CASSC Research and Testing Committee

MINUTES
Meeting: Wednesday, September 30, 2009
Wolfson Campus, Room 5620

Present: Ian Cobham, Christine Dundas, Rulx Jean-Bart, David Kaiser (Co-Chairperson), Walter Kozloski (for Cynthia Schuemann), Dora Mejia-Montoya, Tom Meyer, Juan Carlos Meza, Mayte Pino (for Barbara Rodriguez), Adam Porro, Heather Richards (for Medical Center Campus Testing Department), Leighton Spence, Silvio Rodriguez (Co-Chairperson), Sofia Villalobos

Not Present: Sahyli Galera, Rene Garcia, David Heredia, Ivonne Lamazares, Ivo Rokovich

I. Review of Minutes

Minutes of the meeting of June 24, 2009 were approved.

II. Standing Item(s)

A. Research
David Kaiser presented IR Research Priorities for 2009-2010 and asked for feedback from the Committee members. Christine Dundas requested that students receiving Certificates be included in the Graduate Survey, which was one of three surveys listed on the document.

B. Placement Criteria document 2010-2011
- Overview of the Placement Criteria Review Process
Silvio Rodriguez discussed the Overview of the Placement Criteria Review Process document (http://www.mdc.edu/ir/CPT_CLAST/placement.asp), the timeline, answered a few questions about last year’s review process, and reminded the discipline/area representatives of their role in the annual review process. He also reported to the Committee that he was informed by Susan Dow, Adult Education Director that the 2009-2010 document needs a minor revision in section IV-C so the ABE Course Placement guide includes TABE placement scores from the lowest grade equivalent levels.

III. New Business

A. Meeting Calendar 2009-2010
Silvio Rodriguez distributed the new CASSC Research & Testing Committee Meeting Calendar, which also included the committee’s responsibilities for the academic year (https://www.mdc.edu/cassc/committees_rt.asp). He also reminded the Committee that the regular meeting dates are the last Wednesday of each month. The Committee agreed to have the November meeting on December 2 it was the day before Thanksgiving break.

B. Committee Responsibilities
David Kaiser reminded the committee members of their responsibilities.

C. EAP Discipline Recommendation for Open Hearts International College
After a lively discussion, the Committee voted not to support the EAP Discipline Recommendation (see below) for Open Hearts International College.

Miami Dade College will not require these students to submit TOEFL/IELTS scores. Additionally, these students will not be required to take the College’s English proficiency placement test (COMPASS/ESL), if initial CPT scores exempt them from College Preparatory English and Reading courses. Any student who scores at College Preparatory level in either subject area will be referred for COMPASS/ESL testing.
D. Research Proposal – Li Wei
   The Development of Miami Dade College: within the View of Innovation
   https://spsd.mdc.edu/cwc/CASSCRT/default.aspx
   The Committee reviewed Li Wei’s (Yolanda)’s research proposal and voted to request the additional information
   listed below.
   - A list of the survey/interview questions in English
   - A more detailed explanation or summary of the research proposal in English.
   - An English translation of the suggestions from Li Wei (Yolanda)’s committee.

IV. Follow-up Items
   A. I.R.B. (Internal Review Board)
      The Committee formed a subcommittee (Ian Cobham, Cristine Dundas, and David Kaiser) to make the recommen-
      dations listed below and present them to the next R&T meeting for review and approval.
      - Recommend selection criteria and membership of the IRB.
      - Recommend procedures for the interaction of the IRB with the CASSC R&T Committee
   B. CASSC R&T restructure
      The Committee voted to withdraw the proposal to restructure the Committee from the CASSC agenda.

V. Information Items
   A. SB1908 (Expanded Postsecondary Readiness Assessment - exit course document)
      The attached above referenced document was distributed by Silvio Rodriguez. However, it was not discussed due
      to time restraints.
   B. CLAS - Articulation Coordinating Committee Guidance and Next Steps
      Silvio Rodriguez distributed a FACTA FALL Meeting (09/17/2009) Notes document and informed the Committee that
      that the new CLAS website http://www.mdc.edu/testing_information/CLAS.asp reflects the latest guidance from the
      State, which includes the use of Gordon Rule Writing courses for meeting CLAS communications requirements and
      the use of QMB 2100, MTG 2204, and any Math course that requires MAC 1105 for meeting CLAS mathematics re-
      quirements. He also informed the committee that no additional immediate changes are expected this year.
      Included in FACTA Fall 2009 Meeting Notes; prepared by Julie Alexander, FLDOE
      On August 13, 2009, the Articulating Coordination Committee (ACC) reviewed options for standardized tests and
      college courses that might be used to demonstrate the required skills. Further clarification was approved by the
      ACC on August 28, 2009. The interim recommendations from the ACC will be codified in State Board rule.
      FASTER transcript coding: For students who receive a “waiver” of CLAS requirements, a code of “999” and a state-
      ment indicating that a waiver has been granted will be recorded on the transcript. For students who meet the CLAS
      requirements via any of the approved options listed above (i.e. 2.5 GPA in approved courses or score achieved on
      an approved assessment), a code of “995” will be recorded on the transcript.
      At the next ACC meeting to be held in October, members will discuss long term CLAS expectations and strategies.
      A legislative proposal has been discussed as a possible option. ACC meetings are held in Tallahassee and are open
      to the public.
C. CPT Procurement Process – Florida’s Preferred Postsecondary Readiness Assessment Vendor Contract
Silvio Rodriguez distributed a FACTA FALL Meeting (09/17/2009) Notes document and informed the Committee that it was ‘very likely’ that a new CPT vendor would be announced on or about November 1.

Included in FACTA Fall 2009 Meeting Notes; prepared by Julie Alexander, FLDOE
*The Intent to Negotiate for Florida’s postsecondary readiness assessment is well underway. Vendors were asked to submit content or questions aligned with the Florida Postsecondary Readiness Benchmarks. A cross-sector group including faculty from K-12, Florida’s colleges and state universities came together in Tallahassee on August 6-7, 2009 to rate vendor content proposals. Later in August, an Evaluation Committee comprised of Department officials and college representatives rated the vendor technical proposals. Ratings were then forwarded to the Negotiating Team for consideration. The initial negotiation meeting with a prospective vendor will occur on September 28th. This meeting is closed to the public. Negotiations are anticipated to conclude with identification of a vendor by November 2009.*

D. Accommodations Provided for Students With Disabilities
The attached above referenced documents were distributed by Silvio Rodriguez. However, it was not discussed due to time restraints.

VI. Reports

A. Testing Directors

Due to time restraints Adam Porro was not able to report on the following:

**Postsecondary Readiness Assessment Agreement with M-DCPS (2009-2010):**
As part of the High School Readiness Agreement, Miami Dade College will focus on testing eligible Senate Bill 1908 and qualifying Dual Enrollment candidates. In order for a student to qualify for Senate Bill 1908 testing, he or she must have earned a 2-3 in Reading and a 2-4 in the Mathematics section of the FCAT. In regards to Dual Enrollment candidates, a 3.0 minimum G.P.A. is required for testing. High Schools are responsible for providing rosters of students who qualify for these programs prior to setting up testing sessions with MDC. As part of the S.A.R. for 2009-2010, Testing and Recruitment have placed major importance on testing 11th graders, shifting the focus from seniors to juniors.

**High School CPT Testing—preparation for off-site testing and attempts:**
Since we are receiving an increasing number of requests to test High School students, it is imperative that all Testing Directors emphasize the importance of testing at the MDC Testing Departments. Security, classroom management, and loss of personnel become major obstacles for the Testing Departments when setting up sessions away from the college.

**CLM scores 20-39 Not Used:**
Beginning with test scores entered on 9/11/2009 and later CLM scores between 20-39 will no longer be used for placement on the Odyssey system. The appropriate ACT, CPT, or SAT score will be used. This will eliminate issues relative to the incorrect input of CLM scores. In the past, an incorrect entry of scores into the CLM bracket has allowed students to register for higher level Math courses.

**IELTS Representative Richard Halstead:**
A preview of the IELTS presentation that was scheduled later in the day for the International Student Directors, EAP Chairs, and Testing staff was made during the meeting. The preview presentation focused on the need and benefit of establishing an IELTS test center in South Florida and hopefully at MDC. The IAC testing department is following up on becoming an IELTS test site and will let us know how it proceeds.

**Testing Road Show “Act 2”**
We are developing the latest version of the Testing Road Show. The first presentation will be hosted by the InterAmerican Campus on Wednesday, October 28, 2009, between 10:00AM and noon.
B. IR Activities

Due to time restraints David Kaiser was not able to report on the following (submitted by Margaret Mannchen):

Institutional Research Activity for July - September 2009

Required State and Federal reporting completed:
- Review of State Accountability Measures
- Closing Summer Student Database and Admissions Database
- Opening Fall Student Database and Admissions Database
- IPEDS Completions, Institutional Characteristics, and 12-Month Enrollment Surveys
- Submit CPT pilot data to state

New Reports / Data Available on IR Website
- Annual Profile 2008-09 tables
- Graduate Profile 2008-09 tables
- Campus Briefing Packages and Fact Book updates for annual 2008-09 enrollment and graduates
- Campus Briefing Packages updated with 2008-09 ENC, REA, MAT course progression
- Profile of Annual of MDC Baccalaureate Degree Students, State Report Year 2008-2009
- Profile of MDC Teacher Certification Students, Fall Term 2008
- Profile of MDC Baccalaureate Students, Fall Term 2008
- I.C. No. 2009-07C Fall-to-Spring Retention

Other projects
- Data support for J. Bashford West Campus presentation
- Data support for TRIO grant applications
- Data support for North Campus College Prep retention
- Data support for EPI and Virtual College
- Data support for Business Affairs reconciliation of baccalaureate program FTE
- Adjunct Faculty Survey for School of Education (in progress)

C. Enrollment Management

none

D. Area Report for CASSC Research and Testing Representatives

none

Next Meeting:

The next meeting of the Research & Testing Committee will be October 28, 2009 at 2:00pm in Bonnie McCabe Hall, Wolfson Campus Room 5620.

Distribution:

CASSC Research & Testing Committee
Martha Cavalaris, CASSC Chairperson
Jose Vicente, Campus President responsible for Testing
Joanne Bashford, Associate Provost of Institutional Effectiveness
Pamela Menke, Associate Provost for Academics
Malou Harrison, North Campus Dean of Student Services
Expanded Postsecondary Readiness Assessment (SB 1908)

Florida College Basic Skills Exit Test (Exit Test) Administration

Draft #7 (as of 08/10/2009)

1. Miami-Dade County Public Schools (M-DCPS) identifies students who are eligible to take the high school level college readiness courses as proposed in Senate Bill 1908 (SB 1908), and outlined in Section 1008.30(3) Florida Statutes. Courses are established through the M-DCPS system and made available to eligible students at Senior High Schools and/or Adult Vocational Centers throughout the district.

2. At the beginning of each senior high and/or adult vocational term, M-DCPS provides Miami Dade College’s (MDC) Institutional Test Administrator (ITA) with an Excel spreadsheet of students who are enrolled in the SB 1908 courses, to include: school location, student name, student Florida ID, and course number.

3. Florida College Basic Skills Exit Tests (Exit Tests) in reading, writing, and/or mathematics will be provided by the State or developed by MDC under state guidelines, and will be administered to all M-DCPS students enrolled in the corresponding SB 1908 courses 1008.20(4)(a). [Students who score at or above the passing score used by the local postsecondary institution and earn a final grade of “C” or better in the course will not be required to enroll in the related remedial postsecondary course if they enroll in a Florida College System institution within two years of high school graduation and take the appropriate college level subject area course.]

4. All Exit Tests will be administered within the last three weeks of the M-DCPS term as published on the official M-DCPS School Calendar (available at http://www.dadeschools.net/calendars/).

5. M-DCPS will inform the ITA of the testing window for the administration of the Exit Tests and will post the dates on the official M-DCPS Testing Calendar (available at http://oada.dadeschools.net/TestingCalendar/TestingCalendar.asp).

6. The ITA will work with MDC College Preparatory and Mathematics Chairpersons to create copies of official Exit Test materials. Testing materials will be provided by the State or developed by MDC under state guidelines, and will be administered to all M-DCPS students enrolled in the corresponding SB 1908 courses 1008.20(4)(a). [Students who score at or above the passing score used by the local postsecondary institution and earn a final grade of “C” or better in the course will not be required to enroll in the related remedial postsecondary course if they enroll in a Florida College System institution within two years of high school graduation and take the appropriate college level subject area course.]

7. TDC will disseminate the materials to the Test Chairperson of each M-DCPS school with students enrolled in a SB 1908 course. The Test Chairpersons shall inventory the materials on receipt, and make every effort to maintain the security of the test materials, as outlined in the District’s Standards, Guidelines, and Procedures for Test Administration and Test Security.
8. Exit Tests will be administered by the certified teachers of the SB 1908 courses and/or certified testing staff designated by M-DCPS school administrators. Materials will be distributed to the teachers just prior to the scheduled administration, according to written instructions provided by MDC. M-DCPS and/or MDC representatives may monitor test administration in randomly selected classes to ensure that standardized administration processes are followed.

9. After administration, Exit Test materials are accounted for by the Test Chairperson and returned to TDC. The ITA will arrange for pick-up of materials.

10. The MDC ITA works with MDC College Preparatory and Mathematics Chairpersons to secure evaluators and score exams by an established deadline. MDC College Preparatory and Mathematics Chairpersons report Exit Test scores to the ITA.

11. The ITA reports the Exit Test scores to M-DCPS with an Excel spreadsheet, to include: school location, student name, student Florida ID, course number, total points possible, total points earned, applicable raw score(s), and pass/fail status based on MDC criteria.

12. On receipt, M-DCPS transmits the students’ scores to the schools for dissemination to students.

13. MDC and M-DCPS staff understand and agree to comply with the Family Educational Rights and Privacy Act (FERPA) and all state and federal laws relating to the confidentiality of student records.
I. PURPOSE:

To provide 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.

II. PROCEDURE:

A. Responsibility for Development and Implementation

Responsibility for the development and implementation of College Procedures to comply with the provisions of Policy I-21 relating to students with disabilities will reside with the District Office of Education Academic and Student Affairs, working in cooperation with the Director of Equal Opportunity Programs, Academic Deans, Student Deans, and ACCESS Directors (also known as Coordinators of Services to Students with Disabilities). ACCESS Directors are available at each campus.

B. Definitions of Disabilities

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 disorders or attention disorders or psychiatric 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).

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.
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 Career Centers informed and extended by definitions contained in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 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.

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

C. **Identification of Disabilities for Eligible Students**

The campus ACCESS Directors will serve as the primary contact point for persons who may qualify under the terms of this procedure (See, attachment A “Guidelines and Criteria”). 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 ACCESS Department, where they are asked to complete a form, which indicates their disability, which is required by the State Auxiliary Learning Aids regulations. In addition, they will be asked to supply appropriate documentation to verify the disability.

Depending on the disability, documentation must be sent from a licensed or certified professional such as a medical doctor, neurologist, audiologist, psychologist, education specialist, or other health care specialist, and 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 or a CLAS/TABE Waiver and who have learning disabilities should have a psycho-educational or neuropsychological evaluation not older than 3 years at the time it is presented to the college, which includes a battery of generally accepted, current, and well-standardized assessment tests including IQ, comprehensive academic achievement, and cognitive processing tests. (See, attachment A “Guidelines & Criteria” regarding documentation.) 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 College determines that the documentation does not support the “disability” claim of the student. In addition, the College reserves the right to request refer the student to a designated professional for a new evaluation at the College’s expense.

D. Maintaining Confidentiality

Student records will be maintained securely at all times. Only designated ACCESS Department staff and their supervisors shall have access to documentation of disability. Student data entered in Odyssey under disability screens will be accessible only to those College personnel designated by each campus ACCESS Director. At all stages in the process of requesting accommodations,
College staff will maintain its confidentiality. At the discretion of the ACCESS Director and upon the request of the student, parent or guardian if the student is a dependent student as defined in Title 26 U.S.C. s. 152 of the Internal Revenue Code or has legally appointed guardian, sensitive information in the documentation may be excluded in the Course Substitution or CLAS/TABE Waiver review processes if it is not related to the disability condition prompting the Substitution or Waiver.

E. Admission to Programs

As a College with an "open door" admissions policy, Miami Dade College provides equal educational opportunity for every individual. Applicants with disabilities are provided with appropriate testing accommodations on the basic skills assessment tests. 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 by the program manager 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.

F. Identification of Instructional Support Services, Reasonable Course Substitutions, CLAS/TABE Waivers or Formal Program Modifications

Appropriate instructional support services are offered for students with a documented disability. Such
auxiliary aid assistance must be arranged through the campus ACCESS Department. Course modifications (e.g. additional time on tests, oral versus written tests, etc.) and other forms of special assistance will be provided for students based on the appropriate documentation. Before course substitutions are considered, students will normally be expected to demonstrate and establish that they made at least one valid attempt to complete the course requirement while receiving services from the campus ACCESS Department. In some cases such as situations where students have already taken the class for which their scores or academic placement qualifies them three or four times at this College and they are cannot meet this requirement. In lieu of an attempt with support, students will be asked to gather information concerning their earlier attempts. Information from professors and/or letters from tutors should be attached. Campus ACCESS Departments may also attach a one-time assessment to provide information concerning the student’s mathematical ability. However, in those situations where special course modifications and accommodations are not sufficient to permit the student with a disability to successfully complete the requirement, course substitutions may be requested through the campus ACCESS Department.

The campus ACCESS Directors, working in conjunction with the Discipline Committee Conveners and Academic Deans will be responsible for maintaining, reviewing, and updating the recommended course substitutions list (see, attachment B, List of Approved Course Substitutions) on a regular basis. Any updated listing of course substitutions will be submitted by the appropriate Academic Dean (“lead” Dean for the discipline or school) to the College Academic and Student Support Council (CASSC) via the curriculum approval process for review and approval as needed. Any exceptions to the approved substitution list must be recommended by the discipline chair through the chair’s approval path to the discipline or school ‘lead” Academic Dean, who will make the determination regarding that exception. The College-wide ACCESS Committee and campus offices for Academic Advisement will make this information about course substitutions readily available for student inquiries. The availability of course substitutions and CLAS/TABE 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. A publication developed by the College-wide ACCESS Committee is distributed by the ACCESS Departments to staff in the Registration Office, the office for Academic Advisement, and the New Student Center to apprise potentially qualified students of this procedure and refer an interested student to the campus...
ACCESS Directors.

Student requests for course substitutions and/or a CLAS/TABE Waiver, if applicable, (refer to section G) or formal program modifications will be considered in accordance with the following guidelines:

1. Students must earn a grade of “C” or better in at least 12 non-elective college level credits required for an Associate in Arts degree, or an Associate in Science degree designated by the State of Florida that requires CLAS for transfer purposes, before requesting course substitutions or formal program modifications.

2. The Course Substitution Request Form and the CLAS/TABE Waiver Request Form (see, attachment C for copies of each form) for students seeking an Associate in Arts degree or an Associate in Science degree designated by the State of Florida that requires CLAS for transfer purposes, will be submitted with all appropriate documentation by the respective campus ACCESS Directors to the College-wide ACCESS Committee for consideration. The College-wide ACCESS Committee will be responsible for confirming that:
   a. the Department Chair from the appropriate disciplines at the respective campus has reviewed and signed off on the student’s request unless an exception is being made. In that instance the form must be approved by the “lead” Dean of the discipline or school,
   b. the documentation of the disability is valid,
   c. the course substitution requested along with formal program modification information for the individual situation is appropriate,
   d. for the requested course substitution, the student has made a valid attempt to complete a course in the area in which substitution is sought, at the level determined by the student’s placement score. That attempt must have been made with documented tutorial support and should include other documented support as available (extra time taking tests and specific assistance from the professor or lab tutors (see special
c. Other factors deemed relevant by the College-wide ACCESS Committee are satisfied.

If approved by the College-wide ACCESS Committee, each substitution request for any CLAS impacted courses of the required communications or mathematics courses, including the documentation of disability, will be submitted to the campus Academic Dean for final approval or denial. If the course substitution is approved by the campus Academic Dean from the approved substitution list, the request will then be forwarded to the CLAS/TABE Waiver Committee for Students with Disabilities for their consideration. In the event a course not on the substitution list is offered, the approval must come from the “lead” Dean for the discipline/school. Students will be informed by letter of the decision made by the Committee and an email shall also be sent to the campus ACCESS Department and the Campus Advisement Director or his or her designee communicating the decision that has been reached.

The campus ACCESS Department will notify the student if the course substitution is approved, and the approved course substitution document will be forwarded to the campus Advisement Office for entry in the Odyssey Degree Audit System after substituted courses are successfully completed.

If the course substitution is approved by the Academic Dean, and the student is seeking an Associate in Arts degree or an Associate in Science degree designated by the State of Florida that requires CLAS for transfer purposes, a CLAS Waiver Request will be forwarded from the campus Academic Dean’s Office to the CLAS Waiver Committee for Students with Disabilities for a timely decision.

G. Students in AS Degree Programs Requiring Satisfaction of College Readiness in Mathematics

Some AS Degrees have no mathematics requirements except that students are required to show either approved test scores or course completion that they have met the requirement that they are college-ready in mathematics.
MANUAL OF PROCEDURES

PROCEDURE NUMBER: 4055

PROCEDURE TITLE: ACCOMMODATIONS PROVIDED FOR STUDENTS WITH DISABILITIES

STATUTORY REFERENCE: Section 504, 1973 Rehabilitation Act; 1990 Americans With Disabilities Act; Sections 1007.264 and 1007.265, Florida Statutes; State Board Of Education Rule 6a-10.0311, 6a-10.040, and 6a-10.041, Florida Administrative Code.

BASED ON POLICY: 1-21: EQUAL ACCESS/EQUAL OPPORTUNITY

EFFECTIVE DATE: February 7, 1992

LAST REVISION/REVIEW DATE: Revised: May 18, 2004

In these cases, students with disabilities must complete the Course Substitution and CLAS/TABE Waiver Form and submit it with supporting documentation. These requests will be handled in the same manner as other course substitution requests except that, once approved, the District Testing Office will make a change in the student’s record indicating that the preparatory requirements in mathematics have been met by permission. A TABE Waiver Form which is signed by the ACCESS Director. This form is submitted with supporting documentation to the College-wide ACCESS Committee for their review. If it is accepted, the Chair signs it.

The ACCESS Director on the originating campus presents the form to the Director of Academic Advisement and the student’s CPT requirement is then changed to show that the requirement has been met.

The form will be retained in the ACCESS Department in the student’s folder.

Should the student later change to an AS degree program with a mathematics requirement or choose to pursue an AA degree, a new request for course substitution and/or CLAS waiver must be submitted following the usual procedures.

H. Requests for CLAS Waivers

The provisions provided in State Board of Education Rule 6A-10.0311, Assessment of Student Attainment of College-Level Communication and Computation Skills shall be applied for evaluating requests for exemption from the testing requirements of this rule, which are submitted by students with disabilities. A CLAS Waiver Request must be submitted at the same time as the course substitution request unless a course substitution has already been approved (refer to Section F-2). The student must have earned a grade of “C” or better in at least 12 credits of non-elective college level work required for an A.A. degree or A.S. degree designated by the State of Florida that requires CLAS for transfer purposes before the CLAS Waiver request is submitted.

All CLAS Waiver Requests will be submitted utilizing the procedures outlined in Section F-2. The student should have made at least one attempt at the CLAS subtest under consideration. This generally would not apply to students granted course substitutions in those courses that
MANUAL OF PROCEDURES

PROCEDURE NUMBER: 4055
PROCEDURE TITLE: ACCOMMODATIONS PROVIDED FOR STUDENTS WITH DISABILITIES
STATUTORY REFERENCE: Section 504, 1973 Rehabilitation Act; 1990 Americans With Disabilities Act; Sections 1007.264 and 1007.265, Florida Statutes; State Board Of Education Rule 6a-10.0311, 6a-10.040, and 6a-10.041, Florida Administrative Code.
BASED ON POLICY: 1-21: EQUAL ACCESS/EQUAL OPPORTUNITY
EFFECTIVE DATE: February 7, 1992
LAST REVISION/REVIEW DATE: Revised: May 18, 2004

prepare a student for CLAST subtest (e.g., MAC 1105 and MGF 1106). The College-wide ACCESS Committee will review all CLASWaivers submitted either as part of the Course Substitution process or as a separate Waiver based upon disability condition, and will indicate whether it approves or disapproves the Waiver.

An approved request will be submitted to the District Institutional Research Office by the Campus Academic Dean. The CLAST Waiver Request will be reviewed by the CLAST/TABE Waiver Committee for Students with Disabilities. Following approval or denial at any stage, the student will be advised in writing of the decision. The communication to the student must make clear that under State Rule the College will not officially grant the waiver unless it is in conjunction with the completion of all graduation requirements for the awarding of the degree. ACCESS Directors will alert the Graduation Advisor who will notify the CLAS Testing Specialist in the District Institutional Research Office to post the CLAS Waiver when a student has met graduation requirements. Subsequent to the posting, the CLAS Testing Specialist completes required documentation for reporting the granting of the CLAST Waiver to the State.

The CLAS Waiver can be approved at any time during the student's career; however, entry in on Odyssey cannot be made for a waiver until the student has met all other requirements for graduation with an Associate in Arts degree, or an Associate in Science degree designated by the State of Florida that requires CLAS for transfer purposes, or for admission into one of the College's upper division programs.

I. Requests for TABE Waivers

Waiver of the subtest requirements of the TABE will be initiated based on an official request from a student who has a documented disability that affects his or her ability to be successful in the subtest for which he or she is requesting a waiver. Before a TABE Waiver can go forward, the ACCESS Director on the respective campus shall seek the approval in writing signed by the Vocational Career Certificate Program/School Director using the CLAST/TABE Disability Waiver Request Form (copy attachment C). The student should have taken the TABE subtest from which he or she is seeking to be exempted at least twice before the TABE waiver request is submitted. The respective campus ACCESS Director
will submit the completed form and the attached documentation to the College-wide ACCESS Committee for consideration. The College-wide ACCESS Committee will be responsible for including a designated representative from the Vocational Program/School that the student is seeking to enter during the consideration process and for confirming the following:

1. The validity of the documentation of the disability.
2. The appropriateness of the TABE waiver request.
3. Other factors deemed relevant by the college-wide group of ACCESS Directors.

Following approval by the College-wide ACCESS Committee, final review of the TABE waiver request packet will be by the campus Academic Dean. The request will then be forwarded to the CLAST/TABLE Waiver Committee for Students with Disabilities for their consideration and approval. Following approval or denial, the student will be advised in writing of the decision. The communication to the student must state clearly that the college will not officially grant the waiver of TABE exit requirements unless it is in conjunction with the completion of all other graduation requirements for the awarding of a vocational certificate. The availability of such a waiver will be included in various college publications. A memorandum outlining the procedure will be circulated to appropriate managers by the Academic Dean on each campus.

J. Appeals

Any student may submit an appeal to the next level of the review process regarding the denial of a course substitution, a CLAS waiver, or a TABE waiver request. The findings of the CLAST/TABLE Waiver Committee for Students with Disabilities may be appealed directly to the College President.

K. Student Records

Student records will be maintained to reflect dates and specific requests for services as well as the nature of services received. Records of each request for a program/course substitution, or modification will be forwarded by the campus ACCESS Director to the College Director of Equal Opportunity Programs for permanent retention and completion of required state reports. Files
MANUAL OF PROCEDURES

PROCEDURE NUMBER: 4055
PROCEDURE TITLE: ACCOMMODATIONS PROVIDED FOR STUDENTS WITH DISABILITIES
STATUTORY REFERENCE: Section 504, 1973 Rehabilitation Act; 1990 Americans With Disabilities Act; Sections 1007.264 and 1007.265, Florida Statutes; State Board Of Education Rule 6a-10.0311, 6a-10.040, and 6a-10.041, Florida Administrative Code.
BASED ON POLICY: 1-21: EQUAL ACCESS/EQUAL OPPORTUNITY
EFFECTIVE DATE: February 7, 1992
LAST REVISION/REVIEW DATE: Revised: May 18, 2004

providing full documentation for individual students will be maintained by the campus ACCESS Directors.

The Institutional Test Administrator (ITA) in the District Institutional Research Office will maintain records of the requests for CLAS and TABE Waivers.

L. Articulation

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. The ACCESS Director at each campus will be responsible or working with the student to gather documentation of disability and course modifications or substitutions. The Dean of Students on each campus will be responsible for assuring that substitutions are appropriately entered into the student records.

When initiating a course substitution request, a student will be advised to contact any college or university to which the student is planning to transfer in order to determine whether the course substitution will be accepted at that institution and also determine the extent to which the course substitution affects a student’s planned program of study.

M. Resource and Web Site Information

The following resources and web sites provide additional recommendations and/or information for the procedures.


See www.disability.gov for federal laws, regulations, and guidelines.

Additionally, attached to this procedure is an email from the Vice-Chancellor of the Florida State College system which clarifies some issues surrounding the granting of CLAS Waivers.
M. CLAS/TABE Waiver Committee for Students with Disabilities Committee

This committee shall consist of at least four members. Three district members (Provost for Academic and Student Affairs, Associate provost for Academic Programs, and the Institutional Test Administrator) and one campus Director from the College-wide ACCESS Committee elected by that group.

Attachments:  A: Guidelines and Criteria  
B: List of Approved Course Substitutions  
C: Course Substitution Request Form and CLAST/TABE Waiver Request Form
GUIDELINES AND CRITERIA
For Course Substitutions and CLAS/TABE Waivers

The following should serve as guidelines for the student with a disability and serve as minimal criteria for Course Substitutions and CLAS Waivers as set out in District Procedures 4055, Section VII, A & B:

Course Substitutions

1. The student must have earned a grade of “C” or better in at least 12 non-elective college level credits required for an Associate in Arts degree, or an Associate in Science degree designated by the State of Florida that requires CLAS for transfer purposes.

2. The student has documentation to support that a valid attempt has been made to complete a course in the area in which substitution is sought, at the level determined by the student’s placement score. That attempt must have been made with documentable tutorial support and may include other forms of support such as extra time taking tests and specific assistance from the professor and/or laboratory personnel (e.g., this documentation must include specific evidence of tutorial support and may include statements from instructors or other individuals who have provided assistance).

3. Psycho-educational and neurological evaluations used in support of course substitutions should include the following:
   a. Identification of the professional(s) responsible for the evaluation and information regarding their licensure or certification.
   b. Dates of the evaluation.
   c. A listing of all intelligence and other tests and measures used along with standard scores.
   d. Achievement tests in reading and language that address technical decoding abilities as well as comprehension and written expression.
   e. Achievement tests in mathematics that address computational as well as problem solving skills.
   f. Aptitude testing that includes abstract or fluid reasoning, visual, auditory, and general perceptual motor processing.
   g. A specific diagnosis.
   h. Recommendations for accommodations or program modifications.

Because of the wide variety of evaluations that must be evaluated, it is expected that committees will use good judgment in determining if there is sufficient data to justify a course substitution even if some of these elements are missing from a given report.

4. Generally, diagnostic evaluations should not be administered by employees of Miami Dade College except in cases approved by the college-wide group of ACCESS Directors. Usually, this will only occur if additional diagnostic information is needed. The CLAS/TABE Waiver Committee for Students with Disabilities may also request additional internal testing before arriving at a decision.

5. The student is responsible for contacting any college or university to which the student is planning to transfer in order to determine if and how the course substitution will be honored and affect the student’s planned program of study. However, it is expected that ACCESS departments will help students establish the validity of the course substitution to the area of study the student has chosen.

CLAS/TABE Waivers

1. Any student who has completed the subject area course requirements in the area for which a waiver is being sought, must have made at least one attempt at a CLAS-approved examination in that area. Any student who does not meet these criteria shall not be required to have made an attempt at a CLAS-approved examination in that area.

2. The student should have made at least two attempts at the TABE subtest for which a waiver is being sought.

3. Psycho-educational and neurological evaluations used for either CLAS or TABE Waivers must meet the same criteria as outlined for course substitutions.

Change of Failing Grades in Course Substitution Subject Area

Once a course substitution has been approved by the CLAS Waiver for Students with Disabilities Committee, the ACCESS Director will initiate a request that will change all grades of “F” or “U” to “W” in the subject area where the course substitution has been approved. This request will be submitted to the Campus Dean of Students.

__________________________________________________   ______________
Student Signature     Date

Copy for student
Original signed by student kept in student file