

FAQ for Faculty (Faculty)

IMPORTANT INFORMATION:

Accommodating students is a shared responsibility between the student, faculty and Office of Accessibility based upon the documented need of the student and adherence with the requirements of the Americans with Disabilities Act, section 504.

Maintain confidentiality. It is essential that we be keenly aware that a student with a disability may be hesitant to reveal this. Please be sensitive. If a student is registered with OAS and chooses to disclose this, you will be notified that a student has a disability and will be informed of their accommodations. Information about the nature of their disability will not be disclosed since this is confidential and the student is not obliged to share this with you.

Ask questions if you are unsure about how to proceed with a student who receives accommodations. All instructors are legally required to assist in accommodating students with disabilities to guarantee equal access to the programs and activities of the college. If you have questions about the reasonableness of an accommodation, please contact us for a consultation.

What is the Office of Accessibility Services?

The Office of Accessibility Services (OAS) provides several services to students with disabilities to ensure they have equal access to the programs and activities of the college. Adjunct and full-time faculty are legally required to assist in accommodating students with disabilities to guarantee equal access to the programs and activities of the college.

Where is the Office of Accessibility?

Our office is located in the New Building, L66.

How do I contact staff if I have a concern about a student?

You can email or call us. We are here to help address your concerns about any student registered with our office.

Email: accessibilityServices@jjay.cuny.edu

Phone: 212-237-8031

Interim Director: Dr. Elena Beharry

Assistant Director: Ms. Gizele Terry

LEADS Specialist: Mr. Farrukh Ablakulov

Assistive Technology Coordinator: Mr. Jonathan Zou

Administrative Coordinator: Ms. Janet Lawery

What are ADA accommodations or academic adjustments?

Accommodations/academic adjustments are reasonable modifications to programs, facilities, or curriculum that ensure equal access and opportunity for students with disabilities. By definition, accommodations must be reasonable in nature and should not compromise course standards or fundamentally alter the curriculum. Examples of reasonable accommodations include sign-language interpreters, note-takers, extended time when testing, and assistive technology.

How are ADA accommodations for students determined?

Reasonable accommodations for students with disabilities are determined on an individual, case-by-case basis. Eligibility for accommodations is determined through an interview and a review of disability documentation in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Accommodations are determined collaboratively by the professional staff in the disability services office and the student.

What if I feel like a student should not receive an accommodation?

All instructors are legally required to assist in accommodating students with disabilities to guarantee equal access to the programs and activities of the college. However, if there is a concern please reach out to us! The Interim Director is Dr. Elena Beharry and she can be reached at 212-237-8148 or ebeharry@jjay.cuny.edu.

Are all students with disabilities registered with the OAS Office?

Some students with disabilities may elect not to register with our office and even if students are registered with the OAS office, they may choose not to disclose this to a professor. It is entirely the student's decision as to whether they will self-identify and/or request academic adjustments or support services from OAS.

How can faculty make their class accessible to OAS students?

All instructors are encouraged to meet with students to discuss the implementation of their accommodations. Contact the Teaching and Learning Center if there are any questions.

Things to consider:

Think about incorporating a Universal Design in Learning into your course. Consider why your exams are timed. Do they have to be? Consider using a video that is captioned when selecting course content so a person with low hearing can read it. Have assignments ready in multiple formats (multiple choice vs. essay). Consider multiple ways a student can indicate they have grasped the material, aside from the usual. Most importantly, all handouts and reading material should be available electronically so a person who is blind and uses a screen reader can access course content. Share your class notes, typed, electronically so a low vision/blind person can study them using a computer screen reader.