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P6Hx23-4.10 PROCEDURE: ADMISSION BY EXCEPTION—STUDENTS WITH DISABILITIES

I. Request for Exception to General Admission Requirements of the College

The President or designee is authorized to permit substitute admission requirements for eligible students who have disabilities as defined by State Board of Education Rule 6A.10.041, F.A.C.

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 general admission to the College. Any student who has provided St. Petersburg College's Disability Resources Office with appropriate documentation of a disability, as defined by Florida Statute §1007.02, shall be eligible to request a reasonable modification/substitution for admission requirements to the College, a program of study, or graduation requirement(s) provided that the individual's inability to meet the requirement is related to the disability and where the failure to meet the graduation requirement or program admission requirement does not constitute a fundamental alteration in the nature of the program. To make a determination of appropriate substitutions, the disabled student will be required to provide documentation that:

- A. 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;
- B. The disability can be reasonably expected to prevent the student from meeting requirements for general admission to the College. The student must identify the specific general admission 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.

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- C. A potential student who believes he or she should be considered for substitutions for requirements for general admission to the College should appeal to the Director of Admissions and Records or his/her designee. The Director of Admissions shall confer with the Director of Disability Resources. Waiver or substitution of testing requirements, submission of evidence of high school completion, or any item that is not a course-specific or program-specific waiver may be considered by the Director of Admissions and Records. Current documentation of the disability, including test scores, when appropriate, will be required. Other information to be considered, especially for substitution of admission requirements, may include items such as: scores on one or more of the approved placement instruments, evidence of the student's experiences in mainstream classes, performance in selected academic courses, evidence of an appropriate reading level or appropriate competency indicating the ability to function in college-level classes, recommendations from prior teachers and other professionals.

If the potential student and the Director of Admissions and Records agree on the substitution or waiver offered, the student shall be admitted to an associate or certificate-level college-credit program that does not have additional or selective admission requirements.

Students seeking substitutions for requirements for admission to a selective admissions or upper-division 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.

Admission by exception as described herein may impact the student's ability to be eligible for federal financial assistance.

- II. For purposes of this Procedure, the following definitions apply:
- A. Hearing impairment. A hearing loss of 30 decibels or greater, pure tone average of 500, 1000, or 2000 Hz, ANSI, unaided, in the better ear. Examples include, but are not

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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.

- B. 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.
- C. 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.

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