

The C.N.C. Chronicle

MONDAY

OCTOBER 26

1:00 - Department of Basic Studies/V.P. - 449A

4:00 - Department of F&P Arts/V.P. - 449A

Application Period Closed for Faculty Development Grants
11:00 - Curriculum Committee - 449A

TUESDAY

OCTOBER 27

Administrative Council - 11:00

WEDNESDAY

OCTOBER 28

3:15 - Department of Modern Languages/V.P. - W217

THURSDAY

OCTOBER 29

2:30 - Department of Sociology & Social Work/V.P. - 305A

FRIDAY

OCTOBER 30

4:00 - Military Science/V.P. - 449A

2:00 - Department of Mathematics - G203

V/P

8:30 - Department of Education - 449A

V/P

1:15 - Articulation Committee - 449A

SATURDAY

OCTOBER 31

1:30 - Faculty/Staff
Picnic

10:00 - Fall Fest Flea
Market

SUNDAY

NOVEMBER 1

OFFICIAL ANNOUNCEMENTS

Faculty Evaluations

Dossiers for 2nd year faculty are due on November 9, 1981.

Faculty Evaluation Committee

NEWS & GENERAL INFORMATION

The CNC's Theatre production of You're A Good Man Charlie Brown has been unanimously applauded by the local critics. We are confident that the production will provide excellent entertainment this coming Friday and Saturday at 8:00 P.M. in the CC Theatre. Also, be reminded that faculty and their immediate family enjoy a 25% discount.

Bruno Koch, Director of Theatre

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CNC Basketball

Basketball season is almost here! Please plan to come out and support your "Lady Captains" and "Captains." The Department of Athletics hopes that with the change in ticket rates, Ratcliffe Gym will be full of supportive fans. The 1981-82 ticket rates follow:

CNC Students: with CNC I.D., no admission charge

CNC Faculty/Staff: with CNC Library I.D. - no admission charge for family.

(Without I.D., will be charged regular prices.)

Outside Students with I.D.: \$2.00

Adults: \$3.00

Teens (13-19): \$1.00

12 yrs. & under: No admission charge

November 21, 1981, is our opening date at home. The "Lady Captains" play Hampton Institute at 5:45 P.M., and the "Captains" meet Salisbury State at 8:00 P.M.

We're looking forward to seeing you.

R. Beverly Vaughan
Director of Athletics

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Fall Fest Flea Market

Tables for the Flea Market to be held on October 31 can now be reserved by all Faculty and staff members. The hours are from 10:00 to 3:00. A \$5.00 per table fee is being charged. Please call 7197 or 7260 to reserve your table.

Ronnie Slone
Student Association Vice President

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christopher
newport
college

Fall Fest

Saturday October 31

sky diving - Games -
food flea market -
blacksmith art show
• sale •



Learning Disabled Students



Reprinted from The College Student With a Disability: A Faculty Handbook by Lynn M. Smith. U.S. Government Printing Office, 1980.

Learning disability has come to be the general term for a variety of specific disabilities including minimal brain dysfunction, dyslexia, developmental aphasia, dysgraphia, expressive dysphasia, aural receptive dysphasia, and sequential memory disorder. Another term sometimes used for the learning disabled is "neurologically handicapped." A common misconception among those not familiar with learning disability is that the student with a learning disability is retarded. The learning disabled student is *not* retarded.

The college professor should keep in mind that the learning disabled student's needs center around information processing. Students with learning disabilities have trouble taking information in through the senses and bringing that information accurately to the brain. The information often gets "scrambled." These students may have difficulty with discrimination (perceiving differences in two like sounds, symbols or objects). Because the information does not reach the brain accurately, the brain often does not do a good job of storing the information with the result of poor memory. Thus, it is important that learning disabled students receive and transmit information in a form or modality that works best for them.

Learning disabled students should always be referred to the campus learning center or tutorial center, if one is available. Reading and writing specialists in English departments, in speech communication, or special education may be able to assist. Some ways of assisting the learning disabled student are suggested here for the professor who may not have such resources available.

The student who has difficulty with written symbols can use readers or texts that are recorded verbatim (as does the blind student). In this case, the student should be encouraged to listen and read along. The student can be shown how to obtain textbook information in "economical" ways by using chapter summaries, pictures and captions, graphs,

tables, bold type, italics, tables of contents, paragraph and unit headings, indexes, glossaries.

Some learning disabled students are unable to communicate effectively through printing or cursive writing (dysgraphia). This condition may manifest itself in written work that appears careless. For such students oral examinations and reports are more valid evaluations of what has been learned. Some of these students may be able to use the typewriter for written communication; many can't. Another solution is for a student aide to take dictation from the learning disabled student.

Other learning disabled students, for all practical purposes, will be "lecture deaf" (aural receptive dysphasia). Many of the adapted techniques that assist the deaf student will also assist these students—TV, movies, role playing, captioned audiovisual materials. Still other students will have difficulty with sequential memory tasks involving letters (spelling), numbers (mathematics), and following step-by-step instructions. For these students it will help to break up tasks into smaller parts. Tutoring in math and spelling usually will be required. In general, the learning disabled student will learn better the more sense modalities used in the teaching/learning process—visual, auditory, tactile, kinesthetic.

Because the *expectation* is that a college student will absorb information, communicate it and be evaluated through the printed page, the learning disabled student will need assistance and support from professors in finding innovative ways of receiving and transmitting information and in being evaluated. Because a learning disability is "hidden," the instructor may have understandable doubts about the validity of these alternative approaches. However, the fact remains that the student's capacity for learning is intact. It is only the means by which information is processed that is different.

Submitted by Lora Friedman

Work Orders - Work Requests

As a result of complaints concerning work requests, I have checked our status as of Monday morning, October 19, 1981. At that time, only two fully approved work requests were pending work, both involving painting which required coordination with the room occupants.

Current college policy concerning work requests was established by the President on August 29, 1980, and is quoted for information:

"To: Supervisor, Buildings and Grounds:

Effective immediately, do not charge labor for jobs performed by your employees for the College. However, it is noted that regular maintenance must take priority and special jobs or requests will.... be performed on a time available basis. If a department or office wishes some task to be performed immediately, then any contract labor necessitated by this urgency will be borne by the requesting department or office. Supplies for a special job will continue to be billed by your office.

Approved: John E. Anderson (signed)
President"

Please take note of a distinction between work orders and work requests. Our plant maintenance section receives six to eight work orders each working day. Work orders are reports of needed repairs of maintenance on fixed equipment or facilities when such equipment or facilities are broken. The work then done is that needed to restore or maintain function. Work orders are accepted by telephone and require no special approval process. Work order priorities are safety, security, cleanliness, and function, in that order. Such work takes precedence over work request, which are to be used for addition, modification, or renovation.

Please do not use work requests for mechanical failures involving safety or security. By the same token, do not use a work order for modifications or changes in structure not involving hazard to person or facility.

It should be noted by the college community that our physical plant has expanded by approximately 60,000 square feet with only three new permanent work force positions assigned to maintenance. Typically, our Fall semester generates a flurry of work requests, many of which might have been accomplished during summer breaks with proper advance planning. Your cooperation in this matter is solicited.

Vice President for Financial Affairs
(Acting)

FACULTY/STAFF NEWS

Glenn Weber gave a talk entitled "Solving the Set Partitioning Problem Using Sensitivity Analysis of Optimal Matchings" at a symposium on "The Matching Problem: Theory, Algorithms and Applications" which was held on October 16 at the National Bureau of Standards in Gaithersburg, Maryland.

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On Saturday, October 17, Dick Guthrie was interviewed in French by M. Jean-Luc Hess of the French National Radio Network in connection with the celebration at Yorktown.

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Bob Coker has been elected (1981-82) to the Board of Directors of the Hampton Roads Chapter of the American Marketing Association. Bob Coker and Dr. Marshall Friedman

of Norfolk State University met back in June 1980, and agreed to work together to organize and develop a local chapter of the AMA. The first organizational meeting was held in September 1980. Monthly meetings have been held every month since. Ms. Nanci Glassman, President Continental Research is the Chapter's first President.

Bob Coker was the keynote speaker at the Peninsula YWCA Planning Meeting on October 6, 1981, for Officers and Board Members.

Bob Coker was re-elected Secretary (1981-82) of the Peninsula Sales & Marketing Executives, LTD.
