



Queens College
Office of Special
Services/TRIO/DSSS
Handbook of Guidelines to Disability
Services

by Mirian Detres-Hickey PhD

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Dear Student;

The Office of Special Services congratulates you. You're in College now! Not just any college but Queens College! Welcome, this will be your home away from home for the next four years. You will probably spend more time here than at home! As such, you will need to know all the great areas, departments and activities that makes Queens College one of the greatest Higher Educational Institutions in the nation. By the time you graduate you will be even prouder then you are today that you attended Queens College.

This handbook has been designed to provide you, the student, departments and Professors all the information that you need to feel comfortable at Queens College. The information in this handbook is regarding disabilities and the federal and CUNY Regulations as they pertain to accessibility and supportive services for disabled students. We all must have a clear understanding of our responsibility to disability issues.

As a student you need to know *YOUR* responsibilities in obtaining supportive services for your successful experience here at Queens College. The Professors understand their responsibilities in providing access to educational and social activities. Therefore, this informative handbook will be of vital help to you while you attend QC. Also, please remember that besides the accommodations we provide, **voter registration**.

Please read and keep this handbook safe until you get to know all aspects necessary for your successful outcome as a student at Queens College. Again, welcome and don't forget to get those introduction letters from the Office of Special Services for your Professors. My staff is here for you, to help you succeed and graduate. Come see us whenever you need. Our staff: Ms. Reischer Counselor, Ms. Lucia Garris TRIO DSSS Program Director, and the TRIO Academic Coordinator. We also have Roni in the Assistive Technology Lab (Frese Hall 012), Susan Oh, our Testing Coordinator (Frese Hall 012-013). The office general number is: 718-997-5870.

Again, Welcome to *Queens College*.

Sincerely,

Mirian Detres-Hickey PhD
Director of the Office of Special Services

I. REGULATIONS

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990 (ADA) is the end result of almost 20 years of debate on disability. The stated national goals of the ADA are to guarantee that the rights of persons with disabilities. It provides the general framework and approach for ending discrimination so that people with disabilities have equality of opportunity, a chance to fully participate in society, are able to live independently, and can be economically self-sufficient.

You will find that ADA Titles I, II, III, Sections 504 and 255 are intertwined for the most updated and finest universal services available to students with disabilities. Therefore, you will find mention of a number of these titles and sections throughout this Handbook.

The ADA has five sections, or Titles. The Titles that refer to students in higher education are Title I and Title III.

Title I Regulation

Title I addresses accessibility issues regarding all academic and social activities on a campus. It also prohibits public entities from providing services that discriminate against persons with disabilities. Specific actions must be taken by public agencies to avoid discrimination. For example, the law requires that:

- The campus must be equipped with a wheelchair and a lift.
- Public agencies *must* provide complete accessibility — not limited to all buildings, bathrooms, activity areas, and classrooms.
- New facilities must be accessible.
- Alterations to facilities must include features to make them accessible.

Title II Regulation

"A public entity shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of a service, program, or activity conducted by a public entity."

It is, therefore, the school's responsibility to provide these auxiliary aids and services in a timely manner to ensure effective participation by students with disabilities. If students are being evaluated to determine their eligibility under Section 504 of the ADA, the recipient *must* provide auxiliary aids in the interim.

Title II Regulation contains comparable provisions.

The Section 504 Regulation also states:

[A]ids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and non-handicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

The institution must analyze the appropriateness of an aid or service in its specific context. For example, the type of assistance needed in a classroom by a student who is hearing-impaired may vary, depending upon whether the format is a large lecture hall or a seminar. With the one-way communication of a lecture, the service of a note-taker may be adequate, but in the two-way communication of a seminar, an interpreter may be needed. College officials also should be aware that in determining what types of auxiliary aids and services are necessary under Title II of the ADA, the institution *must* give primary consideration to the requests of individuals with disabilities.

Personal Aids and Services

An issue that is often misunderstood by postsecondary officials and students is the provision of personal aids and services. Personal aids and services, including help in bathing, dressing, or other personal care, are *not* required to be provided by postsecondary institutions. The Section 504 Regulation states:

Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Title II of the ADA similarly states that personal services are not required.

In order to ensure that students with disabilities are given a free appropriate public education, local education agencies are required to provide many services and aids of a personal nature to students with disabilities when they are enrolled in elementary and secondary schools. However, once students with disabilities graduate from a high school program or its equivalent, education institutions are no longer required to provide aids, devices, or services of a personal nature.

Postsecondary schools do not have to provide personal services relating to certain individual academic activities. Personal attendants and individually prescribed devices are specifically the responsibility of the student who has a disability, not the responsibility of the institution. For example, readers may be provided for classroom use, but institutions are not required to provide readers for personal use or for help during individual study time.

Title III Regulations

This section of the ADA addresses the confidentiality of the student's disability, whereby professionals working with students are not permitted to discuss their disabled students with anyone unless the student can sign a wavier providing permission to the *particular* (named)

administrator/professor/instructor to discuss a *particular* issue with a *particular* person, and *that* person must be named as well.

Sec.36.201 General.

(a) Prohibition of discrimination. *No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any private entity who owns, leases (or leases to), or operates a place of public accommodation.*

Sec.36.202 Activities.

(a) Denial of participation. *A public accommodation shall not subject an individual or class of individuals on the basis of a disability or disabilities of such individual or class, directly, or through contractual, licensing, or other arrangements, to a denial of the opportunity of the individual or class to participate in or benefit from the goods, services, facilities, privileges, advantages, or accommodations of a place of public accommodation.*

(b) Participation in unequal benefit. *A public accommodation shall not afford an individual or class of individuals, on the basis of a disability or disabilities of such individual or class, directly, or through contractual, licensing, or other arrangements, with the opportunity to participate in or benefit from a good, service, facility, privilege, advantage, or accommodation that is not equal to that afforded to other individuals.*

(c) Separate benefit. *A public accommodation shall not provide an individual or class of individuals, on the basis of a disability or disabilities of such individual or class, directly, or through contractual, licensing, or other arrangements with a good, service, facility, privilege, advantage, or accommodation that is different or separate from that provided to other individuals, unless such action is necessary to provide the individual or class of individuals with a good, service, facility, privilege, advantage, or accommodation, or other opportunity that is as effective as that provided to others.*

(d) Individual or class of individuals. *For purposes of paragraphs (a) through (c) of this section, the term "individual or class of individuals" refers to the clients or customers of the public accommodation that enters into the contractual, licensing, or other arrangement.*

Sec.36.203 Integrated Settings.

(a) General. *A public accommodation shall afford goods, services, facilities, privileges, advantages, and accommodations to an individual with a disability in the most integrated setting appropriate to the needs of the individual.*

(b) Opportunity to participate. *Notwithstanding the existence of separate or different programs or activities provided in accordance with this subpart, a public accommodation shall not deny an individual with a disability an opportunity to participate in such programs or activities that are not separate or different.*

(c) Accommodations and services. (1) Nothing in this part shall be construed to require an individual with a disability to accept an accommodation, aid, service, opportunity, or benefit available under this part that such individual chooses not to accept.

Confidentiality Issues

FERPA Federal Regulations

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a federal law that protects the privacy of students' education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

What is FERPA?

The following information is intended to help you understand the rights of a parent under FERPA. If you require further information, please contact the U.S. Department of Education's Family Policy Compliance Office using the contact information provided below.

Disclosure to Parents

When a student turns 18 years old or enters a postsecondary institution at any age, all rights afforded to parents under FERPA transfer to the student. However, FERPA also provides ways in which schools may share information with parents *without* the student's consent. For example:

- Schools may disclose education records to parents if the student is a dependent for income tax purposes.
- Schools may disclose education records to parents if a health or safety emergency involves their son or daughter.
- Schools may inform parents if the student who is under age 21 has violated any law or its policy concerning the use or possession of alcohol or a controlled substance.
- A school official may generally share with a parent information that is based on that official's personal knowledge or observation of the student.

FERPA and ADA Title III Regulations

These federal laws address the needs of the disabled individual. They are created in a generic mode, for each state to appropriately apply each law according to their needs. Note, however, that **state regulations *must* reflect the federal laws:**

ADA Title III (Privacy Act)

To maintain privacy information of the disabled student that is being served.

Confidentiality Issues

Such issues only refers to those individuals or organizations that are *not* involved in the support services, but are seeking information regarding students with disabilities. For any information to be passed on regarding a student, the student *must* sign a waiver of consent

prior to the act. However, any person who is working with the student can receive information without the waiver on the particular student in order to provide better services to that student.

Section 504 of the Rehabilitation Act of 1973

Accommodations and Supportive Services for Postsecondary Students with Disabilities In 1973 Congress passed Section 504 of the Rehabilitation Act of 1973 (commonly referred to as Section 504), a law that prohibits discrimination on the basis of physical or mental disability (29 U.S.C. §794). It states:

No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance. . . .

The Office for Civil Rights in the U.S. Department of Education (DOE) enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the DOE. The Section 504 regulation applies to all recipients of this funding, including colleges, universities, and postsecondary vocational education and adult education programs. Failure by these higher-education schools to provide auxiliary aids to students with disabilities that results in a denial of a program benefit is discriminatory and prohibited by Section 504.

Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits state and local governments from discriminating on the basis of disability. The DOE enforces Title II in public, colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher-education institutions described in the Section 504 regulation are generally included in the general nondiscrimination provisions of the Title II Regulation.

Higher-Education Provision of Accommodations and Supportive Services

The Section 504 regulation contains the following requirement relating to a postsecondary school's obligation to provide auxiliary aids to qualified students who have disabilities:

A recipient . . . shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational accommodations and supportive services for students with impaired sensory, manual, or speaking skills.

Relationship of the ADA to Section 504

Passage of the ADA and the printing of required regulations changed many parts of public disability policy previously established under Section 504 of the Rehabilitation Act of 1973.

The general requirement of Section 504, that systems not discriminate against persons with disabilities as a condition of eligibility for federal funding, still exists.

II. ELIGIBILITY ISSUES

What Is the Definition of a Student with a Disability?

"A student having a disability is defined as one whose educational performance is affected by mobility, visual, acoustical, mental health, speech, orthopedic, or alcohol/substance abuse impairments, learning disability, traumatic brain injury, or other health impairment."

Source: Johanna Duncan-Poitier Deputy Commissioner, ORIS New York Education Department Office of Higher Education (2005).

Seeking Help for Special Services

1. Students must be registered with the Office of Special Services and have provided documentation of an official assessment that provides the identified disability, from a professional individual or assessment center. The documentation presented by the student must be appropriate in order to verify eligibility and to request reasonable and appropriate accommodations. Please note the following:
 - a. Documentation *must* be within the past 3 years for acceptance.
 - b. Documentation *must* contain current medical records, diagnosis, and a doctor's letter.
 - c. Documentation *must* include government-issued identification, such as birth certificate, social security card, driver's license, etc.
2. Based on documentation, students receive individualized accommodations such as extra time on tests, note-takers, use of assistive technology, enlarged print, interpreting services, etc.
3. Students who are registered with the Office of Special Services must present their professors/instructors with a letter of introduction at the beginning of *each* semester if they want to receive support services.
4. Each time there is a test, the student is responsible for coming to the OSS a week in advance and obtaining a blue form to inform the professor that they need to receive accommodation testing arrangements at OSS. The professor must email or send a copy of the test to OSS.
5. Students requesting personal counseling generally have their own therapist/psychologist. The Office of Special Services is available to support students while in an academic setting by helping with time-management skills; liaison with other campus offices, professors, and faculty; and guiding them through school-related problems.
6. Students on probation are requested to meet with their OSS Counselor no less than five times a semester.

Temporary Disability Services

If I Have a Temporary Disability, Will I Be Eligible for Short-term Services?

There are two types of Temporary Disability status. The first is when a student brings in an old assessment that is more than 3 years old, but that identifies the student as having a disability.

Such a student is placed on temporary status. While on temporary status, the student will receive all accommodations and supportive services they require. Their names also will be placed on a list for the QC Neuropsychological Testing Center to be called in within a few weeks to be assessed (at a minimal fee). The temporary status is only for one semester. Should the student choose not to be tested, and not present an updated document for the disability, the temporary status will end.

The second type of Temporary Disability status for an individual, for the purpose of determining "ADA eligibility" will be subject to the same standards as those with permanent disabilities. Certification of eligibility in such cases will be subject to a specific disability. A temporary disability is usually a physical disability, and the accommodation is usually extended time for testing. Until determination has been reached for services to move on.

Third type of Temporary Disability is a pregnant woman. Please note that pregnancy is not a disability, however, if the woman is suffer a risk situation then she is placed in a temporary Disability list to receive services addressing her disabling needs. Such as parking closer to the buildings, attendance waiver.

Note: Pregnancy is *not* a disability, as it does not affect nor stop the mental learning process.

The Fourth Type of Temporary Disability: status is a student that during COVID has developed issues, medical or mental impairments and need accommodations but does not have documentation. This individual will receive accommodations temporarily entire for the semester while the student gets assessed or gets a letter from a doctor identifying the disability.

Attendance Accommodations

In severe cases, with the approval of the Director of the Office of Special Services and the professors involved, students whose disabilities affect their attendance (such as a brain trauma injury, or mobility impairment, and other medical conditions) have the right to continue to attend Queens College through a Home Attendance Medical (HAM) waiver. If the student applies for the special permission, it must be for all the courses within the same semester, not one or two courses. In case of a setback in health, a student may stay at home for the duration of the class and receive the classwork through faxes and emails from the professors and/or the OSS. The professor and the student must come to an agreement to work together through the emails, faxes, and blackboard in order for the student to complete the course. The professor is to provide the notes and work of the class. The student is responsible to complete and return all the work on a timely manner, according to the professors set schedule.

In order to qualify for this service a student must submit an *official* letter from a hospital or doctor identifying the disorder, the need for bed rest, and the length of time needed for recovery, if any. A student cannot extend this past one semester.

Identification of Disabilities

The information in the following pages consists of resources and identifies characteristics required in an official assessment of a student with disabilities. There are four overall areas 11

of disability: Psychological Disability factors, Learning Disability factors, Physical Disability factors, and Attention Disorders. The following are the criteria and stipulations for obtaining official documentation that identifies a student's disability through (when appropriate) a battery of assessments and the findings of those assessments.

1. Psychological Disability

The student must provide a recent statement from a **licensed mental health practitioner** (psychologist, psychiatrist, LCSW) with either one of the following documented information:

- DSM IV diagnosis;
- medications and side effects;
- history of disability, including date of onset;
- the functional limitations resulting from the disability;
- recommended accommodations; and/or
- clinical summary with prognosis.
- A formal therapist letter identifying the student disability

2. Learning Disability

The student must provide documentation from a **qualified licensed professional** (clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities specialist, medical doctor) with training and experience in the assessment of learning problems in adolescents and adults. The documentation should disclose:

- the nature of the individual's disability;
- the functional limitations resulting from the disability;
- the specific diagnosis;
- the clinical summary with suggested accommodations; and/or
- the names of the testing instruments used for testing and testing results, including:
 - (a) a diagnostic interview;
 - (b) assessment of aptitude;
 - (c) assessment of academic achievement; and/or
 - (d) a test of information processing.

3. Physical Disability

For students with visible disabilities (e.g., students with mobility impairments), the student should provide documentation from a **licensed medical professional** (or interview with a Disabilities Services Provider, depending upon the circumstances). The documentation should disclose:

- the nature of the individual's disability;
- the functional limitations resulting from the disability;
- the prognosis, when appropriate;
- any recommended accommodation(s).

For students with nonvisible physical disabilities, the individual should provide current documentation from a **licensed medical professional** which discloses the same parameters noted previously for Visible Impairment:

- the nature of the individual's disability;

- the functional limitations resulting from the disability;
- the prognosis, when appropriate;
- any recommended accommodation(s).

For students with vision or hearing impairments, the individual should provide current documentation from a **qualified medical professional**. The documentation should disclose:

- the functional limitations resulting from the disability;
- the prognosis, when appropriate;
- the extent of visual or hearing acuity;
- any recommended accommodations.

4. Attention Disorders (ADD and ADHD)

The student must provide documentation from a **qualified licensed professional** (clinical or educational psychologist, school psychologist, neuropsychologist, learning disabilities

specialist, medical doctor) with training and experience in the assessment of learning problems in adolescents and adults. The documentation should disclose:

- the nature of the individual's disability;
- the functional limitations resulting from the disability;
- recommended accommodations;
- diagnosis by licensed clinician; and/or
- the names of the testing instruments and the testing results, including:
 - (a) a diagnostic interview;
 - (b) testing, as determined by the interview;
 - (c) the specific diagnosis;
 - (d) a clinical summary, with suggested accommodation(s); and/or
 - (e) functional limitations, if any.

Resource List of Testing Instruments

The following listing is provided as a resource, and is not intended to be exhaustive:

1. Aptitude Tests

- Wechsler Adult Intelligence Scale
- WAIS III
- Woodcock Johnson Psychoeducational Battery — Revised Test of Cognitive Ability
- Stanford Binet Intelligence Scale (4th edition)
- WISC III

2. Academic Achievement

- Peabody Achievement Test
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Woodcock Johnson Psychoeducational Battery — Revised Test of Achievement
- Wechsler Individual Achievement Test (WIAT, WIATR)

3. Attention Disorders

- Behavior Rating Scales
- Self Rating Scales
- Continuous Performance Test
- WISC III
- WAIS III

III. RESPONSIBILITIES

Institutional Obligations of Queens College

According to Title II:

A public entity shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of a service, program, or activity conducted by a public entity.

It is, therefore, the college's responsibility to provide these auxiliary aids and services in a timely manner to ensure effective participation by students with disabilities. If students are being evaluated to determine their eligibility under Section 504 or the ADA, the recipient must provide auxiliary aids in the interim. Title II also contains comparable provisions:

The Section 504 Regulation states:

Accommodations and supportive services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and non-handicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

The college is therefore responsible for analyzing the appropriateness of the accommodations and/or service in the specific context. For example, the type of assistance needed in a classroom by a student who is hearing-impaired may vary, depending upon whether the format is a large lecture hall or a seminar. With the one-way communication of a lecture, the service of a note-taker may be adequate, but in the two-way communication of a seminar, an interpreter may be needed. College officials also should be aware that the institution must give primary consideration to the requests of individuals with disabilities in determining what types of auxiliary aids and services are necessary under Title II of the ADA.

FERPA Law Enforcement Unit Records

Many colleges and universities have their own law enforcement units to monitor safety and security in and around campus. Institutions that do not have specific law enforcement units may designate a particular office or school official to be responsible for referring potential or alleged violations of law to local police authorities. Investigative reports and other records created and maintained by these law enforcement units are not considered education records subject to FERPA. Accordingly, institutions may disclose information from law enforcement unit records to anyone, including outside law enforcement authorities, without student consent. (See 34 CFR § 99.8.)

While an institution has flexibility in deciding how to carry out safety functions, it must also indicate in its policy or in information provided to students exactly which office or school official serves as the college or university's "law enforcement unit." (An institution's notification to students of their rights under FERPA can include this designation. As an example, the Department of Education has posted a model notification on its website at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/ps-officials.html>.)

Law enforcement unit officials who are employed by the college or university should be designated in the institution's FERPA notification as "school officials" with a "legitimate educational interest." As such, they may be given access to personally identifiable information from students' education records. The institution's law enforcement unit officials must protect the privacy of education records it receives, and may disclose them only in compliance with FERPA. For that reason, it is advisable that law enforcement unit records be maintained separately from education records.

Disciplinary Records

While student disciplinary records are protected as education records under **FERPA**, there are certain circumstances in which disciplinary records may be disclosed *without* the student's consent. A postsecondary institution may disclose to an alleged victim of any crime of violence or non-forcible sex offense the final results of a disciplinary proceeding conducted by the institution against the alleged perpetrator of that crime, *regardless* of whether the institution concluded a violation was committed. An institution may disclose to anyone—not just the victim—the final results of a disciplinary proceeding, if it determines that the student *is* an alleged perpetrator of a crime of violence or non-forcible sex offense, and—with respect to the allegation made against him or her—that the student has committed a violation of the institution's rules or policies. [See **34 CFR §, ' 99.31(a)(13) and (14).**]

FERPA: The Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act • requires postsecondary institutions to provide timely warnings of crimes that represent a threat to the safety of students or employees and to make public their campus security policies. It also requires that crime data be collected, reported, and disseminated to the campus community and to the Department of Education annually. The Clery Act is intended to provide students and their families with accurate, complete, and timely information about safety on campuses so that they can make informed decisions. Such disclosures are permitted under **FERPA**.

The following website provides more information about these and other provisions for campus safety: <http://www.ed.gov/admins/lead/safety/campus.html>

Student Personal Aids and Services

An issue that is often misunderstood by postsecondary officials and students is the provision of personal aids and services. Personal aids and services, including help in bathing, dressing, or other personal care, *are not required* to be provided by postsecondary institutions. The Section 504 regulation states:

Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Title II of the ADA similarly states that personal services are *not* required.

In order to ensure that students with disabilities are given a free appropriate public education, local education agencies are required to provide many services and aids of a personal nature to students with disabilities when they are enrolled in elementary and secondary schools. However, once students with disabilities graduate from a high school program or its equivalent,

education institutions are no longer required to provide aids, devices, or services of a personal nature.

Postsecondary schools do not have to provide personal services relating to certain individual academic activities. Personal attendants and individually prescribed devices are the responsibility of the student who has a disability and not of the institution. For example, readers may be provided for classroom use, but institutions are not required to provide readers for personal use or for help during individual study time.

Departmental Instructors' Obligations

1. Responsibility of Professors/Instructors/Administrators to Students with Disabilities

- The responsibility of professors/instructors/administrators is to ensure that a necessary accommodation to a student with disabilities has been provided by the Office of Special Services.
- Professors/instructors/administrators are only responsible to ensure that the student with disabilities receives appropriate accommodations due to the disability, and to, modify such accommodations due to the disability.
- Professors/instructors will receive a *letter of introduction* at the beginning of the semester if a student with a disability will require some specific accommodation, which will be identified in the letter as a note-taker, test-time waiver, advance notice for testing, etc.
 - a. *Note-takers*: If the letter of introduction indicates that a note-taker is required, please make an announcement to the class about needing a note-taker and refer anyone who volunteers to the Office of Special Services. Note, however, that the student with the disability is *not* to be identified, as it is a breach of confidentiality according to ADA and FERPA regulations.
 - b. *Testing and Quizzes*: If the student with a disability hands you a blue sheet stating they have chosen to take the test in the Office of Special Services, you must ensure that the Office of Special Services receives a copy of the test the day before it is scheduled. It can be emailed or faxed to 718-997-5895 (or #75895).
 - c. *Visual Impairment*: If the student is visually impaired, the test has to be enlarged or set into Braille. In this case the test must be handed in at least 3 days in advance. We *cannot* "braille" a test the same day. (The Office of Special Services will deliver all tests back to the professor/instructor by the next morning, if not right after the test has been completed.)
- If you tend to give on-the-spot quizzes, you will still need to provide extended time. The extended time to be given is time and a half. (If the quiz is 30 minutes, then the student with a disability gets 45 minutes to complete the work.)
- If the student is to take the test in the Office of Special Services, we will administer the test at the same time the class is taking it. If the student wants to take the test later, the student will need to get a letter from you stating that you have agreed to allow it, and that it is your request, not the request of the student.
- Any professor/instructor who is uncertain as to what to do about a student with disabilities should contact the Office of Special Services at 718-997-5870.

- Courses offered *and* the rooms in which they take place must be accessible to *all* students.
- Coursework should have handouts and visuals, as well as using the board in writing information down for the students.
- If a student needs to have the curriculum modified, the content itself is *not* to be modified, but rather the way it is presented. For example, if a student cannot dance in a dance class, then the modification should address the subject matter, such as having the student make observations and writing term papers reflecting dance.

2. Grading and Scoring

Please maintain the integrity of the college, and do not allow a student or parent to try to convince you that due to their disability they have to receive a passing grade. Such a request is totally inappropriate, but occasionally we do have students/parents who make the attempt. If you are contacted with such a request, please contact the Office of Special Services and ask to speak to Dr. Hickey (#75870).

3. Handling Disruptive and/or Inappropriate Behavior

The professor's/instructor's expectations of all students in the class should be made very clear. This includes behavior in the classroom toward the instructor and the other students. Remember, our students are adults, and are expected to behave as such. It is *your* classroom, and *you* have the control of it.

- Reaction:* Please remember, having a disability does not entitle a person to be disrespectful or rude, or to misbehave. Inappropriate behavior is *not* tolerated at *any* time. If any student behaves inappropriately, ask the student to leave the classroom in a quiet tone—and, if necessary, call Security. If you are aware that the student is disabled, please also contact the Office of Special Services (718-997-5870).
- Reporting Incident:* Please write up a report as soon as you are able to regarding the incident and hand it in to your chair.

4. ADA and FERPA Confidentiality Regulations Concerning Parents Visiting or Calling Professors/Instructors/Administrators/Staff Regarding Their Child

As stated in the Regulations section at the beginning of this Handbook, ADA and FERPA regulations clearly state that *not even parents* have the right to any information regarding a student. The regulations stipulate that when a student becomes 18 years of age, the right to and responsibility for information are transferred from the parents to the student. With that responsibility comes the *expectation of and right* to confidentiality.

- If the parents call, visit, or hang around the student, they are *not* to speak to any professor/instructor to discuss the student, even if it's their child. If this were to occur, the parent could later choose to sue the professor and the college for discussing their child with them without a waiver from the student.
- If the student desires, he/she *may* write a letter stating that he/she is allowing the parent (the letter *must* include the parent's name) to discuss specific issues (the letter *must* include the topic) with a given person (the letter *must* name the person) regarding particular issues. A general conversation is *not* permitted.

- c. The parent cannot offer or provide information or discuss any information regarding their child's disability with *anyone* without the approval waiver from the child (their son/daughter).
- d. *Hovering parents* are individuals who believe that, as in the K-12 grades, they (the parents) have all the say and the right to dictate the way instructors/teachers will deal with and teach their child. However, once the child begins to attend higher education no matter the age, 16, 18, etc. the parent loses right to question information pertaining to their child's education. This is due to the FERPA Law. (please see information included on FERPA Regulations) Under no circumstances are parents allowed to:
 - (i) hang around the classroom;
 - (ii) hang around the hallways talking to passersby about their child;
 - (iii) attempt to talk to a professor/instructor during or after class; or
 - (iv) call on the phone.

Student Responsibilities

1. Registration at OSS

Student needing accommodations must come to the Office of Special Services and self-identify needing services as Higher Education institutes are not allowed by ADA Regulations to outreach and identify a student in need of services. Students must be registered with the Office of Special Services and provide documentation of an official assessment that provides the identified disability, from a professional individual or assessment center; in order to receive accommodations.

2. Official Documentation

A postsecondary student with a disability who needs accommodations and supportive technology aids is required to provide supporting diagnostic test results and professional prescriptions for identifying his or her disability and the recommended accommodations. The college also may obtain its own professional determination of whether specific requested accommodations are necessary. The official assessment documents identifying the disabling condition are to be provided to Office of Special Services counselors in order to assist them in identifying appropriate and effective accommodations as part of a student's self-advocacy. In elementary and secondary schools, teachers and school specialists may have arranged support services for students with disabilities. In postsecondary school, the intake counselor will discuss and identify the services with the students the accommodation that will meet their need for successful academic learning. The Office of Special Services Director reviews and assures the services are appropriate. According to the Section 504 or ADA.

3. Letter of Introduction

The student must provide his or her professor or instructor a letter of introduction at the beginning of the course that identifies the student as a registered student with the Office of Special Services. Although the letter does not identify the disability, it informs the professor/instructor that the student will be needing accommodations and services, and, when necessary, note-takers.

4. Behavioral Expectations

A student with disabilities does *not* have the right to be inappropriate in language and behavior. The student is to behave as an adult. Queens College does *not* tolerate misbehavior or inappropriate language in a classroom.

5. No Tolerance Policy

If a student argues, yells, curses, hits, or fights with anyone—including the instructor—the Security & Public Safety Office will be called, and the student will be escorted out and possibly face suspension or discharge from school. **There is a No-Tolerance Policy toward inappropriate language and behavior at any time at Queens College!**

6. Student Procedures Seeking Help from Office of Special Services

When a student with disabilities requires help, whether academic or other assistance, he or she should contact the Office of Special Services. If a student feels sick, he/she should contact the college's Health Service Center at 718-997-2760. If the problem is a disability issue (for example, an accessibility problem), he/she should contact the Office of Special Services at 718-997-5870. Ask to speak to Dr. Hickey, Ms. Reischer, or Ms. Garris.

Tutoring:

Under the applicable regulations, tutoring is not an accommodation at the higher educational institutes according to ADA. However, if a student is in need of tutoring, the OSS counselor can refer the student to the Committee of Disabled Students (CDS). CDS provides some payments for services to tutors. According to ADA, Tutoring is *not* a required accommodation under either the ADA or Section 504 of the 1973 Rehabilitation Act.

The applicable Title 5 Regulations are as follows:

§58168. Tutoring.

Tutoring, when provided by the college, shall be considered a method of instruction that involves a student tutor who has been successful in a particular subject or discipline, or who has demonstrated a particular skill, and who has received specific training in tutoring methods and who assists one or more students in need of special supplemental instruction in the subject or skill. Student attendance in tutoring is eligible for apportionment only in a noncredit course offered under the provisions of Education Code, Section 84711(a)(2).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

§58170. Apportionment for Tutoring.

Apportionment may be claimed for individual student tutoring only if all of the following conditions are met:

- (a) The individual student tutoring is conducted in a designated learning center.*
- (b) The designated learning center is supervised by a person who meets the minimum qualifications prescribed by Section 53415.*
- (c) All tutors successfully complete a course in tutoring methods and the use of appropriate written and mediated instructional materials, and which includes supervised practice tutoring. This requirement may be waived by the chief instructional or student services officer on the basis of advanced degrees or equivalent training. All tutors shall be approved by a faculty member from the discipline or disciplines in which the student will tutor.*
- (d) All students receiving individual tutoring are enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring "*

(e) Students are assigned to the Supervised Tutoring course by a counselor or an instructor on the basis of an identified learning need.

An attendance accounting method is established which accurately and rigorously monitors positive attendance.

(g) Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above.

(h) The district shall not claim state apportionment for tutoring services for which it is being paid from state categorical funds.

Note: Authority cited: Sections 70901 and 84500, Education Code. Reference: Sections 70901, 84500, and 87356, Education Code. **Information under the Regulations and Guidelines.** Standing Orders of the Board of Governors.

During COVID Registration for Courses:

- The student is responsible to register for courses. If the student is not able to attend school on campus due to illness, then the student is to register for courses online.
- Students are not to register for courses on campus and expect the Office of Special Services to allow the student to take the course from home. THIS is NOT ALLOWED. OSS cannot change the type of the course online or campus.
- Once you register for on campus courses you must attend or officially drop the course.
- The student cannot try to make arrangements with the professor as they have to follow the setup for that semester for their course. The Office of Special Services will not be supportive of this.
- When a student is bed ridden or in the hospital and cannot attend the on campus courses they have registered for, they are recommended to take a Medical Leave for the semester.

IV. RECOMMENDATIONS FOR INSTRUCTIONAL METHODOLOGY

<p>Language Disabilities A disorder of one or more basic psychological processes involved in understanding or in using language—spoken or written—that may manifest itself in as imperfect ability to listen, speak, read, think, write, spell, or do mathematical calculations.</p>	
Instructional Method of Delivery	Appropriate Accommodations
Verbal	<ul style="list-style-type: none"> • Provide the student with a written copy of the questions that are going to be discussed in the class. • Explain the requirements of the discussion. • Provide the student with a method of nonverbal communication for refocusing the student. • Emphasize key words such as by writing them on the board or posting new words, topics, etc. • Discussion groups should be small for the participation of all the students.
Testing	<ul style="list-style-type: none"> • Test should be multiple choice, with simple sentence structure. • Time extended is 1-1/2 times the regular testing time for the rest of the students. • Placement of testing is important as well. Students should be reminded to set up a testing appointment with the Office of Special Services (OSS) a week prior to a test. OSS has a room for testing. • Send or drop off a copy of the test to OSS (in Freese Hall 013) in a sealed envelope a week prior to the test being administered. * Take home exams are only if the student is bed ridden or the entire class has a take home test. IT IS NOT AN ACCOMMODATION, unless there are special circumstances and the Director of OSS contacts the Professor to set it up. It is then up to the Professor to approve it or not.
Presenting the coursework	<ul style="list-style-type: none"> • Coursework should be presented and modified into small units. • Assignments should be given and checked before going into the next assignment. • Give immediate and frequent praise. • Allow open-book testing whenever possible. • Provide multiple-choice questions whenever possible. • Present work on various levels of understanding for discussion.
Projects	<ul style="list-style-type: none"> • Provide frequent feedback and develop a monitoring system. • Provide options instead of classroom presentations. • Utilize a buddy system as often as possible, matching up a student with strengths that the student with disabilities does not have. They can both work together on the projects, but the grading should be for each student, not as a team. • Provide the option of oral presentations.

Source: Georgia State Department of Education, Linda C. Schranko, State Superintendent of Schools, 2002.

Guidelines for Testing Accommodations

From Section 504: About the Guidelines and Forms for Testing:

The Guidelines for Testing Accommodations Blue Form (TABF) is to be read by, read to, and/or explained to any student with a disability who will be receiving accommodation. This form includes: alternate testing environment, supportive aids, and extended time addressing the needs of all the students with disabilities requesting testing accommodations.

The Guidelines

To schedule a test with accommodations, the student should observe the following:

1. The ADA Coordinator must approve the student's request for specific testing accommodations.
2. The student must schedule a test a week in advance at the Office of Special Services.
3. The student will be given a *blue form*, which has to be handed to the professor (*not* dropped off). This form must be filled in by the professor, not the student.
4. The student also will be given a copy of the scheduled test with the time and date for the student's records.
5. Reasonable accommodations for testing will be provided once the test is scheduled, to include extended time, reduced distraction area, reader, scribe, etc.
6. The Testing Accommodations Blue Form must be returned by the professor a few days in advance. This is due to the time required for setting up the accommodations (such as Braille, etc.).
7. To cancel a test/exam, contact the scheduled test site, your disability accommodations counselor, and your instructor. To reschedule a test or exam after canceling or being a no-show, you must reschedule through your disability accommodations counselor.
8. Arrive at the testing site at least 10 minutes prior to the time of the test and begin testing at the scheduled time. Students arriving early will not be permitted to start their test until the scheduled time, nor will students be permitted to study during their scheduled time.
9. The student will be asked to go to the bathroom prior to the test, since no student will be allowed to go to the bathroom during the test, unless the student has a note from a doctor or has it in their record that such a break is necessary.
10. Your instructor and Disability Counselor will be notified of late arrivals and no-shows.
11. During the test, you will be allowed to bring and use only the materials that have been indicated by the instructor on the Testing Accommodations Blue Form. Leave all unauthorized materials, including jackets and book bags, in an area designated at the test site.
12. Should you encounter any difficulty or other concern during your test, please inform the proctor at the test site immediately, and the proctor will follow "Exam Clarification" procedures.

The proctor/staff, when acting as a reader/scribe, will go by the following guidelines:

1. A reader reads test materials to a student verbatim. Clarification and elaboration are *not* permitted.
2. A scribe writes *only* what the student dictates to him or her.
3. Neither readers nor scribes are permitted to answer questions regarding the exam. No reader or scribe should paraphrase sentences or answers given by the student.
4. If a reader or scribe feels that the student is asking that he or she perform tasks not in accordance with the guidelines, then the student should be reported to both the scheduling Disability Counselor and the student's instructor. The reader or scribe may leave when the student completes the exam or is asked to leave by the student.

Students accommodated with testing services are expected to adhere to the academic honesty principles stated by the code of ethics of Queens College, CUNY.

Noncompliance on the part of the student with the above-stated guidelines and with the OSS procedures for testing accommodations may result in delays or denial of the provision of testing accommodations.

I have read and understand the above outlined policies, and I agree to follow them.

Student's Name (print)

Student's Signature

Date

Unreasonable Accommodations

Students may *not* request unreasonable accommodations, such as:

1. A home test/exam, unless the entire class is taking it at home. The *only* time a test/exam may be taken home or sent home is when the student is on bedrest due to illness.
2. Extending the time for turning in the test/exam to double or longer than the usual time and a half, as per CUNY's recommended accommodations for extended test time.
3. Requesting or demanding accommodations for a test/exam that are not reflective of the student's disability, such as using a calculator for a math exam when the disability is a language disorder.
4. The use of their cell phones, or laptops during testing without the permission of the professor.
5. Breaks to go to the bathroom unless it is an accommodation due to their medical condition.
6. The student cannot come in to take the test any later than 15 minutes when the student was due to take it. If the student is late more than 15 minutes, they are to report to their professor to reschedule. If the professor will agree to reschedule it. If the professor agrees the professor must call the testing center and make arrangements for rescheduling.
7. Unlimited testing time: It is illegal.
8. Bring in material when the professor has stated nothing is to be used for the test.
9. Talking during a test

V. TESTING ADMINISTRATION

PROCEDURES Methods of Test Delivery

All accommodating exams will be conducted at an assigned OSS test room, and should be delivered to OSS according to one of the methods listed below.

Regardless of the delivery method, the test/exam *must* be received at FH013 by OSS a few days prior to the testing date, accompanied by the *blue form* (TABF) indicating where/how the test is to be delivered (or returned) once it has been completed.

1. Professor/instructor *personally delivers* the test/exam in a sealed envelope or emails it to: QC.SPSV.TESTING@QC.CUNY.EDU
2. Instructor or department designee delivers exam.
3. Instructor faxes exam and indicates on the accompanying *blue form* (TABF) the fax number to which the exam should be sent. He/she also should list the name(s) of the student(s), the name of the class, and any special instructions for the proctors. (Make a copy of exam for additional students, include Scantron sheet, etc.)
4. Instructor *emails* test/exam to test/exam-specific email, indicating on the accompanying *blue form* (TABF) that the exam is being sent by email. He/she also should list the name(s) of the student(s), the name of the class, and any special instructions for the proctors (make a copy of test/exam for additional students, include Scantron sheet, etc.).

Note: Only in an emergency will the OSS pick up a test. The instructor must indicate on the accompanying *blue form* (TABF) that the test is being picked up by the OSS staff.

Logging In/Out of Tests

Recording of the exam arrival and departure times is necessary for test security and also to aid in avoiding exam misplacement. As exams are logged in when received, the following information also is to be recorded:

1. Name of student, course, and instructor;
2. Date and time the test was received;
3. Date of test administration.

When exams are being returned, the following information is to be recorded:

1. Signature of person returning test (student, instructor, staff);
2. Date and time it leaves test site;
3. Where the test is to be delivered.

Returning the Completed Test

Proctors will return the test/exam in a sealed envelope according to the instructions on the *blue form* (TABF) that accompanied the exam when it was delivered to OSS.

Testing Schedule

The Testing Schedule is to be completed by students and instructors in order to schedule testing that requires reasonable accommodations, such as extended time, reader, scribe, etc. The following points must be observed:

1. The professor must complete the *blue form* (TABF) at least one week prior to regularly scheduled testing date.
2. The professor must treat the student receiving accommodations the same as the rest of the class.
3. A separate *blue form* should be completed for each course in which the student requires testing accommodations.

Starting a Test

1. Check the *blue form* (TABF) to identify authorized materials for use during the test.
2. Ask student(s) to leave book bags and all other unauthorized materials in an appropriate location.
3. Ensure that student(s) receive(s) approved accommodations (reader, scribe, reduced distraction, extended time, etc.).
4. Lead student(s) to test site, and inform them of the following:
 - a. Time allowed;
 - b. Type of accommodations: (i) start time; (ii) projected end time; and (iii) return location upon exam completion.

Proctoring a Test

1. Test proctors may be any of the following: staff or work-study student employee monitored by staff member.
2. Proctor responsibilities are as follows:
 - a. Maintain test confidentiality and security;
 - b. Receive, administer, and return exams;
 - c. Monitor students during test.
3. Inappropriate proctor activities are as follows:
 - a. Answering test-related questions;
 - b. Reading/scribing a test without having a general knowledge of the subject matter (above the level of the student taking the examination).
4. Using cell phones.

Exam Breaks

As in a regular classroom, students must go to the restroom or take water breaks before their exams. However, as with a regular class, students with disabilities will lose the time that they take for their break from the total exam time. If a student's disability is such that his or her documentation supports extended break times, an exception to this rule will be made. To maintain exam security, break policies should be established.

1. Staff will review documentation to determine break accommodations (if any).
2. Staff should inform students that extended time may include breaks, and this point should be written on the *blue form* (TABF).
3. Students should inform proctors of the need for extended break time *before* the exam begins.

4. If there is a break, students may *not* leave the test site during the break, and students should be escorted to and from the facilities.
5. If leaving the testing room, students *must* turn in their exam materials to the proctors; their exam materials may be retrieved when they returning to the exam.
6. All books, book bags, coats, etc., must remain in the designated area undisturbed unless otherwise noted by the professor.

Test/Exam Clarification

Students completing exams at the test site will likely have questions regarding their exam. Unlike the regular class, students taking exams at the test site do not have ready access to the instructor. Test-site staff are *not* permitted to answer any exam-related questions. Students' questions may be answered *only* in the following ways:

1. Students may call the instructor or department staff—with permission from the test-site staff.
2. Students may write a note to the instructor on the "Exam Comment Form" and include it in the exam packet if the instructor is unreachable.
3. The "Exam Comment Form" also may be used to document any unusual exam situations.

Ending a Test/Exam

To end an exam, proctors do the following:

1. Require the student to complete exam by designated time.
2. Collect *all* exam materials.
3. Record end time on the *blue form* (TABF) and the test/exam envelope.
4. Place the exam in a sealed envelope.
5. Log out exam (see log in/out procedures, above).
6. Return the exam to instructor/department.

Returning a Test/Exam

On the *blue form* (TABF), the instructor should indicate the preferred method for returning the exam:

1. The instructor/department designee will pick up the completed exam at the test site.
2. The proctor(s) will deliver the test/exam in a sealed envelope to the location previously indicated on the *blue form* (TABF).
3. OSS staff will return the exam to the instructor/department by hand delivery. If this method is chosen, a return sheet (companion to the log sheet) should be established to record the following:
 - a. Date and time the exam is returned;
 - b. Building and room number where it is returned; and
 - c. Signature of person who is accepting the exam.
4. OSS will fax the exam back to the instructor or department.
5. OSS will email the exam back to the instructor or department.

Makeup Tests/Exams

For a student to reschedule a test/exam, the student must meet with their Disability Counselor to discuss the reason for the need to reschedule the test. It is the Counselor's decision whether to permit the rescheduling; this should be a case-by-case decision. The following are the criteria and the processes for rescheduling a test/exam:

1. Does the student have a track record chronically rescheduling his or her tests?
2. Can the student provide a doctor's note explaining any prior absences?
3. The Counselor must speak to the professor to discuss and clarify the situation. The Counselor also must inform the professor that rescheduling the test for a later date might damage the integrity of the test/exam.
4. If the student has not rescheduled any prior test, the Counselor can choose to approve the rescheduling of test.
5. The Counselor must call the professor to obtain the appropriate information and approval for rescheduling the test/exam.

VI. ACCOMMODATIONS & SUPPORTIVE SERVICES OF THE OSS

The Office of Special Services is an office for students with disabilities. The services we **offer—both on and off campus—address** the students' special needs. The accommodations provided are considered reasonable accommodations according to the ADA Regulations and Sections 504, 508, and 255 for assistive technology services.

Higher-education accommodation services are *not* the same as those for grades K-12, because the regulations covering higher education are different. Appropriate and reasonable accommodations are assigned to a particular student according to the individual's disability identified through available assessment information. Below is a list of *some* of the services that may be provided by the Office of Special Services:

- Contacting professors in case of student illness
- Emailing the student and the professors
- Delivering a test
- Providing a smaller, quiet place for testing
- Faxing of tests
- Taping classes
- Note-takers
- Career counseling
- Scribing
- Reading

Types of Accommodations and Supportive Services

- Taped texts, lectures
- Note-takers
- Interpreters
- Readers
- Videotext displays
- Text enlargers
- Talking calculators
- Electronic readers
- Braille calculators, printers, or typewriters
- Telephone handset amplifiers
- Franklin talking pens (readers of text)
- Equipment lending program
- Closed-caption decoders
- Open and closed captioning
- Voice synthesizers
- Specialized gym equipment
- Calculators or keyboards with large buttons
- Reaching device for library use
- Raised-line drawing kits
- Assistive listening devices
- Assistive listening systems
- Audio-enhancers
- Peer mentoring
- Assistive Technology Lab open all week
- Laptop lending program
- Time out (5 minutes for anxiety) from class

Technological advances in electronics have vastly improved participation by students with disabilities in educational activities. Due to Section 255, colleges are now required to provide assistive technology to students with disabilities. The equipment that Queens College provides offers the most sophisticated supportive services available, and effectively meets the needs of students with disabilities. The supportive services and aids are selected only after consultation with the student who will use them in order to identify the need and level of disability.

Effectiveness of Accommodations and Supportive Services

No aid or service will be useful unless it is successful in equalizing the opportunity for a particular student with a disability to participate in the education program or activity. Not all students with a similar disability benefit equally from an identical accommodation or supportive service. The regulation refers to this complex issue of effectiveness in several sections, including:

Accommodations and Supportive Services may include taped texts, interpreters, or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions.

There are other references to effectiveness in the general provisions of the Section 504 regulation which state, in part, that a recipient may not:

1. Provide a qualified handicapped person with an aid, benefit, or service that is not as effective as that provided to others; or
2. Provide different or separate aid, benefits, or services to handicapped persons or to any class of handicapped persons unless such action is necessary to provide qualified handicapped persons with aid, benefits, or services that are as effective as those provided to others.

Executive Summary

What is Section 508?

Section 508 standards that are incorporated into the federal acquisition requirements apply to information and communication technology (ICT) that is used, developed, procured, maintained, or used by federal agencies. The standards, which have been in place for over 15 years, promote ICT that can be accessed by the public and employees with disabilities.

Section 508 covers technology procured by a federal agency under contract with a private entity or produced within the agency itself. It applies to all Electronic and Information Technology (EIT) including software, web sites, web applications, and hardware applications such as computers, networks, peripherals, and other types of electronic office equipment. EIT is defined as “any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information.”

Section 508 covers technology procured by a federal agency under contract with a private entity or produced within the agency itself.

The Refresh

On January 18, 2017, revised ICT standards and guidelines created by the U.S. Access Board (generally referred to as the “Section 508 Refresh” or “the Refresh”) were published in the Federal Register. The revised standards and guidelines modernize the approach of standards application, and harmonize with international voluntary consensus standards and Section 255 of the Telecommunications Act. that updated accessibility requirements covered by Section 508 for Information and Communication Technology (ICT). The final rule went into effect on January 18, 2018.

The updated standards reflect changes in the technology landscape due to development of new technologies, the convergence of technologies and the increasingly multi-functional capabilities of products such as smart phones. The Refresh broadly maintains the current structure of the requirements with technical and functional standards, but arranges the technical standards around product features rather than types of products. The Section 508 revised standards bring harmonization with international standards, most notably the Web Content Accessibility Guidelines 2.0 (WCAG 2.0), which are incorporated by reference. This means WCAG 2.0 conformance requirements are used to measure compliance of documents, web content, and software (when applicable) for Section 508. In addition, for software and mobile apps, the World Wide Web Consortium’s Guidance on applying WCAG 2.0 to Non-web ICT needs to be taken into consideration when determining compliance with Section 508.

On August 11, 2021, the FAR Council (the Administrator for Federal Procurement Policy and Department of Defense (DOD), General Services Administration (GSA), and the National Aeronautics and Space Administration (NASA)) published a final rule amending the Federal Acquisition Regulation (FAR) to incorporate these revisions and updates to ICT accessibility standards.

The full text and formal notice of the final rule is available at: [Federal Acquisition Regulation: Section 508-Based Standards in Information and Communication Technology \(federalregister.gov/d/2021-16363\)](https://www.federalregister.gov/d/2021-16363). The updates went into effect on September 10, 2021.

people with disabilities. Additional interoperability requirements also surround the use of application programming interfaces (API).

The new standards also indicate that all types of public facing content, as well as specific categories of non-public facing content that communicate agency official business, would have to be accessible to people with disabilities as well. Previously, it was not clear if this content was covered under Section 508 or not, especially when it was not posted to a website.

Federal agencies must comply with the new Section 508 standards by January 18, 2018, one year following the publication of the standards. Updates to Section 255 are also effective March 21, 2017, though compliance with Section 255 is not mandated until those guidelines are adopted by the Federal Communications Commission (FCC). A safe harbor has been created for ICT that is used, maintained, or developed after January 18, 2018 and already complies with the current Section 508 standards. As long as the ICT has not been altered in a way that affects the user interface, data, or interoperability it will not have to follow the revised standards. When ICT is altered, the component that was altered will have to meet the revised standards while the unaltered components would continue to fall under the safe harbor.

Functional Performance and Tech Requirements

Functional performance criteria are outcome-based standards that define whether something can be accessed by a person with disability. For example, The Board has clarified that the Functional Performance Criteria only apply in situations where a technology standard/guideline does not exist to address the situation. They also apply when a technical standard cannot be met. Previously, the purpose of the functional performance objectives was nebulous and thus some agencies considered that both functional and technical standards had to be met.

The functional performance criteria have been updated and some additional ones added (e.g., color perception and limited reach and strength). Functional performance criteria have also been added related to cognitive disabilities. The proposed rule had dropped the functional performance criteria for cognitive accessibility, but it was later added back in to the final rule. However, the functional performance criteria need only be applied when a technical standard can't be met or when there is no applicable technical standard. In addition, there are other functional performance criteria that may also likely need to be considered in the future (e.g., depth perception).

The Board has clarified that the Functional Performance Criteria only apply in situations where a technology standard/ guideline does not exist to address the situation.

The low vision functional performance criterion was updated to read:

302.2 With Limited Vision. Where a visual mode of operation is provided, ICT shall provide at least one mode of operation that enables users to make use of limited vision.

Similarly, the updated functional performance criterion for people who are hard of hearing states: PAGE 9 OF 17

302.5 With Limited Hearing. Where an audible mode of operation is provided, ICT shall provide at least one mode of operation that enables users to make use of limited hearing.

RTT Functionality

The Refresh does not include standards for real-time text (RTT). Initially, the rule proposed that RTT functionality should be provided whenever two-way voice communication is provided to allow for comparable access for people who are deaf or hard of hearing. The FCC issued a notice of intent to regulate in the area of RTT. Depending on the outcome of the FCC's rulemaking, the Access Board may update Section 508 standards in the future to include RTT.

Expanded Interoperability Requirements

Under the previous standards, ICT was required to be interoperable (i.e., compatible) with documented features of assistive technology and accessibility features. In the Refresh, the interoperability requirements are updated to be more clear about how technology, (e.g., operating systems, software toolkits, platforms, and browsers) must work together with assistive technology (e.g., screen readers, screen magnifiers, and speech recognition) to increase or maintain access by people with disabilities.

The Refresh indicates that some software that operates within a sandboxed environment within the platform, such as plug-ins like Java and Flash and media players, are exempt from some of the user preferences for accessibility.

Additional interoperability requirements surround the use of applications programming interfaces (API). APIs are agreed-upon methods of communication between software such as a platform or app and an assistive technology. The Refresh increases the requirements, not only requiring that an API be used to expose information to assistive technology, but that it also allow assistive technology to control the user interface through the API. That is, assistive technology may be required to programmatically set and change values and add event hooks to watch for changes in the application. This is very good news for users of assistive technology. The original legislation was ambiguous when it came to the compatibility between ICT and AT. The Section 508 Refresh brings much-needed specificity.

In the Refresh, the interoperability requirements are updated to be more clear about how technology, (e.g., operating systems, software toolkits, platforms, and browsers) must work together with assistive technology (e.g., screen readers, screen magnifiers, and speech recognition) to increase or maintain access by people with disabilities.



Assistive Technology Lab & Services

Technology has become an integrated part of the academic experience. The Assistive Technology Services Center, located in Frese Hall, Room 012, is dedicated to ensuring accessibility to technology to students with disabilities.

The AT Lab is provided by the Office of Special Services. The hours are the same as that of the OSS. The lab offers numerous technologies to assist students with disabilities. The various services available are listed below:

- Brailing books, texts, and tests are to be sent out for service
- Zoom Text for enlarging the text
- Larger computer screens for visually impaired students
- Laptop lending program
- Training on use of software
- Equipment lending program (audio-enhancers, headphones)
- Kurzweil 3000
- Jaws, Dragon, CCTVs
- V-Tech Enlarger

Students using the lab need to sign in and out. You can call The A.T. Coordinator or ask for assistance.

Accommodations and supportive services depend on the disability and the level of support each student requires. For example, if a student has dysgraphia, or cannot write the notes due to a learning or physical disability, we will assign the student a note-taker. For testing, they will have a scribe. If the student is visually or hearing impaired, we will provide them with a laptop that has the software capable of addressing the particular disability, such as enlarging text, voice control, and organizational planning

GRIEVANCE PROCEDURES:

General Complaints

Grievance procedures for specific college rules and regulations differ depending on the nature of the complaint. Any student or staff member who has a grievance against another member of the college community may receive help with processing an informal complaint or in filing a petition of complaint go to the Office of Diversity and Compliance in Kiely Hall suite 164.

- Meet with the Compliance Officer and a Complaint/Grievance form is filled out.
- The ADA Compliance Officer will investigate the incident.
- Investigation activities include meeting with and speaking to involved individuals, discussion with ADA Regional Center Representatives, and writing up a complete report on the findings. If the individual who filed the complaint does not agree with the Compliance Officer's findings, he or she has the option to request further review:
 - a. Staff or faculty members may go to their union and/or the Office of Compliance & Diversity Programs.
- The Compliance Officer will Write up a report on the findings and meet with the individual that filed the grievance to report and resolve the grievance.

ADA Accommodations:

Students are to follow the same procedure as noted above for the appeals for grievance specific to accommodations denials due to ineligibility or implementation dispute.

Sexual Harassment Issues

1. Charges against a Student Employee

Per ADA Regulations, if a disabled student who is employed at Queens College is alleged to have conducted himself or herself inappropriately and/or committed an act of sexual harassment against another employee, the employer must clarify if the employee being charged meets the ADA definition of Employment Qualification prior to pressing charges and taking action in any manner.

Before charging a disabled student employee with an act of sexual harassment, the department/office supervisor must establish that the individual meets the following criteria under ADA Employment Qualifications:

- a. The individual must be qualified to do the essential functions of his/her job, according to the job description.
- b. The individual understands jobs rules and regulations.
- c. The individual has had sexual harassment training during the employment orientation period.
- d. The individual can retain that information, for a known period of time.

If the student employee is found to meet the above employment qualification criteria, then he or she can be charged with sexual harassment, and if terminated would be terminated under the ADA' s "Violation of Work Codes."

2. Charges against a Student

If the alleged violator is a student, then the situation falls under the ADA Qualification Criteria for a student:

- a. The individual must be qualified to attend a college as a student.
- b. The individual must have met all college requirements for enrollment.

If the student is found to meet the above criteria, he or she is subject to compliance with all college requirements, codes of ethics, and regulations of the institution. If the student commits an infraction of any of the regulations and codes, then the student can be expelled under the ADA's "Violation of School Codes."

Source: Human Resources Management Solutions. Inc. Ms. Deborah Tjaden (January 4, 2006), Washington DC. 302-234-2800; www.hrmsinc.com.

VIII. Transportation: Access -Ride Buses

In attempt to provide the most reasonable accessibility to our students with ambulatory disabilities, Queens College will allow the accessibility buses during in climate weather to drive up to the quad in front of Frese Hall to drop off the students. However, the driver must first obtain a pass to do so each time.

Parking for Students with Disabilities

Parking is unfortunately very limited on campus. Therefore, all not matriculated students, such as the audit students do not qualify for the parking. However, the Student Union has a parking lot under the building for those audit students that require parking. They would go to the Student Union to park and will pay per day.

All Matriculated students requesting parking privileges on campus, must be disabled or have an illness that qualifies them for it. Their qualification for parking is on an individual basis, and is, based on physical and medical disabilities.

The arrangements must, be made through the Office of Special Services for Students with Disabilities (Frese Hall, Room 012 the A.T. Lab). For parking consideration, the disabilities/illnesses are: Mobility, Asthma, Cardiac. Students with disabilities that fall under these illnesses, wanting parking on campus must follow the procedures:

1. Come into the Office of Special Services Frese Hall 012A.
2. Must Bring in Documentation Identifying the disability or illness that qualifies them for the parking.
3. If the student has a hangtag they must bring it with them.
4. If the student is, approved for parking on campus, even without a hangtag, they will, be asked to return to the OSS to pick up the letter approving the parking and the area where they can park.
5. The student is to take the letter to the Jefferson building the second floor and security office, there they will pay the fee for the year and they will receive the decal for parking.
6. Who wish to park in a **Handicapped spot *must have a hangtag that has been issued to them not their family or friend*** by the Department of Motor Vehicles, form the state, or the town they are from. The tag *must* be displayed at all times.
7. The Disability CARD that lays on the dashboard issued by the state or town is ONLY to be used in parking outside for free parking, not in the campus.
8. Once the student pays and receives the decal, they must have displayed on their mirror in order to park in campus.
9. They are to Park ONLY in the area assigned on their decal.

IX. GLOSSARY OF TERMS

The definitions used in this glossary were taken from the Americans with Disabilities Act (ADA), EEOC guidelines, and other reference materials. They are commonly used terms and may have various definitions depending on their context.

Access Board – An independent federal agency devoted to accessibility for people with disabilities, the Access Board developed the accessibility guidelines for the ADA and provides technical assistance and training on these guidelines. The agency also is referred to as the Architectural and Transportation Barriers Compliance Board.

Accessible – Refers to a site, facility, work environment, service, or program that is easy for a person with a disability to approach, enter, operate, participate in, and/or use safely and with dignity.

Accommodations – Techniques and materials that allow individuals with learning disability (LD) to complete school or work tasks with greater ease and effectiveness. Examples include spellcheckers, tape recorders, and expanded time for completing assignments.

Accuracy – The ability to recognize words correctly.

Affective Filter – A metaphor that describes a learner's attitudes that affect the relative success of second-language acquisition. Negative feelings such as lack of motivation, lack of self-confidence, and learning anxiety act as filters that hinder and obstruct language learning. This term is associated with linguist Stephen Krashen's *Monitor Model* of second-language learning.

Affirmative Action – A set of positive steps that employers use to promote equal employment opportunity and to eliminate discrimination. It includes expanded outreach, recruitment, mentoring, training, management development, and other programs designed to help employers hire, retain, and advance qualified workers from diverse backgrounds, including persons with disabilities. Affirmative action means inclusion, not exclusion. Affirmative action does not mean quotas and is not mandated by the Americans with Disabilities Act.

Alternative Education Placement (AEP) – Refers to an alternative classroom setting used to improve classroom behavior and address needs that cannot be met in a regular classroom setting.

Americans with Disabilities Act (ADA) – A comprehensive federal law that gives civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for and prohibits discrimination against individuals with disabilities in employment, state and local government services and activities, public accommodations, transportation, and

telecommunications.

Americans with Disabilities Act Accessibility Guidelines (ADAAG) – Scoping and technical requirements to be applied during the design, construction, and alteration of buildings and facilities covered by Titles II and III of the ADA to the extent required by regulations issued by federal agencies, including the Department of Justice and the Department of Transportation.

Aphasia – *See Developmental Aphasia.*

Assessment – Assessment is a broad term used to describe the gathering of information about student performance in a particular area. *See also Formative Assessments and Summative Assessments.*

Assistive Technology – Includes equipment that enhances the ability of students and employees to be more efficient and successful.

Attention Deficit Disorder (ADD) – *See ADHD below.* The difference between ADD and ADHD is that the ADD individual does not suffer from hyperactivity.

Attention Deficit/Hyperactivity Disorder (ADHD) – Developmentally inappropriate behavior, including poor attention skills, impulsivity, and hyperactivity. A person can be predominantly inattentive (often referred to as ADD), predominantly hyperactive-impulsive, or a combination of these two.

Auditory Discrimination – Ability to detect differences in sounds: gross ability, such as detecting the differences between the noises made by a cat and dog, or fine ability, such as detecting the differences made by the sounds of the letters "m" and "n."

Auditory Memory – Ability to retain information that has been presented orally: short-term memory, such as recalling information presented several seconds before; long-term memory, such as recalling information presented more than a minute before; or sequential memory, such as recalling a series of information in proper order.

Auditory Processing Disorder (APD) – An inability to accurately process and interpret sound information. Students with APD often do not recognize subtle differences between sounds in words.

Automaticity – A general term that refers to any skilled and complex behavior that can be performed rather easily with little attention, effort, or conscious awareness. These skills become automatic after extended periods of training. With practice and good instruction, students become automatic at word recognition—that is, retrieving words from memory—and are able to focus attention on constructing meaning from the text, rather than decoding.

Auxiliary Aids and Services – Under Titles II and III of the ADA, a wide range of services and devices that promote effective communication or allow access to goods and services are included. Examples of auxiliary aids and services for individuals who are deaf or hard of hearing include qualified interpreters, note-takers, computer-aided transcription services, written materials, telephone handset amplifiers, assistive listening systems, telephones compatible with hearing aids, closed-caption decoders, open and closed captioning, telecommunications devices for deaf persons (TDDs), videotext displays, and exchange of written notes. Examples for individuals with vision impairments include qualified readers, taped texts, audio recordings, Braille materials, large-print materials, and assistance in locating items. Examples for individuals with speech impairments include TDDs, computer terminals,

speech synthesizers, and communication boards.

Central Auditory Processing Disorder (CAPD) – A disorder that occurs when the ear and the brain do not coordinate fully. A CAPD is a physical hearing impairment, but one that does not show up as a hearing loss on routine screenings or an audiogram. Instead, it affects the hearing system beyond the ear, whose job it is to separate a meaningful message from nonessential background sound, and deliver that information with good clarity to the intellectual centers of the brain (the central nervous system).

Civil Rights Act of 1991 – A federal law that capped compensatory and punitive damages under Title I of the ADA for intentional job discrimination. The law also amended the ADA's definition of an employee, adding "with respect to employment in a foreign country, such term includes an individual who is a citizen of the United States."

Cloze Passage – A cloze passage is a reading comprehension exercise in which words have been omitted in a systematic fashion. Students fill in the blanks, and their responses are counted correct if they are exact matches for the missing words. Cloze exercises assess comprehension and background knowledge, and they are also excellent indicators of whether the reading level and language level of the text are appropriate for a given student.

Continuous Assessment – An element of responsive instruction in which the teacher regularly monitors student performance to determine how closely it matches the instructional goal.

Covered Entity – Under the ADA, "covered entity" is an entity that must comply with the law. Under Title I, covered entities include employers, employment agencies, labor organizations, or joint labor-management committees. Under Title II, covered entities include state and local government instrumentalities, the National Railroad Passenger Corporation and other commuter authorities, and public transportation systems. Under Title III, covered entities include public accommodations such as restaurants, hotels, grocery stores, retail stores, etc., as well as privately owned transportation systems.

Curriculum-based Assessment – A type of informal assessment in which the procedures directly assess student performance in learning-targeted content in order to make decisions about how better to address a student's instructional needs.

Decoding – The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences. It is also the act of deciphering a new word by sounding it out.

Developmental Aphasia – A severe language disorder that is presumed to be due to brain injury rather than because of a developmental delay in the normal acquisition of language.

Direct Threat – A significant risk to the health or safety of others that cannot be eliminated by reasonable accommodation.

Disability – With respect to an individual, a disability is a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment.

Dyscalculia – A severe difficulty in understanding and using symbols or functions needed for success in mathematics.

Dysgraphia – A severe difficulty in producing handwriting that is legible and written at an age-appropriate speed.

Dyslexia – A language-based disability that affects both oral and written language. It may also be referred to as reading disability, reading difference, or reading disorder.

Dysnomia – A marked difficulty in remembering names or recalling words needed for oral or written language.

Dyspraxia – A severe difficulty in performing drawing, writing, buttoning, and other tasks requiring fine motor skills, or in sequencing the necessary movements.

Employer – A person engaged in an industry affecting commerce who has 15 or more employees for every working day in each of 20 or more calendar weeks in the current or preceding calendar year, and any agent of such person—except that, for two years following the effective date of this subchapter, an employer means a person engaged in an industry affecting commerce who has 25 or more employees for each working day in each of 20 or more calendar weeks in the current or preceding year, and any agent of such person.

Exceptions: The term "employer" does not include the United States, a corporation wholly owned by the government of the United States, or an Indian tribe, or a bona fide private membership club (other than a labor organization) that is exempt from taxation under section 501(c) of Title 26 [the Internal Revenue Code of 1986].

Equal Employment Opportunity – An opportunity to attain the same level of performance or to enjoy equal benefits and privileges of employment as are available to an average similarly situated employee without a disability.

Equal Employment Opportunity Commission (EEOC) – The federal agency charged with enforcing Title I of the ADA.

Essential Job Functions – The fundamental job duties of the employment position that the individual with a disability holds or desires. The term does not include marginal functions of the position.

Exceptional Students Education (ESE) – Special-education services to students who qualify.

Existing Facility – Refers to buildings that were constructed before the ADA went into effect. A public accommodation building constructed before the effective date of Title III does not have to be fully accessible unless the removal of barriers, including structural ones, is readily achievable.

Expressive Language – The aspect of spoken language that includes speaking and the aspect of written language that includes composing or writing.

Family Educational Right to Privacy Act (FERPA) – A federal law that protects the privacy of student education records. Once a student enters college (age does not matter), FERPA comes into play.

Formal Assessment – The process of gathering information using standardized, published tests or instruments in conjunction with specific administration and interpretation procedures, and used to make general instructional decisions.

Formative Assessments – Assessments designed to evaluate students on a frequent basis so that adjustments can be made in instruction to help them reach target achievement goals.

Functional Behavioral Assessment (FBA) – A problem-solving process for addressing students' problem behavior that uses techniques to identify what triggers given behavior(s) and to select interventions that directly address them.

Impairment – A term used in the ADA definition of disability; includes any physiological disorder, or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Individualized Transition Plan (ITP) – A plan developed to help accomplish a student's goals for the transition from high school into adulthood.

Informal Assessment —The process of collecting information to make specific instructional decisions, using procedures largely designed by teachers and based on the current instructional situation.

Intelligence Quotient (IQ) – A measure of someone's intelligence, as indicated by an intelligence test, where an average score is 100. An IQ score is the ratio of a person's mental age to his chronological age multiplied by 100.

Job Analysis – A formal process in which information about a specific job or occupation is collected and analyzed.

Job Description – A detailed summary, usually written, of the major components of a job. A typical job description consists of six major components: essential job functions, knowledge and critical skills, physical demands, environmental factors, the roles of the ADA and other federal laws such as the Occupational Safety Health Act (OSHA), and any explanatory information that may be necessary to clarify job duties or responsibilities.

Job Related and Consistent with Business Necessity – The standard used to determine whether a qualification standard or employment policy concerns an essential aspect of the job and is required to meet the needs of the business.

Language Learning Disability (LLD) – A disorder that may affect the comprehension and use of spoken or written language as well as nonverbal language, such as eye contact and tone of speech, in both adults and children.

Learning Disability (LD) – A disorder that affects people's ability either to interpret what they see and hear or to link information from different parts of the brain. It also may be referred to as a learning disorder or a learning difference.

Light Duty – This phrase has a number of different meanings in the employment setting. Generally, "light duty" refers to temporary or permanent work that is physically or mentally less demanding than normal job duties. Some employers use the term "light duty" to mean simply excusing an employee from performing those job functions that she or he is unable to perform because of an impairment. "Light duty" also may consist of particular positions with duties that are less physically or mentally demanding created specifically for the purpose of providing alternative work for employees who are unable to perform some or all of their normal duties. Further, an employer may refer to any position that is sedentary or is less physically or mentally demanding as "light duty." The term is often associated with workers compensation programs.

Limited English Proficient (LEP) – A term that is used by the federal government, most states, and local school districts to identify students who have insufficient English to succeed in English-only classrooms. Increasingly, the terms English language learner (ELL) or English learner (EL) are used in place of LEP.

Literacy Coach – An instructor who works with students to improve reading comprehension and learning.

Local Education Agency (LEA) – A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.

Major Life Activity – A term used in the ADA definition of disability. It refers to activities that an average person can perform with little or no difficulty, such as walking, seeing, speaking, hearing, breathing, learning, performing manual tasks, caring for oneself, and working. These are only examples. Other activities such as sitting, standing, lifting, or reading are also major life activities.

Marginal Job Functions —Functions that are not considered essential to a job. Employers must consider removing marginal job functions as an accommodation under the ADA, but do not have to remove essential functions as an accommodation.

Medical Examination —A procedure or test that seeks information about an individual's physical or mental impairments or health. The following factors should be considered to determine whether a test (or procedure) is a medical examination: (1) whether the test is administered by a healthcare professional; (2) whether the test is interpreted by a healthcare professional; (3) whether the test is designed to reveal an impairment or physical or mental health; (4) whether the test is invasive; (5) whether the test measures an employee's performance of a task or measures his or her physiological responses to performing the task; (6) whether the test normally is given in a medical setting; and (7) whether medical equipment is used. In many cases, a combination of factors will be relevant in determining whether a test or procedure is a medical examination. In other cases, one factor may be enough to determine that a test or procedure is medical.

Mitigating Measures – Medical treatments or devices that lessen the effects of an impairment, such as medication, a prosthesis, or a hearing aid. When determining whether a person has a disability under the ADA, the effect of mitigating measures is to be considered.

Metacognition —The process of "thinking about thinking." For example, good readers use metacognition before reading when they clarify their purpose for reading and preview the text.

Multisensory Structured Language Education – An educational approach that uses visual, auditory, and kinesthetic-tactile cues simultaneously to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear), and kinesthetic-tactile (what we feel) pathways in learning to read and spell.

Nonverbal Learning Disability – A neurological disorder that originates in the right hemisphere of the brain. Reception of nonverbal or performance-based information governed by this hemisphere may be impaired in varying degrees, causing problems with visual-spatial, intuitive, organizational, evaluative, and holistic processing functions.

Norm-referenced Assessment – A type of assessment that compares an individual child's score against the scores of other children who have previously taken the same assessment.

With a norm-referenced assessment, the child's raw score can be converted into a comparative score, such as a percentile rank or a stanine.

Occupational Therapy (OT) – A rehabilitative service for people with mental, physical, emotional, or developmental impairments. Services can include helping a student with pencil grip, physical exercises to increase strength and dexterity, or exercises to improve hand-eye coordination.

Oral Language Difficulties – A person with oral language difficulties may exhibit poor vocabulary, listening comprehension, or grammatical abilities for his or her age.

Other Health Impairments (OHI) – A category of special education services for students with limited strength, vitality, or alertness, due to chronic or acute health problems (such as asthma, ADHD, diabetes, or a heart condition).

Pervasive Developmental Disorder (PDD) – The category of special-education services for students with delays or deviance in their social/language/motor and/or cognitive development.

Physical Therapy (PT) – Instructional support and treatment of physical disabilities, under a doctor's prescription, to help a person improve the use of bones, muscles, joints, and nerves.

Public Accommodations —Entities that must comply with Title III and facilities whose operations affect commerce and fall within at least one of the following 12 categories: places of lodging (e.g., inns, hotels, motels, except for owner-occupied establishments renting fewer than six rooms); establishments serving food or drink (e.g., restaurants and bars); places of exhibition or entertainment (e.g., motion picture houses, theaters, concert halls, stadiums); places of public gathering (e.g., auditoriums, convention centers, lecture halls); sales or rental establishments (e.g., bakeries, grocery stores, hardware stores, shopping centers); service establishments (e.g., laundromats, dry cleaners, banks, barber shops, beauty shops, travel services, shoe repair services, funeral parlors, gas stations, offices of accountants or lawyers, pharmacies, insurance offices, professional offices of healthcare providers, hospitals); public transportation terminals, depots, or stations (not including facilities relating to air transportation); places of public display or collection (e.g., museums, libraries, galleries); places of recreation (e.g., parks, zoos, amusement parks); places of education (e.g., nursery schools, elementary, secondary, undergraduate, or postgraduate private schools); social service center establishments (e.g., day care centers, senior citizen centers, homeless shelters, food banks, adoption agencies); and places of exercise or recreation (e.g., gymnasiums, health spas, bowling alleys, golf courses).

Public Entity – An entity that must comply with Title II and any state or local government; any department, agency, special purpose district, or other instrumentality of a state or local government; or certain commuter authorities as well as Amtrak. It does not include the federal government.

Qualified Individual with a Disability – An individual with a disability who satisfies the requisite skill, experience, education, and other job-related requirements of the employment position the individual holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of that position.

Readily Achievable – An action that is easily accomplishable and able to be carried out without much difficulty or expense. In determining whether something is readily achievable, factors to be considered include nature and cost of the action, overall financial resources and the effect on expenses and resources, legitimate safety requirements, impact on the operation

of a site, and, if applicable, overall financial resources, size, and type of operation of any parent corporation or entity. Under Title III, public accommodations must remove barriers in existing facilities if it is readily achievable to do so.

Reading Coach – *See Literacy Coach*. For more information visit the International Reading Association website.

Reading Disability – Another term for dyslexia, sometimes referred to as reading disorder or reading difference.

Reasonable Accommodation – Under Title I, a modification or adjustment to a job, the work environment, or the way things usually are done that enables a qualified individual with a disability to enjoy an equal employment opportunity. Reasonable accommodation is a key nondiscrimination requirement of the ADA.

Receptive Language – The aspect of spoken language that includes listening, and the aspect of written language that includes reading.

Self-advocacy – The development of specific skills and understandings that enable children and adults to explain their specific learning disabilities to others and cope positively with the attitudes of peers, parents, teachers, and employers.

Self-monitoring – The mental act of knowing when one does and does not understand what one is reading.

Specific Learning Disability (SLD) – The official term used in federal legislation to refer to difficulty in certain areas of learning rather than in all areas of learning. Synonymous with learning disabilities.

Speech Impaired (SI) – A category of special-education services for students who have difficulty with speech sounds in their native language.

Speech Language Pathologist (SLP) – An expert who can help children and adolescents with language disorders to understand and give directions, ask and answer questions, convey ideas, and improve the language skills that lead to better academic performance. An SLP can also counsel individuals and families to understand and deal with speech and language disorders.

Substantially Limits – A comparative term used in the ADA definition of disability. It implies a degree of severity and duration. The primary focus here is on the extent to which an impairment restricts one or more of an individual's major life activities. A secondary factor that may affect the analysis is the duration of the impairment.

Summative Assessments – Summative assessments are generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade.

Supplemental Services – Services offered to students from low-income families who are attending schools that have been identified as in need of improvement for two consecutive years. Parents can choose the appropriate services (tutoring, academic assistance, etc.) from a list of approved providers, which are paid for by the school district.

Supplementary Aids & Services – Accommodations that could permit a student to profit from instruction in the least restrictive environment. They are required under the Individuals with Disabilities Education Act (IDEA).

Therapeutic Day Program – An instructional placement for students with serious emotional disturbance in which aspects of treatment for the emotional difficulty are incorporated into the school program. Depending on the theoretical orientation of the school, these services may include psychotherapy, behavior management, positive peer culture, or other types of intervention.

Title V of the Rehabilitation Act of 1973 – This is the title of the law that prohibits discrimination on the basis of a disability by the federal government, federal contractors, by recipients of federal financial assistance, and in federally conducted programs and activities.

Total Communication – An instructional strategy in which teachers instruct children with severe hearing loss both by speaking to them and by using sign language. The theory is that if the children can learn to speak, then the stimulation is being presented. Even if they do not learn to speak, they will still be provided with a language-rich environment.

Transition Plan – This plan refers to a requirement that state and local governments employing 50 or more people plan detailing structural changes necessary to achieve program accessibility.

Traumatic Brain Injury – Commonly referred to as TBI, a sudden physical damage to the brain. The term does not apply to brain injuries that are hereditary, congenital, or degenerative, or to brain injuries induced by birth trauma, toxic substances, or disease-producing organisms.

Undue Burden – With respect to complying with Title II or Title III of the ADA, significant difficulty or expense that is incurred by a covered entity, when considered in light of certain factors. These factors include the nature and cost of the action; the overall financial resources of the site or sites involved; the number of persons employed at the site; the effect on expenses and resources; legitimate safety requirements necessary for safe operation, including crime prevention measures; or any other impact of the action on the operation of the site; the geographic separateness, and the administrative or fiscal relationship of the site or sites in question to any parent corporation or entity; if applicable, the overall financial resources of any parent corporation or entity; the overall size of the parent corporation or entity with respect to the number of its employees; the number, type, and location of its facilities; and if applicable, the type of operation or operations of any parent corporation or entity, including the composition, structure, and functions of the workforce of the parent corporation or entity.

Undue Hardship – With respect to the provision of an accommodation under Title I of the ADA, significant difficulty or expense that is incurred by a covered entity, when considered in light of certain factors. These factors include the nature and cost of the accommodation in relationship to the size, resources, nature, and structure of the employer's operation. Where the facility making the accommodations is part of a larger entity, the structure and overall resources of the larger organization would be considered, as well as the financial and administrative relationship of the facility to the larger organization. Employers do not have to provide accommodations that cause an undue hardship.

Uniform Federal Accessibility Standards (UFAS) – One of two standards that state and local governments can use to comply with the Title II accessibility requirement for new construction and alterations. The other standard is the ADA Accessibility Guidelines.

U.S. Department of Justice – A federal agency responsible for enforcing Titles II and III of the ADA.

U.S. Department of Transportation – A federal agency that enforces nondiscrimination in

public and private transportation. Nondiscrimination includes access to public bus, train, and paratransit, as well as privately operated bus and shuttle transportation. The ADA does not cover air transportation, which is subject to the Air Carrier Access Act.

Visual-motor. Coordination of what is seen with an action. For example, one uses visual-motor coordination when catching a ball.

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<http://www.ed.gov/policy/gen/guid/fpco/ferpa/ps-officials.html>

X. CONTACT DIRECTORY

Office	Phone No. Off-Campus	Campus Ext.	Location
Office of Special Services Dr. Mirian Detres-Hickey, Gail Reischer, Counselor Lucia Garris, Trio Director Program Assistive Technology Lab Trio Academic Counselor Susan Oh Testing Center	718-997-5870	75870	KH 108 KH 108 KH 108 FH 013 FH 108 FH 013
Health Service Center	718-997-2763	72763	FH 3rd floor
Academic Advising Center	718-997-5599	75599	KH 210
College Counseling & Resource Center	718-997-5421	75421	FH 101
Vice President Office	718-997-5500	75500	SU 301

Don't forget:



***VOTER'S
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*is available at the
Office of Special Services
Frese Hall 012
See: Roni*