

RECOMMENDATIONS FOR INSTRUCTIONAL METHODOLOGY

<p>Language Disabilities</p> <p>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>	
<p>Instructional Method of Delivery</p>	<p>Appropriate Accommodations</p>
<p>Verbal</p>	<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
<p>Testing</p>	<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 Frese Hall 013) in a sealed
<p>Presenting the coursework</p>	<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.
<p>Projects</p>	<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 grade should be based on the student with

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

Student Responsibilities

1. Registration at OSS

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.

2. Official Documentation

A postsecondary student with a disability who is in need of accommodations and supportive technology aids is obligated 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 schools, however, the students themselves must identify the accommodation that will meet their need for successful academic learning. The Office of Special Services Director is also the Section 504 or ADA Coordinator.

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.

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!**

5. 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. Khan.

Tutoring:

Under the applicable regulations, tutoring is not an accommodation because it is a personal service. Therefore, it need not be provided unless the college provides tutoring to other students, in which case it also must make that tutoring program accessible to students with disabilities. 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.*
- (f) An attendance accounting method is established which accurately and rigorously monitors positive attendance. Student tutors may be remunerated but may not be granted academic credit for tutoring beyond that stipulated in (c) above.*

(g) 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.

IV. Testing Center Policies and Procedures:

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.

Please note, 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