A Working Document Describing
Academic and Administrative Accommodation Policies and Procedures
For Students with Disabilities At the
University of Rhode Island

Prepared by Disability Services for Students
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Previously reviewed and approved by: Vice President of Student Affairs, Vice Provost of Faculty Affairs, URI General Counsel, AAUP Executive Committee, Faculty Senate Executive Committee, University Deans and Directors Fall 2000.

Current: Full Policy to be reviewed by Vice President of Student Affairs, Provost’s Office, URI General Counsel, Faculty Senate Executive Committee, Selected University Deans, and the President’s Commission on People with Disabilities, Spring 2018.

Revisions are published and updated regularly at Disability Services for Students website and are also found in accommodation request letters provided to faculty.

Policies/procedures will receive broad review on a biannual basis.

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Policies and Procedures: A Working Document Describing Academic and Administrative Accommodations for Students with Disabilities at the University of Rhode Island

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MISSION AND PHILOSOPHY

DSS VISION
The University of Rhode Island will support and encourage contributions to the learning environment from all of its represented cultures, including its students with disabilities.

DSS MISSION
Disability Services for Students works with students and all units of URI to foster an inclusive, welcoming, and accessible environment. We facilitate access, discourse, and involvement through innovative services, programs, leadership, and collaboration.

Using a Supported Education Model designed to enhance self-determination (Getzel, 2008, 2014) and in response to federal laws, [ADAAA (Americans with Disabilities Act Amendments Act 2008) and Section 504 of the Rehabilitation Act] we promote equal opportunity, academic success, self-advocacy, and student development, through education, awareness, and the understanding that disability is a matter of cultural diversity and social justice.

Additional duties of the office include:

- Recommend and coordinate reasonable accommodations (exam, course, program, housing, transportation)
- Encourage student development through self-empowerment, self-advocacy and personal decision making
- Support student commitment to academic success and retention
- Provide information to faculty and administrators regarding disability awareness and inclusion
- Promote awareness of disability to all URI community members in terms of civil rights, equal opportunity, cultural diversity, and “minoritized” populations

Persons with disabilities are assured reasonable access to programs, opportunities, and activities at the University of Rhode Island (URI) that is equal to the access afforded non-disabled persons. Inclusion of persons with disability in all aspects of life at the University will benefit the community and improve the quality of life within the University community. Therefore, we will work to provide reasonable accessibility according to the spirit of the Americans with Disabilities Amendment Act 2008/Section 504 of the 1973 Rehabilitation Act. In addition we will work to increase disability awareness and contribute to a more inclusive climate for students with disabilities in all academic and programmatic areas of URI.

Accessibility and inclusion of students with disabilities is a community concern and therefore all programs and departments are responsible to be inclusive of and to reasonably accommodate students with disabilities. Achieving full participation and integration of people with disabilities requires the cooperative efforts and responsibility of all the University's departments, offices, and personnel. Colleagues from diverse areas of expertise collaborate to
create an accessible environment. To this end, Disability Services for Students will support University efforts to

- Achieve greater retention/graduation rates,
- Promote excellence in its programs and services
- Assure that services are delivered equitably, reasonably, and efficiently to all community members

Note: Certain short-term temporary conditions may not be considered disabling for purposes of ADAAA 2008, but Disability Services for Students may, as space and resources allow, be able to facilitate non-ADA environmental adjustments to facilitate the student’s inclusion in the community.

DOCUMENTATION

The University of Rhode Island will provide reasonable accommodations so that eligible students with disabilities may experience equal opportunity and participation in programs and services.

Students who are eligible for accommodations will present documents to demonstrate evidence of a current condition that interferes with one or more major life functions as defined by ADAAA 2008. Further, the documentation will present evidence that the student may have current functional needs and/or may currently experience accessibility barriers in the educational or physical environment.

All documentation shall be presented to Disability Services for Students at least two weeks in advance of the requested accommodations to allow adequate time for evaluation of documents and timely recommendations to faculty and administrators. In urgent cases, the DSS staff may use case-by-case determination and professional judgment to make decisions about exceptions.

The documentation should establish the formal diagnosis, based on the Diagnostic Statistical Manual (DSM) or the International Classification of Functioning (ICF), describe the nature and severity of the disability, and document the current functional needs in the academic or physical environment. The documentation may include suggested accommodations that would be helpful in the university environment, but these recommended accommodations shall not be binding on the institution; rather accommodations shall be determined by URI Disability Services, in collaboration with the student and, at times, their faculty, on a case-by-case interactive basis for each course or activity, as needed. Please note that accommodations will never alter the central elements of a curriculum, nor will they dilute the requirements of the curriculum.

(Students with temporary conditions should follow the same accommodation procedures as for all other students; adjustments will be determined on a case-by-case basis.)
In most cases, the date of evaluation described in the documentation must be within the past three years and/or must describe adult-age testing. The student, in most cases, will not be asked for a re-evaluation during their matriculation. However, in the case of some variable forms of disability (i.e. some psychiatric disabilities, some health conditions), a more recent date of evaluation or periodic re-evaluations may be required to verify the current functional needs and the need for continued accommodation. The final determination for current status of the documentation rests with the institution.

The Office of Disability Services for Students assumes responsibility to maintain confidentiality of the evaluation and will not release any part of the documentation without the student's informed and written consent.

Although the provider’s recommendations for accommodations are often helpful, these recommendations are not binding. The final determination for the specific reasonable accommodations rests with the University of Rhode Island.

**Essential Elements of Quality Documentation: Guidelines**

**Qualified providers**
The University of Rhode Island follows best practices of documentation guidelines. In brief, the essential elements are:

- **Licensed or credentialed evaluator**, with specific certification or expertise related to the condition being diagnosed, and who is not related to the individual. (ex. hearing disability diagnosed by certified Audiologist (CCC-A) or by an Ear, Nose, & Throat M.D.)
- **Clear diagnostic statement, including diagnostic sub-types where relevant,** that describes the condition and provides information on the functional impact of the condition. A full clinical description will convey this information, as will diagnostic codes from the DSM (Diagnostic Statistical Manual of the American Psychiatric Association) or the ICF (International Classification of Functioning, Disability and Health of the World Health Organization.)
- **Description of the student’s current functional needs** helps establish the possible disability and identify necessary accommodations. Quality documentation will demonstrate how a major life activity is significantly, amply, or substantially limited by providing evidence of frequency and pervasiveness of the conditions(s).
- **Description of the progression or stability of the disability** over time and in context.
- **(Optional) Recommendations** for accommodations, assistive devices, assistive services, compensatory strategies, and/or collateral support services.

**Student Statement**
In addition to the above guidelines for documentation from providers, the student’s written statements describing impact of the condition and functional needs will be included as part of
the overall documentation of disability and will be used when determining reasonable accommodations.

Procedure
Students wanting to request disability-related services must identify themselves to Disability Services for Students (DSS), 302 Memorial Union, 401-874-2098, or by e-mail at dss@etal.uri.edu; additional information is available at www.uri.edu/disability. Students are asked to complete an Intake Form, which will start the documentation process, and the creation of a DSS record. DSS must receive complete documentation of disability (see Documentation), which substantiates the need for each accommodation requested. Eligibility for reasonable and appropriate accommodations will be determined on an individual basis by Disability Services for Students, in consultation with the student. DSS will, based on documentation and with the student’s participation, coordinate and/or recommend necessary accommodations to the appropriate University department or University faculty/staff member. If functional needs are not clearly identified and/or justified in a diagnostic report or letter, the disability service provider will work with the student and/or provider to seek clarification and, if necessary, more information. The appropriate accommodations will be designated by the disability service provider, in collaboration with the requesting student, and will be based on the student's documentation.

Detailed Elements of Quality Documentation Per Disability

Documentation for Attention Deficit Hyperactivity Disorder (ADHD)

a. Qualifications of the Evaluator: Professionals conducting assessments and rendering diagnoses of ADHD must have training in differential diagnosis and the full range of psychiatric disorders. Clinical psychologists, neuro-psychologists, psychiatrists or neurologists will be viewed as qualified to substantiate ADHD. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.

b. Substantiation of the Disability: Documentation of ADHD must be current (within 3 years, or demonstrate adult scores and testing) and must be comprehensive. An IEP or 504 plan is NOT sufficient as documentation. A complete diagnostic report should include evidence of early impairment and evidence of current impairment with a statement of presenting problem and diagnostic interview. The diagnostic report must rule out alternative diagnoses/explanations, must report relevant testing (such as neuropsychological testing), identify DSM or ICF criteria, include a specific diagnosis and
include an interpretive summary describing the nature and severity of the disability, functional needs in the college environment and justification for each of the requested accommodations. The preferred documentation of ADHD will be a complete neuropsychological report with psychometric data; this report may be required for certain types of accommodations requested. (See Appendix B for a specific list of test instruments that are considered acceptable as documentation).

c. Recommendations for Accommodations: The optional recommendations should indicate why specific accommodations are needed and how the effects of the specific disability are accommodated. Specific test results or clinical observations described in the letter should support the recommendations. The final determination for the specific reasonable accommodations rests with the University of Rhode Island.

Documentation for Disabilities of Chronic Health
a. Qualifications of the Evaluator: A medical practitioner, who is expert in the medical condition of the student, will be viewed as qualified to substantiate a health disability; and to provide a clear diagnosis from the DSM or ICF. (for example, a Gastroenterologist should provide documentation about Crohn’s Disease or related conditions) The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.

b. Substantiation of the Disability: The required document will be a report or letter of diagnostic assessment from the specialist physician describing the nature and severity of the disability, functional needs in the college environment and justification for each of the requested accommodations.

c. Recommendations for Accommodations: The recommendations should indicate why specific accommodations are needed and how the effects of the specific disability are accommodated. The specific test results or clinical observations should support the recommendations. The final determination for the specific reasonable accommodations rests with the University of Rhode Island.

Documentation for Developmental Disabilities (such as Autism Spectrum Disorders)
a. Qualifications of the Evaluator: Evaluators should have experience or training in the assessment of Autism Spectrum or the specific developmental disability being identified. Neuropsychologists in particular but not exclusively will be viewed as particularly qualified to substantiate the extent of the disability and its impact on academic performance. The name, title and professional credentials of the evaluator, including
information about license or certification, as well as the area of specialization, employer and state/province in which the individual practices should be clearly stated. All reports should be on letterhead, typed, dated, signed and otherwise legible.

b. Substantiation of the Disability: The required document will be a comprehensive diagnostic neuro-developmental evaluation report or a neuropsychological report stating a clear diagnosis based on the DSM or ICF criteria. Documentation must be current (within 3 years, or demonstrate adult scores and testing). A shorter, detailed descriptive report by a qualified psychologist may also be accepted. An IEP or 504 plan is NOT sufficient as documentation, but may be attached to the comprehensive diagnostic report. The preferred complete diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, and information processing, a specific diagnosis, test scores, and clinical summary with suggested accommodations. A complete report will indicate the nature and severity of the disability and will identify functional needs in the college environment. (See Appendix B for a specific list of test instruments that are considered acceptable as documentation).

c. Recommendations for Accommodations: The recommendations may indicate why specific accommodations are needed and how the effects of the specific disability are accommodated. The specific test results or clinical observations should support the recommendations. The final determination for the specific reasonable accommodations rests with the University of Rhode Island.

Documentation for Disabilities of Hearing

a. Qualifications of the Evaluator: A licensed audiologist, certified by the American Speech Language Hearing Association, or a licensed medical doctor with certification in otology, or otolaryngology, will be viewed as qualified to substantiate disabilities of hearing. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices, should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.

b. Substantiation of the Disability: The provider is asked to provide a clear diagnosis of the hearing condition, and the requisite document will be an audiogram, which has been completed within the last year. The audiogram should include verification (for both ears) of hearing sensitivity by pure-tone frequency, speech thresholds, and discrimination scores. A report or letter describing the nature and severity of the disability, functional needs in the college environment and justification for each of the requested accommodations should accompany the audiogram.
c. Recommendations for Accommodations: The report or letter may include specific recommendations for accommodations and an explanation as to why each accommodation is recommended. The final determination for the specific reasonable accommodations rests with the University of Rhode Island.

Documentation for Learning Disabilities

a. Qualifications of the Evaluator: Evaluators should have experience or training in the assessment of learning disabilities in adolescents and adults: clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, and developmental pediatricians will be viewed as qualified to substantiate learning disabilities. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports should be on letterhead, typed, dated, signed and otherwise legible.

b. Substantiation of the Disability: The required document will be a comprehensive Psycho-educational diagnostic evaluation report; documentation must be current (within 3 years, or demonstrate adult scores and testing). An IEP or 504 plan is NOT sufficient as documentation, but may be attached to the comprehensive diagnostic report. The complete diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, and information processing, a specific diagnosis, test scores, and clinical summary with suggested accommodations. Documentation will consist of a complete report describing the nature and severity of the disability, functional needs in the college environment and justification for each of the requested accommodations. 
(See Appendix B for a specific list of test instruments that are considered acceptable as documentation).

c. Recommendations for Accommodations: The optional recommendations should indicate why specific accommodations are needed and how the effects of the specific disability are accommodated. The specific test results or clinical observations should support the recommendations. The final determination for the specific reasonable accommodations rests with the University of Rhode Island.

Documentation for Physical/Mobility Related Disabilities

a. Qualifications of the Evaluator: A licensed physical therapist or a licensed medical doctor will be viewed as qualified to substantiate physical disabilities. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.

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b. Substantiation of the Disability: The required document will be a report or letter of diagnostic assessment from the physical therapist or physician describing the nature and severity of the disability, CURRENT functional needs in the college environment and justification for each of the requested accommodations.

c. Recommendations for Accommodations: The report or letter may include specific recommendations for accommodations and an explanation as to why each accommodation is recommended. The final determination for the specific reasonable accommodations rests with the University of Rhode Island.

Documentation for Mental Health or Psychiatric Disabilities
a. Qualifications of the Evaluator: A licensed psychologist, licensed social work professional, licensed psychiatric nurse practitioner, or licensed psychiatrist will be viewed as qualified to substantiate psychiatric disabilities. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.

b. Substantiation of the Disability: The required document will be a current (within 6-12 months) report or letter of diagnostic assessment from the Psychologist, Licensed Social Worker, Psychiatric Nurse Practitioner, or Psychiatrist describing the nature and severity of the disability, functional needs in the college environment and justification for each of the requested accommodations.

c. Recommendations for Accommodations: The report or letter should include specific recommendations for accommodations and an explanation as to why each accommodation is recommended. The final determination for the specific reasonable accommodations rests with the University of Rhode Island.

Documentation for Temporarily Disabling Conditions
Temporary conditions may not be considered a disability under the ADAAA (except when the conditions are particularly severe or last beyond 6 months). However, Disability Services for Students recognizes that regardless of duration, certain functional needs exist. In good faith, as space and resources allow, staff may be able to facilitate non-ADA environmental adjustments to facilitate the student’s inclusion in the community on a temporary basis.
Students with temporary needs, who request adjustments and assistance, follow the same procedures as students with disabilities who request accommodations. Please see sections on Documentation and Accommodation Policies.

**Documentation For Disabilities Resulting From Traumatic Brain Injury (TBI)**

a. Qualifications of the Evaluator: Evaluators should have experience or training in the assessment of Traumatic Brain Injury whether resulting from head trauma, or other medical condition. Medical doctors specializing in this area are generally neurologists, but other specialists may also be appropriate. Neuropsychologists will also be viewed as qualified to substantiate the extent of the disability and its impact on academic performance. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employer and state/province in which the individual practices should be clearly stated. All reports should be on letterhead, typed, dated, signed and otherwise legible.

b. Substantiation of the Disability: The required document will be a current comprehensive diagnostic evaluation report or a neuropsychological report. An IEP or 504 plan is NOT sufficient as documentation, but may be attached to the comprehensive diagnostic report. The complete diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, and information processing, a specific diagnosis, test scores, and clinical summary with suggested accommodations. A complete report will describe the nature and severity of the disability, functional needs in the college environment and justification for each of the requested accommodations. (See Appendix B for a specific list of test instruments that are considered acceptable as documentation).

c. Recommendations for Accommodations: The recommendations should indicate why specific accommodations are needed and how the effects of the specific disability are accommodated. The specific test results or clinical observations should support the recommendations. *The final determination for the specific reasonable accommodations rests with the University of Rhode Island.*

**Documentation for Disabilities of Vision**

a. Qualifications of the Evaluator: A licensed Doctor of Optometry or a licensed medical doctor with certification in Ophthalmology will be viewed as qualified to substantiate disabilities of vision. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.
b. Substantiation of the Disability: The required document will be a report or letter of diagnostic assessment from the Optometrist or Ophthalmologist describing visual acuity and field of vision, the nature and severity of the disability, functional needs in the college environment and justification for each of the requested accommodations.

c. Recommendations for Accommodations: The report or letter should include specific recommendations for accommodations and an explanation as to why each accommodation is recommended. *The final determination for the specific reasonable accommodations rests with the University of Rhode Island.*

**ACCOMMODATION POLICIES**

A student with a documented disability may be eligible for accommodations, coordinated through the Dean of Students Office, Disability Services for Students. The purpose of any accommodation is to reduce or eliminate environmental barriers that may exist related to an individual's disability. When documentation clearly verifies a need for the requested accommodations, the University will make modifications on a case-by-case basis. The institution will not, however, waive specific courses or academic requirements that are considered essential and central to a particular program or degree. The most appropriate accommodations will be determined collaboratively between the student, DSS staff, and related faculty or administrators. *As stated earlier, the final determination for the specific reasonable accommodations rests with the University of Rhode Island.*

The student’s reasonable accommodations are requested and discussed each and every semester between the student and their DSS Case Manager, and with their faculty where appropriate.

An *Accommodation Request Form* is completed and signed by the student each semester. This signed form creates a record of mutual conversation regarding the accommodations, provides specific permission to the DSS Counselor to work on the student’s behalf in facilitating accommodations, and allows the DSS Counselor to speak with parents if necessary to support academic success.

So that students with disabilities will be empowered to approach faculty early in the semester, professors are encouraged to include a version of the following statement on their syllabi: “If you have a documented disability and wish to discuss accommodations, please contact me as soon as possible.”

The policies and procedures for the most common accommodations will be discussed in the following categories:

- **Program Accommodations**
- **Course Accommodations**
- **Exam/Test Accommodations**
Housing Accommodations
Meal Plan Accommodations
Transportation and Parking
Disability Related Animals
Temporary Conditions and Injuries

PROGRAM ACCOMMODATIONS:

Program accommodations are modifications or aids to a program of study that are not specifically related to a particular course, or exam. Course substitutions, priority (early) registration, extended degree, or reduced course load without loss of full time status are examples of Program Accommodations. The final determination for the nature of appropriate and reasonable accommodations rests with the University Of Rhode Island.

Accessible Classroom/Room Change

In certain cases, although increasingly rare, a course may be scheduled in a building, which is not fully accessible. When a student with a documented disability is in such a course, Disability Services for Students will work with the Office of the Registrar in Enrollment Services to relocate the course to an acceptable and accessible space. In this way, each program remains accessible, even when a building is not fully accessible. In addition, Disability Services for Students will work in advance of each semester for their identified students to ensure reasonable access to classroom spaces within each student’s schedule.

Accommodation Request to Testing Agency

DSS will work with the student to prepare applications for accommodations when taking the PRAXIS, GRE or other standardized tests. Students should make an appointment with the DSS counselor, and should bring the application forms completed with student information. The DSS counselor will complete the part of the application detailing the nature of the documentation that the office has on file. A copy of the completed application will be scanned into the student record for future reference.

Accommodation Summary to Other College/University

Documentation provided to the University of Rhode Island for purposes of student accommodations by licensed providers cannot be shared to any other entity except the student named in the document. In that context we will not transfer documentation to another third-party entity, but with a signed, dated, written request from the student we will provide copies of relevant documents directly to the student.

Administrative Intervention

When student clients have particular issues or crises involving disability related needs in their program of student, DSS Counselors may work with the student, college administrators, faculty or other personnel to help facilitate reasonable solutions and accommodations. This accommodation is counted each time a particular issue is facilitated or confronted in the current semester.
Advanced Placement Exam Accommodation (internal URI administration).

Students who are eligible for regular course or exam accommodations are likely also eligible for similar accommodations on advanced-placement exams, or other internal qualifying exam. DSS Counselors will provide a statement of need to the evaluating URI Department or URI Administrator

Course Substitution: Foreign Language

The University of Rhode Island makes available a course substitution petition process for students with qualifying disabilities (such as but not limited to: language-based learning disability, hearing disability, other communication disability, etc). Disability Services for Students acts as the liaison between the student and the degree granting college in recommending the course substitution as a reasonable accommodation.

The following programs and colleges at the University of Rhode Island specifically require foreign language in their graduation requirements:

- College of Arts and Sciences, Bachelor of Arts degrees (requirement term prior to Fall 2016);
- College of Business-all degrees;
- Alan Shawn Feinstein College of Education and Professional Studies: School of Education degrees (reflecting the BA of Arts and Sciences); and
- College of Environment & Life Sciences - Marine Affairs-Bachelor of Arts.
- Specific Curriculum Requirements – please confirm with advisor

Petitions for foreign language course substitutions are relevant only to these colleges and programs; students must confirm their foreign language/foreign culture requirements with their dean’s office. As of Fall 2016 the General Education requirements allow greater flexibility with the Global responsibilities requirement, but many programs still require Foreign Language as part of the core requirements. The academic advisor or the academic dean will have specific information about particular program requirements.

The following procedures must be followed if a student with a qualifying disability is seeking a substitution for the Foreign Language degree requirement:

1. Contact Disability Services for Students as soon as there is strong objective evidence (e.g., previous documented difficulties) that the student will be unable to fulfill the foreign language requirement.
2. The student should provide Disability Services for Students with comprehensive diagnostic evidence of disability. (See Documentation for a description of required evidence). This documentation must substantiate the disability and its specific impact upon the student’s ability in the area of learning a foreign language. The DSS counselor will discuss the student’s concerns and difficulties.
3. The student should provide a complete statement to document his/her history of problems in foreign-language learning from high school to the date of the petition. This statement or case history should include:
a) A personal statement by the student indicating the reasons for the request including prior experiences with the subject matter; and
b) The names of courses attempted and grades received attesting to the student’s efforts and diligence in attempting to master the subject matter with or without accommodations.

The supporting evidence will be reviewed by the accommodation committee, in Disability Services for Students. The committee will make a decision based on the documentation and student statement as to whether there is sufficient evidence to warrant the course substitution as a reasonable accommodation. If there is sufficient evidence, the committee will forward a formal petition, on the student’s behalf, to the Academic Standing Committee of the respective College for decision and recommendation. The College will send their academic standing committee’s decision directly to the student with a copy to Disability Services for Students.

Students are expected to fulfill the University's Foreign Language requirements according to the guidelines for selecting alternative courses. Generally, two foreign culture courses must be selected in substitution for the foreign language courses, but the student must confirm the required courses with the Assistant Dean of their college. Foreign culture courses may be cross-listed courses in other General Education subject areas but they may be used in only one General Education area to fulfill graduation requirements.

Students are urged to seek academic advisement and refer to the General Education requirements outlined in the Undergraduate Bulletin for the year in which they matriculated at the University.

Course Substitution: General Education Competencies: Math Computational

Only on rare occasions and with clearly substantiated need, will the University make a substitution for the General Education Competencies in Math/Statistical/Computational requirement and ONLY IN PROGRAMS WHERE MATHEMATICS IS NOT CENTRAL TO PROGRAM, TRAINING AND/OR ACCREDITATION. The URI Admission requirement includes a minimum of two units of Algebra and one unit of Geometry. Therefore, because most matriculated students have demonstrated these computational skills, it is very difficult to substantiate a need for a substitution of General Education Competency requirement. Many options are available to fulfill the General Education Competencies requirement.

The Dean and Academic Standing Committee of the involved College will make final determination on all requests for Course Substitutions. Math-related specific learning disabilities are rare and difficult to document; recommendations for substitution will be made only when the documentation clearly demonstrates math-specific disability severe enough to preclude learning in the Math/Statistical/Computational areas even with reasonable accommodations. Math specific learning disabilities are distinct from language-based learning disabilities; language-based learning disabilities may interfere with math learning, but may not warrant a substitution of the math requirement.

The following procedures must be followed if a student with a documented learning disability is seeking a modification for Math requirement:
1. The petition process should begin as soon as there is strong objective evidence (e.g., previous documented difficulties) that the student will be unable to fulfill the requirement.

2. The student should contact Disability Services for Students with comprehensive diagnostic data before completing an accommodation request form. (See Documentation Section - Learning Disability for a description of required documentation). This documentation must substantiate the disability and its specific impact upon the student's ability in the area of mathematics. The DSS Counselor will discuss the student's concerns and difficulties.

3. A complete case history is required to document the student’s history of problems in mathematics learning from high school to the date of the petition. This case history should include: a) a personal statement by the student indicating the reasons for the request including prior experiences with the subject matter; and b) the names of courses attempted and grades received attesting to the student’s efforts and diligence in attempting to master the subject matter.

Upon the completion of these steps, the accommodation committee in Disability Services for Students will review the supporting evidence. The committee will make a decision based on the documentation and student statement as to whether there is sufficient evidence to warrant the course substitution as a reasonable accommodation. If the committee finds sufficient evidence, the student will be advised to petition for a waiver/substitution and a letter on DSS Letterhead will be provided to support the student’s petition.

Petition forms are obtained from the student’s college. The petition will be forwarded to the Academic Standing Committee of the appropriate college for decision and recommendation. The response will then be forwarded in a timely manner to the student.

Any student who receives an exemption is expected to fulfill the substitution requirements according to the guidelines established by the granting college.

Extended Time to Degree Completion

Students with disabilities pursuing advanced degrees may be eligible for a time extension related to equal opportunity in the completion of the student’s graduate program of study. On a case-by-case basis, the Assistant Dean of Students/Director, Disability Services for Students will make written recommendations to the Graduate School when the documentation and the history clearly justify a need for extended degree time. Although the final decision and the implementation of the accommodation rests with the Graduate School and/or program of study, the Assistant Dean will work diligently when necessary to facilitate equal opportunity for the student involved.

Extended time for Graduate Comprehensive Exams

The standard recommendation is approximately a 50% time extension to complete each section of the Comprehensive exams. In cases where more than one exam section is conducted per day, the student and the program professor may discuss an additional day to complete the exams (i.e. six exams over a three day period - rather than the typical 2 day limit -
to allow for extended time on each segment). The student and the program director are asked to agree on a mutually acceptable time extension. The Director of Disability Services will, when asked, consult on reasonable extension protocol.

Frequent Advising Meetings
Certain students may require frequent regular meetings from their DSS Case Manager, in order to navigate the complex university environment. These meetings are above and beyond the standard accommodation meeting at the beginning of each semester, and are deemed necessary by the case manager to help promote academic success, self-empowerment, skill development in navigating the complex university environment, and etc. This is considered an additional accommodation provided by the office of Disability Services for Students; however, the student’s documentation must substantiate these meetings as a particular need. For example: students with autism spectrum disorders, severe mental health conditions, etc. may be eligible for this accommodation at the discretion of the DSS Case Manager.

Late Drop of a Course as a Reasonable Accommodation
In the context of URI Policy that forbids the dropping a course after the established deadline, certain students because of their disability and due to extenuating circumstances may have been unaware of the deadline or unable to comply with the deadline for dropping a course. The DSS Case Manager may work with the student’s faculty member and with the Dean, when warranted by circumstance and documentation, about the necessity of dropping the course. The enrollment services form “Petition to Appeal the Late Drop Deadline” will be completed according to instructions and the DSS Case Manager will make a statement (in addition to the student’s personal statement) about the justification to consider the late drop as a reasonable accommodation for disability.

Math Placement Exam Accommodations
The Math Department requires that all students sit for a placement exam prior to enrolling in any math course; and students are allowed one retake. Generally the placement exam occurs during New Student Orientation Sessions, but may occur at any time of year. Disability Services for Students works with the Math Department to directly verify a need for extended time or other accommodations on this exam. Students must notify DSS and provide documentation of disability at least one week in advance of the needed accommodation(s). The DSS staff member will review the documentation, make a determination of need, and will notify the proper Math administrator of the need for accommodations. Note: A recommendation for Math Placement exam accommodations often is made prior to the official Intake Appointment with the student and does not automatically guarantee eligibility for accommodations during the Academic Year. Students must follow standard accommodation procedures for all other accommodations.

Priority (Early) Registration
Students with proper documentation on file will be eligible for priority registration. Disability Services for Students works closely with the Office of Enrollment Services to provide this accommodation. Procedures governing priority registration are as follows:
1. Students are required to meet with Disability Services for Students during first three weeks of the semester preceding that for which priority registration is sought (i.e. registration for Fall courses occurs the previous Spring).

2. Valid documentation of disability must be on file in the DSS office.

3. Students with 30 credits or less, engineering students, or students on probation will have an advisor registration hold and must meet with their academic advisor or other department representative regarding course selection, prior to registration.

4. Financial or conduct holds also must be resolved before registration is allowed.

5. DSS personnel will identify eligible students to Enrollment Services in order to assign the correct enrollment appointment date.

6. Eligible students will be able to access the e-campus registration system starting on the designated date, generally one day before the first publicized registration time.

**Reduced Course Load without Loss of Full-Time Status:**

Students may have documentation that warrants a reduced course load while maintaining full-time status for purposes of remaining in campus housing, maintaining prorate versions of scholarships and etc. The DSS office will authorize such reduction by review of the documentation and discussion with the student. Generally a reduced course load is 9 credits and is at least 6 credits. Students are encouraged to discuss full-time course load requirements with an academic advisor for their respective program. DSS will communicate the appropriate information to the Office of the Registrar and/or the Financial Aid Office as required.

Federal law requires that Pell Grant funds be prorated based on the number of credits taken, and that the student financial aid budget also be reduced accordingly. A financial aid counselor can determine how student aid under the Federal Stafford Loan Program will be affected by a reduction. To have a previous loan deferred, the student must take at least six credits. Students whose disabilities warrant the adjustment of carrying less than a full-time load per semester, however, can be determined eligible for student financial aid status.

In such a case, these procedures must be followed:

1. Student must provide appropriate documentation regarding his/her disability to the Disability Services for Students Office.

2. If a student is registered at the beginning of a semester for less than a full-time credit load as an accommodation for a disability, this must be verified by the Disability Services for Students Office for this verification **NO LATER THAN** the last day of the University's ADD/DROP period.

3. If a student registers at the beginning of a semester for full-time course load but drops to a reduced course load by properly withdrawing from a course, he/she must discuss this situation with the Disability Services for Students staff **NO LATER THAN** the last day of the drop period for classes.

4. The Disability Services for Students staff will notify the Registrar and/or Housing and Residential Life **each semester** regarding students with disabilities carrying fewer than a full-time course load. Undergraduate students whose disabilities warrant the adjustment of carrying fewer than a full-time course load per semester can be determined eligible for Dean's List status at each accrual of 12 credits. In such a case, the procedures for **Eligibility for Financial Aid** must be followed **each semester**.
Refund Variance Request and Support
The Office of the Provost maintains a Compassionate Appeal Committee, which includes representatives from the Bursar, Dean of Students Office/DSS and the Vice Provost for Enrollment Services. On a case-by-case basis, in relation to extreme circumstances experienced by the student, DSS may recommend review of the student’s financial burden and make recommendations to lighten or cancel that financial burden. As needed, the committee will work collaboratively with Student Affairs entities, such as Housing and Residential Life, Dining Services and Health Services to recommend adjustments. Generally Refund Variances are granted for unanticipated catastrophic illness or accident that may have required medical intervention and prevented the student from attending the semester in question. A letter from DSS addressed to the Associate Director of Enrollment Services (Bursar) will substantiate disability related support for the student request. The student request must be sent separately to that office for the appeal to be considered.

Other Program Accommodations
On a case-by-case basis and when the necessary accommodation is not otherwise specifically designated, the DSS Coordinator may recommend an accommodation unique to the student needs. The specific adjustment will be substantiated by documentation of disability and will be so indicated in a descriptive note under the category “Other Program Accommodation.” The use of a specialized accommodation is specific to the time and circumstance of the need, and current application does not guarantee future application of the accommodation.

COURSE ACCOMMODATIONS:

Course accommodations refer to accommodations that provide equal opportunity in course participation, but are specifically not program accommodations or exam accommodations: these may include but are not limited to: use of adaptive equipment, permission to record lectures, notetaker requests, use of sign language interpreters, or other accommodations (outlined below) to be arranged on a case-by-case basis. The final determination for the nature of appropriate and reasonable accommodations rests with the University Of Rhode Island.

For Course Accommodations and Exam/Testing Accommodations, letters specific to the current semester are prepared for the student to deliver to faculty by email. Accommodations are in place AFTER the student and professor meet to confirm and discuss their implementation.

These letters recommend the appropriate reasonable accommodations, and briefly outline procedures. The student’s documentation must justify the need for all requested accommodations. Both student and professor are asked to discuss the accommodations in the context of equal opportunity, and to discuss reasonable and appropriate implementation of the accommodations. The student’s DSS Case Manager is available for consultation with faculty who may have concerns or questions. Copies of each letter are maintained in the DSS records system.
Students and faculty are encouraged to maintain on-going conversations regarding the accommodations throughout the semester. If problems arise which cannot be resolved between the student and the faculty member, both the faculty and the student are encouraged to contact the staff in Disability Services for Students (DSS) for assistance.

So that students with disabilities will be empowered to approach faculty early in the semester, professors are encouraged to include the following statement on their syllabi: “If you have a documented disability and wish to discuss accommodations, please contact me as soon as possible.”

Specific course accommodations appropriate for students may include:

Adapted Books
Eligibility for Adapted Books:
The University of Rhode Island provides accommodations to ensure accessibility of textbooks required by courses and programs for eligible students with qualifying disabilities. All students at the University of Rhode Island obtain their textbooks from a variety of sources, including alternate-format textbooks. The office of Disability Services for Students will assist students with qualifying disabilities to obtain textbooks from adapted-text-share sites.

Requesting Books:
The accommodation process begins as soon as you schedule a meeting with a DSS counselor by calling the office at 401-874-2098. Once students have been approved for adapted-book accommodations through URI Disability Services for Students, the following procedure should be followed to request electronic books each semester.

As soon as you are registered for your courses please contact your professors to obtain the list of books needed for your courses. We will work with the URI Bookstore to have the list of required books released to students with qualifying disabilities.

The purpose of granting priority registration to all students approved for alternate formats is to give them additional time to contact their professors and gather the book information. You can find the instructor’s name in e-campus and use the directory at http://directory.uri.edu/ to obtain the instructor’s email address.

Please notify Disability Services for Students of your need for adapted texts:
Requests must made by completing the adapted books request form sent prior to each semester and also located in the right hand column of the DSS website.
Please select your preferred delivery method (e-mail zip file, upload directly to Sakai or Firefly) when completing the request form.

Proof of purchase must be submitted to dssebook@etal.uri.edu at the time alternative format textbooks are requested

DSS will work with publishers directly to acquire the necessary publication.
Students having questions or difficulty may contact DSS for appointment (in person or by phone) at 401-874-2098 or dss@etal.uri.edu.

Once alternate form textbooks are obtained by DSS, the student will be contacted by email to notify them that their book was delivered via their chosen method.

Alternate texts provided by DSS are to be treated the same as any other copyrighted material. Students may request books at anytime, but please note that it can take up to 8 weeks from the time of the request to receive adapted books - make sure to start the process as soon as you register for classes.

Alternative Text Resources:

- Disability Services for Students will assist students who are approved for alternate-text accommodations to register with Bookshare. Students may also use other online services to locate audio and alternative format books. These services include:
  - Bookshare - http://www.bookshare.org/
  - National Library Service for the Blind and Physically Handicapped (NLS) - http://www.loc.gov/nls/
  - Additionally, textbooks may be found free of charge at Project Gutenberg - http://www.gutenberg.org
  - Students also have the option to buy electronic versions of textbooks in lieu of the traditional hardcopy format. Retailers that make available electronic versions of textbooks include:
    - URI Bookstore: 401-874-2722 – Many of the required textbooks at URI may be purchased through the bookstore in an electronic format. Students should call the bookstore directly to determine if their specific textbooks are available for purchase in an electronic format.
    - CourseSmart: http://www.coursesmart.com/ - Online retailer that carries electronic textbooks as well as electronic resources, such as study guides, for certain textbooks.

Cutting and Scanning Books:
In rare instances, an electronic format book is not available online or through the publisher. In these cases, Disability Services will need to cut the binding off of the student’s textbook in order to scan the book with a high-resolution scanner and create a PDF document. Please note, in order to scan books the binding of the books must be taken apart and bound with a spiral binding, which results in the book not being in its original condition when returned to the student. Therefore, scanning of a book is only done when all other options have been exhausted.
Advance Copy of Course Syllabus
The student will need additional time to review and respond to timelines and dates related to your course. Therefore, if you will please e-mail the course syllabus to the student as soon as it is available (hopefully several days before the start of the semester), it would be greatly appreciated. This accommodation may be difficult for some faculty and would be requested for students with severe issues, such as quadriplegia, blindness etc. Some schools make this request routinely for students with ADHD, but we would be judicious for more routine issues.

Advance Copy of Projected Lecture Materials
Procedure: In cases where lecture slides are not posted on-line, the professor is asked to provide a copy of lecture slides at or before the beginning of each class. Generally materials would be e-mailed for use on student's personal computer, or other mutually acceptable method. This allows essential and equal access to the projected notes/slides during the lecture. These materials are only for the student’s individual academic support. Students may not reproduce lecture outlines, and may not share these materials with any other person or entity. Students are subject to URI disciplinary procedures if they violate this clause. Instructors may request a signed agreement form to ensure absolute confidentiality of lecture material.
Professors or students may contact DSS at 874-2098 with questions or concerns. Although case-by-case, this accommodation is generally for students with vision disabilities, severe physical disabilities, or those who are deaf, to give equal audio-visual access to in-class lectures.

Advance Notice of Short-term Course Assignments
On a case-by-case basis, DSS will recommend that eligible students receive course assignments in advance of the normal posting time for other students in the class. A reasonable amount of advance time (such as 12-24 hours) will allow the eligible student to have more time to complete the assignment without creating a delay for the overall due date of the assignment. Usage: this is an alternative to extended time on assignments when delaying due dates may cause problems for future assignments.

Alternate Attendance Policy, If Needed
Procedure: Class attendance is a student responsibility; students are expected to attend class, follow the course attendance policy, and complete all class requirements. However, some students with certain chronic or episodic disabilities may need your approval for an Alternate Attendance Policy. This student may require extensive medical interventions that could conflict with limited-absence attendance policies, the faculty member and the DSS provider will be asked to complete, with the student, an alternate reasonable attendance agreement form which will determine new attendance parameters for this student. Agreements should be in place early in the semester BEFORE attendance has become an issue. Alternate attendance procedures should not compromise the integrity of the course, and do not imply excessive absences. Rather the agreement is intended to remove a possible barrier and to allow the student equal opportunity in the course. This accommodation is used only extremely rarely. Only disabilities that are highly likely to impact attendance are indicated for this accommodation. This accommodation is not, generally, intended to be used for learning,
attention or mental health disabilities except in the most extreme circumstance as indicated by documentation of functional need. The form is located here: http://web.uri.edu/disability/files/Alternate_Attendance_Policy.pdf

**Alternate Format or Alternate Environment for Public Presentations**
Where possible, faculty are asked to allow an eligible student to use electronic format or other alternate communication in lieu of oral course presentations. Please discuss appropriate alternatives with this student (i.e. Power Point presentation; private presentation to professor, etc.). This accommodation may be used when the act of public speaking is not the central function of the course. Please contact Disability Services for Students (874-2098) if you wish to discuss possible options.

**Alternate In-Class Assignment When Oral Reading is Required**
For reasons of disability some students may be disadvantaged when required to read text out loud; a substitute assignment is reasonable in this situation.

**Alternate Method to Evaluate in-class Participation, If Necessary**
In rare cases a disability or health condition may prevent the student from easily joining in-class discussions or other forms of class performance. If this should occur please consider working with the student to determine different ways to evaluate the student's engagement for participation and/or attendance if necessary. Alternate assignments or activities if necessary should remain equivalent in level of sophistication demonstrated by all students, and this accommodation should not alter the essential nature of the course. The student will discuss any needs with the professor at least one week in advance of implementing the alternate participation evaluation. Please call the Director of DSS at 874-2098 for any questions or concerns, or for a consult with developing equivalent assignments.

**Assigned or Reserved Classroom Seating**
Generally students manage their own seating, but may need assistance at times. In this student’s case and to promote classroom accessibility, (i.e. visual access, wheelchair access, communication access, etc.) the professor is asked to assign seating for this student. Please discuss with the student any particular seating that they may require (i.e. front row, center, etc.) related to their individual needs.

**Assistive Listening Devices**
Disability Services for Students will provide Personal Assistive Listening Systems for classroom use to eligible students; most users will be hard of hearing or deaf students, however, students with auditory processing learning disabilities, and attention disabilities may also benefit from these systems. Students should complete the accommodation request at Disability Services for Students in the Dean of Students Office. Students who wish to borrow Personal Assistive Listening Systems will be asked to read and sign a loan contract form. Equipment will be loaned to the student upon formal request and will be returned by the designated date at the end of the semester. Students may borrow equipment on a semester basis.
The student will be responsible for discussing the use of personal listening systems with the instructor; and as a support to student discussion, the procedure is briefly described, as follows, in the Accommodation letter presented to the professor:

The professor is asked to wear a small clip-on lapel microphone with a radio transmitter (belt or pocket) during each lecture. When questions or comments occur from the class that are not picked up by the lapel mic, the professor is asked to repeat the question or comment for the students’ benefit. Small seminars may use a pass-around mic or table mic. This equipment allows the student full access to the lecture.

Personal Assistive Listening Systems are primarily for campus use. If a student needs to use portable equipment for an off-campus college event, special permission must be obtained from Disability Services for Students.

If the equipment is not returned as specified in the contract, the University may regard this as misconduct and violation of community standards. Such misconduct may be subject to disciplinary action and would be handled through Student Discipline in the Dean of Students Office.

Assistive Technology
Note Taking Aids
Disability Services provides students with loaners of a variety of note-taking aids and also information about app-based note taking supports to help students evaluate which would work best with their learning style. Please note that professors may request that students sign a Recording Lecture Agreement Form if they are planning to record lectures.

Digital Recorders
Recorders are available on a semester-by-semester basis to aid students with a digital recording of their lecture to refer back to as they review their notes.

LiveScribe SmartPen
Smart Pens are available for short-term loans to allow students to evaluate whether it is an effective learning tool for them. Due to the highly customizable nature of this technology, it is best for students to have their own personal Smart Pen in order to utilize all of the features.

Note Taking Apps
The following apps may also be useful for students to utilize as note-taking supports in the classroom. The University will guide students to use these products but will not purchase products for use on personal electronic devices.

Evernote: This app helps to keep you organized and support your note taking style. Through text, writing, sketches, photos, audio and video, you can take notes and sync them to multiple
devices so your notes are there when you need them! Your notes are even searchable by phrase or keywords.

Other features:
Documents can be shared to collaborate when needed
Camera can be used to scan and digitize paper documents and notes
Works on IOS and Android devices
Cost: $0-$69.99/year, prices based on different plans.

AudioNote: Notepad and Voice Recorder: This app combines the functionality of a notepad and voice recorder. Each note you type, acts as a link and takes you directly to the point in the recording in which you took it. While you replay the recording, words highlight on the notepad to keep your notes in context.

Other features:
Import and take notes directly from other PDFs
ICloud integration
Works on Mac, IOS, Android and PC devices
Cost: $14.99, one time fee

Notability: In this app, you can write, type and record notes simultaneously. When used together, your notes automatically link to recordings, so during playback, you can watch your notes animate along with the recording, or tap them to get to the spot that needs clarifying.

Other features:
Works on Iphone and Ipad
Cost: $9.99 one time cost

Access Note: This app is specifically designed for voice-over users, to assist them in taking helpful notes. AccessNote is designed to be used with VoiceOver along with a wireless Bluetooth QWERTY or refreshable Braille keyboard.

Other features:
Works on IPhone and IPad
Ability to search within specific notes
Bluetooth capability
Cost: $0

Kurzweil & Firefly by Kurzweil –
The University maintains an annual license of this text and screen reading software in order to provide for individual use by eligible students in using their adapted or electronic books and documents and while they are enrolled students. The University will not purchase software for personal, private use.

JAWS
The University maintains an annual license of this screen reading/command menus text to speech software in order to provide computer accessibility for eligible users. JAWS is installed in public locations, (Library and Enrollment Services), in computer labs (Library and Ballentine),
on Loaner Laptops maintained by DSS, and in the Academic Testing Center. Although the University will not purchase software for personal private use, eligible students may request the use of JAWS on a case-by-case basis when it is essential to equal opportunity and when the student otherwise does not have access to their own personal license and when use of the university labs is not feasible. The Director of Disability Services may authorize temporary use of this software at their discretion.

Speech to Text Software – Dragon Dictate
The University maintains annual licensing in order to provide computer accessibility for eligible users. Although the University will not purchase software for personal private use, eligible students may request the use of Dragon Dictate on a case-by-case basis when it is essential to equal opportunity and when the student otherwise does not have access to their own personal license and when use of the university labs is not feasible. The Director of Disability Services may authorize temporary use of this software at their discretion.

Availability of Accessible Classroom Entrance
So that this student has full classroom access, please ensure that all doors remain UNLOCKED during class hours.

Avoid Calling on Student in Class
Faculty are asked to allow the student to volunteer information or discussion, rather than calling on student unexpectedly.

C-Print Captionist_Notetaker
This real time captioning and note-taking system was developed by the National Technical Institute for the Deaf, Rochester Institute of Technology specifically as an efficient usable system to translate course lectures for college students who are deaf or hard of hearing. C-PRINT will be the translation method of choice, when the service is available in the Rhode Island region. If C-PRINT translation is not available, an alternative service will be provided to ensure equal opportunity in the classroom.

Deaf and Hard of Hearing students may qualify for the services of a C-PRINT captionist by virtue of:
   a) Enrollment in University course or
   b) Participation in an academically related activity, or
   c) Participation in a college-related student event.

Hiring and Payment: Disability Services for Students is responsible for hiring and payment for CART reporters in all University courses or course-related activities. When other college related activities are scheduled (student entertainment, administrative interviews/appointments, theater productions, invited lectures, etc.), the coordinating department or organization will be the responsible party for hiring and payment of C-PRINT
captionists. Only licensed and/or professionally trained technicians will be hired, generally through a reputable agency.

**Documentation:** In order to substantiate the need for C-PRINT captioning services, students may be asked to demonstrate with documentation (including but not limited to, an audiogram including air/bone pure tone thresholds, speech thresholds, speech discrimination scores, hearing aid testing, educational & behavioral evidence) that personal assistive listening systems, in combination with classroom notes, are not adequate to provide full or equal participation in the classroom environment or activity. The final determination for the nature of appropriate and reasonable accommodations rests with the University Of Rhode Island.

For semester-long course requests, students will be asked to verify client status with the Office of Rehabilitative Services (Rhode Island) or the Vocational Rehabilitation Office of the home state for the purpose of obtaining reimbursement to the University of Rhode Island.

**Advance requests:** Requests for C-PRINT captioning services must be made in advance by completing a request form with the appropriate office. A minimum of two weeks notice is required for a University course and 72 hours notice is required for all other activities. University personnel will make a good faith effort to fill C-PRINT captioning requests while working within the constraints of available personnel.

**Cancellation:** Except in cases of sudden illness or accident, students **must give 36 hours advance** notice to Disability Services for Students (or to the responsible organization) when they are unable to attend a class or activity for which C-PRINT captioning services have been requested. This will allow services (and payment for services) to be canceled in a timely manner.

In case of student absence, the C-PRINT captionist will contact Disability Services for Students for directions. In most cases the captionist will be asked to leave; and the student will be responsible to retrieve course material (as for any other student missing class) from peers or the professor. However, URI will honor payment for services that are not cancelled 24 hours in advance.

At the student’s second unexcused (non-medical) absence from class during a semester, the University will counsel the student in order to encourage cooperation with the above policy.

A third unexcused absence will result in termination of C-PRINT captioning services for that class. However, if C-PRINT captioning services are terminated due to student non-compliance, alternative measures (peer notetakers) will continue to ensure accessibility to the course material.

**Camcorder or Lecture-Capture Technology to Ensure Accessibility of In-Class Demonstrations**

In order to follow in-class real-time demonstrations, an eligible student will need to have a real-time recording of in-class projected demonstrations. These recordings will serve as a set of visual notes to give the student access to the real-time demonstrations. Professors may post the recordings on-line for all students to use; or faculty may work with Disability Services to distribute the recordings to this student only.
Computer Assisted Real-Time Translation (CART)
Deaf and Hard of Hearing students may qualify for the services of a CART reporter by virtue of:
   a) Enrollment in University course or
   b) Participation in an academically related activity, or
   c) Participation in a college-related student event.

**Hiring and Payment:** Disability Services for Students is responsible for hiring and payment for CART reporters in all University courses or course-related activities. When other college related activities are scheduled (student entertainment, administrative interviews or appointments, theater productions, invited lectures, etc.), the coordinating department or organization will be the responsible party for hiring and payment of CART reporters. Only licensed and/or professionally trained technicians will be hired, generally through a reputable local agency.

**Documentation:** Students may be asked to demonstrate with documentation (including but not limited to, an audiogram including air/bone pure tone thresholds, speech thresholds, speech discrimination scores, and hearing aid testing, educational & behavioral evidence) that personal assistive listening systems, in combination with classroom notes, are not adequate to provide full or equal participation in the classroom environment or activity. In addition, students who request CART reporters may be asked to provide evidence (as above) that no other system of accommodation will be adequate to ensure equal opportunity. The final determination for the nature of appropriate and reasonable accommodations rests with the University Of Rhode Island.

For semester-long course requests, students will be asked to verify client status with the Office of Rehabilitative Services (Rhode Island) or the Vocational Rehabilitation Office of the home state for the purpose of obtaining reimbursement to the University of Rhode Island.

**Advance requests:** Requests for CART reporter services must be made in advance by completing a request form with the appropriate office. A minimum of two weeks notice is required for a University course and 72 hours notice is required for all other activities. University personnel will make a good faith effort to fill CART reporter requests while working within the constraints of available personnel.

**Cancellation:** Except in cases of sudden illness or accident, students must give 36 hours advance notice to Disability Services for Students (or to the responsible organization) when they are unable to attend a class or activity for which CART reporter services have been requested. This will allow services (and payment for services) to be canceled in a timely manner.

In case of student absence, the CART reporter will contact Disability Services for Students for directions. In most cases the technician will be asked to leave; and the student will be responsible to retrieve course material (as for any other student missing class) from peers or the professor. However, URI will honor payment for services that are not cancelled 24 hours in advance.
At the student’s second unexcused (non-medical) absence from class during a semester, the University will counsel the student in order to encourage cooperation with the above policy.

A third unexcused absence will result in termination of CART reporter services for that class. However, if CART reporter services are terminated due to student non-compliance, alternative measures (peer notetakers) will continue to ensure accessibility to the course material.

**Course Materials in Large Print**
Because standard font-size 12 is not adequate for this student to access course materials such as handouts or packets, please discuss the particular font size or enlargement factor that will be necessary for easy viewing. Enlargement may occur by reprinting materials with a different font; use of enlargement function on a copier (11X17 paper); or with use of enlarging computer software with a PDF version of the materials. Faculty or students may contact 874-2098 for assistance.

**Electronic Format for all Course Materials**
Faculty are asked to provide all printed course materials (outside of the textbook) to this student in electronic format (i.e. as an e-mail attachment or on Sakai). This would include materials such as syllabi, handouts, assignments, flyers, etc. The student may be using assistive software (such as print-to-speech software) to read such materials. For assistance in creating accessible electronic materials for online use please contact the lead information technologist at benleveillee@uri.edu. Please contact Disability Services for Students as needed for additional information.

**Extended time and/or alternate format for certain in-class assignments**
An eligible student may need more time to accomplish certain time-limited, in-class assignments; in most cases a 50% time extension will be sufficient. The professor and student may opt to discuss alternate equivalent assignments where applicable or at the professor’s discretion. Faculty or student may contact a DSS counselor for questions or concerns.

**Extended Time on Assignments if necessary**
Generally students are expected to manage their time in order to meet long-term assignment deadlines such as research papers or multiple-day take-home exams. On occasion, for reasons of unexpected medical changes, this student may experience a need for a reasonable time extension on some such assignments. In most situations, a period of 1-3 days is considered reasonable. The student must contact the professor in advance of due dates to arrange any extensions. Please discuss such requests in the context of equal opportunity. The student is expected to meet all course standards and requirements.

**Film DVD Presentations require some verbal description**
The professor is asked to assign a TA or peer student to verbally describe action or visual elements of films that are not apparent from the script. (i.e. describe the visual actions or scenes that are relevant to the points being made).
Film/DVD presentations or course materials require captions
Faculty are asked to ensure that all Film/DVD presentations, (in-class, on-line, or out-of-class assignments and all course materials) have open or closed captioning. Closed-captions are indicated by a CC symbol on the label. It is essential that students with disabilities be afforded equal access to all course materials. ITS has Video Caption and Audio Transcription resources to assist faculty. Please go to https://web.uri.edu/its-training/video-captioning-audio-transcription-services/ An additional resource would be the lead information technologist at benleveillee@uri.edu. Please contact Disability Services for additional information as needed.

Lab Partner/Course Partner for in-class discussions and activities
Wherever possible, the professor is asked to recruit a class peer to help ensure that lab activities are performed safely and that data is recorded accurately as dictated by the eligible student. If necessary, DSS will be able to help with compensation of the recruited lab partner.

Note Takers
Eligibility for Note Takers:
Students must provide disability documentation to Disability Services for Students (DSS) that clearly supports the need for note-taking accommodations. Once this accommodation has been approved and a student request has been made, DSS will contact the instructor to recruit a note taker in the class.
If class notes or Power Point slides are available on-line from the instructor, note taking may not be indicated.
A note-taker is not a substitute for course attendance. Excessive class absences may result in a suspension of the note taker accommodation until an appointment with a DSS counselor can be made.
Class notes need to be retrieved regularly. If staff discover that you are not accessing your notes, the accommodation may be suspended until the concern can be addressed in an appointment with a DSS counselor.
Please notify DSS by e-mail within 24 hours of dropping a class for which note taking accommodations are being provided.
If there is a problem with reading or understanding the notes, be sure to communicate with a DSS staff member as soon as possible so the problem can be corrected.

Requesting a Note Taker:
Students requesting notes assume the following responsibilities:
• Current documentation that substantiates the need for a notetaker must be on file in the Disability Services for Students office
• Students sign a note-needer agreement form, which outlines the requirement for regular notes retrieval and the need to notify DSS when notes are not needed; the form also provides instructions on how to retrieve notes using SAKAI.
• Professors are notified by the accommodation letter (delivered by the student) that a notetaker is needed. Instructions are suggested about making an appropriate
confidential announcement to the class requesting students to provide their name if they wish to be considered for employment by Disability Services for Students.

• Students must attend all classes for which notes are needed. Peer notes are intended to be a supplement to the student’s own notes, and are not to be a substitute for class attendance. Students who do not attend class will be counseled about the need for class attendance. Further non-compliance with the class attendance policy will risk loss of peer notes as an accommodation. However, in such cases, a tape recorder will be provided to ensure that the student has access to course material.

• Students must be faithful in retrieving notes on a regular basis, generally defined as at least weekly, or otherwise risk termination of the service. If after two (2) weeks, a student does not retrieve notes, DSS will counsel the student in order to encourage cooperation with the policy of weekly retrieval. A third week of failure to retrieve notes will result in termination of notetaker services for that class.

• DSS should be notified immediately if the class is dropped or if the nature of the class does not require significant notetaking.

• If notetaker services are terminated due to student non-compliance, alternative measures (tape-recording) will continue to ensure accessibility to the course material.

Hiring Note Takers:
Notetaker Personnel: Students hired to take notes are subject to the following Notetaking policies and procedures:

• Notetakers must take clear, detailed, complete and legible notes for every class session (Notetaking quality may be monitored with assistance of the instructor). Each set of notes must show the course name, instructor and date as follows: RSD 100, Jones, Monday, September 14, 1998

• Notetakers will be required to attend a one-hour notetaking workshop at times posted early in the semester.

• If the notetaker cannot or does not attend class, it remains the notetaker’s responsibility to provide notes for missed sessions through another student in the class or by another means such as transcription of a tape-recording of the lecture. If these or other methods fail, the notetaker must contact Disability Services for Students as soon as possible (x 2098). Additionally, if notetaker intends to drop the course, notification of DSS should be immediate.

• Disability Services for Students uses an electronic classroom shell (SAKAI) to receive notes from notetakers and to transfer them to students who have requested notes.

• For students who do not have access to a scanner (available at the URI Library Computer labs), DSS will provide access to a copy machine for notetaker to make one set of notes. All copies will be made in the Memorial Union.

• Notes will be purchased according to the following rates:
- For 3 and 4 credit courses: first course - approximately $103/full semester; additional courses – approximately $60 per semester.
  - Payment will be made during the last pay-period of the semester
- If it is necessary for DSS to nullify the Agreement at the outset of classes or before any submission of notes is made, DSS holds no financial obligation to the notetaker.
- If at any point within the semester the Agreement is canceled by DSS, the notetaker will be reimbursed for the notes already provided and will be provided a minimum of two (2) hours or will receive the stipend for the half semester, at the discretion of DSS. If the notetaker withdraws services at any time during the semester, payment will be on a pro-rated basis for notes actually provided.
- Notetakers will be notified immediately of any change or addition to these policies and procedures.

Oral Descriptions/cues When Demonstrating Visual Material
Speakers are asked to avoid verbal pointing references such as "this picture" but rather the speaker would read/describe the sentence or image, then continue the discussion about that item.

Permission to Avoid Reading Aloud in Class
For reasons of disability some students may have more difficulty when decoding text while reading aloud, even though silent reading is much less impacted. Professors are asked to allow eligible students to avoid reading script or text in front of the class. If necessary, alternate assignments or performance may be substituted.

Permission to Keep Water and/or Light Snacks in Class
Although the medical condition will not be identified in a letter to faculty, this request is primarily used for people with chronic health conditions such as Diabetes, Crohn’s, etc.

Permission to Leave Class Occasionally
For reasons of disability, the student may occasionally need to leave class. The student must not disrupt any class activity and remains responsible for all material presented during class. The student must comply with all course requirements.

Permission to Record Lectures as an Auxiliary Aid for Class Notetaking
For an eligible student, recording the lecture/class is an essential tool for equal access, and is an auxiliary aid to support student learning through class notes. Recordings are only for the student’s individual academic support. Students may not reproduce recorded material, and may not share recordings with any other person or entity. Students are subject to URI disciplinary procedures if they violate this clause. It is acceptable to stop the recording only when the professor requires all students to refrain from taking notes during confidential discourse or for comments not directly related to course material. The professor may request a signed agreement to ensure absolute confidentiality of recorded material.

Permission to Use Projected Slides as an Auxiliary Aid for Class Notes
For eligible students, having copies (electronic or paper) of projected slides (and/or other lecture visual aids) is an essential tool for equal access, and is an auxiliary aid to support student learning through class notes. These materials are only for the student’s individual academic support. Students may not reproduce lecture outlines, and may not share these materials with any other person or entity. Students are subject to URI disciplinary procedures if they violate this clause. Instructors may request a signed agreement form to ensure absolute confidentiality of lecture material.

Regular Meetings
An eligible student may require regular meetings with the professor to review progress. At times the student may need to ask for clarification for assignments or other class requirements. The student should initiate the scheduling of these appointments with the professor, preferably during office hours.

Request grade of incomplete "I" as a reasonable accommodation for disability
For reasons of disability, this student may have been unable to respond to assignments or deadlines in a timely manner. As a way of allowing this student more time to complete the class, a grade of incomplete will allow the student to work at your direction to complete the course, at which point a grade can be assigned based on the future performance. This accommodation would only appear in a letter to the professor, AFTER the professor has been in discussion with the Director, Disability Services prior to receiving this request and perhaps in consultation with the Dean/Provost. We realize that this request is asking the professor to vary from University Manual guidance on the grade of incomplete (chapter 8.53.20-21); but in specific situations may be considered reasonable for a student with a disability.
Usage: This accommodation will be used judiciously and rarely, this can support students with mental health or chronic health conditions who fall behind; and it is used only to prevent penalty for the disability, by approval of the Director/DSS and after discussion with the faculty member and/or Asst. Dean or Vice Provost involved.

Service Dog
A student with a disability may maintain the use of a service dog, which is a working animal, individually trained to perform disability-related tasks for the benefit of this student. This dog is not a pet and likely will be wearing a vest or harness indicating that it is working. The dog will accompany the student to class and to other activities where students are allowed to go, it must be controlled by tether at all times, and may not be disruptive to academic activities. In rare situations the dog may be excluded where there is risk of harm or disruption, or from certain sterile environments such as laboratories or medical environments. Faculty will receive this statement in an accommodation letter and are asked to review the information file://localhost/at http://web.uri.edu/disability:service-animals-policies for detailed information, and to contact DSS at 401-874-2098 for further questions.
Sign Language Interpreters

Deaf and hard of hearing students may qualify for the services of a sign language interpreter by virtue of:

a) Enrollment in a University course or
b) Participation in an academically related activity, or
c) Participation in a college-related student event.

Hiring and Payment: Disability Services for Students is responsible for hiring and payment for interpreters in all University courses or course-related activities. When other college related activities are scheduled (student entertainment, administrative interviews/appointments, theater productions, invited lectures, etc.), the coordinating department or organization will be the responsible party for hiring and payment of interpreters.

Documentation: Students may be asked to demonstrate with documentation (including but not limited to, an audiogram including air/bone pure tone thresholds, speech thresholds, speech discrimination scores, and hearing aid testing, educational & behavioral evidence) that personal assistive listening systems, in combination with classroom notes, are not adequate to provide full or equal participation in the classroom environment or activity. The final determination for the nature of appropriate and reasonable accommodations rests with the University Of Rhode Island.

For semester-long course requests, students will be asked to verify client status with the Office of Rehabilitative Service (Rhode Island) or the Vocational Rehabilitation Office of the home state for the purpose of obtaining reimbursement to the University of Rhode Island.

Advance requests: Requests for interpreter services must be made in advance by completing a request form with the appropriate office. A minimum of two weeks notice is required for a University course and 72-hour notice is required for all other activities. University personnel will make a good faith effort to fill interpreter requests while working within the constraints of available personnel.

Cancellation: Except in cases of sudden illness or accident, students must give 36 hours advance notice to Disability Services for Students (or to the responsible organization) when they are unable to attend a class or activity for which interpreter services have been requested. This will allow services (and payment for services) to be canceled in a timely manner.

At the student’s second unexcused (non-medical) absence from class during a semester, the University will counsel the student in order to encourage cooperation with the above policy.

A third unexcused absence will result in termination of interpreter services for that class. However, if interpreter services are terminated due to student non-compliance, alternative measures (peer notetakers) will continue to ensure accessibility to the course material.

Interpreter Personnel: The University reserves the right to hire qualified sign language interpreters. A qualified interpreter will be able to produce a valid Rhode Island license from the Department of Health, Professional Regulation.
The University establishes interpreter fees according to guidelines set by Office of Rehabilitation Services and/or the Governor’s Commission on the Deaf and Hard of Hearing. All interpreters will be paid a fee based on a minimum of two (2) hours pay.

The interpreter will be paid for any cancellation of less than twenty-four (24) hours notice. In the event of a class cancellation or class absence by a student the interpreter is asked to notify Disability Services for Students.

If an interpreter has been contracted to provide services for a semester-long course and the institution, the department or the student permanently cancels that contract, the interpreter will be provided a minimum of two (2) weeks of pay, starting at the point of notification.

In situations where classes are canceled without notice or a professor is not present for a class, interpreters will be paid for the class.

If an interpreter is unable to fulfill a contracted commitment for interpreting services, he or she must attempt to find a qualified substitute (see above for definition of qualified). The responsible office at the University of Rhode Island must be notified of the absence and informed of the identity of the substitute. (No payment will be made unless a substitute can be found.)

Table as Substitute for Student Desk
The student requires a separate table, approximately 24”x30 for writing in class. Generally such items can be obtained easily through a building manager. If assistance is needed Disability Services will be available at 874-2098. Usage: generally for students who use wheelchairs and who have classrooms with stationary or preformed desks.

Use of Chair or Stool During Laboratory Class
For Disability-related reasons some students will be unable to stand for long period of time during a lab session. Please provide a chair or stool so the student is able to fully participate in the session. A building manager may help locate appropriate furniture from adjacent rooms.

Use of Lip-Reading and/or Visual Cues
Professors are asked to please ensure that the student is able to see the face and mouth of the lecturer at all times. The professor is also asked to repeat questions from classmates as needed.

Use of Personal Computer or Electronic Device as an Auxiliary Aid for Class Notes
The student will need to use his/her own personal computer or other electronic device to assist with in-class notetaking. This device, sometimes used with assistive software, will enhance equal participation in a class for an eligible student. However, the student must also comply with conduct rules regarding use of social media or online searches during lecture. Faculty will be provided with Disability Services contact information for questions or concerns. Usage: Staff are asked to use carefully; the accommodation is primarily for (but not limited to) students with dysgraphia, or severe LD or physical disabilities where traditional notes with recording is too burdensome.
Use of Visual Cues for Oral Presentations/Performances
In situations where students are otherwise asked to perform presentations from memory, the professor is asked to allow this student to use a pre-approved set of notes or cues to assist with in-class public performance. Without these cues, the student may be at a substantial disadvantage due to their disability; however please ensure that this request is not altering a central critical element of the assignment. Please contact the Director, Disability Services for clarification at 874-2098.

Wheelchair accessible location for all course functions and/or field trips where applicable.

Other Course Accommodations to be Arranged on a Case-by-Case Basis
Disability Services for Students will make other recommendations for accommodations on a case-by-case basis as necessary for the student’s documented functional needs. No recommendation for accommodation will be made unless it can be fully substantiated by the student’s documentation. No accommodation will be recommended that is known to interfere with the central function of the course or college curriculum.

EXAM/TESTING ACCOMMODATIONS:
Testing or exam accommodations refer to accommodations to enhance equal access to examinations, but are specifically not program accommodations or course accommodations. Assessment of student performance, including course examinations and other measures of student performance will be provided with appropriate accommodations to ensure that the assessment accurately measures the student's performance in the course, rather than reflecting the impact of the environment on the student’s disability or their documented functional needs.

Students and faculty are encouraged to maintain on-going conversations regarding the accommodations. If problems arise which cannot be resolved between the student and the faculty member, both the faculty and the student are encouraged to contact the staff of Disability Services for Students (DSS) for assistance.

For Exam/Testing Accommodations, letters specific to the current semester courses are prepared and emailed to the student for delivery to their faculty, also by email. The accommodations are in place AFTER the student and professor meet to discuss implementation.

The accommodation letters recommend the appropriate reasonable accommodations, based on documentation, and briefly outline procedures. The student’s documentation must justify the need for all requested accommodations. Both student and professor are asked to discuss the accommodations in the context of equal opportunity, and to discuss reasonable and appropriate implementation of the accommodations. The student’s DSS Case Manager is available for consultation with faculty who may have concerns or questions. Copies of each letter are maintained in the DSS records system, and the accommodations are in place only after the conversation between faculty and student.

Students and faculty are encouraged to maintain on-going conversations regarding the accommodations throughout the semester. If problems arise which cannot be resolved...
between the student and the faculty member, both the faculty and the student are encouraged to contact the staff of Disability Services for Students (DSS) for assistance.

For all exam/testing related accommodations, the requesting student must contact the professor at least one week before each exam to request or confirm test accommodations. Due to the exclusive or technical nature of exams, the professor and the department are responsible to arrange for accommodated exams. Please discuss with the student any of his/her specific needs in relation to elements of the curriculum. Please contact 874-2098 for further information. The Academic Testing Center is also available to assist professors for any alternate form of exam whether it involves alternate dates needed by athletes, make up exams for students who become ill, or for tests needing extended time or other accommodations for students with disabilities. All student conduct codes regarding academic honesty apply.

Specific exam modifications appropriate for students may include:

**Alternate dates for major exams or tests when there are multiple tests on the same day**
The student will provide at least one week advance notice to the professor about conflicting test dates. Professors are asked to be as flexible as possible regarding test dates. All student conduct codes regarding academic honesty apply. Please contact the Director of Disability Services if you have questions or concerns about this accommodation. 874-2098.

Usage: This accommodation should be limited to students with the most severe issues in managing their social interactions. (i.e. Asperger’s, severe anxiety, or severe Learning Disability, etc.; we believe the student is at a major disadvantage if two tests happen on the same day. For almost all students time management should be their method for taking multiple tests in a day.

**Alternate Dates or Times for Exams, Tests, or Quizzes if needed**
In general students are expected to perform tests, quizzes or exams on the date assigned. On occasion, for reasons of unexpected medical changes, an eligible student may need to take a test at a different time and this accommodation would have been recommended in advance. The student must contact the professor as soon as is medically possible to arrange an alternate time. Faculty are asked to discuss such requests in the context of equal opportunity. The student is expected to meet all course standards and requirements.

**Alternate Format on Exams with visual tasks**
When exams require visual tasks such as "matching" or other types of visually based responses, the professor is asked to discuss alternate, but equivalent, formats for the test instrument. Counselors in Disability Services for Students are available to consult with faculty in making their exams accessible.

**Avoid Use of Scantron Forms**
The professor is asked to score this student's test separately and to allow the student to respond directly on the test form for ease of visualization and/or processing.

**Exam presented in Braille Format**
In rare cases where text-to-speech software is not adequate for the student to perform an
exam, DSS will pay to have the exam professionally transcribed or otherwise printed in Braille
format. This will require advance arrangements on the part of faculty, generally allowing at
least one week for actual transcription. The faculty member is asked to please contact DSS at
874-2098 as soon as possible to discuss this accommodation.

Exam presented in Large-Print
Because standard font-size 12 is not adequate for this student to perform the exam please
discuss the particular font size necessary for easy viewing. Test enlargement may occur by
reprinting with a different font; use of enlargement function on a copier (11X17 paper); use of
enlarging computer software with a PDF version of the test, or a simple electronic version of
the test that the student can adjust for size.

Extended time on written assessments, such as exams, tests or quizzes
The generally accepted standard for time extensions for tests is a 50% extension or time-and-
one-half. On rare occasions, and substantiated by documentation, double-time or 100%
extension will be requested. The professor and student are asked to discuss a mutually
acceptable starting time and place for the test or quiz. So that the professor has reasonable
advance notice to provide the time extension, the student should contact the professor one-
week before each test or exam. For assistance applying this accommodation to online exams,
faculty may contact the lead information technologist at benleveillee@uri.edu or 874-4484.
The Academic Testing Center is also available to assist faculty in providing the recommended
extensions on exams.

Separate Space for Exam to Reduce Distractions.
Procedure: To decrease distractions during the exam, it is important for this student to take
exams in a quieter environment with fewer people than the average classroom allows. This
request is NOT for a private space and in general, 2 to 10 test takers may be acceptable,
depending on the class size or the size of the alternate space. To ensure equal opportunity, the
separate location should allow reasonable contact with the professor or their designated
proctor; the space should also be reasonably quiet, away from busy office areas or hallways. If
you need assistance locating such a space, please contact your Department Chair or Dean's
Office, as most have designated spaces or conference rooms. The Academic Testing Center in
Chafee Hall may also be of service: 874-4421 and http://web.uri.edu/atc/

PRIVATE space for exams.
Although a request for testing in isolation is very rare, this student, due to a medical condition,
does need to have a private space for all exams. If you need assistance locating such a space,
please contact your Department Chair or Dean's Office, as most have designated spaces or
conference rooms. The Academic Testing Center in Chafee Hall may also be of service: 874-
4421 and http://web.uri.edu/atc/

Reader/Scribe for exams, tests or quizzes where visual tasks are required
When a test or quiz requires tasks such as multiple choice, matching or other visual tasks, the
student will need a reader/scribe to assist in responding to the questions. The reader/scribe
should read the questions neutrally and exactly as written; and he/she should record exactly the student's response. The professor may appoint a TA to operate in this way or with advance notice, Disability Services for Students would be able to assist in providing a reader/scribe.

Reader to Assist with Interpretation of Exam Questions
Procedure: This student may occasionally need to ask for clarification of exam questions. The professor or designated proctor may rephrase questions or explain the syntax of the question. The student should not request information about assessed material.

Use of visual cues during performance exams or quizzes.
(Examples: a. Basic formulas only on note cards, b. Use of music during performance.) In certain cases, a student’s documentation may warrant use of visual cues, such as formulas, which are specifically NOT answers, during an exam. The professor retains the right to review any cues used by the student and to direct how these cues should be used. Cases of academic dishonesty will be treated as a disciplinary matter (please refer to the student handbook).

Well-lighted room for exam

Procedure: Rather than handwriting, the student will rely on the computer to produce short answer and/or essays. Professors may borrow a laptop computer from Media Services, may allow the student to use a department computer, or may allow the student to use their personal computer. Laptops specially equipped with assistive technology are also available through Disability Services. The professor will determine the format of the completed exam, either printed or electronic. Unless allowed by the professor, the student should not access the internet during exams; all conduct codes for academic honesty apply.

Use of assistive reading and/or writing software for exams
The student will bring a specially equipped computer with Text-to-Speech software (Kurzweil) and/or Speech-to-Text software (Dragon Dictate). The software will read a PDF version of the exam, which will enhance the student’s comprehension of each question. Alternatively the student can use dictation to create a written exam document. The professor has the option to allow the student to use his/her own personal computer for the exam or to request a loaner laptop from Disability Services for Students (874-2098). In addition, the Academic Testing Center is equipped with multi-platform computers loaded with this assistive technology.

Use of calculator during exams
For certain documented disabilities, calculators may be considered an appropriate accommodation. However, for some basic math courses designed to teach and test knowledge of mathematical operations (i.e. percent, division, addition) a calculator would be in conflict with the central/essential function of the course and would not be appropriate.

Oral Testing
In most cases, oral testing is not equivalent to the standard test methodology and only in rare cases will this be requested. Preferably the exam should be provided in electronic
format so that text to voice software can be utilized, and so the student can respond either in print, with dictation software or by recording answers.

**Other Exam Accommodations To Be Arranged On A Case-By-Case Basis**

Disability Services for Students will make other recommendations for accommodations on a case-by-case basis as necessary for the student’s documented functional needs. No recommendation for accommodation will be made unless it can be fully substantiated by the student’s documentation. No accommodation will be recommended that is known to interfere with the central function of the course or college curriculum.

**HOUSING ACCOMMODATIONS:**

The University of Rhode Island is committed to equal opportunity in Housing and Residential Life facilities and will provide disability-related accommodations or modifications to ensure equal access for students with disabilities and/or substantial medical conditions.

We acknowledge that certain medical conditions (such as certain allergies or some forms of asthma) may cause discomfort in a university housing environment, but such medical conditions may or may not qualify as disability, as defined by the Americans with Disabilities Act (ADAAA), and the Fair Housing Act (FHA), and may not be eligible for housing modifications.

Housing accommodations are based on medical evidence of need as determined by ADAAA and FHA policies and guidelines, and are determined on a case-by-case basis by a team of medical and disability experts.

A student, who has a substantial medical need or a disability that requires reasonable accommodation, will be reasonably accommodated on a case-by-case basis when documentation substantiates their functional needs.

**Housing Request Procedure**

Students are asked to follow the step-by-step guide outlined here for each and every year that they require accessible or accommodated campus housing:

**ONE. All students must follow Housing & Residential Life policies for deposit AND application by the published deadlines.** Please see the HRL website for details.

**TWO. Communicate your accommodation request, in writing** to Disability Services for Students (DSS) and provide adequate documentation of disability or medical condition to substantiate your request for housing modifications. See Documentation Guidelines. The written housing accommodation request must be received by the accommodation request deadline in order to adequately ensure that we can meet your request:

- Current residents returning as upperclass – Friday, March 24, 2017.
- (Students should complete the Intake form, or send an email describing their needs to dss@etal.uri.edu.)
THREE. Contact DSS (at 401-874-2098 or dss@etal.uri.edu) for an in-person or phone appointment. We will discuss a student’s accommodation request and will work to be sure that documentation is adequate to support the accommodation(s) being requested. Please note: essential accommodations will supersede other requests or preferences for such things as style of housing, etc.

FOUR. Disability Services for Students and the DSS Accommodation Committee will review the request to determine if there is sufficient evidence to substantiate the requested accommodation. Students will be notified of the committee’s decision by email within two weeks of their decision.

FIVE. If the accommodation request is approved, Disability Services will communicate with the Housing Assignments office about the accommodation recommendations so the Assignments office can determine the appropriate space to meet the students medical or functional need.

SIX. Preferences for Living Learning Community (LLC), roommates or housing style will be taken into consideration as much as possible in the context of providing the essential housing accommodations. However, Housing and Residential Life reserves the right to assign a space that will meet the medical need which may supersede any preferences or roommate selections previously requested. As with all room assignments, preferences cannot be guaranteed.

SEVEN. Students will be officially notified of their room assignment at the same time that all residents are notified, usually in mid-late July.

Requests Submitted AFTER the Housing Accommodation Request Deadline
For Requests submitted after the deadline, the following applies:

- URI cannot guarantee that adjustments and/or changes to housing assignments will be available. Adjustments will be made only as space permits.
- The housing accommodation (if granted) will supersede any preferences or roommate selections previously requested.
- Housing reserves the right to reassign the student to a space that meets the documented medical or functional need. The change will ONLY accommodate the student with the medical or disability-related need, and will not include the selected roommates.
- There is a standard HRL room change process every year. We will support students with disabilities in following appropriate procedures through the Housing and Residential Life Office and will make our best effort to secure reasonable and appropriate housing accommodations.
- If the disability or medical accommodation has been granted, but instead the student wishes to select another room or select preferred roommates, they must verify in writing to Disability Services for Students and Housing and Residential Life the following:
  - The student’s wish to move to the newly selected space or social situation.
  - The student’s understanding that the medical accommodation cannot be met in the newly selected space.

NOTE: THIS IS A WORKING DOCUMENT
If the original accommodation is then required for future academic years, students must resubmit the accommodation request materials by published deadlines and follow the step-by-step procedures listed in the Housing Accommodation instructions for upper class students.

Housing accommodations may include but are not limited to:

**Wheelchair Accessible Housing**

This type of room is available for students whose physical disabilities warrant living space that is designed to allow for maximum personal mobility and for use of wheelchairs, crutches and other medical apparatus. These units may include accessible bathrooms. Laundry assistance may also be available.

**Access to Private Bathroom**

This accommodation is generally assigned for students with particular medical conditions. Single, locked, gender-neutral, accessible bathrooms are generally located on each floor or most residence halls. If warranted by the documentation substantiating a more severe medical condition, the student may be assigned with or without a roommate to a room with its own private bathroom.

**Air Conditioned Room Required (Full Year) or Access to Room with Air Conditioning (Seasonal)**

Certain severe medical conditions may require air-conditioned living spaces. While most newer residence halls are centrally climate controlled, some are not equipped with Air Conditioning. In general students are encouraged to bring air-purifying, and/or dehumidifying equipment that is allowed under the housing contract. In certain situations, student may present with severe medical need, such as severe allergy, severe asthma, cystic fibrosis, severe skin conditions, etc., which will warrant assignment or re-assignment to a residence hall with air conditioning during the late summer months or early Fall semester. In the most severe cases, room air-conditioners will be installed or alternate housing with climate control will be located.

**Single room housing or single occupancy double space**

This type of housing is available for students who present valid, current documentation that clearly delineates and justifies the need for a single room as an accommodation and when the functional needs of the student have primary impact in the living environment. Situations in which a single room may be warranted will include but not be limited to severe health conditions, mental health considerations, or autism spectrum disorders when living in a communal space with roommates will cause an undue burden for the student and will prevent equal use of the Housing and Residential Life facilities.

When students are NOT eligible for this accommodation, they may present functional needs that primarily impact the learning environment; therefore single room accommodations will generally not be approved. Most residence halls have study lounges and there are numerous quiet locations on campus that allow students to concentrate on their studies. The
residence halls are recommended as social and living quarters; students are discouraged from using the room as a primary study location.

**One Roommate Maximum**

With substantiating documentation of functional need, and where triple or quadruple roommate assignments are possible, Disability Services for Students will request limiting roommate assignments to one other person. This accommodation may be used when single-room accommodations cannot be approved but when a triple roommate situation would cause undue burden to the student.

**Hearing Adaptive technology or Tactile-Vibrating Alerting Device for In-Room Use**

All rooms are equipped with in-room strobe fire alarms. However, additional portable alert systems may be made available upon request, when substantiated by medical or audiology documentation of need. Disability Services for Students will collaborate with Housing and Residential Life in the loaning of the portable alert equipment, generally, but not only, for deaf or hard-of-hearing students.

**Priority in Room Change or Room Selection Processes**

On a case-by-case basis, and when substantiated by documentation of functional need, DSS may request an early lottery number or higher priority on a waiting list for room assignment or room changes. This accommodation may be used in lieu of a manual room assignment when students have a preference or have class-standing priority to make their own roommate and room selections. This accommodation may also be requested for students who have missed the room selection process deadlines.

**Other Housing Accommodations**

Disability Services for Students will work on a case-by-case basis, using documentation of substantial disability or medical need, to help ensure an accessible, equivalent living experience for students.

**MEAL PLAN/DINING SERVICES ACCOMMODATIONS**

URI Dining Services operates an extensive state of the art system of meal plans and dining environments. With attention to customer service and with awareness of the many types of dietary restrictions, food allergies, food sensitivities, and medical conditions that may exist, there is great flexibility in meeting students’ functional needs and preferences. Dining Services also employs a full-time Dietitian who works closely with the Dietitian in Health Services. Almost all students on the meal plan, even those with dietary restrictions are equally able to enjoy the social and dining environment as do students without restrictions. On a case-by-case basis, when students have severely restricted diets, severe medical conditions, etc., Disability Services will work collaboratively with Dining Services and Housing and Residential Life to recommend a reasonable accommodation to meet with student’s functional needs, to help ensure equal opportunity, and to ensure that alternate or reasonable access to meal
preparation has been arranged. Examples of reasonable accommodations with Dining Services may be, but are not limited to:

**Adjustment to Dining Services Meal Plan**
Procedure: With appropriate documentation, on a case-by-case basis, and in consultation with Dining Services Personnel, a reasonable financial adjustment may be made to support students with disabilities. This will apply rarely to certain students, who for reasons of disability are unable to enjoy the full benefit of their meal plan.

**Food Assistance in the Dining Hall**
On a case by case basis, as needed beyond the assistance normally provided, DSS Staff will provide written recommendations to Dining Services describing the functional needs of the student based on documentation of disability.

**Waiver of Meal Plan: Assignment to Kitchen/Apartment in URI Housing**
Disability Services may, with documentation of a severe health condition and evidence of need, work collaboratively with the Dining Services Dietitian and/or Health Services Dietitian to determine whether Dining Services will be able to meet the functional health needs of the student. The student must first meet with the dietitian to determine whether the dietary restrictions of the student may be met with alternative processes within the Dining Services meal plan. In many cases, such as severe gluten intolerance, Dining Services maintains separate pantries and meal preparation areas and can most often meet the functional needs of the student. These pantry areas are available every day/meal period and students can access the pantry area at any time the dining hall is open. Only in certain case-by-case situations where the dietary restrictions are too severe or too numerous to accommodate, will a Waiver of the Meal Plan be granted. With a letter or memo from Dining Services to this effect, Disability Services will then work with Housing and Residential Life to provide the student with access to a kitchen or to assign the student to an apartment with a functioning kitchen so that they may prepare their own meals.

**Waiver of Meal Plan: Alternate Meal Preparation has been Arranged**
There will be times when students for a variety of reasons – related to disability or related to their own student seniority – may have been assigned to an apartment in Housing and Residential Life. Certain residence halls with apartments do not require a meal plan; however, if the student’s DSS assigned apartment is in a building normally requiring a meal plan, Disability Services will work with Dining Services to certify that the student has alternate meal preparation ability.

**Other Meal Plan/Dining Services Accommodations**
On a case-by-case basis, and with complete documentation of disability, Disability Services will work with students and with Dining Services to accommodate a variety of functional needs in the dining halls.

*NOTE: THIS IS A WORKING DOCUMENT*
TRANSPORTATION AND PARKING ACCOMMODATIONS

The Ram Van
The Ram Van is an accessible vehicle for transportation of URI students who have a permanent disability. The Ram Van generally provides transportation only on the Kingston Campus, and it is assigned, as is any other accommodation. The Ram Van is generally available only as a supplement to the extensive accessible transportation provided to all URI students, faculty, and staff by the Kingston Connection (http://www.uri.edu/parking/kingcon.html). As space and schedule allows, the Ram Van service may be extended to faculty, staff, and students with temporary injuries. The Ram Van rider schedule will not duplicate routes or rides already provided by the Kingston Connection, except on a case-by-case basis for persons with permanent conditions.

Eligibility: A URI student with a condition that requires accessible transportation may be eligible to ride the Ram Van. All riders must provide documentation of current disability to the Office of Disability Services for Students. The diagnostic statement must be from a licensed physician or other appropriately qualified specialist. Disability Services for Students staff will discuss special circumstances and make referrals to the Ram Van where necessary.

Temporary conditions: At certain times of the year and ONLY as space is available, we may be able to accommodate certain students with temporary injuries, depending on medical severity of the injury. However, for students with temporary needs, the Ram Van will not duplicate routes already covered by the RIPTA Kingston Connection.

Availability: The Ram Van is available weekdays from 7:45 a.m. - 5 p.m., while classes are in session. After 5 p.m., the Pedestrian Assistance program through Parking Services is available (http://www.uri.edu/parking/callmapa.html).

Arranging Rides: Application procedure for the Ram Van is the same for both permanent and temporary riders:
1. Make an appointment with a DSS Advisor by calling 401-874-2098.
2. Verify that your documentation of disability is current and complete each semester; or provide the DSS Advisor with complete medical documentation outlined in the URI Documentation Guidelines.
3. Complete the ride request form, which will determine time and place of pick up and drop off for each ride of the day.
4. If your application is approved, sign the Ram Van agreement form which describes specific Ram Van policies and procedures.
5. Allow at least two business days from the time of application to the first scheduled ride. Additions or changes to the ride schedule require 24-hour advance notice.
6. The Ram Van will provide rides to on-campus classroom locations and on-campus student employment (as space allows). The Ram Van is NOT available for personal appointments or activities.
7. All riders must be ready to enter the van at or before their designated pick up time and...
place. The Ram Van cannot accommodate late riders, as this affects other students’ ability to get to class on time.

8. Riders agree to call in cancellations as far in advance as possible (preferably 24 hours). Riders who do not call to cancel are considered “no-shows.”

9. Consistent inattention to or misuse of Ram Van schedules and policies may result in forfeiture of the service; riders will then be referred to the URI shuttle service for future accessible transportation.

**Pickup Rides:** The Ram Van may pick up eligible passengers at designated accessible parking spaces, accessible areas of University buildings and in front of residence halls. When arranging a ride, riders are asked to confirm the exact location for pick up. Riders are asked to be at the designated pickup space five minutes before the designated time to allow for pickup of multiple passengers.

**Safety:** RIDERS AND DRIVERS MUST WEAR SAFETY BELTS AT ALL TIMES DURING TRANSPORTATION. All seats in the Ram Van are equipped with safety belts. Wheelchairs must be locked in place and passengers using the wheelchairs must use the designated safety belt.

**Permanent State Issued Accessible Parking Permits**

Any person who possesses an official Accessible Parking Placard from Rhode Island Department of Motor Vehicles or any other state, may park in any designated Accessible Parking space (indicated by the universal wheelchair symbol) on campus. Persons who possess a Rhode Island (or other state) State Disability Placard, and who need access to designated spaces inside the restricted Quad Area will be issued electronic gate Key Card Passes by Parking Services (874-9281). All patrons must park in LEGALLY marked parking areas.

**Temporary 30-day URI Parking Passes**

Disability Services for Students works with [URI Parking Services](#) to provide 30-day temporary medical parking permits for students who have

- A valid URI Parking Permit, and
- A documented temporary injury or medical condition that requires parking closer than resident or commuter parking lots for a limited amount of time.

Please allow two (2) business days for processing, although most applications are processed same day.

Additional information and documentation may need to be submitted and the responsible DSS staff will make such request when necessary. Incomplete applications will not be processed.

Temporary permits allow students to park only in legitimately marked parking spots in Faculty/Staff lots.

Temporary permits DO NOT ALLOW parking in ANY officially marked wheelchair accessible parking areas. (Only State issued Permanent or Temporary Parking Placards allow parking in designated disability spots).

**Tampering with or altering URI Temporary Parking Permits will be treated as a student conduct violation** and will be referred to the URI Dean of Students Office.
Step-by-Step Procedure:
1. Requesting students will complete the online Application Form for the 30-day Temporary Medical Parking Permit. Return by email: dss@etal.uri.edu or by fax to 401-874-5694.
2. Have a doctor complete the Temporary Medical Documentation Form, including diagnosis, nature, severity, and duration of the medical condition. Your doctor’s office will return the medical documentation form by email: dss@etal.uri.edu or by fax to 401-874-5694.
3. If the recovery period will last longer than 30 days, students are asked to simultaneously apply for the RI State Temporary Parking Placard at the RI Department of Motor Vehicles. Temporary state placards are generally available within several days and are granted up to one year.
4. Upon receipt of the completed application AND the temporary medical documentation form, DSS will notify parking services that you are eligible for a temporary permit.
5. Parking Services will:
   a. Verify that your parking permit is current,
   b. Issue your temporary permit,
   c. Deliver the permit to you by mail, currier, or student pick-up,
   d. Authorize gated parking access, as necessary, for the duration of the permit.
6. Any exceptions to the above procedures are handled on a case-by-case-basis, by appointment-only with a DSS Advisor, and are dependent on medically documented need. Please call 401-874-2098 to arrange an appointment.

DISABILITY-RELATED ANIMALS
It is the general policy of the University of Rhode Island (“URI”) that pets ARE NOT allowed in campus buildings or in URI Housing Facilities. See the URI Animals Policies owned by the Division of Student Affairs and the Division of Administration and Finance. [link when available]

Service Dogs
Definitions - Service Animal: a working dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, performing other duties, etc.

The work or task that the dog has been trained to provide must be directly related to the person’s disability.

A service dog is specifically NOT a pet. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Where service dogs are allowed: Under the ADA and State/Local government regulations, service dogs are allowed to accompany people with disabilities in all areas of the university where students, faculty, staff, or members of the public are allowed to go. However, it may be
appropriate to exclude a service dog from certain sterile environments or where the presence of the dog creates a risk of harm or disruption. *(For example: service dogs are allowed in classrooms, administrative buildings, residential areas and dining areas. However, a dog may be excluded from surgical areas or animal research areas where the dog would create a disruption or compromise a sterile environment. In such cases alternate accommodations will be provided to the person with the disability)*

Allergies and fear of dogs are not valid reasons to deny access to a service dog.

**Service Animals Must Be Under Control:** under the ADA and RI State Statute, service animals must, at all times, be harnessed, leashed, or tethered, unless these devices interfere with the service animal’s work or if the individual’s disability prevents use of these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.

**Inquiries about Service Animals:** when it is not obvious what service an animal is providing, only limited inquiries are allowed. Staff may ask TWO questions:
- Is the dog a service animal required because of a disability?
- What work or task has the dog been trained to perform?

Staff may not ask about the person’s disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task. Please contact the Dean of Students Office for more information.

**Notification about the presence of service dogs:** A person with a disability is not required to notify the university about their service dog. However, in order to provide better and more inclusive support and/or accommodations, we encourage students who have service dogs to identify to Disability Services for Students at 401-874-2098 or dss@etal.uri.edu. In this way we can facilitate easier communication with faculty and we may be able to provide additional accommodations or services that support student success at URI.

In certain circumstances related to protecting the health and safety of URI community members, proof of RI State Registration, proof of vaccination and a photo of the dog may be required.

**Puppies-in-training:** As puppies-in-training are not service dogs, students who are designated puppy raisers from legitimate training agencies such as Guiding Eyes for the Blind must identify to the Dean of Students Office and follow separate procedures for obtaining permission to have puppies in university facilities. Please call 401-874-2098 to set up an appointment with the Assistant Dean of Students for Accessibility and Inclusion.

**Removing a service dog:** A person will not be asked to remove their service dog from the premises unless: (1) the dog is out of control and the owner does not take effective action to control it, or (2) the dog is not housebroken. If there is legitimate reason to remove a service animal, the person with the disability will be afforded alternative accommodations that substitute for the animal’s presence.

**Emotional Support Animals (Housing and Residential Life Accommodation)**

It is the general policy of the University of Rhode Island (“URI”) that pets ARE NOT allowed in campus buildings or in URI Housing Facilities. However, URI will, in appropriate cases, at the request of a student with a disability who satisfies the following Eligibility Criteria
through submission of the required documentation and in accordance with the Procedures set forth below, make a partial exception to the no pets policy in the student’s residence only, as a “reasonable accommodation” to a student with a documented disability. Such an accommodation would allow the student with a disability to keep an Emotional Support Animal (“ESA”) with them in URI Housing where the student can demonstrate that the accommodation is necessary for the student to have equal access to and use of URI Housing.

Certain animals will be excluded from the ESA accommodation. These shall be referred to in this Policy as “Excluded Animals.” Animals that are inherently dangerous or predatory (such as certain snakes, pythons, birds, etc.), large animals (over 30 pounds), and wildlife or endangered species (such as but not limited to ferrets, etc.) will generally be excluded, but exclusion determinations will be made by URI on a case-by-case basis.

When such an exception (reasonable accommodation) is granted, the student will be required to strictly follow the rules pertaining to animal control and student responsibility set forth in the URI Policy Entitled “Responsibility for Emotional Support Animals on Campus” (scroll to end of this page).

At least annually, or upon request, the student will register the animal with URI and HRL representatives, and will provide veterinary evidence that the animal is healthy and appropriately vaccinated according to Rhode Island statute.

Eligibility Criteria: In order to be eligible for an exception (reasonable accommodation) under this policy, and obtain approval to keep an ESA in URI Housing, the student must demonstrate all of the following:

- That the student has a disability;
- The exception to the no pets rule (reasonable accommodation) is necessary to afford the student an equal opportunity to use and enjoy URI Housing;
- There is an identifiable relationship, or nexus, between the exception to the no pets rule (reasonable accommodation) and the student’s disability; and
- The ESA is not an Excluded Animal.

Guidance Concerning Application Of The Policy: In applying the above eligibility criteria, URI will be guided by the following “interpretive principles, rules and factors”:

The student will have the burden of demonstrating, through documented expert opinion, testimony and other evidence, that the student would not be able to use and enjoy URI Housing facilities “but for” the requested exception (keeping their ESA in the URI Housing).

The student will have the burden of demonstrating, through documented expert opinion, or other evidence, that the animal is both necessary and reasonable for equal enjoyment and use of URI Housing.

The student must also demonstrate that NO other means and methods (e.g. medication, counseling, other housing accommodations, other available interventions, crisis response mechanisms or treatments), or combination of means and methods are available to adequately manage or ameliorate the symptoms of his/her disability in the housing context. If such other means and methods, or combination of means and methods, ARE available to the student to adequately manage or ameliorate the symptoms of the student’s disability to such a degree
that the student, with the aid of those other means and methods, WOULD be able to use and enjoy the URI Housing, then no exception will be granted.

The medical or psychological documentation presented must be from licensed providers that are NOT employed by the University of Rhode Island in any of their counseling or health facilities.

Note: These eligibility criteria are based primarily on the relevant provisions of the Fair Housing Act (“FHA”), 42 U.S.C. 3604(f), and regulatory guidance provided by the U.S. Department of Housing & Urban Development in its Final Rule entitled “Pet Ownership for the Elderly and Persons with Disabilities” published in the Federal register on October 27, 2008 (73 FR 63834).

While URI does not believe that URI Housing falls under the definition of “dwelling” as defined in the FHA, and therefore that the FHA does not apply to URI Housing, URI nonetheless will consider student requests to keep ESAs in URI Housing under the provisions of this Policy and Procedure.

Procedures: If a student believes they have a qualifying disability for an ESA housing accommodation, please contact Disability Services for Students as early as possible, and BEFORE the room assignments process.

The student must follow this established process to request an Emotional Support Animal (ESA) as a reasonable accommodation in URI Housing facilities.

Disability documentation and submitted evidence must demonstrate that the student meets the Eligibility Criteria listed above. As for all accommodations, the student must demonstrate that one or more major life functions are significantly, amply or substantially limited in the residential environment, and that the requested ESA is necessary, or essential to the ability to have an equal opportunity to use and enjoy URI Housing.

The documentation will necessarily come from external licensed providers who are not employed by the University of Rhode Island.

Specific Steps To Follow:
Make an appointment with a counselor in Disability Services for Students (dss@etal.uri.edu) or phone 401-874-2098).

Prior to the first appointment, please provide Disability Services for Students with comprehensive diagnostic data about your qualifying disability. (See Documentation – for a description). This documentation must substantiate the disability and its specific impact upon your ability to live in URI Housing & Residential Life facilities. The DSS counselor will discuss your concerns with you.

Please also provide a complete personal statement to describe your history of difficulty with public or communal housing from high school until now. This statement or case history should include your reasons for requesting the ESA, including prior experiences.

Please also provide a profile of your requested Emotional Support Animal that, if approved, will later serve as registration information, and that demonstrates veterinary evidence of proper vaccinations and reasonable health.

The accommodation committee in Disability Services for Students will review your statement, supporting evidence, and documentation; they will determine whether there is sufficient evidence to warrant the ESA as a reasonable housing accommodation. The Director, Disability Services for Students, will inform you of their decision.
If there is sufficient evidence, the DSS committee will forward a formal request, on your behalf, to the Director/Associate Director of Housing & Residential Life for their decision and recommendation on housing assignment location. Disability Services will not be able to influence the particular location of your housing.

Upon assignment, you are expected to comply with all HRL requirements, deposit/application procedures, and behavior code policies regarding noise, cleanliness and conduct. Students are responsible for their animal’s behavior.

Sign the Housing Agreement, which will specify expectations and directions about animal care and behavior. Please see “Other Animal Policies and Guidelines” for information on owner responsibilities and animal behavior guidelines.

**Puppies-in-training to Become Service Dogs**

It is the general policy of the University of Rhode Island (“URI”) that pets ARE NOT allowed in campus buildings or in URI Housing Facilities. However, the University of Rhode Island recognizes provisions under Rhode Island General Law § 40-9.1-2.1. that handlers/trainers of agency-owned puppies being raised and trained to become certified service dogs (also known as service animals) are given similar access to public facilities as persons with disabilities handling fully trained and certified service dogs.

URI students who are officially designated puppy raisers for a service-dog training agency (such as Guiding Eyes for the Blind, Inc.), or who can demonstrate that they are legitimately qualified to train a puppy to become a service dog, and who wish to bring an official puppy-in-training into URI Facilities are required to follow these procedures and policies:

**Procedures For URI Students Who Are Designated Puppy-Raisers For Service Dog Training Agencies or who submit evidence of being a qualified service dog trainer:**

1. Contact the Dean of Students Office for an appointment with the Asst. Dean of Students for Accessibility and Inclusion; 401-874-2098 or dss@etal.uri.edu
2. Complete an application for permission to conduct puppy training at the University of Rhode Island.
3. Provide complete information to document that you are a legitimately qualified puppy raiser or trainer.
4. Provide evidence from the service-dog-training agency that they carry liability insurance for your dog and are responsible for any injury/damage caused by the dog. Individual trainers must provide individual liability insurance, such as, but not limited to a home liability policy.
5. Attach all agency and health records certifying that the puppy is a registered dog with the service-dog-training agency and is fully vaccinated according to RI Law. Also provide proof of a client-doctor relationship with a licensed practicing veterinarian in the state to provide routine and/or emergency care when needed.
6. Complete a FERPA Permission form that allows URI to communicate as needed with the service-dog-training agency (if applicable) about required academic and social standing at URI or about other information related to your puppy.
7. Sign the URI Animal Policies agreement certifying that you understand and agree to these policies.
8. Complete a Class Workspace Permission form for EACH and EVERY environment (classroom, workspace, or housing/residential life facility) to which you wish to bring the puppy. (i.e. signed by Professor, supervisor, HRL Director etc.).
9. Return a signed copy of each permission form to the Dean of Students Office.
10. Contact the Assistant Dean of Students for Accessibility and Inclusion with any questions or concerns at 401-874-2098.

General Policies for Service Dogs, ESAs (Emotional Support Animals), and Puppies-in-training
The following general policies are applicable to service dogs (including puppies-in-training to become service dogs) or emotional support animals (ESA) and are enforceable through the URI Community Conduct Standards:

1. URI is not responsible for the care or supervision of the service dog or ESA.
2. The animal’s owner is responsible for the cost, care, and supervision of a service dog or ESA, including:
   a. Compliance with any laws pertaining to animal licensing, vaccination, and owner identification;
   b. Providing veterinary evidence where appropriate of animal health and vaccination.
   c. Keeping the animal under control and taking effective action when it is out of control;
   d. Feeding, walking, and disposing of waste;
   e. Waste disposal via university plumbing is prohibited in university buildings, and is to be disposed of in external trash containers.
3. URI will not require any surcharges or fees for a service dog or ESA. However, the animal’s owner may be charged for damage caused by a service dog or ESA to the same extent that URI would normally charge any person for the damage they cause to university property.
4. The owner of the service dog or ESA must comply with all university rules regarding noise, safety, disruption, and cleanliness.
5. In all cases, the owner/handler of the service dog or ESA is responsible for the animal’s behavior. The owner/handler is also subject to disciplinary action via the URI Student Conduct process.
6. In all cases, the owner of the animal agrees to hold harmless the University of Rhode Island for any damage or any injury to others caused by their service dog or ESA. Evidence of home liability insurance may be requested for certain animals.
7. If necessary, the removal of any service dog or ESA, with any necessary cleaning, repairs and/or pest control will be done at the expense of the responsible resident.
8. A service dog or ESA, as appropriate to the animal, must be housebroken (i.e., trained so that it controls its waste elimination, absent illness or accident).
9. The service dog or ESA must be kept under control by a harness, leash, or other tether at all times.
10. If the service dog or ESA shows aggression or threatening behavior of any kind toward any other person or animal, this may be just cause to remove the dog and bar the
animal from campus. Prior to such action, the University of Rhode Island representative will notify the owner of the service dog or ESA about the concern and will try to resolve the concern with the dog’s handler.

11. If the University removes a service dog or ESA, other reasonable accommodations will be provided to ensure equal access to university programs and services.

TEMPORARY CONDITIONS, INJURIES AND RELATED POLICIES

General Temporary Accommodations Policies and Procedures

Temporary conditions, such as a sprained ankle, broken bone, or other medical conditions can be challenging, painful and/or debilitating. However, federal disability law such as Americans with Disabilities Act Amendments Act of 2008 does not recognize these and other short-term medical conditions as eligible to be considered for full ADA protection or disability related eligibility. Exceptions exist for temporary conditions that endure beyond six months or for pregnancy and complications of pregnancy.

Despite this, URI Disability Services for Students may, in good faith, as space and resources allow, be able to assist with temporary environmental adjustments and to help facilitate the student’s inclusion in the community on a temporary basis. We are also committed to the Title IX inclusion of students who are, or have been recently, pregnant with or without complications.

With appropriate medical documentation and evidence of need, students with temporary needs may be able to request adjustments and assistance. These students follow the same documentation requirements and the same accommodation request procedures, as do students with formally recognized disabilities. Please see related sections of the Disability Services for Students website on Documentation and Accommodation procedures.

Examples of temporary adjustments that may be available with appropriate evidence of need and as space allows:

- 30-day medical parking pass for students (who are applying for DMV temporary disability permit)
- Temporary access to URI Ram Van (space is very limited).
- Adjustments to housing assignments (only during the Life registration periods)
- Accessible classroom adjustments
- Exam or course accommodations
- Point to point transportation is also available by reservation at RI Kingston Connection Service

Students with temporary functional needs are asked to complete the Intake Form on the DSS website, and to make an appointment with Disability Services to discuss their concerns and needs by calling 401-874-2098, walking-in to 302 Memorial Union, Office of Student Life, or e-mailing dss@etal.uri.edu, to set up the initial appointment.

For complete information about the Americans with Disabilities Act of 1990 including changes made by the ADA Amendments Act of 2008 please go to http://www.ada.gov/new.htm
Concussion Management

When is Concussion a Resolving Illness Vs. A Temporary Disability?
The University of Rhode Island Health Services, and outside medical providers regularly treat or recommend treatment for students who have experienced concussions due to head-injury. Providers may provide medical statements on letterhead to document the diagnosed conditions.

Concussion-Acute/Resolving Illness:

Most concussions completely resolve within 10 days; but during that time providers may recommend complete rest, refraining from computer work, avoiding excessive reading, etc. For at least several days this will impact the student’s ability to attend class, perform on exams, or to meet deadlines. In the early stages, such situations are handled as recommended by the University Manual Section 8.51.13 and 8.51.11, regarding serious illness or accident:

- [8.51.13. When serious illness, accident, personal tragedy, or other serious matters prevent students from attending classes, taking examinations, or meeting deadlines, the instructor(s) concerned shall offer the student an alternative listed in section 8.51.11. Disagreements over the seriousness of an illness, accident, personal tragedy, or other serious matter may need to be mediated by the concerned instructor’s department chair, dean, or eventually the Provost and Vice President for Academic Affairs...]

and

- [8.51.11 The instructor(s) shall then make one of the following options available:
  - The same quiz, test, or examination to be administered either before or after the normally scheduled time;
  - A comparable alternative quiz, test, or examination to be administered either before or after the scheduled time;
  - An alternative weighting of the remaining evaluative components of the course, which is mutually acceptable to the student and instructor(s).]

Concussion-Temporary Disability:

When the effects of a concussion linger beyond the initial recovery period, it becomes a more persistent concussive condition that is then handled by Disability Services for Students as a temporary or long-term disability. Medical documentation, according to documentation guidelines is submitted to DSS, and is evaluated to determine eligibility for accommodations. The student is asked to follow the standard accommodation procedure each semester until the situation resolves or until the student graduates. Students will contact their professors with official Disability Services Accommodation Request letters and should meet privately with their professors to discuss how to implement the recommended accommodations.

For assistance with rescheduled or make-up tests/exams, faculty may contact the Academic Testing Center (ATC) by Telephone: (401) 874-4421, or Email: academictesting@uri.edu

For further information please contact:
Health Services – 401-874-2246
GENERAL POLICIES

Our Commitment To Equal Opportunity

Students with disabilities are partners in their own academic success. They respond to the same expectations and assume the same responsibilities as their non-disabled peers, albeit WITH the support of Disability Services for Students and reasonable accommodations. Persons with disabilities are assured reasonable access to programs, opportunities, and activities at the University of Rhode Island that is equal to the access afforded non-disabled persons.

Inclusion of persons with disability in all aspects of life at the University will benefit the community and improve the quality of life within the University community. Therefore, accessibility beyond the minimum requirements of the Americans with Disabilities Act Amendments Act of 2008 or Section 504 of the 1973 Rehabilitation Act is the URI standard.

Disability is a concern of cultural diversity and equal opportunity; therefore accessibility is a community concern. Achieving full participation and integration of people with disabilities requires the cooperative efforts and responsibility of all the University’s departments, offices, and personnel.

Colleagues from diverse areas of expertise collaborate to create an accessible environment. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Rights And Responsibilities: Faculty And Students

Student Rights and Responsibilities

Student Rights:

- Nondiscrimination and equal opportunity
- Respectful treatment by all university personnel.
- Equal access to programs services, activities and facilities provided by the University.
- Reasonable and appropriate accommodations according to the individual’s disability (i.e. academic adjustment or auxiliary aids, determined on a case-by-case basis using required documentation)
- Appropriate and reasonable confidentiality of information related to student’s disability

Student Responsibilities:

- Disclose the disability and provide current documentation from an appropriate provider to URI Disability Services for Students.
- Complete the Accommodation Request Form each semester by meeting with advisors in the Disability Services for Students Office.
- Discuss the Accommodation Letter with each faculty member in advance of the needed accommodation.
- Make best effort to demonstrate mastery of course material.
- Meet all program requirements for graduation.
• Treat all university personal respectfully.

**Faculty Rights and Responsibilities**

**Faculty Rights:**
- Determine content of each course, and how it is taught.
- Decide how to best instruct students and assess student learning.
- Consult with knowledgeable professionals on methods to accommodate learning needs of students with disabilities.
- Receive notice of accommodation needs, with reasonable advance notice.
- Maintain academic standards of courses.
- Question and negotiate specific accommodations to ensure that they will not change essential requirements of course.
- Determine grades appropriate to the level of student’s demonstration of mastery of material, with or without disability accommodations.
- Respectful treatment by all students.
- Enforce student handbook policies equally for all students.

**Faculty Responsibilities:**
- Reasonably accommodate students who provide documentation of a disability through Disability Services.
- Reasonably maintain student confidentiality in all environments; in particular, only discuss student needs in private and away from the classroom.
- Respect student privacy about the disability; discuss only academic performance needs.
- Address the accommodation letter from Disability Services in a timely manner.
- Understand policies and laws regarding students with disabilities.
- Communicate the availability of support for students with disabilities via a syllabus statement and/or by class announcement.
- Understand that student conduct issues require appropriate counseling, regardless of the presence of a disability

(Source: [http://www.rosscenter.umb.edu/text/sh5.htm#five](http://www.rosscenter.umb.edu/text/sh5.htm#five))

**Appeal Procedures**

**Appeals for Academic Accommodations**
(such as but not limited to exams, courses, degree programs, degree requirements):

1. A University member or a student may request a review of an accommodation decision.
2. The request for review is to be submitted to the Director, Disability Services for Students/Office of Student Life.
3. The Director will attempt to facilitate a mutually acceptable accommodation agreement by discussion with the student, the professor, department chair, and the Dean of the respective college as needed.
4. If no acceptable agreement can be reached, the request for reconsideration will be forwarded to the Vice-Provost for Academic Affairs.
5. The Vice Provost will review the information received, request additional information if necessary, and make a final decision. The Vice Provost will transmit a decision to the student, the University member and the Director, Disability Services for Students.

**Appeals For Non-Academic Accommodations**
(such as but not limited to Housing & Residential Life, Dining Services, Campus Life, Transportation, Parking, etc.)

1. A University member or a student may request a review of an accommodation decision.
2. The request for review is to be submitted to the Director, Disability Services for Students/Office of Student Life.
3. The Director will attempt to facilitate a mutually acceptable accommodation agreement by discussion with the student, the department staff or department director related to the accommodation (for example: requests for certain living or dining arrangements transportation, etc.).
4. If no acceptable agreement can be reached, the request for reconsideration will be forwarded to the appropriate Assistant Vice President for resolution (i.e. Dean of Students/AVP for Student Affairs and/or Director of Housing/AVP for Student Affairs, and/or Assistant Vice President for Business Services).
5. The respective Assistant Vice President will review the information received, request additional information if necessary, and make a final determination. The Assistant Vice President will transmit a decision to the student, the University member and the Director, Disability Services for Students.

**University Ombud**

At URI, the Ombud is a confidential, objective, last resort for problems with University procedures and processes. The Ombud helps the student or other members of the University community solve their issues by:

- Giving needed advice and direction
- Investigating conflicts in confidence
- Clarifying matters by interviewing all parties concerned and by researching the problem
- Mediating and suggesting solutions or compromises in disputes
- Ensuring due process

Disability Services for Students, as needed and with student permission, collaborates with the Ombud, to provide support and information to help resolve any issue or complaint in which a student may be involved.

**Bias, Discrimination, Or Harassment**

Bias is any physical, spoken or written act of abuse, including harassment, intimidation, personally destructive remarks, or restriction of free movement. Bias can occur whether the act is intentional or unintentional; and whether it is directed toward a person or a group.
Disability Services for Students is represented on the University of Rhode Island’s Bias Response Team and is committed to the personal safety of individuals targeted by bias. We work with students, faculty and staff to promote civility and respect; and we support our students with disabilities in using positive, non-violent means to resist bias.

Any student who is disturbed by or who experiences incidents of bias, discrimination or harassment may file a bias report which will be sent to the Dean of Students who will then contact the student for further information or investigation.

Students may also avail themselves of the following supports and resources for assistance:

- **Bias Response Team** (This website also contains detailed information about community values and has a link to file a bias report
- **Office of Affirmative Action, Equal Opportunity, and Diversity**
- **Office of Community Equity and Diversity**

**General Policies**

**Employment of Consumer Students**
The University of Rhode Island Office of Student Life, Disability Services for Students supports the initiatives of federal and state governments, and the private sector in providing employment opportunities to students with disabilities. We encourage our consumer base of students to seek employment within our own office and we will provide for them the reasonable accommodations that may be necessary to provide equal access. Additionally, we make serious efforts to inform and encourage students with disabilities in their pre-graduation job searches. This is done by promoting the professional assistance that is available through URI Office of Career Services and by developing our own listings of appropriate networking channels.

**Inconsistencies With Other Institutions of Higher Education**
The Americans with Disabilities Act Amendments Act provides the premise upon which equal access to education is based. The document does not attempt to provide specific guidance for equal access. It is the policy of the University of Rhode Island, in discussion with students regarding accommodations, to take into consideration the accommodations provided by the students previous institution. However, the University of Rhode Island retains the right to make decisions based on its own policies, curriculum guidelines, procedures and community standards; the university is not obligated to provide the same or similar accommodations, as may have been provided by another institution. Accommodations are made case-by-case, in accordance with official documentation, in consultation with the student, and taking into consideration both reasonableness and appropriateness of the request. When accommodations previously provided by another institution conflict with those provided by the University of Rhode Island, decisions made by URI personnel will take precedence.

**Emergencies and Crisis Management: Non-Traditional Circumstances**
Disabilities Services for Students relies heavily on the concept of thorough and adequate documentation that is prepared by a qualified, appropriate, and licensed professional. In
addition, the recent date of the documentation and the rationale to support the need for accommodations is key to establishing adequacy of the documentation. However, in emergency and crisis management situations and in non-traditional circumstances the professional staff of Disability Services for Students will use their discretion in allowing flexibility in the standard protocol described in the working policy document and may recommend provisional accommodations as necessary. All such decisions made under these conditions are reviewed as soon as possible after the emergency situation subsides.

**Provisional Accommodations**

On a case-by-case basis when students do not yet have documentation of disability, DSS staff in consultation with the student, may provide reasonable, limited, provisional accommodations to support student success while documentation is pending. Such a decision may be made when there is a credible history of disability, or a current reason to suspect a disability, and when the student is expressing credible functional needs in the classroom, housing, or other environment. The student will be asked to sign a “Pending Documentation Form” in which the student promises to provide complete documentation of disability within six weeks, or before the next semester, whichever comes first.

With this form, in lieu of documentation, the University will, in good faith, create accommodation letters or other communications to university faculty or departments to support the provisional accommodations that were determined reasonable for the student.

**Collaboration with the URI Department of Public Safety**

Disability Services for Students will maintain a collaborative, awareness-building relationship with the URI Department of Public Safety, whose mission is to assist in providing a safe and secure environment that supports the delivery of quality academics at the University of Rhode Island. Staff from the office of Disability Services for Students sit in an advisory capacity on committees related to Parking and Transportation, Emergency Management, Outreach and Education and other areas of concern for URI Students, Faculty, and Staff with disabilities. Additionally DSS staff participate on the URI President’s Commission on People with Disabilities, which has the capacity to influence policy and to advise the senior leadership team regarding people with disabilities.

Students, Faculty and Staff are urged to register with the URI Emergency Notification System indicated on the Public Safety website, and to review other emergency information located there.

**Participation on the URI President’s Commission on People with Disabilities (PCPD)**

Disability Services for Students is an integral part of the PCPD, and is a permanent member of the commission. DSS acts in an advisory capacity and in a collaborative capacity to support the Mission of the PCPD that is to ensure an inclusive, universally designed, and welcoming community in terms of safety, well being, and education for students, faculty and staff who have disabilities. We work to support the two Task Forces established by the PCPD:

- Task Force I: Celebrate accomplishments and increase awareness about people with disabilities.
- Task Force II: Identify and suggest recommendations for addressing class and campus accessibility issues affecting people with disabilities. Specifically:
Academic Honesty and Community Standards

Students with disabilities are held to the same academic and community standards, as are all other students. In particular, Academic Honesty in all course and exam situations with or without accommodations is profoundly important, not only in relation to URI’s Cornerstones and core values, but also in the context of building awareness and community inclusion of people with disabilities given their strong contributions to the community. Disability Services for Students holds the concept that “disability is not a reason for violation of community standards” and will collaborate fully with the Dean of Students Office when a student is found to have exhibited academic dishonesty or other form of misconduct.

Alternatively, where appropriate, and if a student with a disability is required to participate in the conduct process, DSS staff may work with and support that student as a way to ensure that the student understands and has full access to the process.

Confidentiality

Student privacy is of utmost concern. All employees of Disability Services have signed a statement of confidentiality that requires them not to discuss or disclose any information from the office or its clients. We review the concept of confidentiality regularly.

No private information about our students is communicated without express written permission of the student. This includes parents and family members and parties outside of the university.

Each semester in which accommodations are requested, students sign a release form that allows us to create accommodation letters and to discuss limited information with professors, health providers, advisors and parents. We will only discuss the information that is necessary to secure the requested accommodations or to support academic success.

Use of e-Campus: Because we use e-Campus for certain accommodations (like priority registration), your academic advisors and some administrators may know that you are registered with DSS. However, detailed personal & medical information provided to DSS remains confidential and separate from University records.

Use of Starfish Advising System: Disability Services Staff are considered advisors and are part of the student’s “success network.” Only the student will see DSS Staff on their network, but DSS as a unit is hidden from other advisors, faculty and staff. This is a private connection between the identified student with a disability and the office of Disability Services.

As a way of supporting student academic success and persistence to graduation, DSS works closely with academic advisors, the Counseling Center, Health Services, Housing, and other university units.

Please contact us if you have any questions or concerns about any aspect of your academic career.

Code of Ethics

(Source: Association on Higher Education and Disability – AHEAD)
We agree that these principles are the Code of Ethics for postsecondary disability service providers at the University of Rhode Island. As professionals, we are responsible for upholding, supporting, and advancing these ideas whenever possible. Members of AHEAD agree to monitor themselves and their peers in accordance with the spirit and provisions of this code, as delineated by the following principles:

1. Postsecondary disability service providers are committed to facilitating the highest levels of educational excellence and potential quality of life for postsecondary students with disabilities.

2. Postsecondary disability service providers strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of the student's disability.

3. Postsecondary disability service providers continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery whenever and wherever it occurs.

4. Postsecondary disability service providers carry out their responsibilities in accordance with AHEAD professional standards and policy guidelines for adult students with disabilities. When certified, licensed, or affiliated with other professionals or organizations, they comply with those professional guidelines as well.

5. Postsecondary service providers are actively engaged in supporting and clarifying institutional, state, provincial, and federal laws, policies, and procedures applicable to the service delivery to students with disabilities. Compliance implies that professionals will not condone or participate in any unethical or illegal acts discussed within these guidelines.

New Students and Prospective Students

New Students

Disability Services for Students works collaboratively with New Student Programs and Orientation to welcome new students with disabilities and their families. During the month of June, the New Student Programs operate eight separate 2-day sessions for first-year students and one one-day session for transfer students. Disability Services for Students is available during each session of New Student Orientation to discuss your needs. Disability Services for Students will recommend reasonable accommodations for the Orientation sessions in areas such as math placement, housing, and etc. Student should submit documentation to Disability Services for Students ONE WEEK BEFORE the Orientation Session begins. DSS will then recommend the appropriate accommodation to the correct office. Students should complete the Intake form and email a PDF document (psychological report, or letter from a certifying specialist) to dss@etal.uri.edu. Please see our documentation guidelines at https://web.uri.edu/disability/documentation/.
For additional information, you may also contact:
Disability Services for Students: (401) 874-2098 or Email: dss@etal.uri.edu
New Student Programs: Phone: (401) 874-5927 Email: newram@etal.uri.edu

**Prospective Students:** During the Admission Process:

The Admission Advisor, a staff member of the Admission Office is the student contact during the admission process. Generally the Admission Advisor is determined by regions or schools of the applicant. If the student identifies a disability in the application they may be assigned to the particular Admission Advisor in Admission who has training and experience with disability issues.

Students may, but are not required to, submit documentation of disability to the Admission Office. Please contact the Admission Office at 401-874-7100 for more information.

Foreign Language Admission Requirement. If the applicant’s foreign language requirement was waived by the high school as part of an IEP or as a disability related accommodation, URI may, on a case-by-case basis waive this requirement. Currently Documentation of Disability is required to substantiate this waiver. If the Waiver is granted, the student is still required to have completed the full number of required high school units in substitution for the Foreign Language. Please contact the Admission Advisor and see Documentation Guidelines.

Visiting Campus? Individual meetings at Disability Services for Students are available for prospective students who would like to review potential services and accommodations for admitted students. If a student is taking a campus tour, they may call ahead for an appointment with a Disability Services Advisor. We welcome your visit. Our phone is 401-874-2098 or e-mail at dss@etal.uri.edu.
Appendix A

References and Resources

U.S. Department of Justice, Americans with Disabilities Act
http://www.ada.gov/

Diagnostic and Statistical Manual of Mental Disorders-V

University of Rhode Island Student Handbook

The Ross Center, University of Massachusetts, Boston
http://www.rosscenter.umb.edu/text/sh5.htm#five

NASPA – Student Affairs Professionals in Higher Education
https://www.naspa.org/

AHEAD – Association of Higher Education and Disability
https://www.ahead.org/

Addressing the persistence and retention of students with disabilities
1. Students with disabilities may need support beyond academic accommodations to be successful and remain enrolled in courses.
2. Supported Education model utilized to provide students with a framework for identifying and utilizing on-campus supports and increase independence.
   a. Scaffold to decrease DSS interactions over time but support student through initial problem identification process.

Fostering Self-Determination in Higher Education: Identifying Evidence-Based Practices
Identifies a series of evidence based practices which can enhance self determination skills in college students with disabilities
   a. Mentoring Programs
   b. Coaching/Education Coaches, particularly those that focus on goal setting and adhering to a goal setting routine
   c. New AHEAD guidelines for documentation and accommodating students
   d. Cross-Campus collaboration, foster a campus wide focus on self determination, collaborate with faculty and staff to create an inclusive environment
Appendix B

Relevant Sections of the UNIVERSITY MANUAL

6.40.10 Accommodations for Qualified Students with Disabilities. All programs, activities and facilities of the University, when viewed in their entirety, must be accessible to qualified students. The Disability Services for Students in the Dean of Students Office is responsible for determining students’ eligibility for physical accommodations and, in cooperation with the appropriate academic deans, department chairpersons and faculty members, the selection of reasonable alternative means to satisfy the academic requirements of courses and programs of study. Student requests for accommodations are made via the director of Disabled Student Services to the University member responsible for the program or activity. The student, a parent, legal guardian or other representative shall make such requests. (For Policy on Accommodation of Qualified Students with Disabilities see Appendix G.)

6.40.11 Alternative Means to Fulfill Course Requirement.
Faculty shall make reasonable efforts to provide alternative means for qualified disabled students to fulfill course requirements. Academic Deans, in consultation with program directors and department chairs, shall modify academic requirements on a case-by-case basis to afford disabled students an equal opportunity. Academic requirements, which the University determines are essential, cannot be modified.

6.40.12 Student Self Identification.
The student with a disability shall be responsible for self-identification to the Disability Services for Students in the Dean of Students Office, providing appropriate documentation of disability, requesting accommodation in a timely manner, and Follow-through regarding accommodations requested.

6.40.13 Confidentiality.
University members shall use reasonable efforts to ensure confidentiality regarding student information related to a disability in accordance with the Family Educational Rights and Privacy Act.

6.40.20 Appeal of Accommodation Decisions.
A University member or student may request a review of an accommodation decision. The request for reconsideration is to be submitted to the director of Disability Services for Students, who shall forward the request to the appropriate Vice President or the Provost for final determination.
6.40.21 Appeal Review.
The Provost or appropriate Vice President shall review the information received, request additional information if necessary, and make a final decision. The Provost or Vice President shall transmit a decision to the student, the University member and the director of Disability Services for Students.

8.10.20 Admission Policy Statement.
The University desires that its matriculating students shall be not only competent to perform well in the classroom, but also possess wide interests- and positive qualities of character and personality. Students are selected for enrollment primarily on the basis of their academic competence and potential without regard to age, race, sex, creed, national origin or handicap. In accordance with Section 504 of the Rehabilitation Act of 1973, the University shall not discriminate against any student applicant who is otherwise qualified, solely on the basis of a disability. The University recognizes its very real obligation to the citizens of Rhode Island, and accordingly assigns priority in undergraduate admission to well-qualified residents of the state of Rhode Island. At the same time, the University recognizes that the intellectual horizons of its students are greatly broadened by an exchange of ideas with students from other parts of the United States and from other countries. Accordingly, places are reserved for out-of-state and international students.

8.51.13 Attendance exceptions for illness or accident.
When serious illness, accident, personal tragedy, or other serious matters prevent students from attending classes, taking examinations, or meeting deadlines, the instructor(s) concerned shall offer the student an alternative listed in section 8.51.11. Disagreements over the seriousness of an illness, accident, personal tragedy, or other serious matter may need to be mediated by the concerned instructor’s department chair, dean, or eventually the Provost and Vice President for Academic Affairs...

8.51.11 (referenced in 8.51.13) The instructor(s) shall then make one of the following options available: the same quiz, test, or examination to be administered either before or after the normally scheduled time: A comparable alternative quiz, test, or examination to be administered either before or after the scheduled time; an alternative weighting of the remaining evaluative components of the course which is mutually acceptable to the student and instructor(s).
Appendix C

ACCOMMODATION OF QUALIFIED STUDENTS WITH DISABILITIES

Constitution, By-Laws and University Manual Committee Report
Adopted by the URI Faculty Senate April 8, 1993
http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=2343&context=facsen_bills

ORIGINATOR: Dean of Students Office. DATE: October, 1992 POLICY # 92-2
SIGNATURES: Leonard Kahn, Chairperson of Faculty Senate
Robert Carothers, President, University of Rhode Island

PURPOSE
To state policies and procedures concerning accessibility and accommodations for qualified students with disabilities as regulated under federal and state laws.

APPLICABLE TO
A qualified disabled person is an individual with disabilities who meets the academic and technical standards requisite to admission of participation in any of the universities educational programs or activities. In Section 504 of the Rehabilitation Act of 1973, as amended, a disabled individual is identified as anyone with a physical or mental disability that substantially limits one or more of such major life activities as walking, seeing, hearing, speaking, working, or learning. A history of such a disability, whether it is so or not, is also recognized as a disability under both Section 504 and Americans with Disabilities Act of 1990 (ADA).

RESPONSIBILITY
Deans, Directors, Department Heads and Faculty Members (hereinafter University member).

POLICY
This policy applies to all programs and activities operated or sponsored by or on behalf of the University of Rhode Island. Section 504 of the Rehabilitation Act of 1973 requires that the University operate all programs and activities in a manner, which does not discriminate on the basis of the individual’s disability. This includes, but is not limited to: recruitment, admission, academic programs, research, employment, occupational training, housing, health insurance counseling, financial aid, physical education athletics, recreation, and transportation.

Qualified students with disabilities must be afforded an equal opportunity to participate in and benefit from all University programs and activities.

Qualified students with disabilities must be afforded the opportunity to participate in an integrated manner in any course, course of study, or other part of the programs or activities offered by the University.

Academic requirements will be modified, on a case-by-case basis, to afford qualified disabled students and applicants an equal opportunity. Course examinations or other procedures for evaluating a student’s academic achievement will ensure to the extent reasonable possible that the results of the evaluation represent the student’s ability without regard to his/her disability. Essential academic requirements will not be modified.
University programs and activities must accommodate qualified disabled students with reasonable access including, but not limited to, classrooms, sign language interpreters, and location of examinations and student programs.

Students with impaired sensory, manual or learning skills will be provided auxiliary aids, which may include taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairments as determined by the Office of Disabled Student Services.
Appendix D

URI Student Handbook
Appendix E

Laws Relevant to Higher Education and Disability.

ADAAA 2008 Americans with Disabilities Act Amendments Act
https://www.ada.gov/regs2016/adaaa.html

FERPA Family Education Rights and Privacy Act

Fair Housing Act
https://www.hud.gov/

Rehabilitation Act section 504
https://www2.ed.gov/about/offices/list/ocr/504faq.html

Rehabilitation Act section 508
https://www.section508.gov/content/learn/laws-and-policies

Title IX

NOTE: THIS IS A WORKING DOCUMENT