

# 13.99.99.R0.43 Course Substitution Process for Students with Disabilities

Approved May 29, 2024

Next Scheduled Review: May 29, 2029



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## Procedure Summary

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Student Disability Services will not support a student's request for a course substitution if the course is essential to a student's major. A student should consider the impact the substitution of a general education course may have on the completion of his/her major requirements. In addition, it should be noted that if a student changes majors, a course substitution previously granted may have to be reevaluated as it may not be acceptable for use with another major.

The Course Substitution Process and Procedures outlines the responsibilities of students with disabilities who make a request for substitutions for courses such as foreign language, mathematics, and/or fitness and recreation activities (FRA) and the roles of those involved in the decision-making process.

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## Procedures and Responsibilities

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### 1 STUDENT RESPONSIBILITIES

#### 1.1 Submit a Request for Course Substitution Form

A student requesting a course substitution must submit a *Request for Course Substitution* form (page one). This form initiates a course substitution review process through Student Disability Services. *Request for Course Substitution* forms are available from Student Disability Services, Velma K. Waters Library room 162 or at the [Student Disability Services](#) website. This form also affords a student the opportunity to make a *Statement of Academic History*. This statement should include information about a student's academic experience in the foreign language, mathematics, fitness and recreation activities, and/or other course(s), for which a substitution is being requested, and the impact the student's disability has had on his/her subsequent ability to perform in the course(s). When completed, the form must be returned to Student Disability Services.

## 1.2 Submit an Evaluation or Documentation of Disability

A student requesting a course substitution must provide a copy of his/her current evaluation/documentation to Student Disability Services. The following key components of an evaluation, when addressed, will assist in properly documenting the need for a course substitution:

### 1.2.1 Foreign Language

- 1.2.1.1 A developmental delay in speech acquisition or other type of early difficulty in sound production or sound-symbol association ability;
- 1.2.1.2 Evidence of a significant on-going auditory processing problem;
- 1.2.1.3 A history of difficulty acquiring a second language during the K-12 years;
- 1.2.1.4 A history of inability to perform adequately in college-level foreign language classes;
- 1.2.1.5 Documentation of deficits in the phonological, syntactic, semantic and memory skills necessary in foreign language learning. Tests like the Modern Language Aptitude Test or the Comprehensive Test of Phonological Processing explore these deficits.

### 1.2.2 Mathematics

- 1.2.2.1 A history of difficulty in acquiring essential mathematical skills in the K- 12 years;
- 1.2.2.2 A history of inability to perform adequately in college-level mathematics courses;
- 1.2.2.3 Documentation of a learning disability in mathematics.

### 1.2.3 Fitness and Recreation Activity

Documentation of disability that prohibits the student from participating in a physical activity course.

### 1.2.4 Other

Documentation indicating disability and how it affects the student's ability to complete the requirements of the course.

## 2 ROLE OF STUDENT DISABILITY SERVICES

Upon receipt of a student's *Request for Course Substitution* form and evaluation, Student Disability Services will:

- 2.1 Review a student's *Request for Course Substitution* form, his/her evaluation, documentation of disability, evidence that the student has taken advantage of all accommodations and support available in prior attempts to meet the requirement, and academic transcript.
- 2.2 If a substitution is recommended by Student Disability Services, the Director of Student Disability Services will sign the *Request for Course Substitution* (page two) form and include any formal recommendations based on review. The *Request for Course Substitution* form will be forwarded to the student's faculty mentor or success coach.

### 3 ROLE OF STUDENT'S COLLEGE LIFE COACHES OR FACULTY MENTOR

Upon receipt of a student's *Request for Course Substitution* form from Student Disability Services, the student's college life coach or faculty mentor will:

- 3.1 Consider the significance of the particular course requirement to the student's academic program and how program requirements may be affected.
- 3.2 The faculty mentor or success coach will sign the *Request for Course Substitution* form indicating whether or not they support a course substitution and include any formal recommendations based on review. The *Request for Course Substitution* form will be forwarded to the department head of the student's academic department.

### 4 ROLE OF STUDENT'S DEPARTMENT HEAD

Upon receipt of a student's *Request for Course Substitution* form from the student's faculty mentor or success coach, the department head of the student's academic department will:

- 4.1 Review the *Request for Course Substitution* form and any recommendations made thus far.
- 4.2 Consider the significance of the particular course requirement to the student's academic program and how program requirements may be affected.
- 4.3 Complete the *Request for Course Substitution* form indicating whether or not he/she support a course substitution and include any formal recommendations based on review. The *Request for Course Substitution* form will be forwarded to the dean of the student's academic college.

### 5 ROLE OF DEAN OF ACADEMIC COLLEGE

Upon receipt of a student's *Request for Course Substitution* form from the student's department head, the dean of the student's academic college will:

- 5.1 Review the *Request for Course Substitution* form and any recommendations made thus far.
- 5.2 Make a final decision on whether or not the student's *Request for Course Substitution* will be approved or denied. Once a decision has been made and the dean has signed off on the *Request for Course Substitution* form, the form will be forwarded back to the Student Disability Services office.

## 6 FINAL ROLE OF STUDENT DISABILITY SERVICES:

Upon receipt of a student's *Request for Course Substitution* form from the dean of the student's academic college, Student Disability Services will:

- 6.1 Forward the original *Request for Course Substitution* form to the Registrar's Office to be placed in the student's file.
- 6.2 Notify the student and his/her college life coach or faculty mentor in writing of the decision made regarding the *Request for Course Substitution*.

\*The student has a right to appeal the decision made regarding the *Request for a Course Substitution*. The student filing an appeal must follow the [13.01.99.R0.01 Students with Disabilities](#) Grievance Procedures.

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## Related Statutes, Policies, or Requirements

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[Americans with Disabilities Act](#)

[Section 504 of the Rehabilitation Act](#)

University Procedure [13.99.99.R0.42 Students with Disabilities](#)

Suspends University Procedure *13.01.99.R0.02 Course Substitution Process for Students with Disabilities*

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## Revision History

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Revised November 7, 2024 (University Name Update)

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## Contact Office

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Student Disability Services  
903-886-5150  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)