**Disability Services in the   
Center for Academic Success and First-Year Experience**

Maryville University is committed to providing equal educational access for all of its students by ensuring that students with disabilities receive reasonable accommodations that support effective participation in all aspects of the educational experience. Reasonable accommodations for students with disabilities are supported and arranged by the Center for Academic Success and First-Year Experience. Students with disabilities are encouraged to contact Anna Kisting (Assistant Director of the Center for Academic Success and First-Year Experience) at the earliest opportunity. Students can call 314-529-9374, email akisting@maryville.edu, or stop by the Center in the University Library. All inquiries about the availability of reasonable University-related accommodations are kept confidential.

**The Center provides resources in support of students with disabilities including:**

* Classroom Accommodations
* Assistive Technology
* Academic Support Resources
* Workshops and Training Opportunities

**To obtain accommodations, a student must:**

* Be a current Maryville University student
* Contact the Center for Academic Success and First-Year Experience at 314.529.9374
* Self-identify that he/she has a disability
* Be able to provide documentation of a disability with a rationale for academic accommodations from a qualified professional
* Submit accommodation requests in a timely manner

**Information Used to Identify Appropriate Accommodations**

* Student’s self-report regarding their academic, professional, and personal experiences with one or more barriers relating to a disability
* Documentation from a diagnosing professional
* Observations made by the Assistant Director during one or more personal, one-on-one meetings with the student

**Documentation needs to:**

* Be typed on official letterhead and include the signature of a qualified professional.
* State the most recent date of evaluation.
* Include a specific diagnosis consistent with the student’s self-report
* Provide recommendations regarding academic accommodations.

**Commonly Requested Accommodations:**

* **Time-and-a-half for in-class exams.** This will offer the student a more equitable opportunity to display mastery of course content. The student should identify with each professor whether s/he plans to take the exam in the Center for Academic Success and First-Year Experience or other designated space. Please complete the Accommodated Testing Form (the same information is needed for each exam). Call 314.529.9374 for test proctoring questions.
* **Test environment with limited distractions.** When in a room filled with people, this student has a difficult time concentrating and consequently has difficulty completing tests in a manner that reflects the student’s learning. This student will be able to perform more to ability if allowed to take the test in a quiet, isolated place.
* **Class notes.** Notes can be obtained directly from the professor or from another student in the class. The Assistant Director will contact students in the course to request they serve as note takers.
* **Recorded lectures.** The student can use a recording device to capture lecture information and then review it and process it later.
* **Computer access for essay exams.** Using a word processor allows the student to concentrate on the content rather than the speed of writing and/or basic spelling/grammar. This allows the student to express her/himself effectively and efficiently.
* **Scribe for exams.** This would offer the student a more equitable opportunity to display mastery of course content rather than on speed of writing.
* **Reader for exams.** The student will utilize either a live or recorded reader to verbalize exam content during the examination.
* **Electronic versions of textbooks.** Electronic versions of textbooks make the course content more accessible, particularly for students with disabilities affecting mobility and vision.
* **Assistive technology.** This student uses technology to increase accessibility to learning materials. Examples of these types of technologies include screen readers, text-to-speech technologies, ZoomText, mobility devices, and speech-to-text technologies.
* **Spelling/Grammar leniency.** This student struggles with spelling and grammar. When the purpose of the assignment is content, please do not penalize the student for errors in spelling or grammar.
* **Personal care assistant.** The personal care assistant will attend class with the student in order to provide the student assistance in accessing his/her classroom materials. The personal care assistant should not be asked to participate in class activities.

**Procedure for Making Testing Appointments in the Center for Academic Success and First-Year Experience**

* STEP #1: The student receiving accommodations will inform the Center for Academic Success and First-Year Experience that they wish to have us proctor an upcoming test in your class. They will do this AT LEAST 3 DAYS in advance of the test. To make an appointment, students will go to <http://blogs.maryville.edu/disabilityservices/request-a-testing-room/> and complete the online submission form. Please note that a testing time is not reserved until the student schedules the testing appointment with our office.
* STEP #2: You will receive an email from us alerting you to this request. Attached to this email will be a link to the Proctored Testing Form. Faculty members are required to complete this form for EACH TEST to be administered over the course of the semester.
* STEP #3: Complete this form and submit it to the Center for Academic Success and First-Year Experience along with a paper or electronic copy of the test. You may email the form and the test to [academictesting@maryville.edu](mailto:academictesting@maryville.edu)
* STEP #4: You will receive the student’s completed test using the method specified on the Proctored Testing Form.

**Available Adaptive Technology**

* **Dragon Naturally Speaking** – Dictation-type software. The user speaks into a microphone and the spoken word appears on the computer screen. This technology is helpful for students with learning disorders, AD/HD, mobility impairments, and visual impairments.
* **JAWS** – Screen reader software that reads aloud everything on the computer screen. This program is operated using the number pad only. This software is helpful for students with visual and mobility impairments.
* **Open Book** – This program is an audio/speech to text program. This program is used in tandem with the PEARL.
* **PEARL** – The PEARL is a scanning device that takes a snap-shot of an image (e.g., a page of text) and converts it into a computer file. It is often used with the Open Book computer program described above.
* **WYNN (What You Need Now)** – Text to speech software program using a personal computer and scanner or PEARL camera to read and view text on your computer. WYNN allows you to control how you view your material. The WYNN enables your PC to become a reading, writing, and productivity tool.
* **ZoomText**- A magnification program that is used on the computer to magnify all text screens and anything you want or need to do on your computer. ZoomText also has some speech options to assist the user. The program allows the user to make the print larger or smaller, customize the background color, font color, and size of the mouse and cursor.

**Workshops and Training Opportunities:**

* **“Disability Is Not a Four-Letter Word”** – What do you think when you hear the word “disability”? You might be surprised to learn that disability is not defined by a medical diagnosis, but rather by our culture. This interactive workshop helps you explore the ways you think about disability while increasing your understanding of pertinent issues related to this highly-charged topic.
  + Length: 50 minutes (flexible)
  + Audience: students, faculty, and/or staff groups of any size
* **“Accessible Teaching: Removing Barriers for Students with Disabilities”** – The classroom is evolving. With increased access to learning tools and technologies, creating a more accessible classroom is easier than ever. This workshop challenges faculty to reevaluate their personal teaching techniques through the lens of accessibility. We will discuss ways to remove educational barriers for students with disabilities, as well as share ideas about making learning more accessible for everyone.
  + Length: 50 minutes (flexible)
  + Audience: faculty groups of any size