



COLLEGE of
CENTRAL
FLORIDA

COLLEGE of CENTRAL FLORIDA
ADMINISTRATIVE PROCEDURE

Title: Substitutions for Eligible Students With Disabilities	
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Date Approved: 10/3/05 Date Revised: 03/26/07 Date Revised: 07/14/10 Date Revised: 06/28/12	Division: Student

Purpose:

To establish a mechanism whereby eligible students with disabilities may be provided special considerations for reasonable substitution for any requirement for admission to the institution, admission to a program of study or graduation. Florida State Board of Education Rule 6A-10.041 authorizes reasonable substitution for these requirements to any person who has a documented hearing impairment, visual impairment or a specific learning disability, orthopedic/physical impairment, speech/language impairment, emotional or behavioral disability, autism spectrum disorder, or other disability except those students who have been documented as having an intellectual disability. Substitutions will only be utilized in cases where the person's failure to meet the requirement is related to the disability and where the failure to meet the requirement does not constitute a fundamental alteration in the nature of the program.

Definitions and Explanations:

Eligible students with disabilities will be defined in accordance with the Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. For the purpose of this procedure, the following definitions shall apply, based on SBE Rule 6A-10.041:

Hearing Impairment — A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, acoustic trauma hearing loss or deafness.

Visual Impairment — Disorders in the structure and function of the eye as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision which may affect one's ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.

Specific Learning Disability — A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing

arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological process. Such disorders do not include learning problems, which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbances, or to an environmental deprivation.

Orthopedic/Physical Impairment — A disorder of the musculoskeletal, connective tissue disorders, and neuromuscular system. Examples include, but are not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles and nerves, usually as a result of disease or birth defect, including, but not limited to, muscular dystrophy and congenital muscle disorders.

Speech/Language Impairment — Disorders of language, articulation, fluency, or voice which interfere with communication, pre-academic or academic learning, vocational training, or social adjustment. Examples include, but are not limited to, cleft lip and/or palate with speech impairment, stammering, stuttering, laryngectomy, and aphasia.

Emotional or Behavioral Disability — Any mental or psychological disorder including, but not limited to, organic brain syndrome, emotional or mental illness, or attention deficit disorders.

Autism Spectrum Disorder — Disorders characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication, and the presence of restricted repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics may manifest in a variety of combinations and range from mild to severe.

Traumatic Brain Injury — An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability and/or physical functioning.

Other — Any disability not identified in paragraphs (1)(a) through (h)- of Rule 6A-10.041, except those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

Procedure:

The Chief Academic Officer is designated as the person to make the determination of substitute admission and graduation requirements. In determining whether to grant a substitution, documentation to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admission to the institution, admission to program of study, or graduation shall be provided by the student as requested by the College.

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As required by rule 6A-10.041, the College shall provide the following mechanisms for the implementation of Chapter 86-194, Laws of Florida:

- I A mechanism to identify persons eligible for reasonable substitutions due to vision impairment, hearing impairment, or specific learning disability.

Persons eligible for substitutions will be made known to the college through a process of self-identification. The college catalog, print format and web-based, informs persons with disabilities of the availability of substitutions and directs contact to the Director of Access Services who will review documentation to determine eligibility.

- II A mechanism for identifying reasonable substitutions for criteria for admission to the institution, admission to a program of study, entry to upper division, or graduation related to each disability.

- A. Reasonable substitution for criteria for admission to the institution.

No substitution policy is necessary regarding admission to CF due to an open door and equal opportunity admission policy. Each identified student with a disability is referred to the Director of Access Services for accommodations consultation and to an academic advisor for appropriate academic advising.

All incoming students must take a placement test. Scores for any of these tests are valid for only two years from the date the test was last taken. Students may request accommodations for the SAT or ACT through the agencies that govern those tests. The results of the placement test will help determine the courses for which a student may register. For tests administered by the College, students who require other accommodations or test administration modification must request and make those arrangements with the Director of Access Services prior to taking the tests.

- B. Reasonable substitution for criteria for admission to a program of study.

1. The student shall present appropriate documentation of disability to the Director of Access Services.
2. The Director of Access Services, or designee, shall recommend reasonable substitution(s) for criteria for admission to a program of study to the appropriate Dean or Associate Vice President.
3. The respective Dean or Associate Vice President shall approve or deny the recommendation for substitution of admission requirements.
4. If the request is denied, the student may file an appeal with the College Dean of Student Services.

- C. Reasonable substitutions for criteria for entry to upper division.

1. The student shall present appropriate documentation of disability to the Director of Access Services.

2. The Director of Access Services, or designee, shall recommend reasonable substitution(s) for criteria for admission to an upper division program of study to the appropriate Dean or Associate Vice President.
3. The respective Dean or Associate Vice President shall approve or deny the recommendation for substitution of admission requirements.
4. If the request is denied, the student may file an appeal with the College Dean of Student Services.

For a Florida state college or university, other than the College of Central Florida, the student shall file requests for substitution of requirements for entry to an upper division at that school.

D. Reasonable substitutions for criteria for graduation.

1. The student shall present appropriate documentation of disability to the Director of Access Services.
2. The Director of Access Services or designee may recommend reasonable substitution(s) for criteria for graduation from the institution to the Chief Academic Officer.
3. The Chief Academic Officer shall chair and convene a committee to approve or deny the request.
4. If the request is denied, the student may file an appeal with the dean of Student Services.

III. A mechanism for making the designated substitutions known to affected persons.

A statement regarding these procedures and other services for students with disabilities shall be placed in the college catalog, print format and web-based, and other college publications.

IV. A mechanism for making substitution decisions on an individual basis.

Procedures outlined in section (II), A, B, C, and D, allow for student requests for substitution of admissions, program, and graduation requirements to be considered on an individual basis that guarantees the student's rights are not denied. If an individual with a disability feels he/she cannot participate in or complete a particular course or program requirement, he/she may obtain a Substitute Requirement Request Form from the Director of Access Services. The completed request form with appropriate documentation is forwarded to the Chief Academic Officer for review and final determination.

The Director of Access Services will: (1) review the request to determine if the diagnostic evaluation has been provided by a qualified professional and clearly indicates how the disability specifically interferes with successful completion of a course or program requirement; (2) meet with the student if additional documentation is necessary and advise as to possible options and resources; (3) in the case of course substitutions, consult with the appropriate Department Chair/Program Managers, Academic Deans or Associate Vice President to determine reasonable options and whether the substitution

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will fundamentally alter the nature of the program; (4) in the case of waivers for program requirements, consult with the appropriate Department Chair/Program Managers,

Academic Dean, Associate Vice President or the college's designated testing and/or remediation specialist to determine if the student has completed any required remediation and re-testing; and (5) review with the Chief Academic Officer all recommendations. The Chief Academic Officer, or designee, will inform the student in writing of the final determination, designated substitute requirements, and possible future transfer problems such as admission to limited access programs. If necessary, consultation will be made with the Registrar and the receiving institution.

If a request for a course substitution is granted in a subject area that has college preparatory requirements, the student would be eligible for an exemption from those college preparatory courses in accordance with SBE 6A-10.041, provided that successful completion of that coursework is not considered an essential part of the curriculum in the student's academic program.

Decisions for special considerations [i.e. waivers(s), for exit test requirements] will also be made on an individual basis as provided by Florida Statutes, 1008.29 and 1004.91. Waiver(s) for tests or subtests, granted by other state institutions, would be accepted by CF as provided by Florida Statute 1008.29.

Should a student with a disability be denied a substitute requirement and/or special consideration, he/she may appeal the decision in accordance with the College's student appeals procedures.

- V. A mechanism for a student to appeal a denial of a substitution or to appeal a determination of ineligibility.
 - A. The student shall file a written appeal to the Dean of Student Services.
 - B. The appeal shall be presented to the Access Services Advisory Committee. As regards appeals, the Director of Access Services is a member of the Access Services Advisory Committee as a resource member only and cannot vote on the appeal. The Committee will forward their recommendations to the College President whose decision is final.

- VI Substitutions provided by other institutions.
 - A. In accordance with State Board of Education Rule 6A-10.041(3), F.A.C., the College will accept all substitutions previously granted by a state post-secondary institution. The student must notify Access Services and the Office of Admissions and Records of the previously granted substitution. The student will supply dated, official documentation of the substitution from the granting institution.
 - B. Access Services will initiate a substitution form and forward it to the Chief Academic Officer for approval. The Chief Academic Officer will forward the approved form to the Office of Admissions and Records for input into the database. Once the substitution is included in the database, the Office of Admissions and Records will notify Access Services, and Access Services will notify the student. A record of the

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granting of substitute requirements will be kept at Access Services and at the Office of Admissions and Records. In compliance

with state statute, the Office of Admissions and Records and the Office of Access Services will maintain records of the number of students with disabilities granted special consideration and/or substitutions by type of disability, number of requests for substitutions, requirement for which substitutions were granted, number of students granted substitutions and the number of requests for substitutions or special considerations which were denied.

VII Recognition by other institutions of substitutions provided by the College.

When granting substitutions, the College shall consider whether the substitutions that it provides will be accepted by the receiving institutions, and advise its students accordingly. If it has been determined that the student will transfer to a particular state university or senior college, contact with that college is made to inquire as to whether the substitution(s) will be accepted. The student is apprised of the results of this inquiry prior to granting the course substitution(s).

Vice President, Instructional Affairs

Date

Approved by President

Date