

Rule 6H-1.041 is hereby repealed.

6H-1.041 Substitute Admission and Graduation Requirements. Specific Authority

240.311 FS. Law Implemented 240.152, 240.153 FS History - New 5-12-87, Repealed

6H-1.041 Substitute Admission and Graduation Requirements. (1) Each district board of trustees of a public community college shall develop and implement policies and procedures for providing reasonable substitution for eligible students as required by Chapter 86-194, Laws of Florida. 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 a program of study, entry to upper division, or graduation shall be provided. For purposes of this rule, the following definitions shall apply.

(a) 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, and 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, 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 process. 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.

(2) The policies and procedures shall include at least the following:

(a) A mechanism to identify persons eligible for reasonable substitutions due to vision impairment, hearing impairment, dyslexia or other specific learning disability.

(b) 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.

(c) A mechanism for making the designated substitutions known to affected persons.

(d) A mechanism for making substitution decisions on an individual basis, and

(e) A mechanism for a student to appeal a denial of a substitution or to appeal a determination of ineligibility.

(3) The policies shall provide for articulation with other state institutions which shall include, at a minimum, acceptance of all substitutions previously granted by a state postsecondary institution.

(4) Coordination of the provision of technical assistance in the implementation of this rule shall be provided by the Division of Community Colleges in conjunction with the State Department of Education.

(5) Each community college shall maintain records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied.

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