



DIVISION OF  
**STUDENT AFFAIRS**  
COUNSELING CENTER

Disability Support Service  
4281 Chapel Lane  
0106 Shoemaker Building  
[www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)  
College Park, Maryland 20742-8111  
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## Dear Parents,

The Disability Support Service (DSS) at the University of Maryland welcomes your new college student to the campus. Any student who has a **documented disability** is invited to schedule a visit to register for **DSS accommodations**. Please call our office at **301.314.7682** to schedule an appointment to meet with a counselor.

Here is a little **information** about **DSS** to help you understand what we need and what we can provide.

- **Students must identify themselves to the DSS office if they want services by providing current documentation. Detailed information is available at <http://counseling.umd.edu/DSS/registration.html>**
  - **LD** evaluation must be relevant to requests being made. It is in the individual's best interest to submit evaluations that were completed within the last **5** years of registration with DSS; if older, we will, however, review your most recent documentation (for both LD and ADHD).
  - **ADHD** evaluation must be current and relevant given the understanding that the impact on learning may change over time. It is in the individual's best interest to submit evaluations that were completed within the last **5** years of registration with DSS; we will review older documents for relevancy.
  - Documentation for **Medical** conditions should be within 6-12 months.
  - Documentation for **Psychological** disorders (such as depression, bipolar disorder, or generalized anxiety) should be within 6 to 12 months.
  - For detailed written information to download forms or guides at: <http://counseling.umd.edu/DSS>
- **Colleges and universities follow different guidelines than Kindergarten through 12<sup>th</sup> grade.** The documentation requirements may be different and the accommodations provided may vary as well.
  - **Helpful information at <http://www.ed.gov/print/about/offices/list/ocr/transition.html>**
- The best documentation contains a clear diagnostic statement identifying the presence of a disability, academic strengths and weaknesses (when appropriate), the impact of the disability on the individual in an educational setting and suggested reasonable accommodations and services.
- We require all documentation be prepared by a qualified professional (e.g., a licensed psychologist, neuropsychologist, psychiatrist, physician, audiologist, orthopedist, etc) who is not a relative or friend of the student or student's family.

**\* LEARNING DISABILITIES (LD) & ATTENTION DEFICIT HYPERACTIVE DISORDERS (ADHD)**

**Required documentation:** A **neuropsychological or psycho-educational assessment** should validate the need for services, based on the individual's current level of functioning in the educational setting. It must be relevant to current requests. **A school plan, such as an individualized education plan (IEP) or a 504 plan will be reviewed for relevancy, but may not be sufficient documentation.**

### TYPES OF ACCOMMODATIONS AND SERVICES THAT ARE AVAILABLE

Testing (Exam) Services

Reading Services

E-texts, Books on CD, Enlarged Print

Deaf and Hard of Hearing Services

- Interpreting services (ASL, PSE, Cued Speech Oral, and Tactile-Low Vision interpreters)

- Transcription services & Assistive Listening Devices (ALD's)

Adaptive Technology (AT)

Note-Taking

Priority Registration

Access to building, classrooms

Para-Transit Services

Adapted Housing

Assistance in Campus Libraries

Advocacy Support