



Dartmouth College HANOVER · NEW HAMPSHIRE · 03755

Department of Romance Languages and Literatures · TEL. (603) 646-2400

April 5, 1978

*Tenn*

To: William B. Durant, Jr.  
Executive Officer, Faculty of Arts and Sciences  
Hinman Box 6045

From: David Sices, Chairman

I am responding to the memo dated March 27, 1978 from Richard Luplow, Chairman, Subcommittee for Program Accessibility, Committee on the Handicapped, regarding the accomodation of handicapped students to accord with HEW Section 504 regulations.

I. The requirements for the major, in all the programs offered by the Department of Romance Languages and Literatures, are similar. They all presuppose the successful satisfaction of the language requirement in their specific language. The major in French or Spanish has as its prerequisite either French 10 or Spanish 10. In French, eight courses numbered 21 or higher are required; the choice of courses is open to definition in consultation between the student and his major advisor. In Spanish it is eight courses numbered 31 or higher; normally Spanish 62 and Spanish 86 are expected of a major. The major in Romance Languages comprises two of the three principal Romance Languages (French, Italian or Spanish); ten courses above the prerequisite level are to be taken, six in the primary language and four in the secondary language. The modified major requires ten courses above the prerequisite level, six elected from one of the three principal Romance Languages and four from appropriate major level courses offered by other departments. In each of these majors the Honors Program consists of an additional Honors Seminar or tutorial beyond the eight or ten course normal major requirement. In all of these majors, it is recommended, although not required, that students participate in the appropriate foreign language study program.

II. I am not aware of any normal or usual waivers of requirements for any of these programs. Their relative flexibility has not in the past made that seem necessary.

III. The only problem that I can imagine would be that of the blind student who has a problem reading the text: in this case it seems to me that it would be necessary to find alternate means to make such texts available. I am not sure what might be done in the case of a deaf student who could not participate in the oral aspects of course work, since oral use of the language is an integral part of our normal language and literature programs; it is conceivable, however, that such a student might complete the major with purely written work.

IV. My only personal experience, indeed recollection in connection with the Department, of a handicapped student taking our courses (although he was not a major), is of Michael A. Markaverich, '71, who took French 61 with me in the academic year 1967-1968. I cooperated with him, prior to the beginning of the term, in having the texts for the course put on tape by Recordings for the Blind, Inc. In addition, all of his papers and examinations were done by a cassette recording.

V. I do not see any provision in your priority category I which applies to the physical plant used by my Department and its majors: that is, Dartmouth Hall or Bartlett Hall (in which the Language Laboratory is located). There is no elevator or ramp in Bartlett Hall for access to the Language Laboratory, which is not used as much in major level courses as it is in elementary courses; but the latter are necessary for a student's access to the prerequisite course in our major. There is no elevator in Dartmouth Hall, either, and many of our major level courses are scheduled either in the large classrooms on the second floor or in 105 Dartmouth, which is in the basement. The majority of our major courses in French, Spanish or Italian could probably without difficulty be scheduled on the ground floor of Dartmouth Hall which is accessible by a short flight of steps. But there are several for which that would not be feasible; of course, classrooms in other buildings might very well be suitable and available. I am curious to know, however, why, with the exception of the Hopkins Center, none of the buildings housing Humanities programs seems to have been included in the plan for program accessibility, at any level of priority. Does that mean that access to these programs is considered to be less urgent?

IV. As I have already indicated, the only other courses in the Department which might be expected to pose a problem for the handicapped student, are the introductory language courses, in which the use of the Language Laboratory, the audio-visual nature of the materials, and the need to respond to visual signals in drill sessions might pose a problem for either the deaf or the blind student.

In addition, I suppose that those courses like French 58, 59, 69, or 73, which ordinarily involve some dramatic presentation, might pose problems to the handicapped. I think, nevertheless, that activities other than specific acting might be found which would give similar experience to handicapped students taking these courses: directing, lighting, costumes, etc.

I hope that these indications will be of help to you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dave".

David Sices  
Chairman  
Department of Romance Languages  
and Literatures

cc: Dean Fred Berthold

DS:cys