

Educational Support and Disability Services Resource Manual

For UMB Students



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621 W. Lombard Street, Suite 304
Baltimore, MD 21201
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disabilityservices@umaryland.edu



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This Resource Manual is neither a contract nor an offer to make a contract. ESDS reserves the right to make changes at any time with respect to the information, policies and procedures addressed in this Manual. The information enclosed is provided solely for the convenience of the reader.

For the purpose of consistency, in this document we will use person first language, as in students with disabilities or people with disabilities, versus disability first language such as disabled person or disabled student. However, it is acknowledged that in the end what is correct is what each individual prefers.

ADA Statement

The University of Maryland, Baltimore (UMB) is committed to the principles of equal access and opportunity for persons with disabilities in compliance with the Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act (ADAAA) of 2008. UMB will not discriminate on the basis of disability against a qualified person with a disability in regard to application, acceptance, grading, advancement, training, discipline, graduation, or other aspects related to a student's participation in an academic program of UMB.

While a student's request for accommodation is always considered, the Office of Educational Support and Disability Services (ESDS) engages in an interactive process to devise a plan that is acceptable to the University, the School, and the student. Determination of whether an accommodation is reasonable is made by ESDS in consultation with School Liaison and other appropriate campus personnel. In keeping with the provisions of the ADA, an accommodation will not be approved: (1) that is incompatible with the technical standards for admission to, and completion of the program; (2) that alters the fundamental nature of the academic program; (3) that would result in a risk to the health or safety of the student or another individual; or (4) that would result in undue hardship to the University.

UMB students and applicants may allege violations of this policy by following the [Guidelines and Process for UMB Student Grievances](#). However, students and applicants are encouraged to resolve alleged violations and complaints informally by [contacting ESDS](#).

ESDS Mission

The Office of Educational Support and Disability Services (ESDS) serves students on the University of Maryland Baltimore (UMB) campus. ESDS works with students with all types of disabilities including physical, learning, sensory, psychological, ADHD, and chronic and acute medical conditions. ESDS acts as an ombudsman and liaison to the UMB schools for the identification and provision of reasonable accommodations that may include educational support services designed to assist qualified students with disabilities in achieving their academic goals. ESDS works with the administration of each school to achieve equal educational access for students.

Mission

ESDS collaborates with UMB students, faculty and staff to facilitate academic success and to make education accessible regardless of ability.

Values

1. Accommodate

- Provides students with disabilities academic accommodations through an interactive process.
- Serves all UMB students through academic coaching and educational workshops.

2. Support

- Creates a safe space for UMB community to discuss disability and academic success.
- Trains and consults with UMB community on best practices impacting disability and student learning.

3. Advocate

- Creates programs and presentations around disABILITY awareness.
- Promotes an accessible campus community.

Contact ESDS

For more information about ESDS, the accommodations process, or the services provided to students with disabilities at University of Maryland, Baltimore, please contact:

Office of Educational Support and Disability Services

621 W. Lombard Street, Suite 304

Baltimore, MD 21201

Hours: 8:30 a.m. – 5 p.m.

Monday - Friday by appointment.

Walk in hours: 10 a.m. - 1 p.m. Fridays

P (410) 706-5889/(410) 706-7505

F (410) 706-2865

disabilityservices@umaryland.edu

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Federal Disability Law

The rights of students with disabilities at the post-secondary education level are protected under Section 504 of the Vocational Rehabilitation Act of 1973 (Rehabilitation Act), the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008 (ADAAA). The ADA was designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities. Section 504 of the Rehabilitation Act states that no recipient of Federal financial assistance may discriminate against a qualified individual with a disability solely by reason of his or her disability. The ADA and ADAAA, prohibit discrimination on the basis of disability by public entities, including state colleges and universities, regardless of whether they receive Federal financial assistance.

Confidentiality

All information pertaining to a student's disability will be kept confidential to the extent permitted by law and separate from other student records. Disability-related information may be shared on a limited basis with University faculty and staff to provide accommodations and services, but only with the permission of the student or as otherwise permitted under the University's student records policy and applicable federal laws.

Eligibility

Current Students

Students enrolled at the University of Maryland, Baltimore (UMB) who wish to receive accommodations and services must identify themselves as having a disability and register with the Office of Educational Support and Disability Services (ESDS). The [accommodations process](#) may be accessed through [the ESDS Website](#).

Students who do not require accommodation are not required to make their disabilities known to anyone in the University community.

Prospective Students

All prospective students are encouraged to [contact ESDS](#) in the early stages of graduate and professional school planning. Pre-admissions services include meeting with an ESDS staff member to provide information about eligibility for academic support services and accommodations, appropriate documentation of a disability, and transitional issues.

The admissions process for students with disabilities is the same as for all other students. Disclosure of the disability is voluntary. Once a student chooses to attend UMB and would like to request an accommodation, the student must register with ESDS.

Visitors

Visitors to the school are welcome to [contact ESDS](#) for assistance during their time on campus which may include the need for accessible technology, interpreters, and other concerns. Individuals who are hearing impaired may call the Maryland Relay Service by dialing 711 in Maryland or (800) 735-2258 elsewhere.

Patients and visitors who are experiencing mobility barriers getting to and from the clinic and other campus buildings may contact the UMB Campus Police at (410) 706-6882.

Rights and Responsibilities

Students with disabilities have the right to:

- An equal opportunity to participate in and benefit from courses, programs, services, and activities of the University.
- Reasonable and appropriate accommodations, adjustments, and/or auxiliary aids and services.
- Confidentiality: Information pertaining to a student's disability will only be disclosed to those with a need to know the information. Documentation is kept in a secure file within the Educational Support and Disability Services (ESDS) Office.
- Information available in accessible formats, including accessible instructional materials.

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential standards for courses and programs.
- Adhere to the University's honor statement. Students suspected of academic dishonesty will be referred for disciplinary action.
- Follow ESDS and University policies and procedures regarding requests for reasonable accommodations.
- Inform ESDS of accommodation needs by submitting an online request form each semester.
- Meet with ESDS staff for initial intake and provide appropriate and current documentation.
- Work with ESDS, school liaison, and faculty regarding appropriate accommodations.
- Present accommodation letter to faculty member (if applicable).
- Discuss with the faculty member how the accommodations are going to be implemented and explain about the situation, particularly testing accommodations (if applicable).
- Inform ESDS of barriers to a successful education and equal access.
- Provide ESDS with annual evaluation of services.

School Liaisons and Faculty have the right to:

- Require that students with disabilities request accommodations through ESDS.
- Require students with disabilities to meet all program/course requirements and standards.
- Consult with the School Liaison and/or ESDS staff if he/she feels that requested accommodations are not appropriate for a particular course or situation.
- Provide input on how approved accommodations will be provided in a particular course.

- Require that students engage in appropriate, non-disruptive behavior in the classroom and to take action to remove a student who is disruptive.
- Require that students follow University/Department policies and procedures.

NOTE: In accordance with the ADA, faculty do not have the right to question whether a disability exists or examine a student's disability documentation when the disability has been adequately documented and is on file with ESDS. The student's approved accommodations letter, signed by the Director of Educational Support, will act as assurance that the student has provided adequate documentation of the disability and requested accommodations.

School Liaisons and Faculty have the responsibility to:

- Refer all students who self-identify as having a disability and need to request accommodations to ESDS.
- Work with ESDS and student to make courses, viewed in their entirety, accessible (e.g., content, texts and materials, assessment method, on-line instruction, time requirements).
- Work cooperatively with locations that serve as affiliates, clinical rotations, and field placements, to assist implementation of appropriate reasonable accommodations for students (if applicable).
- Support and implement reasonable accommodations as identified in an Accommodations Letter from ESDS.
- Consult with School Liaison and/or ESDS if requests conflict with course objectives/requirements.
- Protect student's privacy and confidentiality.
- Include a syllabus statement directing students to ESDS if they have need for an accommodation related to a disability.
- Assist ESDS with identifying student assistants (i.e. note takers, readers, scribes) when applicable.

Reasonable Accommodations

Reasonable accommodations (Academic Adjustments and/or Auxiliary Aids) are modifications or adjustments that allow an individual to gain equal access and have equal opportunity to participate in the University's courses, services, activities and use of the facilities.

Types of Accommodations

The following are some examples of reasonable accommodations that may be available to students with disabilities. All accommodations are determined on a case-by-case basis, according to the needs of the individual and the individual's specific program of study for a particular semester. Accommodations may change semester to semester.

Classroom Accommodations:

- Adaptive furniture or equipment
- Access to visual aids/Power Points
- Accessible online and web-based course materials following Section 508 guidelines
- Additional time on in-class writing assignments
- Assistive listening device
- Recorded lectures
- Captioned videos
- Exit classroom when symptoms occur
- Interpreting services
- Transcription services
- Note taking assistance
- Specific Seating
- Use of laptop computer for notes or in-class writing assignments

Testing Accommodations:

- Alternate exam format (e.g. taped/oral versions of exams, paper instead of computer-based)
- Assistive technology, such as reading/writing software (e.g. Kurzweil, Dragon Dictate)
- Calculator
- Computer access for essay exams
- Extended time on exams
- Large print exams
- Minimal distraction testing environment
- Reader
- Scribe
- Spell check

Other Accommodations:

- Alternate format textbooks
- Course materials in Braille, electronic, or enlarged format

ESDS Registration and Accommodations Process

A student or applicant with a disability may request a reasonable accommodation by completing the [Disability Disclosure and Reasonable Accommodations Form](#). This form must be submitted with [documentation of the disability](#) from an appropriate health care provider. If an accommodation cannot be implemented, ESDS will discuss with the student requesting the accommodation.

While a student's request for accommodation is always considered, ESDS engages in an interactive process to devise a plan that is acceptable to the University, the School, and the student. Determination of whether an accommodation is reasonable is made by ESDS in consultation with School Liaison and other appropriate campus personnel. In keeping with the provisions of the ADA, an accommodation will not be approved if it:

- (1) is incompatible with the technical standards for admission to, and completion of, the program;
- (2) alters the fundamental nature of the academic program;
- (3) would result in a risk to the health or safety of the student or another individual; or
- (4) would result in undue hardship to the University.

A decision that an accommodation would result in undue hardship due to its cost must be approved by the Assistant Vice President of Student and Academic Affairs.

Proposed accommodations will also incorporate any school specific practices for handling of disabilities. UMB may offer alternative accommodations that differ from those suggested by the student.

Procedures for Requesting an Accommodation

1. Complete and submit an online [Disability Disclosure and Reasonable Accommodations form](#) for the semester in which you are requesting accommodations. A new accommodations request form must be submitted for each new semester.
 - a. Access to the form requires you to log in using your UMID and password.
 - b. If assistance is needed with completing the form, you may [contact ESDS](#).
2. Submit your appropriate medical documentation. [Documentation Guidelines](#) may be found on the ESDS Website and are also listed on [page 16](#) of this document. Documentation may be submitted:
 - a. through the online accommodations request form;
 - b. via fax (410) 706-2865;
 - c. via email disabilityservices@umaryland.edu; or
 - d. by mail 621 W. Lombard St., Suite 304, Baltimore, MD 21201.
3. If it is the first time you are requesting accommodations, it is your responsibility to [contact ESDS](#) to schedule an initial appointment.
 - a. During your initial appointment, you and the ESDS staff will discuss current barriers to access, documentation, academic adjustments for which you are eligible, and review policy and procedures.

You are responsible for submitting your Accommodations Request at the beginning of each semester as you will have new classes, instructors, and potentially new accommodation requests. Because each semester presents new classes, curricula and academic needs, it is not guaranteed that a student will receive the same accommodations that were approved and provided in a previous semester.

Note: If you wait too long, it may be difficult to make the necessary arrangements. Instructors are under no obligation to provide accommodations for a student who is not registered with ESDS and who does not set up accommodations in a timely manner.

Accommodations Letter & Communicating with Faculty

ESDS staff will write an accommodations letter and submit it to your School Liaison for review and approval. Once the School Liaison has approved the accommodations, you will receive an email notice that the approved accommodations letter is available. You can then log back into your account using your UMID and password and click "Create Letter." A PDF of your letter will be generated and you can download, save, and/or print it as needed.

After receiving the accommodations letter, it your responsibility to share the letter with your instructor(s)* and initiate the coordination/implementation of the approved accommodation(s). The letter provides the means to open up a dialogue and begin to collaborate on how the you and your instructor can work together.

Schedule time to meet with your instructor one on one to discuss how your accommodations can fit within their curriculum. This discussion between you and your instructor should lead to an experience where both of you feel comfortable with the approved accommodations and the plan for implementing such accommodations within the course.

If there are any questions or concerns, you are always welcome to [contact the ESDS Office](#).

** Note: Due to blind grading, Law students work first with the Director of Student Affairs to coordinate/implement accommodations.*

Documentation Guidelines

The guidelines for documentation below are recommended for University System of Maryland (USM) institutions and Maryland Community Colleges (MCC) to enhance consistency and provide students, parents and professionals with the information needed to assist students in establishing eligibility for services and receiving appropriate accommodations. The guidelines are broad enough to allow for flexibility in accepting documentation from a range of perspectives given the different educational environments within these systems. These differences include such factors as open versus competitive enrollment; variation in class size; type of student population (e.g., traditional, nontraditional, transfer) undergraduate versus graduate program, and course format -- classroom, on-line, hybrid or field-based.

There are seven essential guidelines for disability documentation:

The credentials of the evaluator

Documentation must be completed by a licensed or otherwise properly credentialed professional who has appropriate training and experience, and has no close, personal relationship with the student being evaluated. A good match between the credentials of the individual making the diagnosis and the disability being reported is expected (e.g., an orthopedic limitation might be documented by a physician but not by a licensed psychologist).

A diagnostic statement identifying the disability

Documentation must include a clear diagnostic statement identifying the disability and the date of the most current diagnostic evaluation, as well as the date of the original diagnosis, as appropriate. While diagnostic codes from the Diagnostic Statistical Manual of the American Psychiatric Association (DSM) or the International Classification of Functioning Disability and Health (ICF) of the World Health Organization are helpful in providing this information, a full clinical description can also convey the necessary information.

A description of the diagnostic methodology used

Documentation must include a description of the current diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative interpretation. Where appropriate to the nature of the disability (e.g., learning and cognitive disorders) the report should contain both summary data and specific tests scores.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are expected. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal or non-standardized

methods of evaluation are reported, a clear explanation of their role and significance in the diagnostic process should be included.

A description of the current functional limitations

Documentation must include information on how the disability currently impacts the individual. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. Documentation should be thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency, and pervasiveness of the disability.

While relatively recent documentation is recommended in most circumstances, common sense and discretion in accepting older documentation of disabilities that are permanent or non-varying are recommended. Likewise, changes in the disability and/or changes in how the disability impacts the individual as a result of growth and development may warrant more frequent updates in order to provide an accurate picture. Additionally, if changes in accommodations are needed, updated documentation may be required. In other words, the recency of the documentation depends on the facts and circumstances of the student's disability and the accommodations requested.

USM and MCC Disability Support Services offices, based on their staff members' professional judgment, may consider accepting older documentation on a provisional basis. Accommodations may be provided in the interim, on a case-by-case basis, while the student obtains the necessary updated documentation.

A description of the expected progression or stability of the disability

Documentation must provide information on expected changes in the functional impact of the disability over time and context, if the disability is cyclical or episodic in nature (e.g., bipolar disorder, some chronic medical conditions). Information regarding known or suspected environmental triggers to episodes can be helpful in anticipating and planning for varying functional impacts. If the disability is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for reevaluation are most helpful.

A description of current and past accommodations, services and/or medications

Documentation should include a description of both current and past accommodations, services, medications, auxiliary aids and assistive devices, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral, or cognitive performance can be helpful. While accommodations provided in another setting are not binding on the current institution, they may provide insight in making current decisions.

Recommendations for reasonable accommodations and services

Documentation should include recommendations for accommodations and services. Recommendations from professionals with a history of working with the student can provide valuable information for review and planning. The recommended accommodations and services should be logically related to the student's functional limitations.

While the postsecondary institution has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the institution's courses, programs and services may be appropriate. The postsecondary institution may substitute another accommodation if it is considered to be effective and parallel to the one recommended and/or requested. When recommendations go beyond equitable and inclusive services and benefits, they may still be useful in suggesting alternative accommodations and services.

Recommendation for Creating Disability-Specific Documentation Guidelines

While it is neither practical nor desirable to create specific documentation requirements for every condition that may be considered a disability, individual institutions may choose to establish protocols for more common disabilities (e.g., learning disabilities, ADHD). In doing so, USM institutions and Maryland community colleges should incorporate the seven essential guidelines for quality disability documentation outlined above.

USM Guidelines for Documentation of Disability, September 2011

Guidelines and Process for UMB Student Grievances

Non-Discrimination and Equal Opportunity

The University of Maryland, Baltimore (UMB) does not discriminate on the basis of race, color, religion, national origin or ancestry, sex, sexual orientation, physical or mental disability, marital status, veteran's status, or age in its programs and activities.

I. UMB School Liaison

Each UMB school has a [ESDS liaison](#) to help students with non-discrimination and equal opportunity.

II. University Designee to Coordinate UMB Student Non-Discrimination and Equal Opportunity:

Susan C. Buskirk, DM, MS

Chief Accountability Officer

Vice President

410-706-4937

sbuskirk@umaryland.edu

Grievance Process

A. Procedure

1. A student with questions or a grievance about a reasonable accommodation decision of the University or a school should first communicate with the School Liaison or the Director of Educational Support and Disability Services (ESDS). If the matter is not satisfactorily resolved, it should be reported to the Vice President for Academic and Student Affairs ("Vice President").
2. Unless the student objects, the University may attempt to resolve a grievance informally. For formal or informal grievances, the student should explain the incident underlying the grievance, the perceived problem and offer a proposed solution. The University reserves the right to proceed immediately to a formal review of the student's complaint. At any time, a student may request an informal process to address a grievance prior to proceeding with the formal grievance process.
3. A formal grievance of a reasonable accommodation decision should be in writing with pertinent records and documentation.
4. The Vice President (or alternate impartial designee of the Vice President for Academic Affairs) may work with the Dean of the student's school, or the Dean's designee, to develop an appropriate investigational process depending on the circumstances surrounding the reasonable accommodations grievance (e.g., didactic classroom experiences or clinical training). If a grievance involves persons from more than one school, the Vice President will work with the deans of the schools involved to develop an appropriate investigational process.
5. The student, the Dean or Dean's designee, and persons whose decisions or actions are the subject of the grievance will be given an opportunity to meet with the Vice President to discuss the grievance and the investigative process and to submit written statements, names of witnesses and other evidence.
6. The Vice President will investigate the reasonable accommodation grievance, look at the record as a whole and at the totality of the circumstances. The Vice President will make a decision and write a report summarizing the investigation and evidence and provide findings based on all the facts, on a case by case basis. The decision of the Vice President is final unless modified due to an appeal for reconsideration.
7. The student, the Dean of the student's school, and persons whose decisions or actions are the subject of the grievance will be given the findings and decision of the Vice President in writing.
8. The student may appeal for reconsideration by the Vice President on the basis of: 1) failure of due process, or 2) availability of new evidence which could not reasonably have been presented during the original investigation. The appeal for reconsideration

must be submitted in writing within 7 calendar days following the date of the Vice President's decision.

9. The Vice President will maintain records regarding reasonable accommodation grievances.

10. To ensure appropriate due process and prompt, equitable resolution of complaints pertaining to reasonable accommodation decisions, formal rules of evidence will not apply and the Vice President may limit repetitive and irrelevant evidence. The University will attempt to resolve the grievance within 45 calendar days. Attorneys will not participate in meetings with the Vice President, but the schedule for the investigation will allow time for the student and other participants to consult with and obtain input from legal counsel and other advisors.

B. Time Limits

A grievance filed within 10 calendar days of the aggrieved reasonable accommodation decision will be considered timely. Nevertheless, the University will investigate any grievance filed within a reasonable time.

C. Confidentiality

The University will take reasonable steps to protect the confidentiality of the parties involved in a grievance. Persons involved will be advised of the necessity of keeping information related to a grievance confidential. However, persons should be aware that the University may need to disclose information in order to conduct an investigation, resolve a grievance and comply with applicable law.

D. No Retaliation

The University does not tolerate or condone any form of retaliation against a grievant whose reasonable accommodation complaint is made in good faith.

E. Exceptions

This procedure does not supersede policies and procedures addressing issues specifically governed by other University policies, such as: school grade appeals and school dismissal appeals, sex-based discrimination of students (see UMB VI-1.20(B)) and student sexual orientation non-discrimination policy and procedures (see UMB VI - 1.05(B)).

Students are expected to present such grievances in accordance with the applicable school and University policy and procedure.

F. Grievances Involving Affiliates' Employees

Many University students will be supervised by employees of the University's affiliates and teaching sites during their educational experiences. If a student is aggrieved by a reasonable accommodation decision in such a setting, the University will attempt to resolve the issue, and will attempt to reassign the student if a resolution is not feasible.

G. Counseling

The UMB Counseling Center offers assistance in coping with the stress resulting from discrimination or participation in campus proceedings to investigate discrimination. For support, contact:

[UMB Counseling Center](#)

621 W Lombard St, Suite 302

Baltimore, MD 21201

Phone: (410) 328-8404

Fax: (410) 328-5291

H. Filing Grievances with Outside Agencies:

For further information on non-discrimination, reasonable accommodation, or to file an equal opportunity complaint directly with the U.S. Department of Education, contact:

[Office for Civil Rights](#)

U.S. Department of Education

The Wanamaker Building, Suite 515

100 Penn Square East

Philadelphia, PA 19107

Phone: 1-800-421-3481

Email: OCR.Philadelphia@ed.gov

Sign Language Interpreters Request for Interpreter

For interpreter service requests outside of regularly scheduled class times, students are required to contact ESDS as soon as they are aware of the need. Early notification will allow ESDS make the necessary arrangements. If a student works with interpreters regularly, they may reach out to the interpreter(s) directly, but the student must also promptly inform ESDS of the additional assignment. It is preferred to give both the interpreters and the ESDS Office a minimum of 48 hours' notice in order to receive interpretation services outside of regularly scheduled class times. Services which are requested with less than 48 hours' notice, are not guaranteed and UMB contracted interpreters are not required to be available on short notice.

If a UMB contracted interpreter is not available, the ESDS Office will work with an outside vendor, The Hearing and Speech Agency (HASA), which requests five days' notice to best serve the client's particular needs and to manage the scheduling and assigning of interpreters appropriately. It is not guaranteed that HASA interpreters will be available with less than five days' notice.

When requesting an interpreter, please provide all pertinent information regarding the assignment to disabilityservices@umaryland.edu. Please include the following details:

- Type of Engagement (e.g. Lecture, meeting, tutoring session)
- When requesting for a lecture, review session, or tutoring session, please include the name of the course and/or topic matter that will be covered.
- Date
- Start Time of Assignment
- End Time of Assignment
- Location (including Room Number)
- Number of interpreters requested

Attendance and Punctuality

Students are responsible for getting to their classes on time. Students should be aware that if they do not arrive for class at the scheduled time, interpreters are required to wait only 15 minutes for classes up to 90 minutes long, and only 30 minutes for classes longer than 90 minutes. Students are responsible for notifying ESDS at least 24 hours ahead of time. A student, who misses class without notifying ESDS a total of three times, may have interpreter services discontinued. In order to have services reinstated, a student must make an appointment with the Educational Access Coordinator and the Director of Educational Support to discuss reinstatement.

Communication

Students should discuss any problems with their interpreter directly with the interpreter before coming to talk to an ESDS staff person. In the event the problem is not resolved, the student should contact the ESDS office.