

English Department Minutes
November 25, 2014

In attendance: J. Annick, M. Ansite, G. Armao, S. Bachmann, S. Blake, D. Breckheimer, B. Budrovich, M. Cheung, K. Degnan, S. Donnell, D. Crotwell, S. Gates, A. Gallagher, B. Halonen, C. Henson, L. Hong, B. Jaffe, J. Jung, R. Ketai, S. Kushigemachi, P. Marcoux, J. McMahon, C., Chris Page, Nagao, B. Peppard, A. Sharp, C. Somin, Darrell Thompson, Rachel Williams, Joy Zhao, Rose Ann Cerofeci, Rosemarie Kistler, Victoria, McCallum, Inna Newbury, Mora Mattern

Guests: SRC representatives, Julie Land and Kathryn Holmes

I. ANNOUNCEMENTS

- a. Holiday Division Party: December 5, 5:00 p.m. to 7:00 p.m. at Sammy's
- b. Grade Forecasting: Please update forecasts if appropriate
- c. Evaluations—any questions?
- d. Learning Teams opportunity (Bruce)
- e. Student Success stories sought

II. SRC: Julie Land and Kathryn Holmes, SRC representatives

- Julie and Kathryn gave background on the definition of a learning disability and discussed different types of disabilities. Faculty asked specific questions regarding the best way to approach a student who may have a learning disability. In brief, Kathryn and Julie note that it's best to simply state (rather than question) that the college offers many resources for students who are struggling with academic work and to list the Student Resource Center as one of those resources.
- Julie and Kathryn provided the following definition for a learning disability:
 - Learning disability is defined as a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations. To be categorized as learning disabled, a student must exhibit:
 - Average to above average intellectual ability;
 - Severe processing deficit(s);
 - Severe aptitude-achievement discrepancy(ies); and
 - Measured achievement in an instructional or employment setting.
- The representatives noted that some students do not meet the above criteria but still categorize themselves as learning disabled. This would account for some instances of students in academic classrooms not being able to benefit from the class. In such cases, Julie and Kathryn note that it is best to stay objective when observing the student. If the student is not achieving the goals of the class, the instructor should be honest and objective in conveying this information while offering suggestions for resources to increase student success.

*A copy of the SRC handouts are on file in Elise's office in the English Department Minutes binder.

