DISABILITY AWARENESS AND RESOURCES IN AN INCLUSIVE WORKPLACE

JOHN JAY COLLEGE
Define disability and reasonable accommodation.

Establish an inclusive environment for people with disabilities on campus.

Develop greater understanding that disability is just one aspect of a person’s full and complex life.

Help people with disabilities achieve their highest potential and independence.

Communicate and relate to people with disabilities.

Develop knowledge of disability-related resources on campus.
The Americans with Disabilities ("ADA") guarantees individuals with disabilities access to employment, public accommodations, transportation, public services and telecommunications. Title II of the ADA which applies to public entities such as CUNY, prohibits discrimination on the basis of a disability in all services, programs and activities provided to the public by state and local governments.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals who meet the definition of a disability and it is applied to entities that receive federal funding, such as CUNY.

22% of Americans have some type of disability

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- Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals who meet the definition of a disability and it is applied to entities that receive federal funding, such as CUNY.
CUNY recognizes as a disability any physical, medical, mental or psychological impairment, or a history or record of such impairment, that constitutes a disability under the applicable federal, state and New York City law.

A DISABILITY means, with respect to an individual,

(1) a physical or mental impairment that substantially limits one or more major life activities of such individual; or

(2) a record of such impairment; or

(3) the individual is regarded as having such an impairment.

Information based on Understanding the New ADA Training Video
Major life activities may include:

- Caring for oneself
- Performing manual tasks
- Seeing, hearing and breathing
- Eating and sleeping
- Walking and standing
- Working, lifting and bending
- Speaking, learning and reading
- Concentrating, thinking and communicating
A major life activity includes the operation of a major bodily function.

Major bodily functions may include:

- Immune system
- Normal cell growth
- Bowel and bladder function
- Neurological and brain function
- Respiratory and circulatory function
- Endocrine and reproductive function
Reasonable accommodations are addressed on a case-by-case basis.

- **For employees with a disability**: Modifications made to remove workplace barriers and to enable qualified individuals to perform their jobs.
  
  - E.g. If a person needs access to enter, Public Safety staff should facilitate the request ahead of others waiting in line.
  
  - E.g. Faculty with a disability needing a classroom re-assignment must make an accommodation request to HR before consulting with the Office of the Registrar.

- **For students with a disability**: Adjustments to policy, practice and programs that “level the playing field” and provide equal access to CUNY’s academic and non-academic programs and activities.
  
  - E.g. Students with a disability requesting classroom accommodations must register with the Office of Accessibility Services.
Review of a request for a reasonable accommodation requires an interactive process and a cooperative dialogue.

- Designated offices in the college assess the need for a reasonable accommodation when it is requested.

- For example, the individual and the college, through the HR Benefits Manager, work together to identify what barriers exist to the individual's performance of essential functions of a particular job in order to enable the employee to perform the job.

- For example, the Office of Accessibility Services functions to assist students in obtaining appropriate accommodations and services throughout the College.
CAMPUS RESOURCES

STUDENT ACCOMMODATION REQUESTS TO:

The Office of Accessibility Services
NB Room L.66.00
Phone: 212.237.8031
Fax: 212.237.8144
http://www.jjay.cuny.edu/accessibility

EMPLOYEE ACCOMMODATION REQUESTS TO:

Christina Lee
Benefits Manager
Human Resources Department
The Annex Building at 54th St, 7th fl.
Phone: 212.237.8504
Fax: 212.237.8939
Email: clee@jjay.cuny.edu

COMPLAINTS AND APPEALS SHOULD BE DIRECTED TO:

Deputy Director-Compliance & Diversity
504/ADA Coordinator
Haaren Hall, Rm. 622T
Office: (646) 557-4674
Fax: (212) 237-8128
Email: glee@jjay.cuny.edu

* Gabriela Leal is also the College’s Title IX Coordinator and the Deputy Chief Diversity Officer.
<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Employees</th>
<th>Job Applicants</th>
<th>Visitors</th>
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<tbody>
<tr>
<td><strong>Disability</strong></td>
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<tr>
<td><strong>Request to</strong></td>
<td>Student Accessibility Services*</td>
<td>HR Benefits Manager</td>
<td>HR Benefits Manager</td>
<td>504/ ADA Coordinator</td>
</tr>
<tr>
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<tr>
<td><strong>Final Determination from</strong></td>
<td>President</td>
<td>President / Vice Chancellor of HR Management</td>
<td>President / Vice Chancellor of HR Management</td>
<td>504/ ADA Coordinator</td>
</tr>
</tbody>
</table>

* If the request for a reasonable accommodation that the student submits to the Student Accessibility Services Office is approved, it is the responsibility of the student to communicate the accommodation decision to the faculty. (e.g. in planning with the faculty to reschedule exam dates or locations)
### CUNY Accommodation Request Chart: Pregnancy, Childbirth, or a Related Medical Condition

<table>
<thead>
<tr>
<th></th>
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<td></td>
</tr>
<tr>
<td></td>
<td>Student Accessibility Services</td>
<td>Title IX Coordinator</td>
<td>President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HR Benefits Manager</td>
<td>Chief Diversity Officer</td>
<td>President / Vice Chancellor of HR Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HR Benefits Manager</td>
<td>Chief Diversity Officer</td>
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<td>N/A</td>
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Final Determination from President / Vice Chancellor of HR Management
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<td><strong>Appeal to</strong></td>
<td>Chief Diversity Officer</td>
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# CUNY Accommodation Request Chart: Victim of Domestic Violence, Sex Offense, or Stalking

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<tr>
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<td>HR Benefits Manager</td>
<td>HR Benefits Manager</td>
<td>N/A</td>
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<td>President / Vice Chancellor of HR Management</td>
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<td>N/A</td>
</tr>
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</table>
Must allow access to and equal use by a person using a trained service dog.

Q. Do service animals have to wear a vest or patch or special harness identifying them as service animals?

A. No. The ADA does not require service animals to wear a vest, ID tag, or specific harness.

Q. What questions can an employee ask to determine if a dog is a service animal?

A: When it is not obvious that the dog is a service animal, staff may ask only two specific questions: (1) Is the dog a service animal required because of a disability? and (2) What work or task has the dog been trained to perform? Staff are not allowed to request any documentation for the dog, require that the dog demonstrate its task, or inquire about the nature of the person’s disability.

A disabled person may not be required to register the service dog or provide medical documentation of the need for the service animal.

Access may be denied when the owner can not control the dog (e.g. won’t stop barking) or when the dog is not housebroken.

Q. Are emotional support, therapy, comfort or companion animals considered service animals under the ADA?

A. No. Those terms describe animals that provide comfort by being with a person. However, those animals have not been trained to perform a specific job or task; therefore, they do not qualify as service animals under the ADA.
MYTHS, MISCONCEPTIONS AND REALITIES
**MYTHS, MISCONCEPTIONS AND REALITIES**

- **True or False:** Cancer, diabetes, AIDS, epilepsy, dyslexia and mental illness are examples of “hidden” disabilities which are covered by the Americans With Disabilities Act.
  - **TRUE.** However, things like sexual behavior disorders, illegal drug use and compulsive gambling are not covered.

- **True or False:** If you’re assisting a person who uses a service dog, petting the dog is okay.
  - **FALSE.** For safety reasons, a dog needs to be alert and undistracted while working. Avoid treating the dog like you would a pet.

- **True or False:** If someone has a disability and appears to need help, it is polite to provide assistance before you’ve been asked.
  - **FALSE.** Simply ask the person if they require assistance beforehand.
• **True or False:** It is important to place persons with disabilities in jobs where they will not fail.
  
  • **FALSE.** Everyone has the right to fail as well as to succeed. Be careful not to hold someone back from a position or a promotion because you think that there is a possibility that he or she might fail in the position. If this person is the best-qualified candidate, give them the same opportunity as you would give anyone else.

• **True or False:** People who use wheelchairs cannot work in a fast-paced, high-pressure job.
  
  • **FALSE.** Ability to use a wheelchair is separate from ability to work quickly and to work under stress. Give the person ample room to maneuver their chair and let them go!

• **True or False:** If you know an applicant is disabled, you can ask about the applicant’s medical history.
  
  • **FALSE.** You can ask how the applicant will perform a job task. The essential functions of the job should be defined in job descriptions.
MYTHS, MISCONCEPTIONS AND REALITIES

We get married.

https://www.youtube.com/watch?v=Gv3aDEFIXq8
KEY TAKEAWAYS
When recruiting:

- Update job description to identify essential job functions
- Design tests that assess the ability to do the job only

During an interview, don’t ask about:

- Whether the candidate has a disability
- The nature or severity of the disability you perceive
- The condition causing the disability
- Any prognosis or expectation regarding the disability
- Whether or not the person will need treatment or special leave because of the disability

- Be considerate of candidates’ physical requirements:
  - Choose an accessible interview location

Information based on Understanding the New ADA Training Video
It is important to know that disabilities can be both visible and hidden.

Disabilities include but may not be limited to:
- Learning Disorders
- Medical Disabilities
- Psychological Disorders
- Hearing Impairments
- Visual Impairments
- Mobility Impairments
- Temporary Disability Conditions

People can also have multiple disabilities, such as an individual who is both legally blind and hard-of-hearing.
The key to creating an accepting work environment is to **treat each individual with respect and equality**!

- Do not be overly friendly or condescending toward individuals with disabilities.
- Use appropriate greetings, such as shaking hands.
- Challenge derogatory language or jokes.
- Take responsibility for making people feel welcome and accepted.
- Get to know people with disabilities.

**POINTS TO REMEMBER**
When providing assistance:
- First, ask if help is needed.
- Be sure you understand what is needed.
- Don’t take over; just help. Always think of the person first.
- Speak directly to the person rather than through someone else, such as a sign language interpreter.
- Don’t be afraid of making a mistake.
- Use common sense and a positive attitude.

Be generous with yourself.
- Unsure of what to do or say? Ask!
- Made a mistake? Apologize, correct, learn and move on.
Avoid words with negative connotations like: “handicapped,” “afflicted,” “crippled,” “victim,” “sufferer,” etc.

• Do not refer to individuals by their disability. A person is not a condition.

• Emphasize abilities, not limitations. Focus on what someone can do, not what they cannot do.

• “The blind; The deaf; The disabled” – To call any group of people ‘the’ anything is to dehumanize them.

• If you happen to not have a disability at this time in your life, that DOES NOT make you “normal” or “able-bodied.” It just makes you ... non-disabled.

DO’S & DON’TS

Sources: Nish Disability Etiquette and the IDEA Bank
SourceAmerica “The Sky is the Limit” Disability Awareness training
DO’S & DON’TS

Emphasize “person first” terminology:

<table>
<thead>
<tr>
<th>Instead of this</th>
<th>Say this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handicapped</td>
<td>A PERSON with a disability</td>
</tr>
<tr>
<td>The disabled</td>
<td>PEOPLE with disabilities</td>
</tr>
<tr>
<td>Mentally retarded person or a retard</td>
<td>A PERSON with cognitive delays</td>
</tr>
<tr>
<td>Deaf</td>
<td>A PERSON who is deaf or hard of hearing</td>
</tr>
<tr>
<td>Crippled person</td>
<td>A PERSON with physical disability</td>
</tr>
<tr>
<td>Mute</td>
<td>A PERSON without speech</td>
</tr>
<tr>
<td>Confined/Wheelchair-Bound</td>
<td>A PERSON who uses a wheelchair</td>
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BDI Institute
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Lactation Room

CUNY supports the rights of nursing mothers at school and in the workplace. Designated lactation space is made available for employees and students based on availability, on a first-come first-served basis. Contact the Women’s Center for Gender Justice for more details.
ADDITIONAL RESOURCES

JOHN JAY COLLEGE ACCOMMODATIONS WEBPAGE which includes the CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments:

HERC DISABILITY INCLUSION TOOLKIT:
http://www.hercjobs.org/member_resources/Toolkits/Disability%20Toolkit/index

VETERANS’ AFFAIRS CONTACT:
Richard Pusateri
Military & Veterans Services Manager
Office: 212.484.1329
Email: Rpusateri@jjay.cuny.edu
John Jay College Campus Plan
Accommodations for Persons with Disabilities
HAAREN HALL/ NEW BUILDING
CELLAR

Cardio Room
Dance Studio
Locker Rooms
Pool
Print Shop
Service Connector to New Building
Theater Workshops

LEGEND

ACCESSIBLE ENTRANCES
HAAREN HALL/ NEW BUILDING L LEVEL

Gerald W. Lynch Theater
Library
Memorial Hall
To New Building Concourse

LEGEND
ACCESIBLE ENTRANCES
LIBRARY ELEVATOR FOR PERSONS WITH DISABILITIES
HAAREN HALL – 1ST FLOOR

PLAN

Gerald W. Lynch Theater Balcony (Enter On L)
Stairs B
Elevators

Stairs A

Library (Enter On L)

Stairs

10th Ave. Entrance
( Escalator Down To Library Entrance)

Library

Down To Library Entrance

Security Desk

LEGEND
LIBRARY ELEVATOR FOR PERSONS WITH DISABILITIES
--- ADA TURNSTILES
HAAREN HALL – 2ND FLOOR

Legend:
- 🚶‍♂️ Accessible Entrances
- 🕐 Library Elevator for Persons with Disabilities
- ⛔️ ADA Turnstiles
- 🚿 Gender Neutral Restroom
HAAREN HALL – 3RD FLOOR
HAAREN HALL – 5TH FLOOR

Classrooms
Lactation Room
Public Management
Shared Conference Room
Sociology
Study Abroad & International
Student & Scholar Services
Shared Adjunct Rooms
Undergraduate Studies

LEGEND

GENDER NEUTRAL RESTROOM
NEW BUILDING – L3 LEVEL
NEW BUILDING – L2 LEVEL
NEW BUILDING – 2\textsuperscript{ND} FLOOR
NEW BUILDING – 3RD FLOOR
NEW BUILDING – 4TH FLOOR
NEW BUILDING – 5TH FLOOR
NEW BUILDING – 6TH FLOOR

Interdisciplinary Studies
ACE Program
Interdisciplinary Studies
Mathematics & Computer Science
Mathematics & Computer Science
Elevators
Quad
Moot Court
Psychology Research
Punishment to Public Health
ACE Program
Interdisciplinary Studies
Mathematics & Computer Science
Moot Court
Punishment to Public Health
Psychology Research
Quad
NEW BUILDING – 7TH FLOOR
NEW BUILDING – 8TH FLOOR
NEW BUILDING – 9TH FLOOR
NEW BUILDING – 10TH FLOOR

[Diagram showing the layout of the 10th floor with areas such as Psychology, Interrogation Lab, Observation Labs, Lounge, Development through the Life Cycle, P.H.D. Psychology, and Shared Adjunct Room.]
WESTPORT – GROUND FLOOR
WESTPORT – 1st FLOOR

[Diagram of the first floor layout with labeled areas such as classrooms, cyber lounge, faculty lounge, shared adjunct room, student academic success programs (SASP), terraces, and accessible entrances.]
BMW BUILDING – 6TH FLOOR

Legend:
- ACCESSIBLE ENTRANCES
ANNEX 54TH STREET – 7TH FLOOR
NORTH HALL – 1ST FLOOR

[Diagram of North Hall - 1st Floor showing various rooms and locations such as Computer Lab, Lecture Hall, Facilities Management, Yoga Room, Meditation Room, etc.]

Legend:
- Accessible Entrances

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