

### Students With Disabilities/Accommodations

SLU 1818 students with learning differences are eligible for accommodations in their SLU 1818 courses. In order to receive accommodations in SLU 1818 courses, the student must have an approved IEP and/or 504 Plan on file with the partnering high school.

The SLU 1818 office affirms the following, which are the guiding values of the Center for Accessibility & Disability Resources (CADR).

*The Center for Accessibility and Disability Resources:*

- *Recognizes disability through the framework of equity and inclusion. This prioritizes the destigmatization of the image of disability and promotes disability initiatives on Saint Louis University's campus.*
- *Sees disability as holistic, encompassing the mind, the body, and the spirit. We consider all facets of well-being when meeting with students and determining appropriate and reasonable accommodations.*
- *Exists as a resource for the SLU community as an educational and supportive platform to ensure equitable student experiences are present in all areas of student life on campus.*
- *Validates students in navigating disability identity and their right to an accessible campus.*
- *Strives to empower students by encouraging a sense of belonging within the disability community and guiding students to self-advocate and invest in their success.*

Taken from <https://www.slu.edu/life-at-slu/student-success-center/accessibility-and-disability-resources/index.php>

There can be differences between what accommodations an IEP designates and what accommodations Saint Louis University courses will permit. As a result, the 1818 Program and the SLU CADR office have identified which accommodations *do not* require additional review and approval from CADR; these are accommodations that do not fundamentally alter the 1818 Program course objectives for students with a documented IEP (See Section B). In addition, the 1818 Program and the SLU CADR office have identified which student accommodations require students to contact the SLU CADR office for additional review and approval (See Section A).

The student (and parents *with* the FERPA permission from the student) must initiate contact with the CADR office for any accommodations listed in *Section A. Accommodations that Require CADR Approval* within 10 business days of the student's initial registration with SLU 1818's registration system. Once the case has been documented with the SLU CADR, the faculty liaison in consultation with the 1818 Program instructor are then able to discuss and provide the services and accommodations, timeline, and policies, as well as decide what may and may not be allowed for Saint Louis University credit with each student's situation.

By completing [this form](#), instructors or the designated school contact will share with the CADR office which students in the 1818 Program course have been approved for any accommodations listed in Section A. Should an 1818 Program instructor wish to discuss any of the accommodations that fall under Section A, they should contact CADR.

Section A: Accommodations that Require Further Conversation with SLU CADR

- **Flexible Absences:** SLU 1818 instructors must work with individual students to determine the parameters for flexible absences. SLU 1818 instructors determine how many absences may significantly inhibit student learning. For this accommodation to be valid, the 1818 instructor and student complete the Attendance Agreement Form and submit it to the CADR Office within 5 business days of receipt of the form. The Attendance Agreement Form allows for course-specific attendance flexibility and arrangements for assignments due the day of an absence. For absences due to disability-related symptoms, the student must notify the instructor in advance or by the end of the day of the class missed. The Attendance Agreement Form will be emailed to the 1818 instructor upon receipt of a Section A Accommodation Reporting form that indicates flexible absences as part of the student's approved IEP or 504 Plan.
- **Permission to Leave:** The student has permission to leave the classroom suddenly if disability-related symptoms are acute.
- **Alternatives to Participation:** Some students may have difficulty formulating an immediate verbal response to questions, speech disfluencies, difficulty reading aloud, etc. If oral expression is NOT a fundamental requirement of the course, you may consider allowing the student to complete an oral assignment using a different format.
- **Accommodations requiring financial consideration (technology, interpreter).**
- **Special Course-Specific Requests:**
  - **BIO 1240/1245: General Biology 1/General Biology 1 Lab:** a service animal accommodation may require additional discussion as it relates to safety and the environment.
  - **CHEM-C 101/121 Elementary Chemistry:** a service animal accommodation may require additional discussion as it relates to safety and the environment.

SLU CADR Contact Information: 20 N. Grand Blvd., Busch Student Center, Suite 331, [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu), 314-977-3484

## Section B: Accommodations that Do Not Require Additional CADR Approval

Because the following identified accommodations do not fundamentally alter the course objectives for SLU 1818 courses, they may be approved for students with a documented IEP.

### ADMIN

- **Alternative Format Material:** All classroom materials and exams must be provided to the student in an alternative format before use.

### CLASSROOM

- **Alternative Format Text:** All classroom materials and exams must be available to the student in an alternative format before use. This may include (but is not limited to) braille or accessible electronic formats.
- **Closed Captioning:** All videos shown in class must be presented with closed captioning.
- **Closed Captioning/Face Student:** Face student when speaking in classroom.
- **Closed Captioning/Film Access:** Provide student with access to classroom films.
- **Closed Captioning/Repeat Questions:** Repeat questions and summarize comments from classmates.
- **Interpreter:** The student requires an American Sign Language (ASL) interpreter for lecturers and exam instruction.

- Laptop: The student may use a laptop or tablet to take notes in the classroom. Improper use of the device such as using it for non-class-related activities will result in the loss of this accommodation.
- Large Print: Classroom materials and texts must be provided electronically or in a large print format. Font size will be specified in the memo.
- Notes: Copies of class notes from a peer must be made available to the student unless the notes are posted by the instructor to Canvas.
- Permission to Eat/Drink: The student has permission to have food and drink in the classroom due to disability-related needs.
- Permission to Record: The student is allowed to record class lectures and discussions using CADR-approved software – Sonocent, smart pen, or OneNote. The student may not share the recordings with other students. Sharing of recordings would result in removal of this accommodation; using direct quotes would be considered plagiarism and subject to referral to the SLU Office of Academic Integrity.
- Permission to Stand: The student has permission to stand at the back of the classroom as needed to alleviate disability-related symptoms.
- Permission to Use Medical Monitor: The student has permission to monitor their medical condition with an electronic device in the classroom.
- Preferential Seating: The student must be given the opportunity to select a seat that allows the best access to the material or quick access to an exit in case of a medical emergency.
- Video Description: Verbal description of visual content (i.e. Audio description – AD). Verbalization of visual content (such as videos, images and whiteboard drawings) which conveys the essential elements to the listener. The amount of AD is dependent on the complexity of visuals. This may be pre-recorded (ATAC), an explanation by the instructor, or require the help of an in-class sighted assistant.

#### Exam

- Alternative Setting (Private): The student must be tested in a private setting with only a proctor present.
- Alternate Setting (Reduced Distraction): The student must be tested in a distraction reduced environment that is proctored and free from constant interruptions. The number of students in the testing room will be determined by the size of the space. In a typical size classroom that seats about 30-35 students, this would be appropriate for 10 students or less. In a very large lecture hall, up to 30 students may be reasonably tested if they can be spread out and less distracting when finishing the exam at different times.
- Calculator: The student is allowed a simple calculator (T1-10 or Four-function) for math and math-related tests, quizzes, or exams where basic calculations are not the focus of the assessment or an essential course component. Please note: a calculator is not allowed in basic math courses. Additional permission from the Department of Mathematics may be required.
- Dictation: The student is permitted to dictate test answers to either voice response adaptive software or another recording device.
- Extended Time (1.5X): The student is allowed time and a half (an additional 50%) on timed tests, quizzes, exams, and in-class written assignments. Arrangements for unscheduled quizzes should be addressed with student during Memo meeting with the instructor. If needed, contact DSS for alternative recommendations for unscheduled quizzes.

- Extended Time (1.5X) MATH ONLY: The student is allowed time and a half (an additional 50%) on timed tests, quizzes, exams, and in-class math-related written assignments. Arrangements for unscheduled quizzes should be addressed with student during Memo meeting with the instructor. If needed, contact DSS for alternative recommendations for unscheduled quizzes.
- Extended Time (2x): The student is allowed double time (an additional 100%) on timed tests, quizzes, exams, and in-class written assignments. Arrangements for unscheduled quizzes should be addressed with student during Memo meeting with the instructor.
- Extended Time (2x) MATH ONLY: The student is allowed double time (an additional 100%) on timed tests, quizzes, exams, and in-class written math-related assignments. Arrangements for unscheduled quizzes should be addressed to the student during Memo meeting with the instructor.
- Extended Time (2x) ESSAY ONLY: The student is allowed double time (an additional 100%) on timed essay exams.
- No Scantrons: The student is permitted to mark answers directly on his/her copy of the exam.
- Scribe: The student is permitted to dictate test answers to a proctor who will function as a scribe.
- Spelling Forgiveness: Spelling forgiveness, or the use of an electronic speller for in-class tests, quizzes, exams, and in-class written assignments is permitted when spelling is not the focus of the assessment or an essential course component.
- Stop the Clock Breaks: The student is allowed to take stop-the-clock breaks on exams. This accommodation is for disability-related symptoms. The student may not leave the exam room and a break is NOT to exceed ten (10) minutes for every 60 minutes of exam time.
- Test Reader (Software or Proctor): A proctor must read the exam to the student.
- Word Processor: The student is allowed a word processor for exams with an essay format.
- Written Instruction: The student requires a written copy of any verbal instructions given prior to a test, exam, or assignment.

#### NSO

- Extended Time (1.5X): Extended time on all timed placement exams. This includes the required foreign language exam as well as any optional exam you must complete such as biology, chemistry, or calculus. This extension is equal to an additional 50% standard time limit.
- Extended Time (2X): Extended time on all timed placement exams. This includes the required foreign language exam as well as any optional exam you must complete such as biology, chemistry, or calculus. This extension is equal to an additional 100% standard time limit.

#### X

- Animal (Service): Service animals are recognized under the Americans with Disabilities Act (ADA) and are defined as dogs that are individually trained to do work or perform tasks for a person with disabilities. They are permitted in all university buildings and facilities except some laboratories and kitchens for the safety of the dog.