

Language Petition for Accommodation for Students with Disabilities

PETITION DEADLINES

Fall Semester: October 1st (Consideration for Spring Semester)

Spring Semester: March 1st (Consideration for Fall Semester)

The LAS College Committee on Accommodations can approve a substitution to the language requirement for students with disabilities that make it impossible to learn a language. Specific documentation is required from students, faculty, learning disability/rehabilitation specialists, and psychologists/psychiatrists.

PROCEDURES

1) INTERVIEW WITH A DEAN IN YOUR COLLEGE

The Dean will provide a preliminary screening to determine if you are eligible to pursue an accommodation and what additional materials you will need to supply.

Submit or have submitted FIVE copies of the following information to the Dean in your College

2) LETTER OF REQUEST TO THE COMMITTEE PROVIDING:

- a) *Background Information:* academic history of languages attempted and grades earned, along with number of enrollments attempted in college, high school, and elementary school; describe your study techniques, aspects of the language you find especially difficult and any use of special support services—tutoring, Language Learning Laboratory, etc. Also describe any learning problems or special education services received in high school and elementary school, and any medical history of other disabilities—head injury, hearing loss, sight loss, cerebral palsy, vocal deficits, etc. If a history of disability diagnosis and special education services exists, please include appropriate letters documenting the diagnosis and educational accommodations made by those schools.
- b) *Personal Statement:* What experiences support the request for course substitution? What are the pros and cons of striving to meet the traditional requirements versus making a non-traditional curricular request?
- c) Conclude with your reasons for requesting a substitution.

3) DISABILITY DOCUMENTATION:

You must be registered with the Division of Disability Resources and Educational Services (DRES) as a student with a disability and obtain a statement of recommendation from them. In addition, you must provide the committee with documentation of your disability, including diagnostic testing which substantiates your difficulties in learning a nonprimary language. Most typical testing includes the *Wechsler Adult Intelligence Scale-IV* and the *Woodcock-Johnson Tests of Cognitive Ability-III and Tests of Achievement-III*. Additional testing to assess cognitive, reading, concentration and memory abilities could be submitted for a complete battery of learning disability diagnostic testing and recommended educational accommodations.

4) LANGUAGE INSTRUCTIONAL ASSESSMENTS AND RECOMMENDATIONS:

For complete consideration the committee recommends a sustained effort in a language course. If you have not yet attempted a course at the college level, it is suggested that you enroll in one so that the committee can assess instructor information from a serious classroom effort. Forms are provided for the instructional faculty to indicate:

- a) Your probable achievement in learning a language;
- b) Instructional accommodations attempted to assist second language acquisition; and
- c) Specific recommendations for your college language requirement.

5) **PSYCHOLOGICAL ASSESSMENT INTERVIEW CONDUCTED BY A LICENSED PSYCHOLOGIST:** (for students who do not exhibit profound learning disabilities)

This assessment is to rule out learning strategy/study skill problems, barriers of emotional/anxiety problems, and to provide a detailed personal/educational history. Referrals are provided.

If approved, the substitution to the language requirement includes up to four courses representing a critical mass in the study of one cultural region (history, literature). **Courses used to meet the substitution must be approved by the Assistant Dean charged with the responsibility before enrollment. If you are considering completing any of the courses in the accommodation off-campus, you will need to check your residency status with your college record's officer. These courses cannot fulfill any other college requirement except the total credits needed to graduate.**

COMPLETE THE ATTACHED SUPPLEMENTARY INFORMATION FORM AND SUBMIT IT TO YOUR COLLEGE OFFICE WITH YOUR PETITION AND OTHER REQUIRED MATERIAL



College of Liberal Arts & Sciences

Student Academic Affairs • (217) 333-1705 • 2002 Lincoln Hall, MC-446, 702 S. Wright St., Urbana, IL 61801

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STUDENT INFORMATION

Name _____

Curriculum/College _____

UIN: /__ /__ /__ /__ /__ /__ /__ /__ /__ /

Phone _____ Email _____

Mailing Address _____

Student's Signature _____ Date Submitted _____

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Language Evaluation: Instructor's Report

Student Name _____ UIN _____

Course Name and Number _____ Term and Year _____

Instructor's Name _____
(Faculty or teaching assistant responsible for evaluating the students in this course)

Instructor's Email _____ Instructor's Phone _____

The student should give the form completed to this point to his or her present or most recent language instructor. Language Instructor: The student asking you to complete this form is gathering supporting documentation for a language accommodation petition.

Performance

1. First substantial evaluation of student's work in class: Date _____ Grade ____ Percentage of total _____
2. Last evaluation given to student before the drop date: Date _____ Grade ____ Percentage of total _____
3. Current evaluation of student's place in class _____
4. Percentage of work completed to date _____

Attendance

Regular _____ Irregular _____ Unable to estimate _____

Participation

Adequate _____ Inadequate _____ Does not apply _____

Has the student conferred with you outside of class concerning his/her work? _____

In the space below:

- Assess the student's performance in the course. If the student is currently registered in your course, please also indicate his or her probable achievement and grade.
- Assess his or her apparent effort and ability in learning a non-primary language.
- Describe any instructional accommodations attempted to assist second language acquisition.
- List any specific recommendations you may have regarding the student's college language requirement.

Instructor's Signature _____ Date _____