Tallahassee Community College (TCC) provides reasonable substitution for eligible students to meet requirements for admission (both general and for a program of study) and graduation from TCC. The Office of Disability Support Service (DSS) provides general information and guidelines concerning the accommodations available for students with disabilities, including the granting of substitutions, modifications, or waivers of requirements for admission or graduation for students with disabilities.

In accordance with State Board Rule 6A-10.041(3), Florida Administrative Code, the College will accept all substitutions previously granted by a state post-secondary institution.

A. Eligibility

In determining whether to grant a substitution, modification, or waiver, the College requires documentation to substantiate that the disability can be reasonably expected to prevent the individual from meeting requirements for admission to the institution, admission to a program of study, entry to upper division, or graduation. In determining whether to grant a substitution, the college may consider pertinent educational records.

The evaluation must be conducted by a professional who is certified/licensed to diagnose the disability and the effects of the disability on a student’s ability to master material. The evaluator’s name, title, and professional credentials and affiliation should be provided.

The definitions provided in State Board of Education Rule 6A-10.041, Substitution for Requirements for Eligible Disabled Students at State Universities, Community Colleges, and
Postsecondary Vocational Institutions informed and extended by definitions contained in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 for persons with disabilities shall be applied for determining student eligibility to submit a request for substitution, modification, or waiver of any college requirements for admission or graduation.

While the College is guided by the definitions that follow, the legal authority of the provision of services clearly requires that the institution be concerned with the functional limitations that inhibit student performance.

Disabilities may include but are not limited to physical disability, hearing impairment, visual impairment, and specific learning disabilities including reading or writing disorders, speech or language disorders, mathematics disorders, or other cognitive processing or attention disorders (e.g. Non-Verbal Learning Disability, Attention Deficit Hyperactivity Disorder). Learning disabilities may be developmental (i.e., inherited or congenital), secondary to a neurological disorder, or acquired through trauma (e.g. head injury).

1. **Hearing Impairment**: A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 (Hz), 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 of deafness, and acoustic trauma hearing loss or deafness.

2. **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, peripheral field so constricted that it affects one's ability to function in an educational setting, or a progressive loss of vision that 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 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.
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 consciousness, which results in impairment of cognitive ability and/or physical functioning.

9. **Other Health Impairment:** Any disability not identified in paragraphs (1)(a) through (h) of this rule, except those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

### B. Substitutions

A student seeking a course substitution must meet with a counselor in the DSS office. If a student is determined to be eligible to pursue a course substitution based on disability, the student’s academic information will go to a committee consisting of the ADA Coordinator, a DSS representative, a faculty member from the department that a substitution is being requested in, and an enrollment services representative. The committee will review the student’s degree goal, academic history, and documentation before making recommendations.

The DSS Coordinator will serve as the primary contact point for persons who may qualify under the terms of statutes. Students with disabilities are asked to self-identify as they register for classes. Students may also be referred by faculty or may make direct contact with the campus DSSs, where they will complete a form, which indicates their disability, as required by the State Auxiliary Learning Aids regulations. In addition, the student will be asked to supply appropriate documentation to verify the disability.

Depending on the disability, the college requires that documentation be sent from a licensed or certified professional such as a medical doctor, neurologist, audiologist, psychologist, education specialist, or other health care specialist and the documentation must include a written statement of the disability (identifying the instruments used), and professional interpretation of testing results. Such documentation of a disability may include, but is not limited to, a physician’s statement, vocational rehabilitation records, or public school records.
Students seeking a course substitution and who have learning disabilities should have a psycho-educational or neuropsychological evaluation utilizing an adult evaluation tool which includes a battery of generally accepted, current, and well-standardized assessment tests including IQ, comprehensive academic achievement, and cognitive processing tests.

The College may seek the advice of a qualified outside consultant regarding review of documentation, to validate a disability and the need for accommodation, whenever appropriate. At the College’s option, the student may be required to obtain a second opinion if the documentation does not support the “disability” claim of the student. In addition, the College reserves the right to refer the student to a designated professional for a new evaluation at the College’s expense.

As provided in State Board Rule 6A-10.0315, F.A.C., students who qualify for a course substitution may be exempted from the College’s preparatory requirements in the basic skill area for which the student is eligible for a course substitution, provided that successful completion of the college preparatory coursework is not considered an essential part of the curriculum in the student’s academic program.

With an "open door" admissions policy, TCC provides equal educational opportunity for every individual. The academic and technical standards required for acceptance to a particular program or for participation in a specific activity shall be carefully studied and documented to provide reasonable access for all students with disabilities.

The College will provide reasonable instructional support services as well as substitution, modification, or waiver of any requirement for admission or graduation for any student with a documented disability which substantially impairs that person’s visual, auditory, manual or speaking abilities, or who has a learning disability as recognized by the State Board of Education Rules or ADA (a) where documentation can be provided that the student’s failure to meet the requirement is related to the disability, and (b) where the failure to meet the requirement does not constitute a fundamental alteration of the nature of the program of study. A student need not be admitted to a program (a) where the College can demonstrate undue hardship in the provision of the modifications, or (b) where the student, even if modifications are made, poses a direct threat to the health or safety of students, staff or others.

If an Associate of Science Degree has no mathematics requirements except that students are required to show either through Postsecondary Education Readiness Test (PERT) scores or course completion that they have met the requirement that they are college-ready in mathematics. In these cases, the DSS office will work with the department to allow a student to attempt the program without PERT scores or course completion.

The campus DSS Coordinator, working in conjunction with the Deans and Directors will be responsible for maintaining, reviewing, and updating the recommended course substitutions list on a regular basis.
The availability of course substitutions and program admission waivers to qualified students with disabilities will be included in various college-wide publications with sufficient information to assure that the student will know what steps he or she needs to take to initiate the process.

Any student may submit an appeal to the next level of the review process regarding the denial of a course substitution or program admission modification. The findings of the Student Support Services Director may be appealed directly to the Vice President of Student Affairs.