

## Brothers, Sheila C.

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**From:** Collett, DeShana  
**Sent:** Friday, March 24, 2023 3:03 PM  
**To:** Brothers, Sheila C.  
**Subject:** FW: Senate UK Core Education Committee: Policy documents  
**Attachments:** Course Substitution Policy approved 032223.docx; UK Core Exceptions Subcommittee Proposed Changes approved 032223.docx; Course Substitutions For Learn Disorders.pdf

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**From:** Tanaka, Keiko <[ktanaka@email.uky.edu](mailto:ktanaka@email.uky.edu)>  
**Date:** Friday, March 24, 2023 at 2:40 PM  
**To:** Collett, DeShana <[DCollettPAC@uky.edu](mailto:DCollettPAC@uky.edu)>  
**Subject:** Senate UK Core Education Committee: Policy documents

Dear Chair DeShana Collett & Senate Council Members

Attached please find two documents that have been approved by the Senate UK Core Education Committee (SUKCEC) on March 22, 2023.

### **2. Course Substitution Policy for Students with Learning Disabilities.**

In response to the request by Chair DeShana Collett, SUKCEC developed this document. Currently, there is no educational policy concerning “course substitution” for students with or without learning disabilities. According to Dr. Leisa Pickering and David Beach at the UK Disability Resource Center (DRC), the attached document titled “Course Substitution due to Specific Learning Disorders” has been used for three decades. *Please note that this document is not a policy document, but rather an agreement made between the DRC and the University administration.*

Because the University Foreign Language requirement is outside the scope of SUKCEC work defined in SR 1.4.3.3.2., we only focused on the development of a course substitution policy to satisfy the Quantitative Reasoning Core requirement, which consists of Quantitative Foundation and Statistical Inferential Reasoning areas. We request that the Senate Council assign the task concerning course substitution for the University Foreign Language requirement to another Senate committee.

In order to develop the policy document on course substitution, SUKCEC created a working group among a wide range of faculty experts, including the following individuals. The working group met twice in February. Then, SUKCEC voting members/area experts (Bird-Pollan, Gebert, Ngyuen, Wilhelm, and me) met to draft the document.

- Margaret Bausch, COE Special Education
- David Beach, DRC
- Stefan Bird-Pollan, Philosophy (SUKCEC – US Citizenship are expert)
- Sam Choo, COE Special Education
- Mark Gebert, Statistics (SUKCEC – Statistical Inference Reasoning area expert)
- Davy Jones, Toxicology & Cancer Biology (SDAC)
- Margaret Mohr-Schroeder, COE Math Education
- Shauna Morgan, CELT (SUKCEC – Teaching & Learning)
- Nick Nguyen, Mathematics (SUKCEC – Quantitative Foundations area expert)
- Leisa Pickering, DRC
- Keiko Tanaka, Community & Leadership Development (SUKCEC – Chair/Social Science area expert)
- Megan Wallace, Philosophy

- Ron Wilhelm, Astronomy & Physics (SUKCEC – Natural, Physical, and Mathematical Sciences area expert)

The following items were reviewed by the working group to discuss issues associated with course substitution for students with math learning disabilities:

1. **Course Syllabi.** Course syllabi of MA 111 (QFO), STA 210 (SIR), PHI 120 (QFO), PHI 100, PHI 130, FAM 251, and other non-MA courses under QFO area;
2. **Demographic Data of UK Students.** Comparison of demographic characteristics of **168 students** with approved course substitution over the last 10 years with the total enrolled undergraduate students. I requested the DRC to provide a percentage of student athletes among 168 students. However, that data was never provided.
3. **Benchmark Information.** Course substitution websites of the following universities: Arkansas State University, Auburn University, Louisiana State University, Mississippi State University, Texas A&M University, University of Alabama, University of Arizona, University of Arkansas, University of Florida, University of Georgia, University of Mississippi, University of Missouri, University of South Carolina, and University of Tennessee
4. **Literature.** Literature on the topic:
  - a. Forsbach-Rothman, Terry, Fernando F. Padro, and Jennifer Rice-Mason (2005). "Course Substitution Practices, Policies, and Implications for Students with Disabilities." *NACADA Journal*, 25(1): 17-25.
  - b. Reinholtz, Daniel Lee (2021). "Disability, mathematics, and the Goldilocks conundrum: Implications for mathematics education." *For the learning of the mathematics* 41(2): 9-20.
  - c. Soares, Neelkamal, Teresa Evans, and Dilip R. Patel (2018). "Specific learning disability in mathematics: a comprehensive review." *Translational Pediatrics*, 7(1): 48-62.
  - d. SUKCEC's minutes concerning DRC's request for course substitution

To develop the new policy, SUKCEC reps focused **the decision-making process for course substitution** to satisfy UK Core requirements, particularly the question on ***who should have the authority to review the request and determine which course to be used as course substitution***. The DRC is a non-academic unit. We feel strongly that the authority to determine course substitutions, which are academic matter, should be held by student's major program(s) and college(s). In benchmarking, we've learned that most universities use a committee, which consists of faculty, department leaders (e.g., chair or chair designate), and DRC representatives, to review the request for course substitution from students with learning disability. Another concern I raised is the overrepresentation of "Black or African American" and "URM" students as well as certain colleges (i.e., CAFÉ, FA, SW) who have received course substitution approval in the last 10 years. Please note that the total number of students who received an approval for course substitution is extremely small.

Finally, PHI 120 has been offered as a non-math course that satisfies the UK Core QFO. Many benchmark institutions use a course like our PHI 120 as a substitute to satisfy their math requirement. The Philosophy Department strongly opposes the use of PHI 100 and PHI 130 to satisfy the Quantitative Reasoning requirement. Based on the conversations with those who have taught PHI 120, MA 110, and STA 210, it is very difficult to fail these courses if students attend the class regularly and complete the assignments.

We believe that if the UK is committed to DEI as a core value, a policy such as this should not be necessary since all courses under the General Education Program (in our case, the UK Core program) should be designed to be inclusive to **all** students. At the same time, we believe this educational policy is necessary at this point in time. By creating a concrete and robust process for course substitution, the document enables all the parties, whom we believe need to be included, will participate to collectively make a decision for students.

Concerning the course substitution for the University Foreign Language Requirement, we request the Senate Council review the current policy on the requirement (SR 3.1.1.1.3) and specify which entity oversees this requirement and manages exceptions. I have requested the A&S College for opinions on this matter. However, as of today, I have not yet received any responses from any units, including Associate Dean for Academic Affairs, Associate Dean for Advising, and Chairs of Modern & Classical Language & Literature and Hispanic Studies. A&S Senator Molly Blasing graciously has

agreed to facilitate conversations within the MCL Department (her own department) that will contribute to shaping a future policy on course substitution to satisfy the University Foreign Language Requirement.

I am happy to answer any questions you may have about these documents.

Thank you for your support.

Sincerely,

Dr. Keiko Tanaka (田中敬子)

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