The City University of New York

5th Annual CUNY Accessibility Conference

CUNY Assistive Technology Services
catsweb.cuny.edu

COSDI
CUNY COUNCIL ON STUDENT DISABILITY ISSUES

John Jay College of Criminal Justice

Friday, April 25, 2014

5th Annual CUNY Accessibility Conference

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5th Annual CUNY Accessibility Conference

April 25th, 2014

Greetings:

Welcome to the 5th Annual CUNY Accessibility Conference! This important event is a joint effort of the CUNY Council on Student Disability Issues (COSDI), the CUNY Central Office of Student Affairs and the Office of Student Affairs at John Jay College of Criminal Justice. Today leaders in the fields of higher education and disability services will meet with others dedicated to the principles of equal access for all students. From transitional services to universal design, today's Accessibility Conference program is an opportunity to gain insights into pedagogy, technology, and strategies that students with disabilities and those who work with them employ to achieve full accessibility. Today you will learn, share and network.

With participation from all echelons of the University, the CUNY Accessibility Conference has become, to quote CUNY's Vice Chancellor for Student Affairs Dr. Frank D. Sanchez, a CUNY tradition. Adding to that tradition, today we will announce the first recipients of the newly established Matthew Goldstein Scholarships. The Goldstein Scholarship's purpose is to support the persistence and graduation of CUNY students who must take reduced course loads as reasonable accommodations for their disabilities. CUNY offers these scholarships in honor of Chancellor Emeritus Matthew Goldstein, whose career at our University is a testament to the core values of meaningful access and opportunity in higher education for all otherwise qualified students, values reflected in the spirit of our Conference.

Adding significance to the day's proceedings, we will hear from Mr. Brian Cohen, University Vice Chancellor for Information Technology and Chief Information Officer, and an ally in the on-going effort to ensure technology accessibility across CUNY. During the Conference luncheon, Mr. Eric Stoller, a nationally renowned higher education thought-leader, consultant, writer, and speaker, will discuss the use of social media in student affairs and disability services.

The CUNY Accessibility Conference has grown steadily in 5 years; more than 200 attendees will be here today. The number of presentations has increased and most importantly, the Conference has grown in relevance. This growth is a tribute to the many CUNY professionals who have organized and supported this Conference. We are grateful to all involved and grateful to all of you who validate those efforts by your presence here today.

Sincerely;

Carlos M. Herrera
Accessibility Conference
Coordinating Committee

5th Annual CUNY Accessibility Conference

Keynote Speaker

Mr. Brian Cohen
Associate Vice Chancellor for Technology and Chief Information Officer

Brian Cohen joined The City University of New York (CUNY) as its Chief Information Officer (CIO) in December 2001. As the Associate Vice-Chancellor for Technology and University CIO, Cohen directs the Office of Computing and Information Services (CIS), which supports the enterprise IT needs of the University and houses its data center. He is also responsible for developing the University's technology strategy and providing leadership and direction with respect to the operation of CUNY's technology systems, core business applications, voice and data networks, IT Security, data center operations as well as the implementation of the University's enterprise resource planning project (CUNYfirst).

Mr. Cohen has taken multiple steps to ensure that CUNY has state-of-the art, cost-effective technology in areas as diverse as student registration and emergency management. In addition to bringing the Blackboard learning system to CUNY, Cohen has developed and spearheaded CUNYfirst - a major multi-year effort to replace over 25 disparate, antiquated university systems that support student administration, financial management and human resource management with one fully integrated solution. He was also instrumental in developing CUNY

A!ert, a customized, campus-centered emergency messaging system built upon a single university-wide platform.
Within CIS, Cohen has established the following offices to better serve the CUNY community: a Chief Information Security Officer to ensure that CUNY campuses have the procedures, tools and training necessary to ensure a secure online experience; a Project Management Office to support the development of enterprise solutions through the use of formal project management methods and tools; and a Technology Training Office that coordinates IT professional development activities including IT Leadership Professional Training for all CUNY staff.

Prior to joining CUNY, Cohen served as Deputy Commissioner of the New York City Department of Information Technology and Telecommunications (DoITT) from 2000 to 2001. In this role, he was responsible for using technology solutions to support City business operations and overseeing the City's E-Government Office and internal consulting technology staff. Cohen developed the City of New York's E-Government strategy and implemented a new nyc.gov website that provides many services traditionally only available by visiting government offices.

5th Annual CUNY Accessibility Conference

Luncheon Keynote Speaker

Mr. Eric Stoller

Mr. Eric Stoller is a higher education thoughtleader, consultant, writer, and speaker. He frequently gives keynotes on how administrators can use social media strategically and is a proponent for teaching students about digital identity development.

With a background in student affairs, academic advising, wellness, technology, and communications, Eric focuses his energies on educating clients and captivating audiences. As the Student Affairs and Technology blogger for Inside Higher Ed (http://insidehighered.com/blogs/student-affairs-and-technology), he generates conversations, answers questions, and provides insight about a variety of "tech topics."

He received an AA from Indian Hills Community College, a BA in Communications from the University of Northern Iowa, and an Ed.M. in College Student Services Administration from Oregon State University.

Eric can be found online at http://ericstoller.com/ and tweeting at http://twitter.com/ericstoller/.

5th Annual CUNY Accessibility Conference

Program and Presentation Schedule
Friday, April 25th 2014
John Jay College of Criminal Justice

8:00 am	**Registration and Breakfast** 2nd floor Cafeteria
9:00 am	**Conference Convened** 2nd floor Cafeteria

Welcoming remarks

Carlos Herrera, *Project Manager-CUNY Assistive Technology Services*

Lynette Cook-Francis, *John Jay College Vice President of Student Affairs*

Victor Calise, *Commissioner, Mayor's Office for People with Disabilities.*

9:15 am to 9:30 am	**Goldstein Scholarships Awards** Vice Chancellor of Student Affairs, Dr. Frank D. Sanchez
9:30 am to 10:00 am	**Keynote Address Brian Cohen** Associate Vice Chancellor Technology and CIO

10:05 am to 11:00 am	**Presentations** (see Presentation grid)
11:05 am to 12:00 pm	**Presentations** (see Presentation grid)
12:00 pm to 2:00 pm	**Luncheon** 2nd floor Cafeteria
12:50 pm -1:30 pm	**Luncheon Speaker Eric Stoller** 2nd floor Cafeteria
1:30 pm - 2:00 pm	**Accessibility Conference Awards** Dean Christopher Rosa, CUNY Assistant Dean for Student Affairs
2:05 pm to 3:00pm	**Presentations** (see Presentation grid)
3:05 pm to 4:00 pm	**Presentations** (see Presentation grid)
4:00 pm	**Conference adjourned**

5th Annual CUNY Accessibility Conference

Presentation Grid

10:05 am-11:00 am	Actively Navigating the Transition into College: Narratives of Students with LD Room: 1.113 NB	Empowering Individuals with Disabilities for College Inclusion Room: 1.114 NB	Designing and Captioning Accessible On-line Courses at CUNY Room: 1.117 NB
	From Combat to Campus; Easing the Transition for Veterans Room: 1.119 NB	The Journey from Advocacy to Activism Room: 1.121 NB	CUNY Coalition for Students with Disabilities Room: L.76
11:05 am-12:00 pm	Universal Design for Learning as a Framework for supporting CUNY Students in Higher Education Room: 1.113 NB	Empowering Individuals with Disabilities for College Inclusion Room: 1.114 NB	Differently Enabled; Reducing Barriers to Learning in Virtual Worlds Room: 1.117 NB
	File Drawers to File Folders: Transitioning disAbility Services from Paper to Paperless Room: 1.119 NB	Redefining Access: Barriers and Opportunities presented by new technologies Room: 1.121 NB	Use of Social Media in Job Placement and Development for Students with Disabilities Room: L 2.85

12:00 pm-2:00 pm	**Vendor Showcase and Luncheon 2nd floor Cafeteria**		
2:05 pm-3:00 pm	Actively Navigating the Transition into College: Narratives of Students with LD Room: 1.113 NB	Accommodations for Deaf Students; Getting the Biggest Bang for Your Buck Room: 1.114 NB	Assistive Technology Overview CATS 2nd Floor Cafeteria
	From Combat to Campus; Easing the Transition for Veterans Room: 1.119 NB	The Journey from Advocacy to Activism Room: 1.121 NB	Use of Social Media in Job Placement and Development for Students with Disabilities Room: L 2.85
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	File Drawers to File Folders: Transitioning disAbility Services from Paper to Paperless Room: 1.119 NB	Redefining Access: Barriers and Opportunities presented by new technologies Room: 1.121 NB	

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Accommodations for Deaf Students: Getting the Biggest Bang for Your Buck

Howard Hines, University Coordinator of Deaf and Hard of Hearing Services

Too often campuses are seeking a "one size fit all" solution to identifying the most cost effective methods to adequately meet the needs of students who have acquired or hereditary hearing loss. While most campuses do not have staff with expertise dealing with this population, the Office of Deaf and HOH services under the auspices of Student Affairs serves in an advisory capacity to assist CUNY campuses. Partnered with the Programs for Deaf Adults (PDA) at LaGuardia Community College, this presentation will address a myriad of issues leading to managing accommodations for Deaf/HOH students both within the community college and senior college settings.

Actively Navigating the Transition into College: Narratives of Students with Learning Disabilities

David J. Connor, Professor and Chairperson of Special Education Department

This presentation will summarize a study that was recently published in the International Journal of Qualitative Studies in Education. Students with learning disabilities (LD) are particularly vulnerable in making the school-to-college transition where they negotiate a complex constellation of challenges that include academic demands, social expectations, and emotional/personal growth. Although a substantial body of knowledge exists about college students with LD, it is largely predicated upon extrinsic supports available to both ensure a successful transition into college and ways to maintain that success. In contrast, intrinsic knowledge as the basis of agency exerted by individuals with LD to strategize for their own success has received little attention. This study uses narrative methodology guided by a theoretical framework of disability studies, to render three portraits of college students with LD. Participants demonstrate ways in which they navigate the academic, social, and emotional/personal realms when transitioning into college. In doing so, they reveal instances of self-knowledge that are often hidden or overlooked, revealing numerous instances of agency.

David J. Connor's research interests include inclusive education, learning disabilities, and disability studies in education. For more information, including publications please see http://hunter-cuny.academia.edu/DavidJConnor

Assistive Technology Overview

Shivan Mahabir, CATS AT Specialist
Athanasia "Tania" Kalaitzidis, CATS AT Specialist
Reginald Coupet, CATS AT Specialist
CUNY Assistive Technology Services Project

CATS will be demonstrating various assistive technologies that assist students with disabilities. Assistive technologies enable these students to overcome barriers and further their education by helping them in the classroom and at home. We provide training to staff and faculty who, in turn, train students on how to use them. Assistive technologies can range anywhere from software, such as screen readers and magnifiers, to devices, such as the digital smart pen, adjustable monitors and keyboards, and AAC communication devices. Verifying a student's needs, challenges, and strengths will help you figure out which assistive technology is best for which student. We hope these demonstrations will give you an insight on how our training is done, and we hope you learn something valuable.

CUNY Assistive Technology Services (CATS) is a team of assistive technology specialists. CATSweb is an online resource for CUNY's assistive technology professionals, which will provide a unified channel of information on best practices, emerging technologies and tested solutions that provide access to CUNY students with disabilities. Our goal is to stay on the forefront of assistive technology and provide support for those technologies used by students with disabilities who attend the various CUNY campuses. We will connect providers with informational resources, equipment and software reviews and real life case studies of CUNY student-based experiences with assistive technologies.

CATSweb is a production of the CUNY Assistive Technology Services project, currently housed on the campus of Queensborough Community College. Content for CATSweb is compiled by the staff of the various Disability Services offices of each CUNY campus.

Designing and Captioning Accessible Online Courses at CUNY

Carlos Herrera, Queensborough Community College, CATS, Media Access Project
Antonia Levy and Christopher Leydon, CUNY School of Professional Studies

A discussion of how to design an accessible and captioned online course using Blackboard, CUNY's learning management system. This joint presentation by Carlos Herrera, Antonia Levy, and Christopher Leydon will combine an overview of the Media Access Project's CUNY-wide initiative to make multimedia course materials fully accessible and a progress report on recent developments in accessible online learning at the CUNY School of Professional Studies.

Practices, tips, and real world examples of accessible and inaccessible online course materials.

Challenges to implementing accessibility goals for online, hybrid courses.

Carlos Herrera is Director of the CUNY Media Accessibility Project and Manager of the CUNY Assistive Technology Services Project (CATS). As Assistant Director for Disability Services at Queensborough Community College he is responsible for approving and coordinating accommodations and other services for students with disabilities.

Antonia Levy is an East German transplant to New York and is currently working as the Instructional Technology and Multimedia Manager at CUNY School of Professional Studies. She is also finishing her dissertation in sociology at the Graduate Center. Her general academic research interests include political sociology, gender and sexuality, social movements and activism, political art, as well as visual sociology.

She has taught courses on most of these topics as an adjunct at several CUNY colleges in the last few years.

Christopher Leydon is the Student Services Coordinator at the CUNY School of Professional Studies, where he oversees accommodations, assistive technology, and other aspects of disability services. He began his career in student disability services at the CUNY Graduate Center, while completing a doctorate in comparative literature and a certificate in medieval studies. He also has extensive experience teaching in the CUNY system as adjunct professor of English and comparative literature.

Differently Enabled: Reducing Barriers to Learning in Virtual Worlds

Roberta Walker Kilkenny, Adjunct Lecturer
Alice Krueger, Chairman of the Bd & Founder

3D virtual worlds, such as Second Life and the various OpenSimulator grids, provide immersive environments that can facilitate project- and problem-based learning. This presentation will explore some of the design strategies, assistive technology and software, and support services that can enable learners with a wide range of disabilities to enter, learn and thrive in 3D virtual worlds. Attendees will engage in simulations of the difficulties in using virtual worlds that are experienced by persons with different kinds of disabilities. This will be followed by a discussion of Universal Design (UD) which states that well-designed environments should be optimized for use by all persons, regardless of disabilities or their use of assistive technology. We will explore and evaluate poor interface designs as well as best practices in the application of UD principles to the design of 3D virtual spaces. We will examine and demonstrate assistive hardware and software that may be used to increase, maintain, or improve the functional capabilities of learners interacting with 3D virtual worlds. Student Support Services aim at increasing the number of students who satisfactorily complete their learning. This is particularly important in 3D virtual environments that tend to require extensive interaction with technology and, hence, have a steep learning curve. Information on organizations and mutual support groups that provide services for persons in 3D virtual worlds will be provided. We will also make suggestions for possible expansion of campus technology and accessibility support programs to increase retention.

Roberta Walker Kilkenny holds a Masters in Economics from the New School for Social Research and a Masters in Educational Technology Leadership from George Washington University.

Alice Krueger was a teacher, professional development provider, and educational researcher before becoming fully disabled with multiple sclerosis. In 2007, she founded a cross-disability peer support community for people with disabilities in the virtual world Second Life. Her avatar name in Second Life is Gentle Heron. She also heads the 501(c)3, Virtual Ability, Inc. Virtual Ability won the first Linden Prize in 2009 for providing significant benefits for its members.

Empowering Individuals with Disabilities for College Inclusion through Innovative Mentorships and Technologies

Dr. James P. Lawler, D.P.S., Professor of Disability Studies, Information Technology and Service Learning
Hope Goldfard, Community Supports Professional

This presentation highlights how the program promotes self-advocacy, including self-discovery and self-determination, and promotes employment possibilities for these individuals at AHRC New York City and non-profit opportunities for the service-learning students of the university. Throughout this presentation, the presenters will review their methodology for initiating college inclusion at the university. They will especially review the power of self-learning technologies and tools. They will share their methodology for involving higher-functioning individuals with disabilities not only in a learning program, but also in programs of recreation and sociality at the university. They will further share their practices for involving service-learning students in the program. Lastly, the presenters will share their processes for involving related services and technologies to support these individuals at the university. This presentation will benefit attendees considering an expanded college inclusion program for individuals with developmental and intellectual disabilities. The problems encountered by the presenters in introducing the program at the university will be highlighted at this presentation. Those at the presentation will be provided with an optimal solution strategy. They will be provided with resource sources and techniques to support such a strategy. Overall, this presentation will be beneficial to attendees desiring to pursue a productive college inclusion strategy for individuals with disabilities through state-of-the-art technological trends.

Dr. James P. Lawler, D.P.S., is Professor of Disability Studies, Information Technology and Service-Learning at the Seidenberg School of Computer Science and Information Systems of Pace University in New York City.

Hope Goldfard is a Pace Alumni and Community Supports Professional at AHRC NYC and is a recipient of the Melissa Riggio Higher Education Scholarship.

File Drawers to File Folders: Transitioning disability Services from Paper to Paperless

Patricia Clarke Fleming, Director of Disability Services
Laura Schwartz Dayan, Assistant Director of Accommodations

This presentation explores the use of a program, Titanium, instituted in 2012 in BCC's Office of Disability Services. Patricia Fleming will walk you through the reconfiguration of Titanium to address the daily operations of disability services. Laura Dayan, Assistant Director of Accommodations and Services, Columbia University, will illustrate scheduling features of the program, including use of appointment codes to track activity. Jonathan Lacay, BCC's Chief Information Security Officer, will address campus IT requirements, and explain the Client Import feature used to import student data from CUNYfirst.

Patricia Clarke Fleming is a proud CUNY graduate, who earned her BA in Communications & Psychology and her MS.Ed in School & Rehabilitation Counseling, both at Hunter College.

Laura Schwartz Dayan earned her Master's of Science from Columbia University's School of Social Work Laura is a Licensed Master Social Worker (LMSW) from New York State.

From Combat to Campus: Easing the Transition for Veterans with Service-Related Disabilities

Deborah Greenstein, CUNY Leads Advisor

Approximately two million veterans will be returning from duty in Iraq and Afghanistan over the next few years. It is predicted that 712,800-840,000 will apply for disability benefits. Many of the returning veterans will be taking advantage of the vast educational benefits available under the Post-9/11 Veterans Assistance Act of 2008 (known as the Post-9/11 GI Bill.) It is estimated that 20% of those returning veterans will have post-traumatic stress disorder (PTSD) and 19% will have suffered a traumatic brain injury (TBI) Some studies estimate that 40% of veterans retuning to higher education have some form of disability (i.e. PTSD, TBI, depression, substance abuse, hearing or vision issues, mobility limitations, burns and toxic exposure.) Beyond learning to live with service-related disabilities, these veterans will face a number of challenges in transitioning to both civilian life as well as to postsecondary environments. Once they arrive on campus and register for classes, they will need to adjust to academic expectations within the classroom. Should they choose to identify themselves as having a disability, they will defy some of the "typical" profiles of students with disabilities and will need accommodations specific to their experience and service-related injuries. This presentation will discuss suggestions academic literature has provided as to best practices towards which post-secondary institutions should strive.

Deborah Greenstein previously worked as a Disability Counselor and the Coordinator for Interpreting Services at Hunter College. She holds a BA in History and an MA in International Affairs-National Defense Policy and is currently working towards an MA in Disability Studies through the CUNY School of Professional Studies.

Redefining Access: Barriers and Opportunities Presented by New Technologies and Physical Environment in Higher Education

April Coughlin- Panel Member
Chancey Flee- Panel Member
Walei Sabry- Panel Member

This panel presentation will focus on identifying various accessibility issues that exist in the university setting as reported by those with disabilities. It will also offer recommendations for changes and improvements in policy and practice, upcoming legislation to set guidelines for accessibility, as well as focusing on the importance of creating an inclusive culture that values disability as a form of diversity. Educational technologies represent new barriers as well as new opportunities. We will review challenges and best practices in areas of ICT such as E-learning, video captioning and audio description, and the accessibility of research and collaboration tools for education. The Technology Education and Accessibility in College and Higher Education Act (TEACH) will also be discussed. The TEACH act is currently on the floor of both the Senate and House of Representatives. It calls for the creation of guidelines that would serve as the national standard for electronic accessibility in higher education. The possible effects on college students as well as institutions will be explored. Finally, resources will be shared on how to support the TEACH act in getting it passed. Physical access concerns, such as classroom spaces, bathrooms, signage, navigating through campus, technology labs and community gathering spaces will be discussed. We will offer various examples of innovative and inexpensive ways that many campuses are currently making their spaces more accessible for those with physical disabilities.

The Journey from Advocacy to Activism

Matthew Weiler, Program Director
Evan Yankey, New York City Regional Coordinator for
the Self-Advocacy Association of New York State

Kingsborough Community College, The College of Staten Island, AHRC New York City, and Self Advocacy Association of New York State (SANYS) have collaborated to give college students, students with intellectual disabilities, direct support professionals, and community members a thorough understanding of self-advocacy and community activism. "Advocacy Unlimited" is a course offered through Continuing Education on both college campuses to develop future leaders in the self-advocacy movement.

Matthew Weiler is the Director of numerous individualized programs, including the Melissa Reggio Higher Education Programs at Kingsborough Community College and the College of Staten Island. Mr. Weiler has a long history with AHRC New York City in both administrative and direct service positions. He has been developing the infrastructure for community based supports for young people with intellectual disabilities in New York City.

Evan Yankey graduated from Columbia University in 2008 with a BA in American Studies and a Concentration in Disability Studies with a thesis on controversial treatments for autism.

Universal design for learning as a framework for supporting CUNY students with disabilities in higher education

Dr. Jessica Bacon, Assistant Professor of Special Education
Merrill D. Parra, Director of Office of Student Disability Services

Universal design began as an architectural principal that focused on designing buildings, products, and environments so that they could be used by the widest number of users possible. Universal Design for Learning quickly became identified as a best practice for teaching students with disabilities alongside their general education peers in K-12 settings. This presentation will report on the benefits of this work at Lehman College, CUNY. This presentation will be comprised of two components. The first will include an overview of a project that was undertaken by faculty and staff from Lehman College in the Bronx. The project, currently in progress, was intended to provide faculty and staff with training on best practices for addressing the needs of diverse students in higher education, including students with disabilities. The project has focused on three key areas of research that have been found to have a positive effect on learning: Culturally Relevant Teaching (CRT), Universal Design for Learning (UDL) and Cogenerative Dialogues (Cogens). The second component of the presentation will focus on UDL as a framework to enhance the learning of students with disabilities at Lehman College. Presenters will outline best practices for applying UDL in higher education and will provide a synopsis of the content taught to Lehman College faculty and staff about UDL.

Dr. Jessica Bacon received her Ph.D. from Syracuse University in December 2012.

Merrill D. Parra has served as the Chairperson of COSDI (Council on Student Disability Issues) and the Board of Directors for the Queens Independent Living Center. Ms. Parra earned a bachelor's in sociology from Queens College and a Master's in social work from Columbia University.

Use of Social Media in Job Placement & Development for Students with Disabilities

Christopher Kempski, Professor, Researcher & Author
Maria Suprun, Research Assistant

Social media are important and useful tools for tracking job postings, learning about potential employers, self-advertising, getting job leads, and staying connected. However, the use of social media is a relatively new practice for vocational rehabilitation and disability service personnel, and a dearth of research devoted to the use and effectiveness of social media for job search makes the actual impact of social media vague and unclear. These studies, from an online survey conducted from February to April 2012, found that use of social media has become more prevalent among vocational rehabilitation and disability service professionals. The study highlights the importance, impact, advantages and shortcomings of using social media in disability services and vocational rehabilitation. Keywords: social media, disability, Facebook, LinkedIn, Twitter, job placement, job development, and job search.

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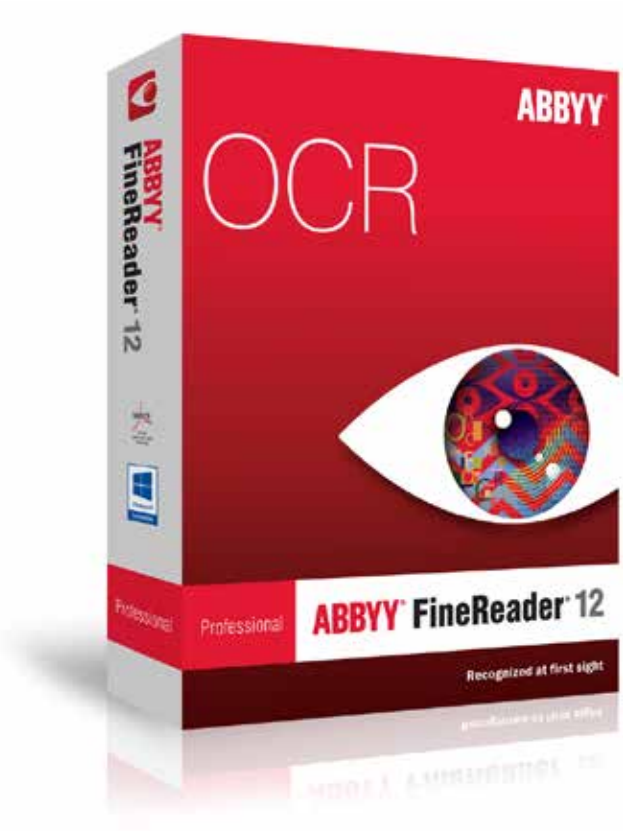

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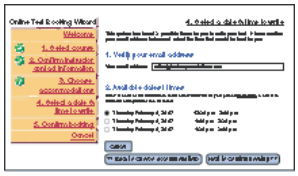

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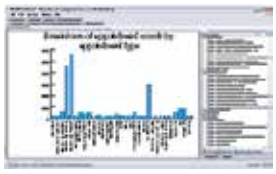

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COSDI Special Projects

CUNY Assistive Technology Services (CATS)

CUNY Assistive Technology Services (CATS) is a team of assistive technology specialists. Our mission is to stay on the forefront of assistive technologies and provide support for those technologies used by students with disabilities who attend the various CUNY campuses. We provide CUNY's assistive technology specialists with resources, equipment and software testing and reviews, along with real life case studies of CUNY student-based experiences with assistive technologies.

For more information contact CATS at: 718-281-5014
Shivan Mahabir Shmahabir@qcc.cuny.edu
Reginald Coupet Rcoupet@qcc.cuny.edu
Athanasia "Tania" Kalaitzidis AKalaitzidis@qcc.cuny.edu
Daniel Metz Dmetz@qcc.cuny.edu

Learning Disabilities Project at Hostos Community College

The mission of the *Learning Disabilities Project* is to develop students' self-understanding of their own strengths and limitations. The Learning Disabilities Project addresses these needs by assisting students in receiving evaluations and reviewing their learning disability assessments in a supportive and friendly environment. Furthermore, training for faculty and staff at CUNY is provided on a regular basis to support the continued growth of our students.

For more information contact the LD Project at: 718-518-4356
Mariam Chohan mchohan@hostos.cuny.edu

Media Accessibility Project

The Media Accessibility Project (MAP) provides the following services: audio and video (a/v) captioning services for use by deaf and hard of hearing students; transcripts of a/v materials for use by students with learning disabilities; and audio description of videos used by visually impaired students. The MAP also provides training to campus DS/AT staff, Faculty and other parties on best practices in this area. By engaging with Faculty, Instructional Designers and other content producers, the Project will maximize the availability of captioned a/v content in on-line, hybrid and traditional learning spaces and courses.

For more information contact MAP at: 718-281-5014
Carlos Herrera CHerrera@qcc.cuny.edu
Shivan Mahabir Shmahabir@qcc.cuny.edu
Athanasia "Tania" Kalaitzidis AKalaitzidis@qcc.cuny.edu

Catsweb.cuny.edu is CUNY's online portal to information and resources on the three COSDI Special Projects. Visit us on the web at **www.catsweb.cuny.edu**

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