



GOVERNING BOARD
UNIVERSITY OF PUERTO RICO

Certification Number 111
2014-2015

I, Ana Matanzo Vicens, Secretary of the Governing Board of the University of Puerto Rico, DO HEREBY CERTIFY THAT:

The Governing Board, in its regular meeting on March 16, 2015, having considered the recommendations of its Academic, Research and Student Affairs Committee, has agreed:

WHEREAS: On May 27, 2014, by way of Certification No. 99 (2014-2015), the Governing Board proposed the approval of a *Procedure for the Implementation of Law No. 250 of 2012 at the University of Puerto Rico*, with the purpose of establishing the procedures to be followed when students with disability or functional diversity apply for admission to any unit within the UPR system, pursuant to said Law. In addition, the Governing Board proposed amending the Admissions Policy established in Board of Trustees Certification No. 45 (2008-2009), and any other regulation incompatible with this Procedure.

WHEREAS: Pursuant to the Uniform Administrative Procedure Act for the Commonwealth of Puerto Rico, Law No. 170 of August 12, 1988, as amended, the Board published on June 5, 2014 a notice of the proposed action on the Internet and in one newspaper of general circulation in Puerto Rico. A period of thirty (30) days from the date of publication of the notice was allowed for written comments to be submitted or the filing of a substantiated petition for public hearings;

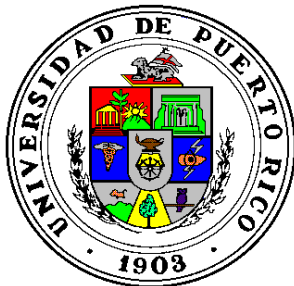
WHEREAS: The Governing Board, within such time and before reaching a definitive decision regarding the adoption of the aforementioned proposed Regulation, received comments from employees and counseling professionals from various units within the UPR System, which were analyzed with the assistance of UPR Central Administration officers.

WHEREAS: The Governing Board evaluated and considered the comments received and agreed to incorporate the various recommendations that improved the proposed amendments; likewise, using its experience, technical competency, specialized knowledge, discretion, and good judgment when reaching a decision regarding the definitive provisions of the Procedure and its new title.

NOW THEREFORE: Pursuant to the expressions set forth herein, the Governing Board resolved to:

1. Approve the new *University of Puerto Rico Supplementary Rules and Procedures for Extended Admission for New Students* to implement Law No. 250-2012 and address the processes of transition and new student admission for high school applicants with disability who aspire to study at the University of Puerto Rico;
2. Determine that these new *University of Puerto Rico Supplementary Rules and Procedures for Extended Admission for New Students* be filed at the Department of State for the Commonwealth of Puerto Rico, pursuant to the aforementioned Uniform Administrative Procedure Act;
3. Provide that these *Supplementary Rules and Procedures* shall take effect thirty (30) days after filing at the Department of State.

IN WITNESS WHEREOF, I issue the present Certification, in San Juan,
Puerto Rico, today, March 27, 2015.



[signature Ana Matanzo Vicens]
Ana Matanzo Vicens
Secretary

University of Puerto Rico Supplementary Rules and Procedures for Extended Admission for New Students



Certification No. 111 (2014-2015)

[In the event of any inconsistency between the Spanish and the English version of this text, the Spanish version as approved by the Governing Board shall prevail.]

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ARTICLE I – TITLE

This document shall be known as “University of Puerto Rico Supplementary Rules and Procedures for Extended Admission for New Students.”

ARTICLE II – INTRODUCTION

Law No. 250, known as the Post-Secondary Passport for Reasonable Accommodation, was passed on September 15, 2012. This law establishes the mechanisms to address the processes of transition and new student admission for high school applicants with disability who aspire to study a professional career at any university in Puerto Rico.

The law provides for a reasonable modification to the regular admission process, also known as **Extended Admission**. By way of this modification, other criteria and means of evaluating candidates with disability applying for admission at a post-secondary institution can be identified. Extended admission shall require a qualitative knowledge regarding the academic potentials, areas for improvement and possibilities for academic success in a candidate applying for admission.

The University of Puerto Rico reaffirms its commitment to the institutional philosophy, vision and mission concerning persons with disability, as established in Certification Number 143 (2002-2003), approved by the former Board of Trustees, and other applicable University regulations. Consequently, the University of Puerto Rico provides opportunities so that all candidates with disability interested in applying for new admission to the institution may be considered via extended admission, pursuant to the Policies and Rules for Admission established by Certification Number 25 (2003-2004), approved by the former Board of Trustees, and these Rules and Procedures established herein. Furthermore, by knowing the precise profile of students with disabilities being considered for admission, the institution is in a better position to offer career path orientation, so the student may decide which strategies best serve the student for the satisfactory completion of his or her professional formation.

ARTICLE III – LEGAL BASIS

These Rules and Procedures are promulgated pursuant to:

- A. Articles 3(h)(5) and 5(c)(5) of the University of Puerto Rico Act, Law No. 1 of January 20, 1966, as amended by Law No. 13 of April 30, 2013.
- B. Article 14, Section 14.10.12 of the University of Puerto Rico General Regulations, as amended.
- C. Post-Secondary Passport for Reasonable Accommodation, Law No. 250 of September 15, 2012.

- D. Non-Discrimination against People with Disabilities Act, Law No. 44 of June 2, 1985, as amended.
- E. Certification Nos. 25 (2003-2004) and 143 (2002-2003) of the former Board of Trustees.
- F. Other legal provisions applicable to the Government of Puerto Rico and the United States Federal Government.

ARTICLE IV – PURPOSE AND APPLICATION

- A. This Document shall establish the rules and procedures for extended admission for high school students with disabilities, graduating from either public or private school, applying for new admission to one of the University of Puerto Rico institutional units.
- B. These Rules and Procedures shall apply to:
 - 1. All candidates with disability being considered for admission, and his or her parents or legal guardian, as the case may be.
 - 2. All University personnel and resources working or offering services related to the extended admissions process at all University System institutional units.

ARTICLE V – SUBMITTING THE SINGLE APPLICATION FOR ADMISSION

- A. All candidates applying for admission shall submit his or her application following the University regular admission process.
- B. Regular admission shall be carried out in one of two ways: (1) Academic Potential (IGS) or (2) Exceptional Skills, Talents or Conditions, pursuant to Board of Trustees Certification No. 25 (2003-2004).
- C. Regular admission shall be the first step available to candidates with disability applying for admission. Extended admission shall not replace or supplant the regular admission process.
- D. Once the regular admission application is evaluated, together with the documents required for admission, the candidate shall be notified of the decision within the established deadline.
- E. If the student with disability is admitted via regular admission, he or she shall determine, freely and voluntarily, whether to present his or her Passport to the University and request other services or reasonable accommodation procedures available at the institution.

ARTICLE VI – INITIAL DECISION REGARDING ADMISSION

A student with disability applying to the University of Puerto Rico via regular admission shall receive a letter notifying the University's decision regarding his or her application for admission. At this stage, the student with disability may choose one of the following options, depending on the decision received:

A. Regular Admission Acceptance Letter

If the student who has been accepted is or has been a Passport program participant in his or her high school, he or she may submit the Passport to the Disability Student Services Officer at the institutional unit where he or she was admitted. This action shall not affect or limit his or her opportunity to request any other reasonable accommodation benefit he or she might require at the institutional unit where he or she was admitted.

B. Notice of Eligibility for Online Reconsideration of Admission

1. If the candidate has not been accepted to any of the programs or institutional units to which he or she applied as first, second, or third choice, but his or her general application index (IGS) would qualify him or her for admission to other academic programs the candidate did not select during the regular admission process, the Central Admissions Office shall send the candidate a notice of eligibility with the alternatives for Online Reconsideration.
2. Concurrently, the candidate shall receive notice to the option of requesting extended admission and an invitation to access it online, allowing the student with disability to choose this route instead of online reconsideration.
3. All notices of eligibility for online reconsideration shall include the web address containing appropriate instructions. The instructions for extended admission shall apply only to students with disability who are registered in their schools to receive the services provided in Law 250. Instructions for online reconsideration shall apply to all student applicants, including students with disability. Online reconsideration shall not affect the right to request extended admission.
4. The web address for the extended admission process shall include the following links:
 - a. Invitation to Participate in the Extended Admission Process
 - 1) The letter shall explain the process of admission at the University of Puerto Rico to the candidate and parents or legal guardian, as the case applies, as well as the principal rights afforded the candidate with disability who is requesting extended admission,

such as orientation from his or her high-school Adviser or Professional Counselor or a Rehabilitation Services Administration Counselor.

- 2) If the candidate with disability chooses to request extended admission, the candidate shall be considered for one of the options available at the unit or program that was included among the top three alternatives selected in the regular admissions application for which the candidate did not reach any of the minimum IGS. The extended admission process shall not apply to program options for which the student meets the required IGS and may apply through online reconsideration.
- 3) If the candidate with disability applying for admission first requests online reconsideration and is rejected on the grounds of maximum admissions capacity, he or she may choose to be considered for extended admission, regardless of his or her IGS.
- 4) Under the extended admission process, one of the three options the candidate selected in his or her regular admissions application shall be considered.
- 5) The Central Admissions Office shall give notice to each institutional unit of the candidates requesting extended admission, as provided hereinbelow.

b. Extended Admission Application

The student with disability applying for extended admission, and his or her parents or legal guardian, as the case applies, must do the following:

- 1) Confirm the decision to request consideration under the extended admission process and download the Extended Admission Application, which forms part of these rules.
- 2) When necessary, contact the Central Admissions Office to complete the extended admission application.
- 3) Submit the passport request to the school at least one year before taking the corresponding test offered by the College Board, if interested in receiving benefits provided by the passport program.
- 4) Download, complete and submit the application in a closed envelope stamped with the seal of the high school from which the student graduated. The application must be submitted within a maximum period of ten (10) days following the receipt of the

rejection letter, either as result of the regular admission process or online reconsideration.

- 5) Choose only one option among those the candidate selected and was not admitted via the regular admission process.
- 6) Complete the section giving consent to access and transfer the Passport from the high school to the University of Puerto Rico Central Admissions Office properly.
- 7) Provide the contact information for the corresponding officer in charge of the passport at the candidate's high school.

c. Comply with these Rules and Procedures.

d. Comply with the Post-Secondary Passport for Reasonable Accommodation Act.

C. Regular Admission Rejection Letter

1. If the student with disability is not accepted to any of the programs or units to which he or she selected as first, second, or third choice and does not meet the minimum general application index (IGS) required for admission to other academic programs at the University through online reconsideration, he or she shall receive a notice stating that the application for admission has been rejected.
2. All rejection notices likewise shall include an invitation to visit the web address containing the instructions for extended admission, as it applies to part B of this Article. The provisions of part B, subparagraph 6 *et seq.* shall be followed, except for those regarding online reconsideration.

ARTICLE VII – GENERAL RULES

The following rules shall be observed:

- A. The University of Puerto Rico shall not discriminate against candidates with disability applying for admission. The necessary arrangements must be made to adopt affirmative measures that ensure equal educational opportunities to students with physical, mental or sensorial disabilities, including those related to architectural and technological barriers. To that end, it is provided that:
 1. A limit to the number of candidates with disability that may be admitted shall not be established.
 2. Tests that discriminate against persons with disability shall not be used.

3. No test or criteria that has a substantial adverse effect against persons with disability shall be used, unless it has been validated as a predictor of academic success and when no other test alternatives are available.
 4. No pre-admission investigations relating to a person with disability shall be carried out, except to correct the effects of past discrimination or to discourage the effects of situations limiting participation.
- B. During the process of evaluating extended admission applications, the University of Puerto Rico and all its units, including the personnel in charge of carrying out the actions provided in these Rules and Procedures, shall observe and obey the rights and responsibilities afforded to the parents and legal guardians of candidates with disabilities and the rights and responsibilities directly applicable to the student, as provided in Law No. 250 of 2012.
- C. Each institutional unit, at minimum, shall have one Admissions Officer, one Disability Student Services Officer and one Committee in charge of evaluation extended admission applications, as well as other personnel mentioned herein, who shall discharge the duties and responsibilities indicated in these Rules and Procedures.
- D. The Extended Admission Evaluation Committee shall be comprised of the following personnel from each institutional unit:
1. The Dean of Students
 2. One Professional Counselor, whose participation shall be limited to offering consultation. He or she shall not participate in the determination of admission. When the Committee must deliberate on final recommendations regarding acceptance or rejection, the Professional Counselor must withdraw from the discussion and may not be present.
 3. The Admissions Officer assigned to receive the extended admission applications.
 4. The Disability Student Services Officer.
 5. A Professor or representative (academic advisor) of the academic department the student with disability has selected to be considered through extended admission evaluation.
 6. A Rehabilitation Counselor, either through consultations conducted at a distance or in-person at the Committee requested through the Vocational Rehabilitation Administration, within the scope of the responsibilities established in Law No. 250 of 2012, Article 7, subparagraph 3(j) and (k).

7. One Representative of the Puerto Rico Assistive Technology Program who may serve as consultant to the Committee, if necessary.
- E. The Central Admissions Office shall notify each University system unit the candidates applying for extended admission with the completed form.
- F. The Admissions Office for each unit shall work with Central Admissions Office in a coordinated fashion, upon receiving certifications from the Central Office to evaluate the applications for extended admission.
- G. The Admissions Officer assigned to each institutional unit shall receive the extended admission application and notify the Dean of Students of the unit regarding the need to convene the Committee in charge of evaluating the extended admission applications.
- H. The Disability Student Services Officer shall receive the Passport and the appropriate documents from the Central Admissions Office and shall proceed to contact the corresponding Admissions Officer to confirm that the extended admission applications and certification were received.
- I. The Dean of Students or his or her representative shall convene the Committee to evaluate the extended admission applications. The Dean of Students shall ensure that a professor or representative of the academic department selected by the candidate is integrated to the Committee.

ARTICLE VIII – EXTENDED ADMISSION PROCESS

A. Central Admissions Office Procedure

When the Central Admissions Office receives notice from a student with disability who participates in the Passport program, indicating interest in applying for extended admission, said Office shall proceed as follows:

1. Check that the application has been completed properly in all its parts and is signed by the student or his or her parents or legal guardian, when applicable.
2. Return all incomplete or incorrectly filled applications to the student with disability and/or his or her parents or legal guardian. The application must be returned within the first five (5) days of the established evaluation period, a maximum of ten (10) days following the regular admission rejection or denial of an online reconsideration.
3. Conduct all administrative formalities as established by Article 6, Subparagraph J of Law No. 250, in order to receive the Passport document pertaining to the student with disability being considered through the extended admission process.

4. Issue a certificate of eligibility for the extended admission evaluation and, together with the application, forward it to the Admissions Office of the corresponding institutional unit.
5. Send all Passport documents to the Disability Student Services Officer of the unit so the Extended Admissions Committee may proceed with evaluation and render a decision.
6. Indicate the deadline for extended admission evaluation for each referral.
7. Ensure that reasonable reserves are kept in applicable courses so a student with disability who receives a favorable extended admission evaluation may be enrolled, pursuant to these Rules and Procedures.
8. Return the Passport and other submitted documents to the candidate or to his or her parents or legal guardian when the student is not admitted. Before doing so, the Office must ensure that copies of all required document are kept on file as evidence, in case they are so requested. To promote paperwork reduction, digital documents for retention in digital PDF files are encouraged to the highest degree possible, and shall be kept under the Central Admissions Office Director's security login profile. These files are confidential and shall be retained in the Central Admissions Office for one year after the candidate with disability whose admission was denied reaches legal age. Afterwards, they may be disposed of according to the rules and regulations governing the administration, conservation and disposal of documents at the University of Puerto Rico.

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10. Keep a record of all actions taken during the first two (2) years in which these Rules and Procedures are in force, such as: systematically collecting necessary data regarding contingencies, unexpected and particular situations, as well as on the extended admission process, to evaluate effectiveness.
11. Submit the corresponding report to the President of the University and the Governing Board, pursuant to Certification No. 25.

B. Procedure at each Institutional Unit

The institutional units that evaluate extended admission applications for new students shall carry out the following:

1. Implement the extended admission process once the application documents are received from the Central Admissions Office.
2. Ensure that the unit Committee is formed with sufficient time before

beginning the admissions process. To this end, a date shall be established each academic year announcing when the Committee shall be convened.

3. Determine the result of the extended admission process for each candidate under evaluation, following to the recommendations of the Committee.
4. Inform the applicant of the decision rendered, pursuant to the following:
 - a. Refer all admitted students with disability to the Disability Student Services Officer to implement the corresponding actions. The Officer shall organize the orientation which admitted students must receive regarding enrollment, services offered by the Vocational Rehabilitation Administration, their rights and responsibilities, and the general process for implementing reasonable accommodation and the support offered.
 - b. Inform the enrollment dates for courses or seminars during the summer term and the consequences, if any, of not completing satisfactorily the minimum requirements of such course or seminar, in case of a notice of conditional admission. The course or seminar may be designed specially for students with disability or is a course or seminar provided by a unit on adjusting to college life or remedial instruction of basic competencies in Spanish, English or Mathematics, as long as it includes strategies to help the applicant in his or her transition and provides assistive technology and reasonable accommodation, if necessary.
 - c. Retain the Passport and all documents relating to admission at the institutional unit, whether or not it is a conditional admission. This document shall be kept confidential and under the charge of the Disability Student Services Officer, who shall use it to coordinate reasonable accommodations for the admitted student.
 - d. Process the return of the Passport and all other documents related to the admissions evaluation through the Central Admissions Office when the student is not admitted, either initially or for noncompliance with the terms of a conditional admission. The Disability Student Services Officer of the institutional unit shall be responsible for processing this return.
5. Notify the Central Admissions Office of the decision rendered regarding each application for extended admission.

C. Procedures for the Evaluation Committee

The Committee shall meet and carry out the following actions:

1. Evaluate each application for extended admission under review based on the candidate's Passport and other related documents that have been submitted.

2. Determine which instruments and criteria shall be applied to each candidate being considered for admission. Such instruments may include: assessment, interviews, and special seminars or courses in which the candidate for admission has participated.
3. As a minimum criterion for evaluation, an interview shall be conducted with the representative from the academic program of interest with the participation of some Committee members, as necessary.
4. As baseline criteria regarding skills for admission, holistic or individual evaluations may be used to determine whether the student with disability exhibits command of the qualitative skills measured by the verbal and quantitative reasoning sections of the College Board Test. These skills encompass:
 - a. Skills and abilities for inductive and deductive reasoning through the use of written material.
 - b. Correct use of language.
 - c. Analysis of an argument and the logical evaluation of the text.
 - d. Identifying relationships among concepts.
 - e. Reading comprehension and richness of vocabulary.
 - f. Verbal abilities previously mentioned shall be evaluated through:
 1. Contextual vocabulary exercises.
 2. Reading comprehension.
 3. Inferences.
 4. Relating parts of a text.
 5. Recognizing strengths and weaknesses in the argument.
 6. Evaluative and critical reading skills.
 7. Antonyms.
 8. Verbal analogies.
 - g. Solving basic arithmetic, algebra and geometry problems.
 - h. Application of the basic inductive and deductive principles of arithmetic, algebra and geometry.
 - i. Ability to solve proportional reasoning problems using basic mathematical principles.
 - j. Solving quantitative word problems, simple systems of equations and inequations and non-routine mathematical problems that require insight and creativity.
 - k. The aforementioned skills shall be evaluated through:
 1. Arithmetic, elemental algebra and geometry exercises in which the examinee must apply his or her reasoning skills.
 2. Exercises to evaluate and interpret the information presented in graphs, tables and diagrams.
 3. Exercises in which the student must solve real-life problems through the application of mathematical reasoning.

4. Exercises in which the student reaches a result and does not select among the options presented.
5. Receive technical assistance and counseling services from the Vocational Rehabilitation Program, consultations from Psychologists and Counselors who are not members of the Committee and from a Medical Services Officer for the institutional unit, if necessary for the evaluation of a student, in addition to consultation with other specialists or resources and services offered by the Puerto Rico Assistive Technology Program (PRATP), pursuant to Law No. 44 of 1985, to determine the sources of information, criteria and evaluations applicable to the academic program requested.
6. Require, if necessary, that the student with disability present or submit other documents, such as a portfolio of works produced, assessments and evaluations of his or her Written Intervention Plan (PEI, for its Spanish acronym) and/or Personalized Transition Plan (PTI, for its Spanish acronym); updated evaluations; or that the student take a special seminar or course to identify his or her academic potential as a condition for admission.
7. Send a copy of all additional requests for information to the dean of the college or the Dean of Academic Affairs for the institutional unit so he or she may follow-up on requirements accordingly.
8. Analyze each application for extended admission under review. As part of each evaluation, the Committee may:
 - a. Recommend admission, without conditions.
 - b. Recommend a conditional admission to the requested program. This may include a determination on whether the person with disability should participate in introductory courses or seminars on college life, allowing the student become acquainted with the various services available that may facilitate his or her adjustment and transition to post-secondary education on equal terms, or that the student enroll in a summer course or seminar.
 - c. Not recommend admission to the academic program requested, with the due justification.
9. Notify the Admissions Office of the institutional unit the recommendation and its justification, if applicable, after evaluating each extended admission application.

ARTICLE IX – ADMISSIONS FILE

- A. Each student with disability who is a candidate for admission shall have a file that includes the official announcement; meeting minutes; a report on evaluation, deliberation and decision rendered; Passport; and other documents provided, as

- required.
- B. The file shall be confidential.
 - C. Admitted candidates' files shall be transferred in whole to the Disability Student Services Officer for the unit where the candidate was admitted.
 - D. The files pertaining to candidates whose admission has been denied shall be sent in whole to the Central Admissions Office for the corresponding action. Evidence must be retained in case of any claim arising from a legally recognized cause of action.

ARTICLE X – CONFLICT RESOLUTION FOR NONCOMPLIANCE WITH THE PROVISIONS OF THESE REGULATIONS

Any interested party may file a complaint on the basis of noncompliance with the provisions of these regulations, as provided by Article 9 of Law No. 250 of 2012.

ARTICLE XI – DEFINITIONS

For the purposes of these Rules and Procedures, the terms and phrases herein employed shall have the following meaning:

- A. Reasonable Accommodation:** Adequate or appropriate adaptations, modifications, measures, or adjustments that must be carried out at the University of Puerto Rico units to allow or facilitate a person with disability to participate in all aspects of college life as part of his or her formal education, such as educational activities, either curricular or extracurricular, as well as in educational, sports, recreational and cultural settings, which enables a person with disability to participate and perform therein in an way that is inclusive, accessible and comparable.
- B. Regular Admission:** Admissions process that is carried out for new student applications to the University or to one of its institutional units. It begins with the submission of a admissions application, completed in all its parts, indicating one of two routes: (1) Academic Potential (IGS) or (2) Exceptional Skills, Talents or Conditions, pursuant to the former Board of Trustees Certification No. 25 (2003-2004). In addition, for regular admission evaluation, the candidate, with or without disability, must submit within a specific timeframe a series of documents and necessary requirements in order to study or obtain a professional degree offered at one or more institutional units to which the candidate initially applies, according to the process established by University regulations.
- C. Extended Admission:** Process by which the regular admission system is extended so a student with disability applying for admission may be identified and evaluated through other criteria in order to ascertain his or her skills and

potentials. Other sources of information that do not expressly arise from the candidate's high school academic record are used. The extended admission process is guided by the information provided in the Passport and the extended admission application, which is conducted on the basis of instruments for evaluation, such as assessments and interviews.

- D. Technical Assistance:** Direct specialized consulting and technical support services offered by the University as part of a structured plan for systemic changes, in areas such as policy, practices and procedures, to achieve comparable and inclusive services for persons with disability.
- E. Assistive Technology:** Equipment and services to increase, maintain and improve functional capabilities for persons with disability. This does not include health-related devices that are surgically implanted.
- F. Architectural Barriers:** Physical obstacles in public and private buildings and places of study that hinder the capacity a person with disability or functional diversity to reach, have access to or move within a particular building, space, place, or area. This includes, but is not limited to:
1. Urban Barriers, which refer to urban layout and street furniture, historical sites, museums, natural reserves, and all open spaces in the public or private domain in which, for different reasons, movement and accessibility are hindered.
 2. Transportation Barriers, which refer to the difficulties that mechanized transportation systems, both public and private, pose for a person with disability.
 3. Communications Barriers, which are present in the transmission of messages through television, telephone, computers, and signposts.
- G. Technological Barriers:** Elements of electronic communications that inhibit access to content generated by computer programming in the form of digital or virtual information.
- H. COMPU:** Spanish abbreviation for *Comité de Programación y Ubicación*, or Committee for Programming and Placement, as defined by Law No. 51 of June 7, 1996, as amended.
- I. College Board:** Non-profit Entity or Examining Board that administers standardized tests, among which are those offered to candidates interested in applying for admission to post-secondary institutions.
- J. Extended Admission Evaluation Committee, or Committee:** Group of

professionals who work at or for the University of Puerto Rico, the composition of which is established under the provisions Article VIII of these Rules and Procedures.

- K. Professional Counselor:** Health Professional in field of Counseling with a license granted by the Board of Examiners in accordance with the provisions of Law No. 147 of 2002, as amended. The use of said title shall be restricted to persons with the academic preparation required by the aforementioned Law and with experience in the application of a combination of theories and procedures, as well as in the delivery of services in the areas of human development and personal wellbeing that integrates a multicultural model for human behavior, and who have obtained and maintain a valid license issued by the Board of Examiners of Professional Counselors under Law No. 147.
- L. Rehabilitation Counselor:** Health Professional in field of Counseling with a license granted by the corresponding entity under the provisions of Law No. 58 of 1976, as amended. The use of said title shall be restricted to persons with the academic formation required by law, and whose professional expertise enables them to diagnose functional capabilities and recommend specific reasonable accommodations necessary to promote successful outcomes for students with functional diversity. Said formation includes, but is not limited, to the following competencies, such as: assessment and evaluation, diagnosis of functional capabilities, vocational or professional counseling, case management, referrals and service coordination, transition and intercessory services, consulting services directed toward different groups and systems, consulting and access to rehabilitation technology, among other competencies.
- M. Department of Education:** Department of Education for the Commonwealth of Puerto Rico. It is the government agency responsible for offering public primary and secondary education in Puerto Rico, as provided by law.
- N. High School:** Duly accredited public facility where a secondary education is imparted. This includes both public and private institutions.
- O. Assistive Technology Equipment:** Any object, equipment, system, or product that is commercially acquired and adapted or constructed based on the particular characteristics of a person with disability.
- P. Specialist:** Professional who offers services within the scope and boundaries of his or her professional competencies, educational level, experience, degree and formation, and is guided by strict ethical and legal parameters.
- Q. Disability:** Any physical, mental, emotional, or sensorial condition that limits or interferes with a person's development or with his or her learning capacity. This includes, but is not limited to, specific learning problems, attention deficit problems with or without hyperactivity, and cognitive challenges, among others.

- R. General Application Index (IGS):** Score a student being considered for admission to an academic program or college must reach, particularly at the undergraduate level. Each program or college has its own IGS, which may vary among units. It is one of the criteria the Central Admissions Office uses to evaluate a candidate for admission to the institution of interest. The IGS considers the high school grade-point average and the results from the College Board or SAT Verbal and Mathematical Aptitude Test.
- S. Governing Board:** Governing Board of the University of Puerto Rico.
- T. Law:** Refers to the Post-Secondary Passport for Reasonable Accommodation Act, Law No. 250 of 2012.
- U. New Student:** Classification of students graduating from high school, either public or private, who apply for admission for the first time at the University of Puerto Rico.
- V. Disability Student Services Officer:** Teaching and non-teaching staff member, or person hired via contract, designated at each institutional unit specifically to work and address the issues and needs of each student with disability.
- W. Central Admissions Office:** Office under the Central Administration Vice-Presidency for Student Affairs, in charge of supervising the new student admissions process at the University of Puerto Rico system.
- X. Unit Admissions Office:** Office in charge of handling the new student admissions process at each University of Puerto Rico campus. This office works in coordination with the Central Administration Admissions Office.
- Y. Adviser:** Person designated by the student with disability's school or secondary or post-secondary educational institution to offer academic, professional or vocational advice and orientation.
- Z. Parent:** Biological or adoptive mother or father whose parental rights over the minor have not been terminated; foster parent or substitute caregiver; guardian or person acting in place of the biological or adoptive mother or father with whom the minor lives, or person legally responsible for the minor who is not the State, in the cases in which the State is awarded custody of the minors.
- AA. Post-Secondary Passport for Reasonable Accommodation, or Passport:** Document issued by the Department of Education or private school certifying that the high school student with disability meets the necessary academic requirements to have access to post-secondary educational services. The passport shall contain a description of the reasonable accommodations that have been useful to the student in his or her high-school level academic setting and may be documented as necessary and required in order for the student to participate in the admissions

process or examination or participate in post-secondary educational services, according to the process or method established in the Post-Secondary Passport for Reasonable Accommodation Act.

BB. Person(s) with Disability: A student, from either a high school or a post-secondary institution, as applicable, with a physical or mental disability who has a medical record or history of physical, mental or sensorial disability; or who has a physical, mental or sensorial disability that substantially limits his or her learning process and academic performance.

CC. Written Intervention Plan (PIE): Written plan in which the vocational rehabilitation services which the person with disability shall be provided in order to determine rehabilitation potential, including assistive technology. The person with disability or his or her parent, if applicable, and the rehabilitation counselor may use the Work Experiences for Evaluation Purposes (ETFE, for Its Spanish acronym (ETFE) or Extended Evaluation (EE) to determine the person with disability's potential for rehabilitation. The PIE is revised quarterly in order to ascertain the progress demonstrated by the person with disability, jointly with the parent, if applicable.

DD. Personalized Transition Plan (PTI): Plan in which assessment, planning, implementation, and evaluation efforts of necessary services are gathered, defined and organized. This includes assistive technology equipment designed to facilitate adaptation, integration and inclusion of a person with disability and his or her family to a new environment during the different stages of life.

EE. Puerto Rico Assistive Technology Program (PRATP): Program assigned to the University of Puerto Rico by virtue of Law No. 264 of August 31, 2000, as amended, the principle mission of which is to promote systemic changes that allow inclusion and development of persons with disability through the use of assistive technology.

FF. Psychologist: Any person who possesses a degree Master's Degree or Doctorate in Psychology from a university, college or accredited center of study, in accordance with the provisions of Law No. 96 of June 4, 1983, as amended, known as "Act to Regulate the Practice of the Profession of Psychology."

GG. Online Reconsideration: Alternate process, separate from the extended admission process, in which the student who is applying for admission as a new student at the University of Puerto Rico may choose to apply to other programs and units that he or she did not consider in the Single Application for Admission and for which he or she meets the minimum General Application Index (IGS) requirement. This process is conducted online with the Central Admissions Office. It is available to all candidates for admission, with or without disability, in order to request admission to other programs that were not selected in the regular admissions application and for which his or her IGS is sufficient.

HH. Extended Admission Application: Application specially designed and approved as part of these rules for students with disability who are being considered for extended admission. It may only be presented after applying via the University regular admissions process, in accordance with the Rules and Procedures for Admissions contained in Board of Trustees Certification No. 25 (2003-2004).

II. Assistive Technology Services: Services that directly aid a person with disability or his or her parent or legal guardian in the selection, acquisition or use of assistive technology equipment. To this end, it may include, but is not limited to:

1. Functional evaluation of the person with disability in his or her regular setting,
2. Acquisition or lease of assistive technology equipment,
3. Selection, design, adaptation, personalization of equipment and application, maintenance, repair or replacement of assistive technology equipment,
4. Coordination and use with other services, such as therapy, interventions or services,
5. Training or assistance for the person with disability, his or her parent or other significant persons during the process of implementing the education program or plan,
6. Equipment maintenance; this may include the acquisition of batteries, among other necessities.

JJ. Auxiliary and Supplementary Services: Services and assistance to provide a suitable education based on the needs of the person with disability. This may include personal assistants, qualified interpreters, note-takers, transcription services, written materials, decoders, videotexts, methods of gaining access to material, qualified readers, text-to-speech books, recordings, materials available in Braille, large-text materials, and any other means that allow access to persons with any other disability or condition that enables him or her to receive services offered to persons without disability.

KK. Transition: Process directed toward training or rehabilitation to enable adaptation and inclusion a person with disability to a new environment after high school. Coordination of services and activities shall consider the needs and preferences of the person with disability and his or her family, which may include evaluations, therapy and assistive technology, among other services.

LL. Institutional Unit: The Central Administration, each of the University system campuses, its dependencies and those that may be established in the future by law or by decree by the Governing Board; and any other University dependency under the direct supervision of the President of the University of Puerto Rico.

MM. University: University of Puerto Rico or any other of the institutional units.

ARTICLE XII – SEPARABILITY

The provisions of these Rules and Procedures are separable from each other. The invalidity of one or more articles, sections or parts shall not affect the remaining provisions that may be applied independently of those declared null and void.

ARTICLE XIII – AMENDMENTS AND REPEAL

- A. These Rules and Procedures may be amended by the Governing Board, on its own accord or upon recommendation by the President of the University of Puerto Rico.
- B. The President of the University of Puerto Rico shall interpret any controversy relating to the content of these Rules and Procedures or any unforeseen situation not provided for herein.
- C. These Rules and Procedures shall repeal any other previous rule related to this matter that is contrary to what is established herein.

ARTICLE XIV – EFFECTIVENESS

These Rules and Procedures shall take effect (30) days after filing at the Department of State.