7Th Annual CUNY Accessibility Conference
Accessibility: A Tool for Social Justice

Presentation Outline

Session A: 10:00 am to 11:15 am

IA
When Does 3D Printing Change "Unreasonable" to Reasonable Accommodations?
Presenter: Michael A. Kolitsky
Summary: Advances in 3D printing/swell paper design permitting audio-enhanced tactile learning on the iPad will change "unreasonable" to "reasonable" accommodations. Examples of audio-enhanced 3D prints using graphene conductive filament and audio-enriched swell paper graphics from science, technology, engineering, arts and math disciplines will be presented.

IIA
Finding a Voice: Exploring Alternative Communication for Students in Higher Education
Presenter: Danielle Lucchese
Summary: This presentation explores the concept of alternative communication methods for disabled students within higher education. Drawing from research about alternate methods of communication and students' experiences, potential ways in which various communication methods might further inclusion on college campuses. Types of alternate communication that will be examined include facilitated communication, revoicing and use of ipads and other technology.

Disability Identity in Young Adults Using Social Media
Presenter: Matthew Conlin
Summary: "Disability Identity in Young Adults Using Social Media" is designed to express the importance of media literacy and education for young adults in college. Students and faculty alike will learn about respectful online practices, as well as learn about the ways social media can be used as empowerment, self-narrative, and creativity. The key to a respectful interconnected world is through education of acceptance and understanding.

IIIA
Promoting Inclusion in Study Abroad
Presenters: Dr. Stephen Ferst, Kate McPherson
Summary: When accommodating students with disabilities studying abroad there are myriad issues to consider: Legal; Risk Management and Avoidance; Ethics; Costs; and Practical matters of the accommodation. Dr. Stephen Ferst will discuss the history of studying abroad with respect to students with disabilities and the impacts of Section 504 and the ADA on programming, risk mitigation, accommodation techniques and barriers, and ethical issues. Lastly, a discussion of successful partnership programs forged between disability service offices and study abroad offices will be examined and new ideas solicited. Kate McPherson will discuss the various funding resources available and highlight the value of collaboration between study abroad, financial aid, disability and fellowship offices; this will include the applicability of financial aid to study abroad and local and nationally competitive scholarships, with particular attention to funding opportunities which seek to promote the inclusion of students with disabilities in study abroad.

IVA
Learning Disabilities and Health Professions
Presenter: Alyssa Provenzano
Summary: In 2016, students with disabilities are no longer relegated to specific professions and are exploring their career options with more gusto and excitement. At New York Institute of Technology, students with disabilities are presently thriving in a competitive college environment. This presentation will focus on students with disabilities who are presently completing a Health Professions degree which include Nursing, Physical Therapy, Physician

Assistant and Occupational Therapy. Currently, there are about 10 students registered with the Office of Accessibility Services and who receive accommodations. While receiving exam/classroom accommodations during their tract is common, these students often come face to face with lack of accommodations when they reach practicum. This presentation will tell the stories of students who have disabilities looking to successfully complete their Health Professions degree and the obstacles they face in that field. There will be a discussion on support and advocacy for Health Professions students. We will also discuss and identify the ways we can support these students when they are in the field during their rotations and in the field.

Session B: 11:30 am to 12:45 pm

IB
CUNY Online Faculty Accessibility Training Workshop Development Update
Presenters: Antonia Levy, Christopher Leydon, Krystyna Michael, Christopher Kchao
Summary: This presentation is a progress report by CUNY School of Professional Studies staff members involved in the development of an online, self-paced workshop site for faculty that addresses accessibility in online education. The creation and implementation of this Blackboard course is funded by the Strategic Technology Accessibility Initiative and is part of a larger plan to implement training on accessibility issues in online education for faculty and staff CUNY-wide. When complete, this workshop site will be made available to all CUNY campuses and benefit students across the entire University.

Using VDI for Accessibility – Lessons Learned
Presenters: Patricia Kahn, Mark Lewental, Linda John
Summary: The College of Staten Island was faced with a challenge of providing students with disabilities,access to software required for their courses. Limited resources only provided access to this software in certain labs and workstations. In order to address this challenge and provide for a Universal

Design environment, CSI is leveraging a VDI environment and providing access to accessibility software from the cloud. Taking this a step further, closed captioned video tutorials are created and stored on NJVID to provide further support for these users. This presentation will discuss CSI's strategy for a successful implementation including communication, documentation, and training as well as the challenges that were addressed.

IIB

The Importance of Abolishing Attitutidanal Barriers Against Disability in Environments of Higher Education

Presenters: Julie Maury, Jessica De La Rosa

Summary: When one talks about issues of social justice around disability, accessibility is often discussed. Yet, all too often, it is only the physical/environmental barriers that get the 'front seat' in most, if not all, of these discussions. This presentation will focus on the importance of abolishing attitudinal barriers against disability in environments of higher education. Environmental barriers certainly can and do prevent many people with disabilities from achieving full accessibility in society. Yet, the attitudinal barriers, faced by many people with disabilities, can create a foundation for the environmental barriers to exist in the first place.

Practicing What We Preach: Universal Design in Disability Studies Program

Presenter: Cara Liebowitz

Summary: As Disability Studies scholars, we are committed to making academic programs in Disability Studies the best they can be. However, our commitment to the academic side of our programs means that sometimes accessibility of content and classrooms falls by the wayside. This presentation will examine universal design in Disability Studies programs, offer basic accessibility tips, and guide professors and other Disability Studies faculty and staff on a path to making their scholarship accessible for all.

IIIB

Digital Accessibility: Introductions to Evaluating Resources

Presenters: Nancy Egan, Adina Mullikan

Summary: This presentation will provide an introduction to evaluating the accessibility of online resources during the selection and procurement

processes. Some common digital accessibility issues, their impact on users with disabilities, and those accessibility guidelines and fixes that vendors can incorporate into their products to ameliorate these issues will be covered. As an informed customer, you should be able to take a more proactive role in educating vendors of viable product enhancements and improvements that could help you fulfill your obligations in selecting the most accessible resources for your students and employees. In addition, presenters will provide an introduction to legal requirements and discuss practical examples of how schools are working to meet these requirements.

IVB
The Ability Lab: Teaching and Learning Around Disabilities
Presenters: Beth Rosenberg, Cristina Ulerio
Summary: Many children on the autism spectrum intuitively understand technology because computer code is predictable, rote and follows a set of finite rules. Individuals with ASD may be the best suited to code but students with disabilities who are school age have been consistently left out of this conversation. In addition, we know that students with ASD are big consumers of technology—how do we make them into producers of digital culture?

Session C: 2:45 pm to 4:00 pm

IC
Assistive Technology and Accessibility Overview
Presenters: Shivan Mahabir, Athanasia Kalaitzidis (Tania), Danny Villaroel
Summary: CUNY Assistive Technology Services and the Media Accessibility Project will present an overview of the most utilized assistive technologies, such as Kurzweil 3000, and the benefits they provide to students with disabilities, along with the latest methods on creating accessible online course content using Microsoft Word, PowerPoint and much more. These overviews will benefit AT specialists, faculty, and staff who are already familiar with the

software and methods, as well as those who are new to assistive technology and accessibility.

3D Printing Overview
Presenter: Reginald Coupet
Summary: Baruch College will provide an overview of 3D Printing technology and how it can serve as another tool to accommodate students with disabilities in higher education.

IIC
The Dickensian Disability Rights Movement – The Forgotten Origins of Accessibility, Inclusion, and the Medical Model, 1863-1923
Presenter: Warren Shaw
Summary: Shaw's presentation, "The Dickensian Disability Rights Movement – The Forgotten Origins Of The Medical Model, Accessibility and Inclusion, 1863-1923," is a groundbreaking exploration of a forgotten version of the Disability Rights Movement, whose legacy is both precedent setting and deeply paradoxical. The paper covers the social conditions that led to the first emergence of disability as a social and demographic issue in New York City, in the 1860s, and the City's response to that new demographic. It follows that social response as it flowered into a social movement in the Progressive Era, thanks largely to the influence of America's first disability rights activist. This new social movement grew rapidly between 1900 and 1920, developing national scale, a substantial body of literature, and additional activists, only to wither in the 1920s, along with the rest of the Progressive Movement; ironically, its most visible legacy is the system we now castigate as the medical model. This 19th-20th Century movement bears important lessons for us today, but it is almost completely forgotten; this paper seeks to redress that imbalance.

IIIC
Bridging the "Digital Divide" to Co-Curricular Life: The Importance of Accessible Social Media
Presenter: CUNY Coalition for Students with Disabilities (CCSD)

Summary: Colleges and universities have a responsibility to not only ensure equal access for students with disabilities to academic programs and curricula, but also to co-curricular life. In this digital age, social media are increasing important platforms through which college students communicate about and participate in student life and leadership opportunities. While barriers to social media can effectively exclude students with disabilities from student life opportunities, meaningfully accessible social media can empower students to fully and richly participate in all aspects of co-curricular life. Leaders of the CUNY Coalition for Students with Disabilities (CCSD) will lead a conversation about how they use social media to participate in student life and leadership opportunities. CCSD's faculty & staff advisors will highlight some of the potential barriers in these social media and access solutions that can empower more students.

IVC

Universal Design of Case Management Support Services for College Students on the Autism Spectrum
Presenters: Les Gallo-Silver, Regina Varin-Mignano
Summary: This presentation describes a case management support program comprised of mental health professionals and peer mentors for students on the Autism Spectrum attending a commuter based public community college in an urban setting.The lived experience of students involved in this case management program demonstrates how using universal design preserves the accessibility of higher education for this at risk student population. The universal design of case management services enables counselors to appreciate neuro-diverse students in a college setting as differently abled than neuro-typical students. This increases the students' sense of mastery and confidence in the their ability to manage the college environment's numerous social interactions. In turn, students on the Autism Spectrum develop persistence and resilience skills that preserve their access to higher education.