During the 2009-2010 academic year our committee met six times to consider petitions by students who are encountering learning disabilities and who require services and/or accommodations beyond the more typical ones administered by the Academic Resource Center. Details and results from these will be described below. A different direction in our work as a committee concerned our efforts to establish an additional option for students who cannot take language courses, but who wish to attain some knowledge of the language. This initiative is described below.

The CSLD's general meetings occurred on the following dates:

Fall '09: November 10\textsuperscript{th}, December 14\textsuperscript{th}

Spring '10: February 22\textsuperscript{nd}, March 17\textsuperscript{th}, April 26\textsuperscript{th}, May 26\textsuperscript{th}

During these meetings the Committee reviewed five petitions submitted by students whose disability impacted their ability to learn a foreign language. During the fall semester, we reviewed an appeal of a Spring '09 decision and approved the student to substitute culture courses for Part 1 of the foreign language requirement. We approved another student for taking foreign language courses pass/fail.

During the spring semester, we granted two students a substitution of three culture courses in a single culture area for Part 1 of the foreign language requirements. In addition, we recommended that one student be approved to take his last two foreign language courses (of eight required for international relations major) pass/fail, pending department's acceptance of our recommendation.

We were able to fund the evaluation of one student through the Retention Fund, who would otherwise not have been able to afford the cost of testing. We currently have one other student who will be funded through this fund if she is able to complete her testing by June 30th, 2010.

As mentioned above, a significant new direction this year emerged as a result of the desire of some of our students to study a language without the conventional methods and requirements that they have been unable to meet. These students want to learn to speak a foreign language, but typically fail in a conventionally graded course. After some preliminary study of the issues involved, a subgroup of the committee met with Dean James Glaser on January 27\textsuperscript{th}, 2010, to discuss and seek approval of a pilot project to explore alternative approaches to teaching foreign languages to students with diverse learning styles. We have applied for a grant from the Diversity Fund to get this project started with one language, Spanish. It is our hope that these efforts will be continued next year by the committee.

Respectfully submitted,
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