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P6Hx23-4.021 SERVICES FOR STUDENTS WITH DISABILITIES

I. Documentation Procedures

A. Learning Disabilities

Students and prospective students requesting accommodations in their academic work at St. Petersburg College (SPC) must present appropriate documentation to the learning specialist of their home campus. There will be two tiers of service based on the types and quality of documentation provided:

Tier 1: Students regarded as having a history of a disability (IEP, SOP or 504 plan). Student may get 1 ½ testing time and reduced distraction testing area, and priority registration. Other institutions may require a more thorough evaluation.

Tier 2: More comprehensive documentation provided to the learning specialist. Current complete psychoeducational evaluation or current letter of diagnosis from an M.D. or PhD qualified to make the diagnosis.

B. Students With Disabilities Are Defined As Follows:

1. 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.

2. Visual Impairment

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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.

3. 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 processes. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

4. 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 a 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),

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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.

5. 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.

6. 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.

7. 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.

8. 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

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consciousness, which results in impairment of cognitive ability and/or physical functioning.

9. Other: Any disability not identified in section B. 1-8, except those students who have been documented as having an intellectual disability deemed by a disability professional to make completion of the requirement impossible.

II. Request for College Services

A. Provision of Services

After a student's documentation is accepted, the home campus or site learning specialist will keep this documentation on file. It is the student's responsibility to request services supported in the documentation. A new request is necessary each semester based on the specific classes being taken at that time. A three-week notice is recommended to fill requests. For electronic media or assistive technology, requests may take up to four (4) weeks.

B. Auxiliary Aids

Assistive Technology for students with qualifying disabilities is available, such as note takers, readers, electronic media books, captioned videos, e-books, adaptive software, interpreters and captioners.

C. Priority Registration

Students with documented disabilities are provided with priority registration opportunities, as well as counseling and advisement by appointment in advance of registration timeframes.

III. Course Substitutions

Students seeking substitutions for requirements for admission to the College shall follow the process set forth in

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Procedure P6Hx23-4.10. Students seeking a substitution or waiver of a course, or to a program of the College, or for graduation from the College should appeal to the Program Administrator/Academic Dean at his or her campus or site in accordance with the procedure set forth herein.

Course substitutions previously granted at another state institution may be accepted for transfer credit or graduation requirements in accordance with this section.

- A. This College Procedure is established in compliance with State Board of Education Rule 6A-10.041, to provide disabled students reasonable substitutions for requirements for admission to the College, admission to a program of the College, for course substitutions, and for graduation from the College. To make a determination of appropriate substitutions, the disabled student will be required to provide documentation that:
1. The student has a disability which is evaluated as interfering in a basic life activity. Examples of such disabilities include but are not limited to: vision impairment, hearing impairment, mental or emotional impairment, physical impairments such as cerebral palsy or multiple sclerosis, dyslexia, or other specific learning disabilities as defined below; and
 2. The disability can be reasonably expected to prevent the student from meeting requirements for admission to the College or a program of the College, for satisfactory completion of a course or courses, or for graduation. The student must identify the specific requirement(s) for which a substitution is sought and furnish documentation from an appropriate source that will support the need of a substitution or accommodation.
- B. Any student defined as having such a disability shall be eligible to apply for reasonable substitution or waiver for any requirement for graduation, for admission into a

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program of study, or for entry into the upper division, where documentation can be provided that failure to meet the requirement is related to the documented disability. In addition, substitution or waiver may only be considered where failure to meet the graduation requirement or program admission requirement does not prevent performance of essential functions of the program nor constitute a fundamental alteration in the nature of the program.

1. A student who believes he or she should be considered for substitution or waiver of requirements for admission to a program of the College, for course substitutions or waivers, or for graduation from the College, should submit a written request form to the Program Administrator/ Academic Dean. The student must identify the specific course(s) and program for which a substitution or waiver is being sought, and must include a copy of qualifying disability information either on file with the College or as requested by the Disability Resources Specialist.
2. The home campus Disability Resources Specialist shall verify the student's qualification for consideration due to disability.
3. The Program Administrator/Academic Dean shall determine if the student has made a clear case for a substitution or waiver, and, if so, identify the most appropriate substitution or waiver to offer the student. If needed, the Program Administrator/Academic Dean may consult with the campus Disability Resources Specialist and faculty member prior to making a determination.
 - a. Information to be considered may include, but is not limited to: essential course requirements for the student's intended degree type and program or sub-program, information on the student's type and scope of disability, scores on approved placement instruments, evidence of the student's

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experience in relevant high school or college academic courses, and narratives from faculty and other high school or college professionals.

- b. If the request is approved, the Program Administrator/Academic Dean shall determine the waiver or replacement for a course or requirement to be offered to the student. The Program Administrator/Academic Dean shall provide written notification to the student within ten (10) working days after the decision is made, indicating the nature of the waiver, or the course or requirement substitution. A copy of the notification shall be sent to the Director of Disability Resources and to the student's home campus or site Disability Resources office.
- c. The student shall be advised of the possible consequences for future enrollments at St. Petersburg College or another institution if they accept the waiver or substitution.
- d. Once a waiver or substitution is granted, the student shall not be required to meet any additional requirements related to that course in the respective discipline area for program admission or graduation in the major and program/sub-program designated by the student at the time of the request.
- e. However, a student who later designates a new major or program/sub-program, including St. Petersburg College's Baccalaureate programs, may face cancellation or modification of substitution or waiver approval resulting from the original substitution's or waiver's being a fundamental alteration of the new major or program/sub-program. In this situation, the student must submit a new request for substitution or waiver and abide by the new decision. A student who later chooses to attend a different institution must also abide by the

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substitution and waiver policies and requirements of that institution.

4. If the request is denied, an appeal may be filed with the Senior Vice President for Instruction and Academic Affairs or designee. The Director of Disability Resources or designee shall present the appeal.
 - a. The Senior Vice President or designee may affirm the Academic Dean's decision, modify the decision, or reverse the original determination. If the student's appeal results in a substitution being granted or modified, the request shall be returned to the Program Administrator/Academic Dean for determination of the waiver, or the replacement course or requirement to be offered to the student. The Program Administrator/Academic Dean shall notify the Director of Disability Resources and the site Disability Resources Specialist of the revised determination.
 - b. The Program Administrator/Academic Dean or designee shall provide written notification of the result of the appeal to the student within five (5) working days after the decision of the Senior Vice President for Instruction and Academic Programs or designee. A copy of the notification shall also be sent to the Senior Vice President for Instruction and Academic Programs or designee, the Director of Disability Resources, and to the student's home campus or site Disability Resources office.
 - c. The decision of the Senior Vice President for Instruction and Academic Programs or designee is final.

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