

STUDENT DISABILITY SERVICES NEWSLETTER



IMPORTANT DATES

August 19, 2011
Residence Halls Open
SDS Orientation Program
3:00—4:00 pm RPCC 105

August 24, 2011
Classes begin

September 5, 2011
Labor Day — No Classes

September 16, 2011
Last Day to add classes
without a petition

September 22, 2011
Premier Assistive
Technologies Webinar

October 8-11, 2011
Fall Break

October 12, 2011
Classes Resume

October 14, 2011
Last Day to drop classes
without a petition

October 21, 2011
Self-Advocacy Workshop

October 27, 2011
Workforce Recruitment
Program Interviews

November 23-27, 2011
Thanksgiving Break

December 3, 2011
Last Day of Classes

December 4-7, 2011
Study Period

December 7-16, 2011
Final Exam period

December 17, 2011
January Graduation
Recognition

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LETTER FROM THE DIRECTOR

Dear Cornellians,

Welcome to the 2011-12 school year.

Last spring semester, SDS conducted a survey among SDS registered students using academic accommodations to learn if students are satisfied with their self-advocacy skills and if they would like to learn more about self-advocacy and disability rights. Respondents indicated largely that they are satisfied with their self-advocacy skills and how the faculty responds to requests for accommodations. The survey results did reflect an interest in learning more about self-advocacy and disability rights.

Self-Advocacy is a type of problem solving designed to protect personal and legal rights such as disability accommodations. The development of self-advocacy skills can help one systematically identify and define issues, design and implement action plans, track and measure results. It takes practice to become a good self-advocate. We would like to help you with developing this skill.

This year SDS is partnering with Kathy Berggren, a Senior Lecturer in Communications, to promote the importance of self-advocacy to wellness and academic success. Please check the SDS website regularly for information about workshop opportunities.

Wishing you a safe, healthy and successful semester,

Kappy Fahey

REQUESTING FACULTY NOTIFICATION LETTERS

Each semester students must give advance notice to instructors of accommodations needed for their courses. Upon request from you, SDS will prepare a faculty notification letter with your accommodations listed for you to give to instructors. Using the on-line request form is the most efficient method for requesting letters. If you add courses after your letter request is submitted, you will need to submit an additional request.

To ensure that accommodations will be in place throughout the semester, you should meet with your professors within the first two weeks of classes. The following steps outline the process for requesting classroom accommodations.

1. If you are new to Cornell, call 607-254-4545 to schedule an appointment to meet with an SDS counselor.
2. Complete a "Request for Faculty Notification Letters". You can fill out a form in the SDS office or online at <http://sds.cornell.edu/sdsregistration.php>
3. Pick up your letters from the SDS office two business days after submitting request form.
4. Meet privately with instructors (or their designated representatives), give them the Faculty Notification Letters and discuss the specific arrangements for your classroom accommodations. Instructors must have two weeks' notice of accommodation needs. Notice for final exam accommodations must be provided at least two weeks before the last day of class.

Please contact SDS immediately if you have concerns about the accommodation process or the administration of an exam.

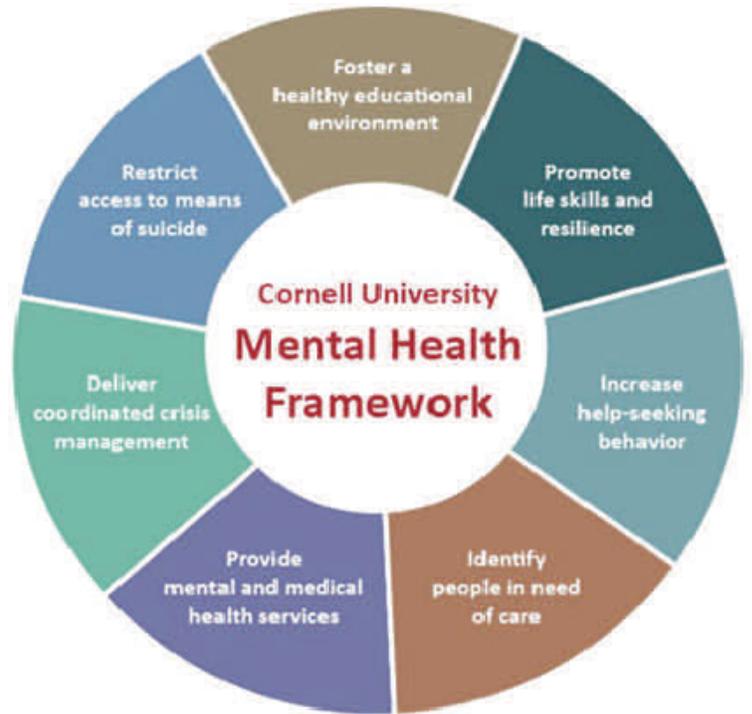
CORNELL'S NEW MENTAL HEALTH FRAMEWORK

Over recent semesters, the mental health of Cornell students has been a topic of serious discussion among members of the Cornell community. In response to the rash of suicides and concerns about the health of our students, Gannett Health Services has revised the model on which it bases its support for the Cornell community. The new Mental Health Framework is depicted as a seven part wheel, with each section being an action plan employed by the community to care for and support its members. Read clockwise from its apex, the components of the wheel progress from large to small scale strategies designed to promote mental health and wellness and prevent harmful behavior.

The first segment of the wheel, *Foster a healthy educational environment*, addresses the health of Cornell as a whole institution. Student services offices and academic departments have been helping students learn to live a balanced life. For example, in order to give students time to relax amid the hectic academic term, professors have been advised not to dole out assignments over academic breaks and the Cornell Plantations has been promoting the healing qualities of nature to students.

The next piece of the wheel, *Promote life skills and resilience*, involves uniting Cornellians to help students develop coping strategies and methods of dealing with stressful situations. Residential communities, from dorms to Greek houses, have placed a great deal of emphasis on helping students grow and develop social connections. The online program Alcohol Wise educates new students to help them make informed, intelligent choices when confronted with drinking. Students have access to resources both on-line and in person; Gannett provides virtual mental health assessments and stress management tools, these tools are complemented by programs and workshops orchestrated by EARS (Empathy, Assistance and Referral Service), Cornell Minds Matter and the Learning Strategies Center which helps students develop the skills necessary to succeed and thrive at Cornell.

Increase help seeking behavior is the third component of the Mental Health Framework. President Skorton reminded students that asking for help is nothing to be ashamed of or embarrassed about; he wishes that "If you learn anything at Cornell, learn to ask for help." Programs such as EARS, Let's Talk, and Cornell's Caring Community website make help accessible and confidential, in hopes that students will



take advantage of such resources.

In addition to increasing help-seeking behavior on the part of students, the Mental Health Framework also asks members of the community to *identify people in need of care*. This part of the framework is meant to ensure that all students receive the attention they deserve, whether they step up and ask for help or not. 3,000 copies of "Recognizing and Responding to Students in Distress: a Staff Handbook" were distributed to faculty and staff to help educate them about both students' well-being, and how to properly address the issue of mental health on campus. A handbook for families is due to be released this fall, in order to educate an even wider audience about this pressing topic.

The fifth segment of the Mental Health Framework asks that Cornell *provide mental and medical health services*, to foster both healthy minds and bodies for the members of its community. This past spring, Cornell allocated an additional one million dollars to Gannett Health services to fund all types of resources, from athletic training to CAPS counseling.

Deliver coordinated crisis management is the sixth goal of the Mental Health Framework. Cornell provides support for students at all times, using Gannett's 24/7 phone consultation service, as well as having on-call crisis managers and a community support team. The resources and support available to students does not

disappear after normal business hours; the Cornellian's health is a concern no matter what the hour.

The final segment of the Framework bluntly states *restrict access to means of suicide*. Cornell controls access to weapons, tools and chemicals that could be used for harmful behavior if left unguarded. Although it is disheartening, suicide is a very real concern, and preventing students from obtaining access to means of suicide is a necessary step in the protection of students' mental health. Cornell's bridges, which currently have temporary fences designed to prevent the bridges from being used as a means of committing suicide, will be outfitted with mesh safety nets in the future to still prevent suicide but also preserve the aesthetics of the bridges and gorges.

Cornell's bridges and the related suicides have garnered a great deal of attention in the media, but they are not the only aspect of Cornell's mental health that deserves attention. The new Mental Health Framework focuses not on the bridges or specific

events, but rather on the community as a whole and on the prevention of such tragedies. This new plan is based on the ideas of the Suicide Prevention Resource Center/Jed Foundation Model for Comprehensive Suicide Prevention and Mental Health Promotion. Cornell's model uses ideas drawn from the population-based U.S. Air Force Suicide Prevention Program, which aims to reduce environmental risk factors as well as increase protection of its subjects.

Cornell does not just want to focus on suicide prevention, but on bettering the mental health of its entire community. Students, faculty and staff are all aware of the tension on campus, but this awareness can be channeled into building a support network for all members of the community. Gannett's new Mental Health Framework aims to unite Cornell into a cohesive society, where help and support are never out of reach, and all Cornellians' mental states are stable and healthy.

—*Maria Napolitano, '13*

ACCESSIBLE PARKING REGULATION CHANGES

Starting in November 2011 (exact date as yet to be determined), Commuter & Parking Services will require faculty, staff and students requesting accessible parking for more than two months to have either a state accessible permit or municipality accessible hangtag in addition to purchasing a Cornell accessible permit. Either can be obtained through the City of Ithaca Clerk's Office, located at 108 Green Street, which issues New York State Parking Permits for People with Disabilities to City of Ithaca residents under the regulations of the NYS Department of Motor Vehicles. State and City permits are not valid on the Cornell Campus without an additional Cornell accessible parking permit.

The reason for this change is to ensure equitable use of accessible parking on campus, where available parking is extremely limited. Parking in "handicapped" designated parking spaces requires a Cornell permit. Currently SDS verifies the disability-related necessity for accessible parking for students by meeting with the student and reviewing disability documentation provided by a physician. If approved, students take their eligibility letter to Commuter & Parking Services at 116 Maple Avenue (please use the Accessible Entrance at the rear of the building) to obtain a permit. Note that there is a fee to Commuter & Parking Services for accessible parking permits. The vehicle must be registered to either the student or someone in his/her immediate family.

To obtain a City permit you must complete Part I of the permit application and have your Medical Doctor, Doctor of Osteopathy, or Doctor of Podiatry Medicine either complete Part II, the medical certification, or provide you with a note detailing the nature of your disability, and whether it is a temporary or permanent disability. If your disability is temporary the doctor should also state for how long you will need the permit. The applications can be found at:

For Parking Permit or License Plates: <http://www.nysdmv.com/forms/mv6641.pdf>

For Metered Parking Waiver: <http://www.nysdmv.com/forms/mv6641mp-mv6642mp.pdf>

Additional information on accessible parking on the Cornell campus can be found at the Commuter & Parking Services web site at: http://www.parking.cornell.edu/tms3_accesstudent.html Please note that after 5 pm and on weekends many lots do not require a permit, unless otherwise posted. To be sure that you can legally

NEW STUDENT ASSEMBLY RESOLUTION TO ENSURE BASIC DISABILITY RIGHTS ARE MET

“We do not believe that this resolution should be perceived as an obstacle, nor do we believe that obstacles that prevent individuals from attending events should still be in place.” -CUDA president Talia Shear, '12

The Cornell Union for Disabilities Awareness (CUDA), is a student-run campus organization that serves to educate the Cornell community about disability issues, improve accessibility at Cornell, and undertake volunteer projects with Tompkins County youth with disabilities.

Last spring semester, the organization set forth a resolution to the Student Assembly to raise awareness about accessibility on campus at student organization events, in an effort to ensure that basic access rights at events that receive SAFC funding. The resolution will be an addendum to Section 9.3.2 of the SAFC Funding guidelines for campus organization meetings.

In essence, CUDA's new resolution will encourage student organization events to design accessible program. CUDA believes that ensuring accessibility is in keeping with Cornell's founding principle as an institution where “Any person can find instruction in any study.” The proposed addition to the SAFC funding guidelines will require all student organizations to complete a “Statement of Accessibility” Document prior to all events. The document is simple, concise, and should not be viewed by student organizations as a “technicality” or hindrance to Cornell's funding process. The document consists of eight questions as simple as

“Is there an accessible path of travel and paved surface to the event?” or “Are you utilizing multiple forms of advertising (e.g. print, web) to reach a wide range of people?”, and is meant to ensure that all students are treated equally by student organizations. CUDA and the SA do not anticipate a drop in the number of rooms available for student organization use as a result of the resolution's guidelines.

CUDA's resolution is mutually beneficial to both students with disabilities and Cornell's student organizations. The “Statement of Accessibility” document takes little time to complete, but significantly expands the number of students able to participate in an event or meeting. By ensuring accessibility to all, organizations benefit from the ability to recruit from every student on campus, and any student can experience the plethora of clubs and organizations that Cornell offers. As Talia Shear '12, President of CUDA has stated, “We do not believe that this resolution should be perceived as an obstacle, nor do we believe that obstacles that prevent individuals from attending events should still be in place.” By passing this resolution, the SA has taken a positive effort to ensure equality for all students on campus who wish to join and participate in student organizations and events.

—Craig Ladd '14

UPCOMING EVENTS AT FLIC

Coming in September!!

American Sign Language 1

Coming in November!!

Annual conference on depression

Wednesdays, October 5 – November 9,
2:00 – 4:00, weekly

Living Well with a Disability

Thursday, October 20, 1:00 – 3:00

October Festival

Thursday, December 15, Noon – 3:00

Holiday Luncheon



The Finger Lakes Independence Center is your local Center for Independent Living. FLIC is an advocacy agency for people with disabilities and provides information and referral, a loan closet, and per support services. FLIC is at 215 Fifth Street, Ithaca. For information call FLIC at 272 – 2433 or visit www.fliconline.org

All events are free open to the public. Events are at FLIC, unless otherwise indicated. All locations are wheelchair accessible. If you need an American Sign Language interpreter or need an accommodation for a disability in order to participate in these events contact FLIC, 272-2433 in advance.

ACCESSIBILITY ON CAMPUS



Have you ever been on crutches or used a wheelchair? Could you imagine how you would get to your classes if there were no accessible entrance into a building, or no elevators? What would happen if a ramp was blocked off because of construction? Who makes sure that everyone, despite their level of mobility, can get around campus?

In 2006, Cornell University created the position of ADA Coordinator, filled by Andrea Haenlin-Mott, to address issues regarding access to facilities. The primary role of the ADA coordinator is to improve accessibility on campus. In order to do this, Andrea and the facilities department have been surveying buildings and identifying any deficiencies so that they can make plans for future modifications.

Andrea has many responsibilities in addition to this task. She works year-round with Cornell staff to ensure ease of access to all buildings on campus. The ongoing maintenance and construction projects around campus make it essential for her to coordinate with project man-

agers and review their plans ahead of time, to ensure that they do not interfere with the mobility of members of Cornell's community. Andrea also reviews blueprints of new buildings to check that their layouts will meet ADA requirements for access.

Andrea is not the only person working towards the goal of improving accessibility on campus. She is a member of the ADA Coordinator Team, established in 2007; this team consists of the director of Student Disability Services, the associate vice president of the Office of Workforce Diversity and Inclusion. The ADA Coordinator Team works with students, faculty, staff, and the facilities departments to address any accessibility issues that may arise. The ADA Coordinator Team develops an annual strategic plan focusing on improving access of the physical campus, educational programs and service, communication, technology, employment, emergency preparedness and evacuation. Disability access across campus is then evaluated in each of these areas.

The university has implemented many changes around campus since 2006, making Cornell easier for anyone to attend. Andrea believes, "Cornell's commitment to accessibility is significant." Andrea is one of many dedicated people working behind the scenes at Cornell to ensure accessibility on campus for all students, despite any disability they may have.

-Ashima Muttreja '12

INCLEMENT WEATHER PLANS

The winter weather will soon arrive. Planning ahead will make it easier to address the challenges of winter and get where you need to go. If snow and ice will be a significant barrier as you travel around campus, fill out the Voluntary Inclement Weather Form. SDS will report your path of travel to Facilities Management and Grounds and Building Care will make every effort to remove snow and ice in areas you travel on campus. Download the form! http://sds.cornell.edu/Forms/Voluntary_Inclement_Weather_Questionnaire.pdf

Emergency Evacuation Plans

Be prepared for an emergency in your residence hall or during class:
Your SDS counselor can assist you with developing an emergency evacuation plan for your residence and on-campus locations.

BOOK REVIEW: *INSIDE DEAF CULTURE* BY CAROL PADDEN AND TOM HUMPHRIES

In *Inside Deaf Culture*, Carol Padden and Tom Humphries examine how issues of place, body and voice shape Deaf culture in America. In the book, “Deaf culture” refers to the shared practices and history of sign language users in America and encompasses individuals with a wide range of hearing loss.

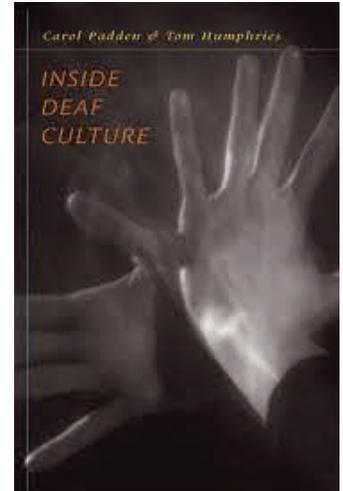
Boarding schools for the deaf are an example of a historical moment where place, body and voice were core issues. These highly controlled spaces regimented education and moral comportment and physically segregated children from their families and from each other along gender and racial lines. Often, the boards of directors could not sign, metaphorically muting the voices of those they served. A further divide – manual versus oral education – had dramatically opposite focal points; manualism embraced the visual experience of deafness by teaching sign language, whereas oralism focused on using voice to adapt to the hearing world. More than defining a communication strategy, learning to sign or to use voice defines one’s personal identity and place within Deaf culture.

Is being Deaf a unified, whole experience? Is deafness something needing remedy or eradication? Scientific advances have not decreased the ethical debates.

Cochlear implants offer new pathways into mainstream education and out of specialized schools, but ultimately may affect the extent to which a child is culturally Deaf. Genetic screening and therapy for deafness raises fears of cultural genocide among members of the Deaf community.

Covering a wide range of topics from Deaf clubs to Deaf theater, *Inside Deaf Culture* is appropriate for the general reader and for those interested in the history of institutions, disability studies, civil rights, linguistics, and the arts. What it is not is an expansive historical tome or a work that directly confronts theories of power, culture and body. Rather, Padden and Humphries’ personal-is-political approach offers a powerful insight to and rallying cry for Deaf culture.

–Ladi Dell’aira, SDS C-print Captionist



CAREER OPPORTUNITY: COSD FULL ACCESS STUDENT SUMMIT

Career Opportunities for Students with Disabilities is holding the 2011 New Jersey full Access Student Summit on November 4 and 5 in Morristown, New Jersey. The summit, held the day after the COSD Annual National Conference, invites 60 students and 10 employers together for a networking and educational event. The summit aims to make prospective employers and employees more comfortable with each other, increase students’ self-confidence, and provide them with valuable experience interviewing and interacting with potential employers and coworkers. Topics to be addressed during the summit include disclosure skills, requesting accommodations, job search strategies, resources for a successful career search, dining etiquette and the world of work before, during, and after diagnosis.

Applications and more information can be found online at <http://www.cosdonline.org/home>.

For help with resume writing and interviewing techniques, use the resources at Cornell Career Services:

<http://www.career.cornell.edu/>

PROGRAMS AND WORKSHOPS

Premiere Assistive Technologies Webinar

Thursday, September 22, 4:30-5:30pm: Stone Classroom, Mann Library

Join us for an hour-long webinar that will cover the uses of the Premier Technologies Literacy Suite installed in select library and departmental computer labs across campus. The webinar will focus on the PDF Equalizer, Write Now, and the Talking Word Processor, but will give a brief overview of all of the available tools. There will be an opportunity for hands-on learning. To learn more, visit www.readingmadeeasy.com. To find out which campus libraries and computer labs this software is installed in, visit http://sds.cornell.edu/Resources/Assistive_Technology_on_Campus.pdf.

ADVOCATE WITH AN EMPOWERED VOICE

Self-advocacy is the ability to understand and effectively communicate one's needs to others. Join Kathy Berggren, Senior Lecturer in Communications, and Kappy Fahey, Director of Student Disability Services, in a workshop on enhancing self-advocacy skills. Using an experiential approach, the workshop will provide the opportunity to discuss the importance of self-advocacy and practice using self-advocacy skills. This workshop is held in conjunction with Cornell Minds Matter, Feel Good Friday on October 21st from 12:00 - 1:00pm in the International Lounge in Willard Straight Hall.

THE WORKFORCE RECRUITMENT PROGRAM ON CAMPUS INTERVIEWS OCTOBER 27

The Workforce Recruitment Program (WRP) connects employers with college students and recent graduates with disabilities. The WRP gives students the opportunity to market their abilities to a wide variety of potential employers across the United States. It is co-sponsored by the U.S. Department of Labor's Office of Disability Employment *Policy* (ODEP) and the U.S. Department of Defense, with the participation of many other federal agencies.

A WRP recruiter will conduct interviews on **Thursday, October 27, 2011** at the SDS office. The recruiter will gather information about your interests, work background, future goals, and your resume; this information will be entered into the WRP database, from

which employers select candidates for internships. Selected students will be contacted by early December with job offers. Even if you are unsure if you are interested in a position, this is an excellent opportunity to practice interviewing. NOTE: You must go through the on-line application and interview process again, even if you have previously participated in WRP. Prior to the interview you must Register and complete the application on the WRP database at <https://wrp.gov/StudentRegisterInstructionPre.do>

To schedule an interview, contact Jai Khalsa at 607-254-4545 or jkk72@cornell.edu by Friday, October 21st. For more information about WRP, visit their website at www.wrp.gov and <http://sds.cornell.edu>

CORNELL UNIVERSITY

Student Disability Services
420 Computing and Communications Center
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