

ADMINISTRATIVE PROCEDURE MANUAL		
SECTION TITLE	NUMBER	PAGE
SUBSTITUTION COURSES & CONSIDERATIONS FOR ELIGIBLE STUDENTS WITH DISABILITIES	10-0505	1 OF 4
BASED ON BOARD OF TRUSTEES' RULE AND TITLE		DATE REVISED
6Hx7-10.3 Student Registration		March 25, 2026



Purpose

The purpose of this procedure is to establish a mechanism whereby eligible and otherwise qualified students with documented disabilities may be identified and provided considerations and/or reasonable substitute requirements for admission to this institution, admission to a program of study or graduation at Florida State College at Jacksonville (FSCJ/College).

Procedure

A. Definitions and Explanations

1. Eligible students with disabilities will be defined in accordance with the Americans with Disabilities Act (ADA), section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendment Act (ADAA).
2. For the purpose of this procedure, the following definitions shall apply:
 - a. 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 or deafness and/or 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 or 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 process. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to intellectual disability, to emotional disturbances or to an environmental deprivation.
 - d. Orthopedic Impairment - A disorder of the musculoskeletal, connective tissue disorder and neuromuscular system. Examples include but are not limited to cerebral palsy, absence of some body member, nerve damage to the hand and arm, cardiovascular aneurysm (CVA), head injury and spinal cord injury, arthritis and rheumatism, epilepsy, intracranial hemorrhage,



ADMINISTRATIVE PROCEDURE MANUAL

SECTION TITLE	NUMBER	PAGE
SUBSTITUTION COURSES & CONSIDERATIONS FOR ELIGIBLE STUDENTS WITH DISABILITIES	10-0505	2 OF 4
BASED ON BOARD OF TRUSTEES' RULE AND TITLE	DATE REVISED	
6Hx7-10.3 Student Registration	March 25, 2026	

embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson's disease, congenital malformation of brain cellular tissue, and physical disorders pertaining to muscles, nerves, usually as a result of disease or birth defect, including but not limited to muscular dystrophy and congenital muscle disorders.

- e. Speech/Language Impairments - Disorders of language, articulation, fluency or voice which interferes with communication, pre-academic or academic learning, vocational training or social adjustments. Examples include, but are not limited to, cleft lip and/or cleft palate with speech impairment, stammering, stuttering, laryngectomy and aphasia.
 - f. Emotional and Behavioral Disorders - Any mental or psychological disorder including but not limited to organic brain syndrome, emotional or mental illness or attention deficit disorders.
 - g. Autism Spectrum Disorder - Disorders characterized by an uneven development 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.
 - h. 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.
 - i. Intellectual Disability - A disorder significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to eighteen (18) years of age.
 - j. Other Health Impairment - Any disability not identified in paragraphs (1)(a) through (i) in State Board of Education Rule 6A-10.041, where due to the identified disability, completion of this requirement is deemed impossible by a disability professional.
3. Persons eligible for considerations and substitutions will be made known to the College through a process of self-identification, or identification through appropriate community resources (i.e., DVR, DBS, School System and Veterans' Affairs). Additionally, information/invitation in the College Catalog and the Student Support Services webpage informs persons with documented disabilities to contact the Student Support Services staff to determine eligibility requirements.
 4. The student is informed that course substitution could impact eligibility for some programs of study and they should contact the institution of transfer before completing this request.
 5. Decisions for acceptable substitutions of graduation requirement(s) will be made on an individual basis which guarantees that students' rights are not denied. If an individual with a disability feels he/she cannot participate in a particular required course, they may obtain a [Course Substitution Request Form](#) from the campus Student Support Services staff. It is recommended the student

ADMINISTRATIVE PROCEDURE MANUAL		
SECTION TITLE	NUMBER	PAGE
SUBSTITUTION COURSES & CONSIDERATIONS FOR ELIGIBLE STUDENTS WITH DISABILITIES	10-0505	3 OF 4
BASED ON BOARD OF TRUSTEES' RULE AND TITLE	DATE REVISED	
6Hx7-10.3 Student Registration	March 25, 2026	

- utilize auxiliary aid support services prior to applying for an exemption or waiver, but a failed attempt at a course is not a requirement for a substitution request.
6. Any student who, in the best professional opinion of the College, has a disability such that the student cannot demonstrate successful completion of one or more sections of the college-level communication and/or computation skills examination and is achieving at the college level in every area except that of the disability, and whose diagnosis indicates further remediation will not support academic success in overcoming the disability, may appeal through the appropriate Student Support Coordinator on a Campus/Center to the Course Substitution Appeals Committee, appointed by the Provost for special consideration.
 - a. Course substitutions will only be granted in cases where failure to meet the graduation or program admission requirement(s) does not constitute a fundamental alteration in the nature of the college program or when the academic requirement(s) are not essential to the program of study or to meet licensing or certification requirements. The student support services staff are responsible for consultation with the appropriate Dean or Instructional Program Manager for specialized programs of study or the Dean of Communication and Mathematics Departments for Liberal Arts degrees to review each request prior to submission to the committee and are responsible for processing all requests through the Office of the Registrar.
 - b. The committee shall consist of the following:
 - i. Associate Director of Student Services/Student Support Services;
 - ii. Appropriate Academic Leader
 - c. The committee shall examine the evidence of the student's academic and medical records and may hear testimony relevant to the case.
 7. Should a student with a disability be denied a substitution request and/or a special consideration, they may appeal the decision, in writing, to the Vice President for Student Affairs and Enrollment Management (VP).
 8. The availability of substitution courses and special considerations shall be made known to students through notice in the Guide to Accessibility Services located on the College website and during individual advising sessions with students.
 9. Credits awarded by other state institutions as a result of substitute requirements established upon provisions of State Board of Education Rule 6A-10.041 will be accepted by FSCJ.
 10. Students who qualify for a course substitution will be exempt from college preparatory requirements, as provided in State Board of Education Rule 6A-10.0315 in the basic skill area for which the student is eligible for the course substitution, provided that successful completion of the

ADMINISTRATIVE PROCEDURE MANUAL		
SECTION TITLE	NUMBER	PAGE
SUBSTITUTION COURSES & CONSIDERATIONS FOR ELIGIBLE STUDENTS WITH DISABILITIES	10-0505	4 OF 4
BASED ON BOARD OF TRUSTEES' RULE AND TITLE	DATE REVISED	
6Hx7-10.3 Student Registration	March 25, 2026	



college preparatory coursework is not considered an essential part of the curriculum in the student's academic program.

11. It is the responsibility of the Registrar, in coordination with the Student Support Services staff to maintain records of the number of students with disabilities granted consideration and/or substitutions by type of disability, number of requests for substitutions, title of course(s) for which the substitutions were granted, title of substitution course(s), number of students granted substitutions and the number of requests for substitutions or special considerations which were denied.

REFERENCES: F.S. 1001.64, 1001.65, 1007.264, 1007.265, SBE Rule 6A-10.0315, 6A-10.041, Americans with Disabilities Act of 1990, section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Amendment Act (ADAA)

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