During this academic year, the committee met 5 times to review several students’ petitions for exemptions. Most of the requests were from students wishing to fulfill the first part of the language requirement with culture courses. Based on the students’ demonstrated learning disabilities, these requests were accepted.

Two members of the committee (Jean Herbert and Laura Rogers) worked with two members of the Romance Languages department to document their efforts to implement recommended changes for teaching introductory Spanish language classes to improve learning outcomes for students with diverse learning needs. The instructional recommendations, including supplemental use of assistive technologies, gathering student learning biographies, and adjusting and focusing the pace of learning activities using a guide developed for this purpose to accompany other instructor resources, were introduced to department faculty at the beginning of the academic year. While the SLD committee supported the initiative, and expected to help with the analysis of data from faculty implementing the recommendations, this was not possible. Jean Herbert provided a summary of this initiative at year’s end.

The committee also discussed the possibility of publishing a FAQ document for faculty in order to clarify how to handle students with special needs such as extended time or quiet exam space. This did not go beyond discussion, and the committee hopes to take up the issue once more in the fall.