



Information on how to apply for a
Foreign Language Substitution Package
for students under the 1971 degree
requirements (started your first college
experience after high school graduation
prior to May 2007)

The Fall 2017 deadline to submit a completed application (5 copies each of all required documents) to room 110 Ingraham Hall at 1155 Observatory Drive is Friday, September 29, 2017, by 4:00 p.m.

****Please note that the Foreign Language Substitution Package is available only to students pursuing an undergraduate degree in the College of Letters & Science (L&S)**

L&S Foreign Language Requirement: Substitutions for Students with Certain Disabilities

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I. Introduction

The Disabilities Curricular Accommodations Committee (DCAC) of the College of Letters and Science can approve a substitution to the foreign language requirement for students *in Letters and Science only* with certain disabilities that make a course substitution appropriate. Extensive and very specific documentation is required from students and disability specialists. Further information may be obtained from the L&S Undergraduate Academic Deans' Services (room 110, Ingraham Hall, at 1155 Observatory Drive; (608) 262-0617) or the McBurney Disability Resource Center (702 W. Johnson St.; (608) 263-2741).

A flowchart summarizing the procedure appears on p. 3 of this document. **Note that an appointment at the McBurney Center is required before submitting the application.** This appointment should be made no less than **one semester prior** to applying for the substitution package. McBurney Center staff will help you determine what documentation is necessary for the application, as well as assess whether additional testing is required. (Documentation guidelines for the clinician are provided on pp. 6-7.)

Students are encouraged to file the application early (for freshmen, sophomores, and juniors, no later than the fourth week of their third semester in residence; for senior transfers, no later than the fourth week of their first semester in residence, excluding summer sessions). The Committee meets once during the fall semester and once during the spring semester. It does not meet in the summer. *Please note that students who apply in their senior year may delay graduation.*

Students who are approved for a foreign language substitution package are required to meet with the Dean's representative from the committee as soon as possible after approval to develop the substitution package.

II. Checklist of materials needed

The following is a checklist of materials required. **Students must assemble and submit five (5) copies of all materials to the Disabilities Curricular Accommodations Committee (DCAC) within L&S Academic Deans' Services (Room 110, Ingraham Hall) by the end of the fourth week of the semester in which they wish to present their case for review (either fall or spring).** The required documents are:

1. High school transcript and transcripts from other postsecondary institutions you may have attended prior to UW-Madison (need to contact original high school or other institution of higher learning for these records if you do not have copies)
2. College transcript
3. Student application form (see p. 7)
4. Copy of McBurney Center VISA (Verified Individual Services and Accommodations) plan if student has one
5. Other relevant and current disability documentation assembled in consultation with McBurney Center staff

III. Disability Documentation Guidelines

In order to establish disability, students must submit written documentation that is **no more than three years old**, and that meets UW-Madison disability documentation guidelines. For full details see the McBurney Center document titled "Disability Documentation Policies" or go to <http://www.mcburney.wisc.edu/information/documentation/disdocpolicies.php>.

In addition to providing documentation of a specific condition or disorder, students must also provide information that specifically addresses how their disability disproportionately affects foreign language acquisition. In other words, what is it about the disorder that interferes with the student's ability to pass successive semesters of foreign language but may or may not present the same barrier to learning in other academic coursework? Alternative explanations for lower-than-expected performance in foreign language (e.g., motivation, lack of prior learning opportunities, low aptitude, or other disabilities) should be considered and ruled out when making a recommendation for a course substitution. This information shall be provided both by the student in a personal statement and by the student's treating professional(s).

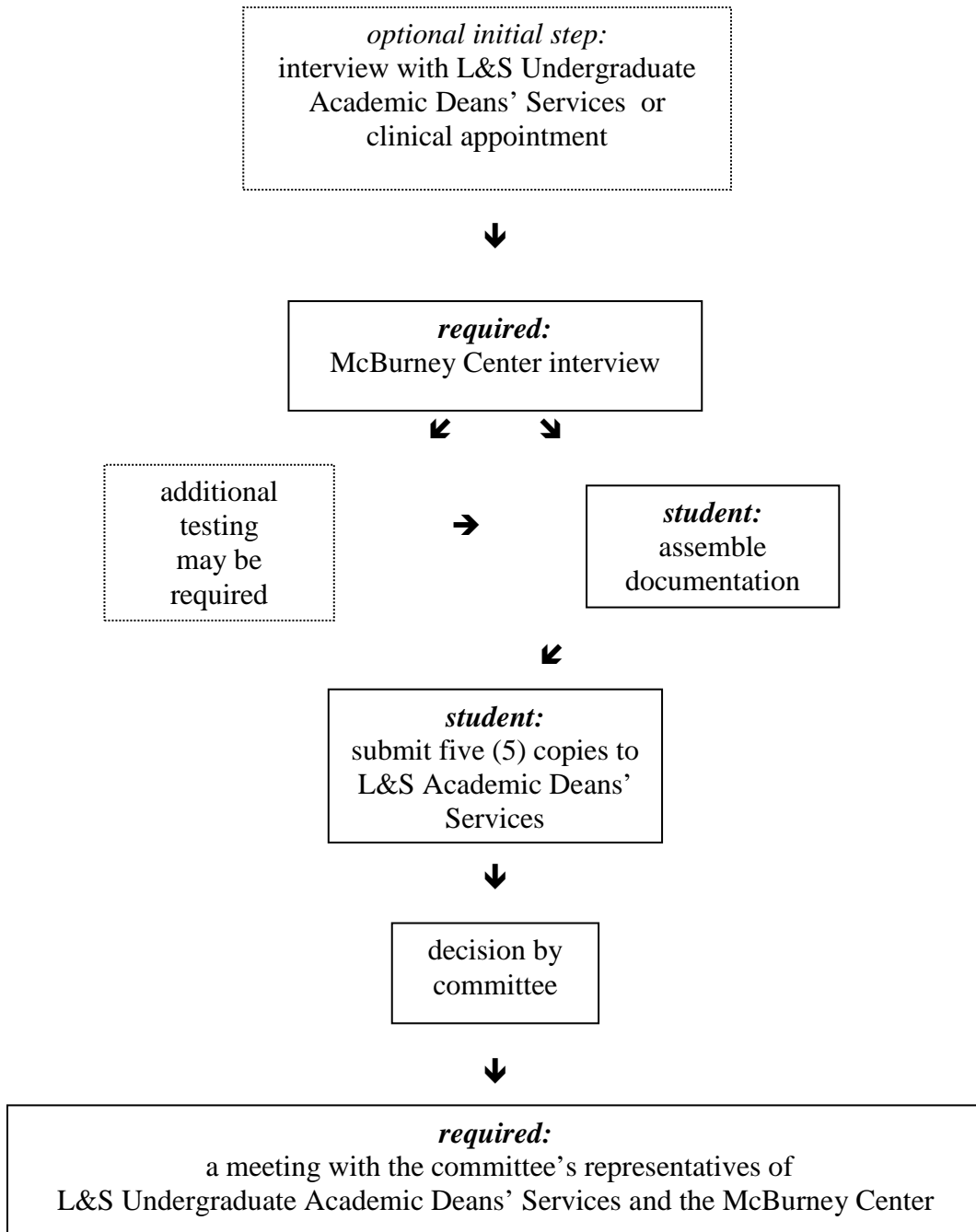
It is the responsibility of the student to provide sufficient information to permit the DCAC to fully understand and appreciate how the student's disability specifically and substantially interferes with foreign language learning. Documentation that suggests the disorder(s) may affect learning more globally and is not uniquely tied to foreign language acquisition may be considered insufficient to establish a clear need for a substitution package in this single curriculum area. The committee may recommend that the student engage in additional assessment or provide more complete information to reconsider such a case.

Students may be tested for a nominal fee at a campus assessment clinic; however, please be aware that these clinics often operate with a two-to three-month waiting list. If current documentation is needed, students are advised to plan well in advance. Alternatively, if they so choose, student may be tested by private psychologists or learning disabilities specialists qualified to administer and interpret

the required examinations. The McBurney Center staff can advise students of assessment options.

IV. FLOWCHART FOR APPLICATION FOR A SUBSTITUTION

PACKAGE FOR THE FOREIGN LANGUAGE REQUIREMENT



V. Substitution Packages

1971 Curriculum - Foreign Language Substitution Requirements

The Foreign Language Substitution Package is designed to fulfill the faculty's intention in requiring foreign language as a part of the college curriculum. Specifically, the Foreign Language Substitution Package, like the foreign language requirement, provides students with information about the structure of language as well as the literature and culture of the people using that language.

Courses used to meet the substitution must be approved by the designated academic dean. These courses cannot fulfill any other college requirements except the 60, 80, and 100 Credit Rules and the total credits needed to graduate.

If approved, B.A. and B.S. students must complete the following:

1. A writing course (typically ENGL 201, 207, 304, 307, 400, 407, 408, 409, 410)
2. Linguistics 101 *or* CS&D 240 *or* Psych 421 (note that the latter has a prerequisite of Psych 225, and that if this is taken as a part of the substitution package, it cannot satisfy a requirement for the Psychology major)

B.A. students must additionally complete the following:

Three courses related to a country, region, or a group of countries sharing a common language:

- a. Literature
- b. History or culture
- c. General elective

B.S. students must additionally complete the following:

Two courses related to a country, region, or a group of countries sharing a common language:

- a. Literature
- b. History/culture or relevant elective

Students who have completed and passed a foreign language course or courses prior to appealing to the Disabilities Curricular Accommodations Committee may use a maximum of two college semesters (or two high school years) in the same language toward the substitution package as follows:

- first semester or equivalent (e.g., first year/unit of a high school foreign language) meets requirement #2 above
- second semester or equivalent (e.g., second year/unit of a high school foreign language) in the same language meets the history or culture requirement under letter "b" above

VI. Denial of Request

Students who are denied a Foreign Language Substitution may submit additional materials for reconsideration by the Committee at its next meeting.

**Student Application Form
for a Substitution Package for the L&S Foreign Language Requirement**

Please provide the committee with the following information (you may use this form or a separate sheet to answer the questions). **Please provide a typed or word process response to questions below.**

Name: _____ Class Standing: _____
 Local Address: _____ Major: _____
 _____ ID or SSN: _____
 Local Phone: _____ Anticipated graduation date: _____

1. What is your disability?
2. When was your disability diagnosed?
3. Are you receiving or have you received treatment, accommodation, or services for your disability? If so, include that information.
4. If so, how effective have these accommodations/services been for you in general?
5. Provide a description of your foreign language experience, including:
 - the number of years/semesters of previous foreign language studies
 - grades for each course taken (may be provided via high school/college transcripts)
 - academic or tutorial support you may have received
 - modification of the course standards or activities (if any)
 - provision of accommodation (if any)
6. In what way do you feel your disability specifically interferes with foreign language learning such that a course substitution is warranted?
7. OPTIONAL: What alternative educational experience and/or coursework would you propose to fulfill the intent of the foreign language requirement in the College of Letters and Science? (Be sure to review the section on appropriate packages before responding to this.)

To: Treating Professional
From: Disabilities Curricular Accommodations Committee
College of Letters & Science
University of Wisconsin-Madison
Re: Application for substitution of Foreign Language Requirement

We would like your help in evaluating whether the individual who has provided you with these materials has a disabling condition that would directly impair their ability to learn a foreign language. We have a standard set of questions that are attached to this memo. Your answers will help us evaluate whether this individual qualifies for a curriculum substitution package. Because these questions were developed for a broad range of disabilities, we recognize that you may not be able to comment on or you may have limited information regarding some of the questions. Should this occur, please indicate that in your response. Please note that these questions relate specifically to the interaction between the disorder and foreign language learning. If you have questions about this request, you may contact the McBurney Disability Resource Center, (608) 263-2741.

The client's name, your name, the date, and your license number should be included in your response. **Please provide a typed or word processed document. Handwritten responses will not be accepted.**

Thank you in advance for your time and efforts in this matter.

**GUIDELINES FOR THE TREATING PROFESSIONAL FOR THE FOREIGN
LANGUAGE SUBSTITUTION COURSE SUBSTITUTION APPLICATION
COLLEGE OF LETTERS & SCIENCE, UNIVERSITY OF WISCONSIN-MADISON**

The following information should be provided as a typed or word processed document. Handwritten responses will not be accepted:

1. The client's name, your name, the date, and your license number.
2. What is the client's disability?
3. How severe is the disability? (Include evidence that the client's performance is unusual relative to the general population.)
4. How does the disability interfere with learning in general? Please address the degree to which the disorder may affect cognitive skills, attendance, participation in classroom activities, etc.
5. What evidence or assessment methods did you utilize to measure this interference with learning in general?
6. Is there evidence of the client's average/above average aptitude? (i.e. rule out low aptitude as a contributing factor to poor performance in foreign language learning.)
7. Has the student been provided treatment or interventions in other classes? If so, how have they mitigated the impact of the disorder such that the individual has been able to compensate adequately?
8. How does the disability specifically interfere with foreign language learning? Please address the degree to which the disorder may affect cognitive skills, regular attendance within and across semesters, and/or participation in classroom activities that may be unique to traditional foreign language instruction.
9. What evidence or assessment did you utilize to document this interference with foreign language learning?
10. What treatment or intervention has been implemented in foreign language (e.g., tutorial support, test accommodations, repeating of classes, etc.) prior to seeking the course substitution and what has been the outcome? Specify the type of intervention, treatment, or accommodation; its implementation (duration, intensity, frequency); the client's effort and consistency in adhering to the treatment/implementation plan; and the outcome(s) for the client and others.
11. What alternative explanations for the difficulties with foreign language have been considered (e.g., motivation, limited English proficiency, inadequate instruction, limited attendance) and how have they been ruled out?