COLLEGE *of* SOUTHERN MARYLAND

La Plata · Leonardtown · Prince Frederick · Regional Hughesville

APPLICATION TO REQUEST DISABILITY SUPPORT SERVICES

"No otherwise qualified individual with a disability shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." - Section 504 of the Rehabilitation Act of 1973

A "qualified person with a disability" is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution's programs and activities.

Requesting For:

□ New Accommodation ☐ Returning Student Accom. ☐ Early College ☐ Dual Enrollment

General Information:

Name: _____

Today's Date: _____ **Date of Birth:** _____

Student ID Number: _____ **Social Security Number:** _____

Primary Phone: _____ **Secondary Phone:** _____

Street Address: _____

City: _____ **County:** _____ **State:** _____ **Zip Code:** _____

Email: _____

Campus Attending:

☐ La Plata ☐ Leonardtown ☐ Prince Frederick ☐ Waldorf ☐ Hughesville
☐ Other: _____

Employment Status:

Full Time ☐ Part Time ☐ Unemployed ☐

Medication:

List any medications you are currently prescribed and/or taking and any side effects of these medications that adversely affect your daily activities:

If you would like to request this form in an alternative format, please contact Disability Support Services at 301-539-4720 or via email at DSS@csmd.edu

Si desea solicitar este formulario en un formato alternativo, comuníquese con los Servicios de Apoyo para-Personas con Discapacidades al 301-539-4720 o por correo electrónico al DSS@csmd.edu

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Previous Accommodations:

List accommodations received in *previous academic environments*: Write NA if not applicable

List accommodations you are requesting: (Do NOT write "same as last semester.")

Semester: _____ Year: _____

Disability Information:

Check all documented disabilities that apply to you:

☐	ADD/ADHD – attention deficit disorder	☐	Mental or Emotional Disorder: Specify Below
☐	Arthritis (Severe)		
☐	Autism Spectrum Disorder or Asperger's Syndrome	☐	Mobility Impairment
☐	Cancer	☐	Multiple Sclerosis
☐	Cerebral Palsy	☐	Muscular Dystrophy
☐	Diabetes	☐	Orthopedic Impairment Specify Below
☐	Epilepsy/Seizure Disorder		
☐	Hearing Impaired:	☐	Psychiatric Disorder Specify Below
	☐ Deaf		
	☐ Hard of Hearing	☐	PTSD - Post Traumatic Stress Disorder
☐	Heart Condition	☐	Speech Impairment
☐	Learning Disability: Specify Below	☐	Spinal Cord Injury
		☐	Stroke
☐	Loss of Limb	☐	Traumatic Brain Injury
☐	Medical Disability: Specify Below	☐	Visual Impairment
			☐ Blind
☐	Other:		☐ Low Vision

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Schedule:

Class	Instructor	Course Type	Day(s) Time (ex T:7-8,Th:1-2)	Building/ Room #

Class Descriptions:

For every class, please include a description of the course and what activities it may require:

_____

_____

_____

_____

High School Data: DO NOT COMPLETE IF RETURNING STUDENT

High School Attended: _____

Date of Graduation or Completion of High School or equivalent: _____

Did you participate in "Try College for a Day" at CSM?

☐ La Plata ☐ Prince Frederick ☐ Leonardtown ☐ Did not attend

If so, what year(s)? _____

Student Goals: Please describe the goals you strive to achieve in your college experience.

These goals can be for personal gain, to transfer to a 4-year institution, associate's degree, drivers Ed. or anything you feel is relevant.

_____

_____

_____

Continuing Education Program of Study: _____

Expected Date of Completion: _____

By signing I guarantee the information provided is correct to the best of my abilities.

X Signature: _____ **Date**: _____

Parent or guardian if student is under 18:

X Signature: _____ **Date**: _____

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College of Southern Maryland Emergency Guidelines for Individuals with Disabilities

The safety of individuals with disabilities is a shared responsibility. CSM is committed to developing and implementing procedures to assist individuals with disabilities during an emergency. Likewise, individuals with disabilities should create a personal emergency plan which addresses their needs before and during an evacuation.

Development of a Personal Emergency Plan

The development of a personal emergency plan should include the following steps:

Step 1: Register

Students with disabilities who need assistance should register with the Disability Support Services (DSS) office on the campus they are attending.

Step 2: Develop Personal Evacuation Instructions

Assistance required during an evacuation should be written down on a card and always carried by the individual with disabilities. The card should instruct others on the best ways to assist and the number of persons needed to help.

Step 3: Develop a "buddy system"

Prepare for emergencies in advance by establishing a primary and an alternate "buddy" for each class or office location. A "buddy" could be a classmate, instructor, supervisor, or co-worker. An individual's personal evacuation instructions should be shared with their "buddies." A "Buddy" will assist individuals with disabilities to an evacuation assembly area outside the building or to a safer area within a building (e.g. stair landing, room away from imminent danger, another wing, opposite end of corridor). A second person should immediately notify emergency personnel where an individual is located. Police or Fire/Rescue personnel will decide if individuals are safe where they are or evacuate them as necessary. A "buddy" should stay with an individual until the emergency is over.

If an individual with a disability is alone during an emergency, they should contact the campus security office and provide their present location. The security office can be contacted by a cell phone, a campus emergency telephone, or an office telephone.

Step 4: Know Your Environment

Become familiar with emergency exits, evacuation routes in campus buildings, and campus evacuation assembly areas. Elevators are not to be used as an emergency exit unless instructed by emergency personnel. Determine the exit nearest your classroom or office. If this exit is blocked, be familiar with alternate exits.

Step 5: Know Campus Telephone Numbers

Campus Safety and Security

La Plata	Leonardtown	Prince Frederick
(301)-934-7888	(240)-725-5333	(443)-550-6033

Disability Support Service for Students

La Plata	Leonardtown	Prince Frederick
(301)539-4720	(240)-725-5420	(443)-550-6009

Step 6: Register with Campus Facilities

It is important for campus facilities to maintain a list of individuals with disabilities who may need assistance in case of an emergency. By registering, you may enable a more efficient response in the future. You can register by completing the attached form and return it to your campus's DSS coordinator.

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Campus Emergency Response Registration for Individuals with Disabilities

Student Name _____ Date _____

Disability _____

Special Needs in case of campus emergency:

_____

_____

_____

_____

_____

Additional relevant info (i.e. "I am involved in SGA, and we sometimes meet on the second floor of the C building." or "I spend a lot of time studying in the library in the LR building.")

I, _____, have read and understand the College of Southern Maryland Emergency Guidelines for Individuals with Disabilities.

Signature: _____ Date: _____

DSS USE ONLY:

A meeting was held on _____ and attended by: _____,

_____, _____

Documentation was appropriate: ☐ Yes ☐ No If no, list why:

_____

Referral made to DORS: ☐ Yes ☐ No If yes, date of referral:

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Initials

GA: 3060

Section 504/ADAAA Grievance Procedure

I. Policy Statement

The Americans with Disabilities Act Amendments Act (ADAAA) prohibits the exclusion of people from jobs, services, activities, or benefits based on disabilities. In addition, Section 504 states that no otherwise qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance from the U.S. Department of Education. Further, it specifically ensures that no qualified individual with a disability shall, based on disability, be subjected to discrimination under any program or activity that receives federal financial assistance.

Consistent with its nondiscrimination policy, the College of Southern Maryland has made many accommodations to facilitate a fully accessible, to the extent possible, barrier-free environment. The College of Southern Maryland will, upon disclosure, attempt to make other reasonable accommodation if appropriate. Employee or applicant requests for ADAAA accommodation are handled in accordance with the Access for Employees with Disabilities policy: HR: 4005. Students requesting accommodations based on a disability should follow the Procedures for Requesting Reasonable Accommodations available here: https://www.csmd.edu/student-services/disability-support/

Individuals who believe they have been discriminated against, in violation of the Act, should follow the procedures described below.

II. Scope of Grievance

Any student, employee, or third-party guest or visitor who believes that he or she has been subjected to discrimination based on disability by employees, students, or third parties or has been denied access or accommodation required by law shall have the right to invoke this Grievance Procedure. In general, this Grievance Procedure is designed to address the following types of concerns:

1. *Disagreements or denials regarding requested services, accommodations, or modifications to College of Southern Maryland practices or requirements.*
2. *Alleged inaccessibility of a College of Southern Maryland program or activity.*
3. *Alleged harassment or discrimination based on a disability; and*
4. *Any other alleged violations of the ADAAA and/or Section 504.*
5. *Perceived retaliation due to a pending disability discrimination complaint.*

This Grievance Procedure, however, is not intended and shall not supersede another College of Southern Maryland policies and procedures which may exist for addressing issues of concern unrelated to disabilities for which separate CSM policies and procedures exist, including, for example, a student appealing for a grade. For these types of alleged violations, students should use the Student Grievance Policy procedures. Questions of applicability will be decided by the Executive Director of the Equity and Inclusive Diversity Office for the College.

III. ADA/Section 504 Coordinator and Office of Institutional Equity and Diversity

The College's ADAAA/Section 504 Coordinator is responsible for overseeing the College's compliance with all federal and state laws applicable to disabilities.

The ADAAA/Section 504 Coordinator ("Coordinator") is assisted in meeting compliance obligations and the coordination of this grievance procedure by the college's Executive Director of the Equity and Inclusive Diversity Office. The coordinator is responsible for interpretation of ADAAA/Section 504 law and policy in all academic areas, student services, employment, services to the public, transportation, facilities, and any other college activities and programs subject to the requirements of the ADAAA and Section 504. The coordinator provides training to faculty, staff and administration on disability awareness, accommodation and compliance issues. The coordinator consults on accommodation and access concerns for faculty, staff, students and guests, and reviews concerns, denials and appeals of accessibility and reasonable accommodation determinations for students, faculty, staff and guests. The designated Coordinator ("Coordinator") is:

Christina Centineo
ADA Coordinator
8730 Mitchell Road
P. O. Box 910
La Plata, Maryland 20646-0910
Phone: 301-934-7614
E-Mail: crcentineo@csmd.edu
TDD: 800-735-2258

The Executive Director of Diversity and Inclusion also investigates and issues determinations regarding complaints of disability discrimination, harassment, and retaliation. The Executive Director is:

Executive Director of Diversity and Inclusion
8730 Mitchell Road
P.O. Box 910
La Plata, Maryland 20646
Phone: 301-934-7658

IV. Procedures

All disability-related grievances covered by these procedures must be filed within 60 days of the alleged violation. The college may extend this time limit when a delay is due to circumstances beyond the individual's control, e.g., illness or incapacity. As an initial matter, all grievances shall be reviewed to determine whether they are submitted within a timely manner and/or whether they contain all required information. The college shall not review a grievance that is untimely or fails to contain all required information, including a clear statement of all grounds for the grievance. To facilitate a clear and prompt resolution, once initiated, grievance shall not be expanded beyond the issues presented in the individual's initial complaint. The college reserves the right to redirect a grievance to the proper grievance procedure or to any other appropriate review procedure.

The written complaint shall include the following:

1. A full description of the problem and any relevant facts.
2. A summary of the steps the complainant has already taken to resolve the problem, including the names of people involved.
3. A statement of the requested resolution and the complainant's rationale for the requested accommodation for each perceived violation.
4. Any supporting documentation; and
5. The name, contact information and signature of the person initiating the complaint.

Alternative means of filing complaints, such as personal interviews or a recording of the complaint, will be made available for individuals upon request.

Informal Grievance Procedures

Students, faculty, staff, and other members of the college community who have a complaint may also first attempt to resolve the complaint informally. All complainants should first attempt to discuss the matter orally or in writing with the individual most directly responsible. If no resolution results, or the complainant feels that direct contact is inappropriate under the

circumstances, complainants may contact the coordinator who will attempt to facilitate a resolution. If the complainant is grieving determinations or actions of the coordinator, the complainant may contact the Executive Director of the Equity and Inclusive Diversity Office who will attempt to facilitate a resolution.

If a satisfactory resolution is not achieved within 10 days, the Coordinator or Executive Director will inform the complainant of his/her right to file a formal complaint.

Formal Grievance Procedures

If no satisfactory resolution is reached after the above informal attempts to resolve the complaint are made, or if the individual chooses to bypass the above informal complaint process, he/she should submit a written complaint. Investigations of complaints will be adequate, reliable and impartial. If the complainant attempts to resolve the matter informally and that attempt has failed or the complainant decides to end the informal process for any other reason, the complainant will have an additional 10 days to file a formal complaint. A listing of all meetings and/or written attempts to resolve the issue should be included with the formal complaint.

A. Student or Guest Complaints

1. Where the complaint by a student or guest alleges the failure to provide reasonable accommodation, denial of approved accommodation or service, or inaccessibility of a program or other college activity by staff or faculty member, or third-party vendor, contractor or other engaged in business with the college, the complaint should be filed with the coordinator. The coordinator, or designee, shall assess the formal complaint and review all information necessary to render a written determination to the complainant and to any administrator whose authority will be needed to carry out the proposed resolution. This will include providing the complainant and accused with an opportunity to submit evidence, including identifying witnesses and documents for the coordinator's consideration as part of the investigation. The coordinator, or designee, will issue a letter of determination to the complainant and the individual whose decision is being challenged by their findings within 10 days of the formal complaint.

2. If the complainant disagrees with the determination given by the coordinator, he/she may seek a reconsideration of the determination by the Executive Director of the Equity and Inclusive Diversity Office. The Executive Director will review the letter of determination offered by the coordinator and all information necessary to render a written determination. If needed, the complainant shall submit any additional information and/or documents as requested. The Executive Director will issue a letter of determination within 10 days of receiving the request, supply the complainant and relevant parties with a copy of the letter of determination, and take any steps necessary to implement his or her decision, including but not

limited to providing a copy of the letter of determination to the appropriate college officials. The decision of the Executive Director is final.

3. If the complaint is against the coordinator or designee or other member of the Disability Support Services Office, (e.g., regarding the denial of requested accommodation or access to a college program or activity) the complaint should be filed with the Executive Director of the Equity and Inclusive Diversity Office. The Executive Director will review the determination offered by the coordinator and all the information necessary to render written determination. This will include providing the complainant and accused with an opportunity to submit evidence, including identifying witnesses and documents for the Executive Director's consideration as part of the investigation.

   a. The Executive Director will issue a letter of determination within 10 days of receiving the complaint, supply the complainant and relevant parties with a copy of the letter of determination, and take any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials. The decision of the Executive Director is final.

4. All other complaints of disability discrimination covered by this procedure (e.g., alleging harassment, other discrimination based on disability, or retaliation) should be filed with the Executive Director of the Equity and Inclusive Diversity Office. The Executive Director or his/her designee under his/her direction will conduct an investigation of the complaint. This will include providing the complainant and accused with an opportunity to submit evidence, including identifying witnesses and documents for the Executive Director's consideration as part of the investigation.

   a. The Executive Director or designee will issue a written letter of determination as to the validity of the complaint and any resolution. Unless there are extenuating circumstances, the Executive Director will issue the letter of determination within fifteen (15) days of receiving the formal complaint. If extenuating circumstances cause a delay, the Executive Director will notify the complainant in writing of the delay along with an anticipated time limit for issuance of the final letter of determination. The Executive Director will supply the complainant and relevant parties with a copy of the letter of determination and take any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate College officials.

   b. The complainant or any party against whom the grievance or the proposed resolution is directed may appeal and request reconsideration of the determination to the Vice President of Student Equity and Success. The request for appeal must be submitted in writing to the Executive Director of the Equity

and Inclusive Diversity Office within ten (10) calendar days. The written request for appeal must specify the substantive and/or procedural errors that are the basis of the appeal and must be made for reasons other than general dissatisfaction with the determination of the Executive Director. The Executive Director will forward the appeal to the Vice President of Student Equity and Success and provide copies to the other parties.

c. The Vice President of Student Equity and Success or his/her designee shall review the student's letter, all pertinent records, and documentation. The Vice President or designee will send a written decision to the parties, the Executive Director, and if appropriate to the division administrator whose authority will be needed to carry out the decision, within thirty (30) days of the complainant's request unless there are extenuating circumstances. If extenuating circumstances cause a delay, the Vice President of Student Equity and Success will notify the complainant in writing of the delay along with an anticipated time limit for review and issuance of the written decision. The decision of the Vice President of Student Equity and Success on the appeal is final.

B. Faculty and Staff Complaints

1. Where the complaint alleges the failure to provide a reasonable accommodation or denial of an approved accommodation by another member of staff or administration, the complaint should be filed with the Associate Vice President of Human Resources and Payroll ("Associate Vice President"). The Associate Vice President, or designee, shall assess the formal complaint and review all information necessary to render a written determination to the complainant and to any administrator whose authority will be needed to carry out the proposed resolution. This will include providing the complainant and accused with an opportunity to submit evidence, including identifying witnesses and documents for the Associate Vice President's consideration as part of the investigation. The Associate Vice President, or designee, will issue a letter of determination to the complainant and the individual whose decision is being challenged of their findings within 10 days of the formal complaint.

2. If the complainant disagrees with the determination given by the Associate Vice President, he/she may seek a reconsideration of the determination by the Executive Director of the Equity and Inclusive Diversity Office. The Executive Director of the Equity and Inclusive Diversity Office will review the letter of determination offered by the Associate Vice President and all information necessary to render a written determination. If needed, the complainant shall submit any additional information and/or documents as requested. The Executive Director of the Equity and Inclusive Diversity Office will issue a letter of determination within 10 days of receiving the request, supply the complainant and relevant parties with a copy of the letter of determination, and take any steps necessary to implement his or her decision, including but not

limited to providing a copy of the letter of determination to the appropriate college officials. The decision of the Executive Director of the Equity and Inclusive Diversity Office is final.

a. If the complaint is against the Associate Vice President or designee or another member of the Human Resources Department, (e.g., regarding the denial of requested accommodations or access to a college program or activity under the Access for Employees with Disabilities HR: 4005 policy) the complaint should be filed with the Executive Director of the Equity and Inclusive Diversity Office. The Executive Director of the Equity and Inclusive Diversity Office will review the determination offered by the Associate Vice President of Human Resources and Payroll and all information necessary to render a written determination. If needed, the complainant shall submit any additional information and/or documents as requested. The Executive Director of the Equity and Inclusive Diversity Office will issue a letter of determination within 10 days of receiving the complaint, supply the complainant and relevant parties with a copy of the letter of determination, and take any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate college officials. The decision of the Executive Director of the Equity and Inclusive Diversity Office is final.

3. All other complaints of disability discrimination covered by this procedure (e.g., alleging harassment, other discrimination based on disability, or retaliation) should be filed with the Executive Director of the Equity and Inclusive Diversity Office. The Executive Director or his/her designee under his/her direction will investigate of the complaint. This will include providing the complainant and any accused with an opportunity to submit evidence, including identifying witnesses and documents for the Executive Director's consideration as part of the investigation.

a. The Executive Director or designee will issue a written letter of determination as to the validity of the complaint and any resolution. Unless there are extenuating circumstances, the Executive Director will issue the letter of determination within fifteen (15) days of receiving the formal complaint. If extenuating circumstances cause a delay, the Executive Director will notify the complainant in writing of the delay along with an anticipated time limit for issuance of the final letter of determination. The Executive Director will supply the complainant and relevant parties with a copy of the letter of determination and take any steps necessary to implement his or her decision, including but not limited to, providing a copy of the letter of determination to the appropriate College officials.

b. The complainant or any party against whom the grievance or the proposed resolution is directed may appeal and request reconsideration of the determination to the President or his/her designee. The President may consider

the appeal or appoint a designee to decide the appeal. The request for an appeal must be submitted in writing to the Executive Director within ten (10) calendar days. The written request for appeal must specify the substantive and/or procedural errors that are the basis of the appeal and must be made for reasons other than general dissatisfaction with the determination of the Executive Director. The Executive Director will forward the appeal to the President and provide copies to the other parties.

c. The President or his/her designee shall review the complainant's letter, all pertinent records, and documentation and send a written decision to the parties, the Executive Director, and if appropriate to the division administrator whose authority will be needed to carry out the decision, within thirty (30) days of the complainant's request unless there are extenuating circumstances. If extenuating circumstances cause a delay, the President or designee will notify the complainant in writing of the delay along with an anticipated time limit for review and issuance of the written decision. The decision of the President or designee on the appeal is final.

V. Timelines

Specified time limitations refer to the academic year, September through May. If a student presents a grievance in June or the alleged incident allegedly occurred during the summer months, the time calculation may be suspended between the end of the academic year and the opening of the following academic year in September. In such a situation, the 60-day time limit would begin the first day of the academic year. In addition, time limitations do not include official College holidays or other closures during the regular academic year. The term "days" refers to days when the College is open for business.

VI. Remedies

The college will impose remedies intended to correct the discriminatory effects on the complainant or others and to prevent the recurrence of any prohibited acts.

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VII. External Complaints

Although students are encouraged to attempt to resolve complaints pertaining to disabilities by using this grievance procedure, they have the right to file a complaint directly with the U.S. Department of Education, Office for Civil Rights (OCR):

Delaware, Maryland, Kentucky, Pennsylvania, West Virginia

Office for Civil Rights, Philadelphia Office
U.S. Department of Education
Wanamaker Building
100 Penn Square East, Suite 515 Philadelphia,
PA 19107-3323
Telephone: 215-656-8541
FAX# 215-656-8605

In addition, other complainants may also file a disability discrimination complaint with the federal or state department or agency responsible, including the federal Equal Employment Opportunity Commission or the Maryland Commission on Human Rights.

VIII. Retaliation

The College prohibits retaliation against any individual for filing grievance under this process or against any other individual participating in the investigation of a grievance. Any such retaliation is against state and federal laws and CSM policy. Retaliation may be subject to disciplinary action up to and including termination. Students or any individual who has participated in the grievance process in support of the grievant may file a grievance under these procedures with the Executive Director of the Equity and Inclusive Diversity Office if they feel they have been retaliated against.

IX. Records

The ADA/Section 504 Coordinator and Executive Director of the Equity and Inclusive Diversity Office shall maintain the files and records of all complaints for which he/she is responsible under this grievance procedure.

References: Board Policy Gen: 417
Access for Employees with Disabilities, HR: 4005

For more information contact the Section 504/ADA Coordinator at 301-934-7614; or Executive Director of the Equity and Inclusive Diversity Office at 301-934-7658.

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THE COLLEGE OF SOUTHERN MARYLAND's RIGHTS AND RESPONSIBILITIES

The **College of Southern Maryland** recognizes that its basic responsibility is to do the following:

1. Identify and maintain the academic and technical standards that are fundamental to providing a quality academic program, while ensuring the rights of individuals with disabilities.

2. The **College of Southern Maryland** has the right to identify and establish the abilities, skills, and knowledge necessary for success in its programs and courses and to evaluate applicants and students on this basis.

3. The **College of Southern Maryland** is responsible for ensuring that its recruitment information and activities are available in an accessible format and facilities for all students.

4. The **College of Southern Maryland** must evaluate applicants solely on their abilities and ensure that an evaluation method or criterion does not unfairly discriminate against an applicant with a disability. If this should occur, the college will then provide reasonable alternatives.

5. The **College of Southern Maryland** must select and administer tests used to evaluate students to ensure that test results accurately reflect aptitudes or competencies and do not discriminate against an individual with a disability. Tests designed to measure specific skills related to fundamental essential course goals are allowable, even when the disability impacts those skills.

6. The **College of Southern Maryland** has the right to identify and establish the skills and knowledge that are fundamental to academic programs and courses, and to evaluate each student’s performance against these standards. Fundamental program and course standards are not subject to modification.

7. The **College of Southern Maryland** determines when it is appropriate to adjust, substitute, or waive any academic requirement that unfairly discriminates against a student with a disability and that is not essential to the integrity of the student's academic program.

8. The **College of Southern Maryland** is responsible for making reasonable accommodation for students with disabilities in the delivery, instructional method, and evaluation system of a course.

9. The **College of Southern Maryland** must ensure that all programs, including, but not limited to, academic offerings, transportation, student organizations, counseling, and career services, are accessible and usable.

10. The **College of Southern Maryland** has the right to request documentation as proof of a disability. The documentation must support the request for accommodation. The college has a right to deny a request if the documentation demonstrates that no accommodation is necessary, or if the individual fails to provide requested documentation.

11. The **College of Southern Maryland** has the right to refuse any unreasonable accommodation or one that poses undue hardship on the college.

12. The **College of Southern Maryland** has the right to select and recommend accommodations that are equally effective for individuals with disabilities.

13. The **College of Southern Maryland** has the responsibility of informing employees, applicants, and students about the availability of auxiliary aids and the types of possible accommodation available, as well as the procedures for requesting them.

14. If a request is denied, the **College of Southern Maryland** has the responsibility to inform the individual of his or her right to appeal the decision and the procedures for initiating an appeal.

"I have read and understand the above rights and responsibilities."

Print: **Date:**

Signature: **Date:**

Parent/Guardian Print: (if student is under 18): **Date:**

Parent/Guardian Signature: (if student is under 18): **Date:**

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THE RIGHTS AND RESPONSIBILITIES OF STUDENTS WITH DISABILITIES

An individual with a disability has a right to an equal opportunity to participate in and benefit from programs offered at the **College of Southern Maryland.**

1. **Individuals with a disability** have the same obligation as any other student to meet and maintain the institution's academic and technical standards.

2. **Individuals with a disability** have the responsibility to identify themselves as needing accommodation(s) in a timely fashion. When the disability is not obvious, the student must provide documentation from an appropriate professional.

3. **Individuals with a disability** have the right to an equal opportunity to learn. They have a right to reasonable accommodation(s) in aspects of their educational experiences, such as location, delivery system, or instructional methodologies that limit access, participation, or their ability to benefit.

4. **Individuals with a disability** have the right to an equal opportunity to participate in and benefit from the academic community. This includes access to services, benefits, activities, and transportation. These services must be comparable to those provided to any student.

5. **Individuals with a disability** have the responsibility to advocate for their own needs and to seek information and assistance as is necessary for them to be effective.

   Individuals with a disability must provide documentation from an appropriate professional. (If the disability is not obvious, but the individual is regarded as being disabled, it is the responsibility of the individual to demonstrate or document how his/her disability limits his/her ability to benefit from a particular instructional method or evaluation criteria when a request is made for accommodation).

6. **Individuals with a disability** have the right to confidentiality of all information and can choose to whom information pertaining to their disability should be disclosed.

7. **Individuals with a disability** have the right to information regarding the availability of auxiliary aids and other possible accommodation, as well as the procedure for requesting these services.

8. **Individuals with a disability** have the responsibility to follow published procedures for making such requests and must do so in a timely fashion. Information on the procedures can be obtained in the Disability Support Services Office on each campus.

9. **Individuals with a disability** have the right to appeal a decision by the institution regarding auxiliary aids or modifications and must be informed of procedures for initiating an appeal. Information on the appeals process can be obtained in the Disability Support Services Office on each campus.

10. **Individuals with disabilities** have a responsibility to demonstrate or document how their disability affects a particular delivery system, instructional method, or evaluation criteria when requesting accommodation.

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"I have read and understand the above rights and responsibilities."

Print:	**Date:**
Signature:	**Date:**
Parent/Guardian Print: (if student is under 18):	**Date:**
Parent/Guardian Signature: (if student is under 18):	**Date:**

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PROCEDURE FOR REQUESTING SERVICES

All students who require special accommodation(s) while attending the College of Southern Maryland must comply with the following procedures:

1. Students must register with the Disability Support Services Office at least four weeks before the semester begins. Students who do not follow the procedure for services will receive services in a timely manner, after the scheduled students are processed. In order to begin the process, the **student must fill out and return the REQUEST FOR ACCOMMODATIONS form** to the Disability Support Services Office.

2. Potential accommodation(s) will be discussed with appropriate documentation.

3. Students must provide recent documentation of their disability from an appropriate licensed professional. For medical disabilities, documentation must be provided by a medical doctor. For Specific Learning Disabilities, a psycho-educational evaluation is appropriate from a psychologist, vocational rehabilitation counselor or other qualified licensed professional. For psychological disabilities, documentation must be provided by a psychologist or psychiatrist. An Individual Education Plan (IEP), 504 Plan, or exit document from high school may not be sufficient documentation of a disability but can be used as supporting documentation. Please see individual documentation guidelines for a more thorough overview.

4. Documentation for all disabilities must include the functional limitation of the disability and the impact of the disability in an academic setting. All documentation must be on letterhead, typewritten with the evaluator's name, credentials, telephone number, and follow the published guidelines for the specific disabilities provided by the college.

5. Upon receipt of appropriate documentation, the Disability Support Services office will meet with students to review and determine appropriate and reasonable accommodation(s). An accommodations plan will be drafted with student input.

6. The College of Southern Maryland reserves the right to send any documentation received to outside evaluators contracted by the College. This evaluation will be done at no cost to the individual.

7. Students who are requesting texts in alternate format must follow the procedure and complete the "Request for Text/Books in Alternate Format" form each semester and return it to the Disability Support Services Office in a timely manner.

8. Students who are requesting interpreters or scribes must follow the procedure and complete the "Student Request for Interpreter Form" or the "Student Request for Scribe Form" and return it to the Disability Support Services Office in a timely manner.

9. All requested accommodation must be supported by documentation. Students are required to fill out and return the Request for Accommodations form to the Disability Support Services Office **each semester** they register for classes and are requesting services.

10. Students must pick up their accommodations plan from the Disability Support Services Office at the campus that is convenient for them. All accommodation plans must be read and signed by the faculty and students. The original must be returned to the Disability Support Services Office.

11. Students enrolled in only online courses must contact the Disability Support Services office either by phone or email ***dss@csmd.edu*** to discuss requesting accommodation.

12. If a digital recorder is used to record lectures and labs, it can only be used by the student. Recorded lectures or labs that are accommodations may not be shared with others and/or sold in any form.

13. Students with disabilities have the same responsibilities as all other students regarding class attendance and assignments. Students who are or may be absent due to illness or hospitalization must contact their professor to discuss arrangements for making up assignments.

14. Students who are over 18 should contact the college to schedule an appointment and must be engaged in the transition process. Students may choose to bring any individual to the intake meeting; however, students will be expected to facilitate their own meeting and advocate for themselves unless the disability prevents them from doing so.

Print:	**Date:**
Signature:	**Date:**
Parent/Guardian Print if student is under 18:	**Date:**
Parent/Guardian Signature if student is under 18:	**Date:**

COLLEGE of SOUTHERN MARYLAND

Disability Support Services (DSS)
Student Resources Building/ SR126
Email: dss@csmd.edu
https://www.csmd.edu/student-services/disability-support

DISABILITY VERIFICATION FORM
TO BE COMPLETED BY THE PSYCHIATRIST/PSYCHOLOGIST/ DIAGNOSING PHYSICIAN OR OTHER LICENSED CLINICIAN

Eligibility requirements for support services for students with disabilities:

1. Student provides verification of diagnosis and severity.
2. Student is assessed as having a functional limitation in the educational setting.

To ensure the provision of reasonable and appropriate services for students with disabilities, students needing such services are required to provide current and comprehensive documentation of their disability. This documentation should include information which diagnoses the disability, describes the difficulties and functional limitations in an educational setting, indicates the severity and longevity of the condition, and offers recommendations for treatment. To facilitate the gathering of such critical information, we ask that you respond to the following questions:

Please provide the following information:

Student's Name (Please print) Date of Birth CSM Student ID#

Diagnosis:

(Include DSM code for all mental disabilities)

1. Level of severity (check one): ◯ mild ◯ moderate ◯ severe
2. Date of diagnosis:
3. Describe the procedures used to assess/diagnose:

Please attach diagnostic report (Learning disability evaluation/psychological testing information and results.

4. Describe symptoms that meet the criteria for this diagnosis with an approximate date of onset, if appropriate:

5. Describe this student's functional limitations in an educational setting:

6. What measures were used to assess current educational achievement?

7. Do you have any recommendations to make regarding effective academic accommodations to equalize the student's educational opportunities at the post-secondary level? (Describe services/accommodations in exam administration, classroom or study activities, or course requirements.)

8. Provide a medication history related to this disability

9. Could the medication interfere with student's ability to achieve academically?

- ◯ Yes
- ◯ No

In addition to the diagnostic report, please attach other information relevant to this student's academic adjustment.

Signature:

Print Name and Title:

License/Certification Number:

Address:

Telephone: Date:

Please return this completed form to:

College of Southern Maryland
Disability Support Services/SR 126
8730 Mitchell Road La Plata, MD 20648
Office: 301-934-7855 | dss@csmd.edu

College of Southern Maryland prohibits all types of discrimination, harassment, sexual misconduct, and retaliation on the basis of race, including hair style and hair texture, color, religion or creed, ancestry or national origin, sex, age, marital status, physical or mental disability, sexual orientation, gender identity, veteran status, citizenship, and genetic information. To file a complaint of discrimination, harassment, sexual misconduct, or retaliation, please contact the Title IX coordinator at *ctitleix@csmd.edu*. Students and members of the public who need a reasonable accommodation should contact Disability Support Services at *dss@csmd.edu* or 301-934-7855.

COLLEGE *of*
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COORDINATORS -

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Email
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SCAN ME

Disability Support Services (DSS)
CHECKLIST

You have now completed filling out the DSS accommodation intake packet.

Before submitting any forms to the DSS mailbox or in person, please make sure that it has all been printed, initialed, and signed using this checklist below as a guide.

SIGNED. SEALED. DELIVERED.

- ☐ Disability Support Services Application
- ☐ ADA – 504 Grievance Procedures
- ☐ CSM Rights and Responsibilities
- ☐ CSM Student Rights and Responsibilities
- ☐ Requesting Services Procedure
- ☐ Disability Verification Form - *(if applicable)*

After all documentation is completed, an intake interview will be scheduled by a DSS coordinator. ***Incomplete*** documentation could result in the student starting classes without a plan for accommodations.

If you have any questions, email us, we are happy to help.

Differences Between High School & College

Disability Support Services

High School	College
The K-12 educational system is governed by two laws that apply to students with disabilities – the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, Section 504.	Institutions of Higher Education are governed by two laws that apply to students with disabilities – the Rehabilitation Act of 1973, Section 504 and the American with Disabilities Act (ADA) of 1990, amended 2008.
Under IDEA, children with disabilities are entitled to a "Free and Appropriate Public Education".	Equal access to education is the governing principle in higher education. Students have civil rights and must advocate for themselves to enjoy those rights.
Public schools include services to ensure a student's success. Public schools are responsible for outreach to students.	Section 504 upholds the institution's right to maintain academic standards. No accommodation may be permitted to reduce that standard for any student. There is no "free" education, and accommodations must be reasonable and must ensure each student's access, not success.
Public schools receive Federal funding to provide remedial and special education services.	Colleges are required to provide reasonable accommodation but receive no additional financial support to provide support services and are not required to provide remedial services if such services are not provided for all students.
Plans, either the Individual Education Plan (IEP) or a 504 Plan, drive all school services and accommodations. These plans involve teachers, school psychologists, and administration. A parent's signature is required; the student's participation in the planning is optional.	The student is responsible for advocating for the accommodation that is needed. Students make individual decisions on all coursework selection. Parents are not involved in the educational process without the student's permission.
Students are qualified for public education simply by being of the appropriate age and because they have a disability.	"Otherwise, qualified" in colleges means that the student must meet all entrance and academic requirements with or without reasonable accommodations.
Public schools, for the most part, are responsible for appropriate assessment of a student's disability.	Colleges do not have to provide assessments for disabilities but can expect that the students will provide documentation about their disability that meets accepted guidelines.
While the student is in school, the school provides assessment, physical, or other therapy, or personal care.	The student is responsible for personal services, (arranging and paying for) personal care, medical and related requirements, just as if they were living independently and not attending school.
Teachers may be expected to learn all they can about the disability of a student in one of their classes.	Professors need to know only that which applies to the accommodation the student requests.

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Resources List links

Online Learning and Instructional Types: https://www.csmd.edu/programs-courses/credit/online-learning/index.html

Advising and Career Services: https://www.csmd.edu/student-services/advising/index.html

Academic Support Services: https://www.csmd.edu/student-services/learning-support/index.html

IT Help Desk: https://www.csmd.edu/student-services/help-desk/index.html

First Year Experience: https://www.csmd.edu/student-services/fye/index.html

Student Affairs and Conduct: https://www.csmd.edu/student-services/student-affairs/index.html

Disability Support Services: https://www.csmd.edu/student-services/disability-support/index.html

Scholarships and Financial Aid: https://www.csmd.edu/costs-aid/scholarships-financial-aid/index.html

Testing Center: https://www.csmd.edu/student-services/testing-services/index.html

Tutoring Services: https://www.csmd.edu/student-services/learning-support/tutoring/index.html

Library Services: https://www.csmd.edu/student-services/library-services/index.html

Student Health and Wellness: https://www.csmd.edu/student-services/health-wellness/index.html

Student Life & Support Services: https://www.csmd.edu/student-services/ready-set-go/index.html

Clubs, Organizations, & Student Life: https://www.csmd.edu/student-services/student-life/index.html

The Arts at CSM: https://www.csmd.edu/student-services/arts/index.html

Registrar & Student Records: https://www.csmd.edu/student-services/registrar/index.html

Transfer Services: https://www.csmd.edu/student-services/transfer-services/index.html

Veterans & Military Support: https://www.csmd.edu/student-services/veteran-military/index.html

Course & Program Information and registration link:

https://www.csmd.edu/programs-courses/non-credit/schedules/index.html

Check us out on Facebook: https://www.facebook.com/CSMworkforcedevelopment/

LinkedIn:

https://www.linkedin.com/company/csm-workforce-center/

COLLEGE of
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Scan Code to Email

SCAN ME

Disability Support Services (DSS)

DSS is committed to providing academic accommodations and operating all campus programs in accordance with Section 504 of the Vocational Rehabilitation Act of 1973 and the ADAAA.

According to the law, a handicap is any physical or mental impairment that significantly limits one or more essential daily tasks.
Some examples of distinct types of disability are:

Vision
Mobility
Hearing
Learning
Mental Health
Hyperactivity/Attention deficit
Health/Physical
Neurological
Speech
Autism Spectrum

Examples of accommodations we offer include:

- **Alternate formats (braille, large print, e-text, audio books)**
- **Alternate furniture**
- **Wheel accessibility**
- **Extended testing time**
- **Interpreters**
- **Small testing room/Quiet/No Distractions**
- **Note taker or recorder for lectures/labs.**