undergraduate years, independently or with assistance from University Career Services (UCS). Counselors in UCS, faculty, administrators, and practicing health professionals at the University are all excellent resources when considering career interests and directions. Students investigating potential careers in the health professions will benefit from these services.

Human Service Activities. Students are urged to become involved in human service activities in their first year, especially those activities that include health care delivery. Many programs are available on the Grounds and in Charlottesville and Albemarle County to accommodate students who wish to help others.

Connect with Health Professions Advising. Health Professions students should seek Health Professions Advising in University Career Services, Bryant Hall at Scott Stadium for more information. Also visit their website: https://career.virginia.edu/pre-health

- Schedule an appointment by calling 434-924-8900.
- Subscribe to the Health Professions e-mail listserv. An e-newsletter mailed to listserv subscribers announces all health-related events at the College and the Medical Center, FAQs, tips for applying, etc. To subscribe, follow instructions at: https://career.virginia.edu/pre-health
- Regularly check the health professions blog at http://uvahpa.blogspot.com
- Gain clinical experience. Some medically relevant opportunities can be found through
Madison House (170 Rugby Road; 434-977-7051).

- If planning to apply to schools for the health professions, attend the annual application meetings in the fall and spring semester prior students’ application year.

Additional Resources
Helpful web links:
- Health Professions Advising on the University Career Services page: [http://career.virginia.edu/pre-health](http://career.virginia.edu/pre-health)
- The Math Tutoring Center provides free tutoring during the academic year for many math classes. Contact the center for more information: [http://people.virginia.edu/~psb7p/MTCsch.html](http://people.virginia.edu/~psb7p/MTCsch.html)
- The Summer Medical and Dental Education Program offers a free summer opportunity for qualified students to prepare for the application process and a career in the health professions. [http://smdep.org/](http://smdep.org/)
- U.Va.’s Health Professions listserv has valuable information and tips on course work, clinical experience, and applications. To subscribe, follow instructions found at the following link: [https://lists.virginia.edu/sympa/subscribe/uva-healthprof/](https://lists.virginia.edu/sympa/subscribe/uva-healthprof/)

Business
Many graduates of the College go on to careers in business but there is not business major or minor in the College. The Department of Anthropology offers a minor, Global Culture and Commerce, which has a liberal arts focus but allows courses from the Commerce School to count toward the minor. Students who desire an undergraduate business education should consider transferring to the McIntire School of Commerce after two or three years in the College. Students who wish to pursue careers in business and who also wish to receive a liberal arts degree from the College should consider taking in the College some or all of the courses required for transfer for the School of Commerce. Business values a quantitative background, which also includes course work in accounting and computer science. Electives such as these can help to make a liberal arts graduate competitive for entry-level opportunities in business. Student should bear in mind that it is possible to count up to 18 credits of courses outside the College toward the B.A. degree. Thus a student could remain in the College but take a number of business-related courses.

Another way to prepare for a career in business is to plan for graduate business study. Recommended courses at the undergraduate level include calculus, computer science, economics, and accounting. Graduate business school as well as business employers look for candidates with diverse academic and extra-curricular backgrounds and diverse work experiences that serve as indicators of leadership and management ability, problem-solving and human relations skills, quantitative and communications capabilities, and maturity. Many graduate business schools strongly encourage a candidate to acquire several years of full-time work experience and admit very few recent college graduates. Advising for graduate business school is available at the University Career Center, Bryant Hall.
Law Professions

Advising Tips for Students Seeking Careers in the Legal Profession

Curriculum. There is no prescribed “pre-law” curriculum or academic major. Law schools care more about the quality of the undergraduate program than the specific content involved. A student’s most crucial qualifications for law school admission include strong grades and a strong LSAT score. The breadth of the undergraduate curriculum is as important as the choice of major. Challenging courses in unfamiliar fields provide effective preparation for the rigors of law school. Students should enroll in courses which:

1. Help them determine if legal studies is interesting and engaging to them.
2. Provide a helpful background for law school by developing analytical and creative thinking skills, oral and written expression, and a broad understanding of human institutions and values.

Suggested Coursework: Logic course - Forms of Reasoning, English, History, Politics courses involving extensive research, reading, and writing, Economics, UVa courses with “Law” in the title (International Law, Law and Society, Commercial Law, etc.) Most importantly, students are encouraged to choose classes that interest them since academic success will come in the classes they are most excited about, not the ones they believe they “have to” take.

Experience. Undergraduates are especially encouraged to gain law-related experience in the summers after their third and fourth years. Additionally, they should consider working for one or two years in a law office, government agency, or other environment with attorneys after graduation and before applying. The counseling staff at University Career Services (UCS) in Bryant Hall can help start the process of finding summer and post-graduation employment. Any faculty advisor or association dean can assist with the choice of a challenging and interesting curriculum, which law schools would find attractive.

Next Steps for Students Seeking Careers in the Legal Professions

• Seek additional advice from Law Professions Advisors in Bryant Hall at Scott Stadium, (434) 924-8900. Visit their website: https://career.virginia.edu/gpsa/pre-law-advising
• Subscribe to the Law Professions listserv upon receiving a U.Va. e-mail address. An e-newsletter mailed to listserv subscribers announces all law-related events at the University, FAQs, tips for applying, etc. To subscribe, follow the directions at http://list.mail.virginia.edu/mailman/listinfo/uva-prelaw/
• Regularly check the Law Professions blog at http://uva-prelaw.blogspot.com/.
• Utilize the University Career Center’s Law Professions Advising page: https://career.virginia.edu/gpsa/pre-law-advising
• Attend a general law professions meeting, held once a semester, prior to applying to law school.
Advising the International Student

International students include those students with F-1 and J-1 visas. The International Studies Office (ISO) has responsibility for ALL students throughout the University who are on F-1 and J-1 student visas. They assist students and faculty advisors in understanding how students can maintain legal immigration status while enrolled at U.Va. This is important because without legal immigration status, students lose all employment options, may be subject to immigration review, and in the worst case may face deportation proceedings. The University also risks losing its certification to enroll any international students if we do not attend to the regulations pertaining to F-1 and J-1 student enrollment.

Full-time Status and Making Normal Progress Toward Completing the Course of Study

International students on F-1 and J-1 visas MUST be enrolled FULL-TIME in the fall and spring semesters. For undergraduate students, this means maintaining enrollment for 12 hours throughout the semester. Summer enrollment is optional.

Exceptions to full-time enrollment:
1. documented medical condition requiring reduced course load (Student Health physician letter required for ISO permanent file);
2. in the final semester, with less than 12 hours required for graduation;
3. initial difficulty with English language or reading requirements;
4. unfamiliarity with American teaching methods;
5. improper course level placement.

For situations 2-5 above, ISO bears responsibility for approving a reduced course load (fewer than 12 credits). To consider a student’s request, they must have a substantive letter from the academic advisor describing in adequate detail the nature of the problem, the proposed solution, and in what way the reduced course load may affect the student maintaining normal progress toward completion of the course of study. This letter is critical in determining if the problem meets the requirements outlined in the regulatory language. The letter is retained in the student’s ISO file. ISO may determine that the proposed course reduction does not fulfill legal standards and not approve the request.

Keeping up with a Medical Insurance Plan

All U.Va. students must be covered under an insurance plan. ISO confirms insurance coverage when students request an immigration benefit.

Who Is a “Designated School Official” for INS Purposes

Faculty should not sign any immigration forms on which the signature of the “Designated School Official” is required. This is most common on the document called the “I-20” and for Practical Training and work authorization requests. ONLY ISO STAFF ARE CERTIFIED AS DESIGNATED SCHOOL OFFICIALS. When in doubt please call Richard Tanson (982-3017) with questions about F-1 visas or Brian Ullman (982-3016) with questions about J-1 visas. You may also stop by or call the International Studies Office in Minor Hall (phone: 982-3010; fax: 982-3011).
Advising Students with Learning Weaknesses, Disabilities, Handicaps, and Special Needs

1. Academic Support

Writing Center: For assistance with writing, please direct students to the Writing Center, Bryan Hall, 924-6678 or look for information on the Writing Center homepage at http://www.engl.virginia.edu/undergraduate/writing/center

Math Tutorial Center: Students may call the Math Department for a schedule at 924-4919; additional information may be found on the web site at http://people.virginia.edu/~psb7p/MTCsch.html

To Improve Study Methods: Academic Achievement Program: Students may apply, advisors may recommend, or students may receive a letter based on their academic performance. Call Dean Karlin Luedtke (Monroe Hall), 924-8864.

2. General Disabilities

Refer the student to the Student Disabilities Access Center (SDAC; see http://www.virginia.edu/studenthealth/sdac.html for details on the Center). If the student was previously diagnosed, the Center will want a copy of that diagnosis. If the student needs to be tested, the SDAC will do an initial evaluation which will determine whether or not further testing is needed. If additional testing is recommended the student must absorb the cost. If deemed necessary, the SDAC will also request accommodations for the student in the classroom.

3. Physical Handicaps

A. Academic Accommodations:
   a. Special Materials (e.g., books on tape for visually impaired): Refer the student to the Center for Counseling and Psychological Services in the Student Health Center.

      Priority Registration is extended to students with physical handicaps and arranged by SDAC. Refer students who encounter problems in this regard to their Association Dean.

B. Physical Accommodations:
   a. Wheelchair accessible classrooms: Refer the student to the building list at the front of the Course Offering Directory. Wheelchair accessible buildings are identified here as such.
   b. Transportation for the handicapped: Refer the student to Mr. Brad Holland, 924-7819.

If a student wishes to be in a course that has only one section and that section is scheduled to be taught in an inaccessible room or building, refer them to their Association Dean. The Dean will then contact the University Registrar’s Office and request that the room be changed. (If a course has several sections, then the student should choose a section in an accessible building.) Make sure the student will have enough time to get from one class to the next.

If space has to be MODIFIED to accommodate the student’s needs (e.g., the counter of a laboratory lowered to accommodate a wheelchair), please call the Section 504 Coordinator of Services for Students with Disabilities, Brad Holland, 924-7819.
Note: If you have any questions about what the law (Section 504) requires the University to do, call Assistant Dean Beverly Adams (Monroe Hall, 924-3353). Dean Adams is the College’s contact person for questions regarding accommodation under Section 504.

4. Personal Problems
Call the Student Health Center (924-5556) for any students with possible private problems. Advisors can suggest their getting help (individual or group); or advisors can make an appointment on their behalf.

5. Special Academic Interests
Career Counseling, University Career Center ................................................................. Bryant Hall, 4-8900
Fellowships and Undergraduate Research, Brian Cullaty ....................................................... 4-7727
First-Year Students not living in dorms, Dean Shilpa Davé ......................................... 268 Monroe Hall, 4-8873
Interdisciplinary Majors, Dean Shawn Lyons ................................................................. 206 Monroe Hall, 4-8873
Intra-University Transfers, Dean Shilpa Davé ................................................................. 268 Monroe Hall, 4-8873
Student Disabilities Access Center, Dr. Robert Diamond .................................. 400 Brandon Avenue, 243-5180
Mathematics, Kerchof Hall ................................................................................................. 4-4919
Office of African-American Affairs, Dr. Maurice Apprey ........................................ 4-7923
Pre-Education Advisor, Dean Sandra Seidel ................................................................. 269B Monroe Hall, 4-3350
Pre-Law Advisor, UCC ........................................................................................................... Bryant Hall, 4-8900
Pre-Law Advisor, UCC ........................................................................................................... Bryant Hall, 4-8900
Second Writing Requirement, Dean Mark Hadley ..................................................... 204 Monroe Hall, 4-8873
Student-Athletes, Dean Rachel Most ............................................................................ 266 Monroe Hall, 4-8873
Transfer Students, Dean Frank Papovich .................................................................... 201-B Monroe Hall, 4-3350
Writing Center .................................................................................................................. Bryan Hall 314, 4-6678

6. Learning Disabled Students and the College’s Foreign Language Requirement
In order to meet the needs of students with specific learning disabilities that impede the learning of a foreign language, the College faculty adopted the following policy on December 10, 1997.

Disability Accommodation
Upon the recommendation of the Student Disabilities Access Center, the College of Arts and Sciences provides appropriate accommodations for students with diagnosed disabilities. Students diagnosed with a specific foreign language learning disability are referred to the policy outlined below.

Foreign Language Learning Disability
In order to meet the needs of students with specific learning disabilities that impede the learning of a foreign language, the College faculty passed the following legislation at its February 1984 meeting:

Students who are diagnosed by approved services, either before or after their admission to the University, as having specific learning disabilities may petition the Dean of the College to receive such accommodation within the structure of required courses in foreign language as in the view of the department concerned is feasible and appropriate. If an accommodation proves unworkable, the Dean of the College, on the department’s recommendation, may authorize the substitution of other courses dealing (in English) with
the culture or literature of a non-English speaking people or with the history or description of language. For every semester of required foreign language not taken the student will be required to pass an authorized substitute course.

Therefore a student experiencing exceptional difficulty in a foreign language class should:

1. **Consult immediately with the appropriate language course coordinator**
   See [http://college.artsandsciences.virginia.edu/content/foreign-language-coordinators](http://college.artsandsciences.virginia.edu/content/foreign-language-coordinators) for an up-to-date list of coordinators.

2. **Undergo testing**
   a. Consult the Student Disabilities Access Center, located in the Elson Student Health Center (243-5180), and present either a prior diagnosis or discuss testing to be undertaken. The Center will determine if previous diagnoses were made according to acceptable standards and within three years of admission to the University or anytime thereafter. In the absence of an acceptable prior diagnosis, the SDAC staff will counsel the student regarding undergoing neuropsychological testing for purposes of establishing a diagnosis. The SDAC will refer the student to approved testing agencies both within the University and the community. The student bears the cost of such testing.
   b. If a student has received a diagnosis of a learning disability deemed acceptable by the University’s SDAC and can document unsuccessful efforts to learn a foreign language at an accredited educational institution, a student may confer with his/her College Association Dean regarding modification of the foreign language requirement. A petition from the student will be reviewed by the College’s Disability Accommodations Committee.

3. **Request Accommodation**
   a. If testing confirms a learning disability that adversely affects the learning of a foreign language, the SDAC will suggest possible accommodations in the foreign language classroom (e.g., extended time in class tests, de-emphasized oral or aural components, extra tutorial assistance). The student then takes the accommodation request to both the instructor and the language coordinator. The instructor and the coordinator will inform the student of the accommodations the student will receive in the class. The coordinator will notify the student’s Association Dean in writing what these accommodations are to be. Ideally accommodations should be in place prior to the student’s enrolling in the course.

4. **Enroll in a course with accommodations**: The coordinator reviews the student’s progress after six weeks.
   a. If the student is able to succeed, the student continues to take courses with accommodations until the foreign language sequence is completed.
   b. If the department finds that accommodations prove unworkable despite the student’s maximum effort, the Coordinator may recommend in writing to the student’s Association Dean that the foreign language requirement be modified.
5. **Modification**: Upon receipt of the Coordinator’s recommendation and a diagnosis from the Student Disabilities Access Center, the student’s Dean may authorize the modification of the requirement and so notify the student in writing. Grades earned in foreign language classes will continue to appear on the transcript. However, for the semester in which the requirement is modified, a failing grade will be converted to NC. Also, if a student is diagnosed with a foreign language learning disability, a failing grade received in the semester when the student was referred to the Student Disabilities Access Center for testing, or the student with a prior diagnosis identified him/herself to the Student Disabilities Access Center, will be converted to NC (no credit.)

6. **Substitute courses**: Upon modification, the student will be required to take the appropriate number of substitute courses to fulfill the foreign language requirement. As specified in the faculty legislation, these courses are to deal (in English) with the culture or literature of a non-English speaking people, or with the history or description of language. The substitute courses should form a cohesive cluster focused on one language area, either continuing the work begun in the language class or choosing a new area. The substitute courses should be drawn primarily from foreign literature in English translation courses (course mnemonic ending with “TR”: e.g., CHTR, FRTR, GETR, ITTR, JPTR, PETR, RUTR, etc.); Classics (CLAS); those classes from the Anthropology, History, Religion, or other departments that deal exclusively with a specific non-English speaking country or culture; or Linguistics (LNGS, with the exception of Black English, since the faculty legislation calls for a non-English speaking culture or literature.) The student is to seek his/her Dean’s prior approval for each substitute course. Substitute courses may not be applied toward the first major, second major, minor or toward any other area requirements except the Second Writing Requirement. All replacement courses must be taken for a grade.
Advising (External) Transfer Students

1. Each student has received instructions for accessing SIS and our web site for new transfer students. Emphasize their need to become familiar with their “Academic Requirements” on SIS. They should also have completed a student information form that you may access on-line.

2. Students may request re-evaluation of any transferred course. For elective credit, they should submit a syllabus for review to Meredith Burke in 201C Monroe Hall. If they have questions about major credit, they should see the undergraduate director. There’s no deadline, but we encourage students to resolve transfer credit questions by October 1. If AP credit is missing, refer students with a copy of their score reports to the College Registrar’s office in Monroe Hall.

3. Emphasize the need to develop a long-range academic plan that accounts for area and major requirements, as well as a thoughtful selection of electives. Any remaining area requirements must now be completed at UVA. Students who lack the first writing requirement should enroll in ENWR 1510 this fall. Those who have not completed the foreign language requirement should enroll in a language course this fall.

4. Transfers should not overload in the first semester for any reason. Fifteen credits is the usual load and we expect them to enroll in this number, approximately. If you feel that a student needs to go easy, suggest an elective course or two that will present less of a challenge. Since the first term often involves a difficult semester-long adjustment, advise caution. Students who typically have a difficult transition include those from smaller, less competitive schools; those away from home for the first time; those who intend to work more than 10-15 hours per week, or those with significant family obligations.

5. While it may seem obvious, remind students that they can’t earn credit for a UVA course for which they’ve already received transfer credit. Experience shows they need the reminder.

6. Some students have transferred to the College with the singular goal of transferring to the Commerce School. These students need a serious, alternate plan since Commerce may not admit them.

7. We limit the number of full-time semesters based on semesters and credits previously completed. If students anticipate the need for additional time or if they need to catch up on credits, they should attend Summer Session and J-Term. They may also enroll as part-time students after their full-time semesters are finished.

8. Although we will post all applicable credit, remind students with more than 60 non-UVA credits (there will be few) that they’ll need a minimum of 60 at UVA.

9. Encourage new students to stay in touch with you. It is far easier for new transfers to get lost here than it is for new first-years.