



New Accessible Taxi in Ithaca

Thanks to a public-private partnership between Tompkins County and the Ithaca Dispatch Inc., the City of Ithaca is now the proud owner of an MV-1 wheelchair-accessible taxi. The MV-1 affords full taxi services to persons using wheelchairs. The MV-1 operates on an on-call basis and serves patrons who do not use wheelchairs as well.

Ithacans have Dwight Mengel and Larry Roberts to thank for the MV-1. Mengel, the Chief Transportation Planner for Tompkins County, helped to organize the county's contribution to the project and has headed up publicity efforts for the new taxi. Roberts, the program director

for the Finger Lakes Independence Center was integral in making the taxi a priority for the county and is credited by Mengel for doing so.

Ithaca's ownership of the MV-1 puts it ahead of the curve in accessible transportation. New York City and Washington, D.C. have recently been criticized for not providing sufficient accessible taxis.

The Ithaca Taxi is available from 6:00 am - 5:00 pm M- F. Additional times by request. Reservations can be made by calling 607-277-7777.

Matt Stomecki '15

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Requesting Accommodation Letters

Each semester students must give advance notice to instructors of accommodations needed for their courses. Upon request from you, SDS will prepare accommodation letters 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 Accommodation Letters Form". 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 accommodation letters and discuss the specific arrangements for your classroom accommodations. Instructors should receive letters **in the first two weeks** of the semester, and have at least two weeks' notice of accommodation needs.

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

Letter from the Director

Dear Students,

Welcome to the 2013-14 school year.

As graduates of the Class of 2013 were stopping by last May to say goodbye, they frequently talked about how using disability services at Cornell was an important part of their college experience, particularly in their ability to be a self-advocate.

The transition to college for first year students often brings a higher level of involvement in arranging disability services. Doing so may require some skill development and practice with the art of self-advocacy. The SDS staff is here to help you with development of these skills.

Understanding your disability rights and responsibilities is an essential component to being a good self-advocate. So what are your rights? In accordance with Federal and State disability laws, qualified persons with disabilities have the right to equally effective access to university programs and services. Persons with disabilities should be offered a similar range of services, options and choices. Access should be provided in the most integrated setting possible.

It often takes some analysis of a disability accommodation request to determine it is appropriate in addressing an access need. The questions we ask are; what is the barrier to access based on the functional limitations of the disability, what are possible solutions to mitigate the barriers, and what is the impact on the course or program requirement. Accommodations are not considered reasonable or appropriate if they fundamentally alter the nature of a course or program. As a student, participating in this analysis helps develop self-advocacy skills and a good working knowledge of disability laws and your rights.

What are your responsibilities? Students are responsible for presenting current and comprehensive disability documentation that supports eligibility for disability services and any requested services or accommodations. Students are responsible for providing this information and making a direct request for accommodations in advance of needing them to give the university adequate time to put modifications in place. Students are responsible for engaging with the SDS office, instructors and others about their access requirements.

Students who are engaged and invested in this process find that they are in greater control of the effectiveness of their disability accommodations and their life as a student.

Join the SDS staff in working together as advocates for equal access.

Best wishes for a great semester,

Kappy Fahey

Important Dates

August 23, 2013

SDS Orientation 3-4 pm
RPCC 103/105

August 28, 2013

Classes begin

September 2, 2013

Labor Day Holiday -
No classes

September 11, 2013

Add period ends

October 12-16, 2013

Fall Break

October 18, 2013

Drop period ends

October 23, 2013

Barclays Capital Recruiting

November 27-Dec. 2, 2013

Thanksgiving Break

December 6, 2013

Last day of classes

December 7-11, 2013

Study period

December 11-14, 2013

Final Exams

December 15, 2013

Study Day

December 16-20, 2013

Final Exams

December 21, 2013

Winter Commencement

Improved Library Access through HathiTrust

The HathiTrust is a partnership of more than seventy research institutions and libraries that are working towards putting texts in a digital format where it can be accessed by members of the partner institutions and the general public. Books in HathiTrust are in either full-view (fully open for reading online), or limited view (patrons can search for terms inside the book, but not read the book online; reading requires borrowing of a print copy). One important objective of the HathiTrust has been to increase the accessibility of its books to those with print-related disabilities to the widest extent allowed by law. Just how widely the law allows has been a matter of debate: this objective had been put on hold while the U. S District Court, Southern New York considered the copyright infringement lawsuit filed by the Author's Guild against the HathiTrust and five of its affiliated institutions, including Cornell. The lawsuit sought to prevent the digitalization of print materials by university libraries. In a ruling on October 10, 2012 the court decided that making works accessible to those with print disabilities is transformative, fair, and implements the ideals espoused by the ADA. In addition, the way these institutions are using these texts is not an infringement of copyright.

In order for HathiTrust partners to provide enhanced access, they must meet certain technical, procedural and legal requirements. Cornell is in the process of creating the proper processes and documentation that will support this service. The work includes designating proxies for users within the university. Once Cornell has assigned proxies and has worked through the necessary legal, technical and procedural issues, enhanced access to HathiTrust will be made available to Cornell's students,

faculty and staff with print disabilities. Implementing a HathiTrust service with enhanced access offers significantly improved access to library materials for eligible members of the Cornell community. Currently, there are about 2 million volumes in HathiTrust that are also held in print in the Cornell University Library. Eligible users will be able to access any of these texts electronically through an institutionally identified staff who will serve as a proxy. Before the HathiTrust system, library patrons with print disabilities had to have books scanned page by page. This process could take days. Once the new system is implemented, the books will be available in electronic form. Upon request from a patron, the proxy will download any eligible text from the HathiTrust collection and provide the text in a PDF format to the patron. The patron will use the text using the assistive technology such as text reading software or enlarging the print.

The accessible digital library will be highly regulated so that only those eligible have access to the system. Patrons are reminded with each text of the copyright restrictions of sharing it and proxies delete the text from their computers upon sending it to the patron. The proxies currently identified are Cyrus Hamilton, the Alternate Media Specialist in SDS, and Bethany Silfer, Library Disability Services Coordinator. More are to come, and full information about the service will be posted at <http://www.library.cornell.edu/svcs/disability> as details become available. A date has not been set for the release of this service, but it is thought that the service will be ready sometime during Fall 2013.

Dana Mittag '13

New Books, Check them Out!

The SDS Library has recently added many new resources to our collection. Books and movies about a wide range of disability topics are available for lending to the Cornell community. Our library is located in the SDS office in 420 Computing and Communication Center.

The SDS Library is a gift in memory of David and Diane Carniol, Parents and Grandparents of Cornell Alumni.

Campus learns about Autism Spectrum Disorders

In February 2013, Dr. Lauren Kenworthy presented on Autism Spectrum Disorders to a large audience in BioTech. Her presentation was aimed towards discussing the cognitive strengths and weaknesses of the spectrum, as well as "improving the fit" with college. A professor at George Washington University, Kenworthy is one of the best in the field when it comes to the Autism Spectrum. The disorders are neurogenetic, but defined by behavior and social interaction, so there is a very wide spectrum of behaviors and cognitive abilities. This is why everything must be handled on a case-by-case basis. Often autistic students are seen as stubborn and Kenworthy stressed the importance of recognizing this stubbornness as confusion, seeing the "won't s" as "can't s", and being open and mindful of the variations of the disorders.

After giving the audience, primarily composed of Cornell faculty and staff, as well as students and Ithaca community members, an overview of how the mind of an autistic person works in a different way than most, Kenworthy talked about how we as a community should see how we can gain value through neurodiversity by working to understand each other better and including

everyone, regardless of apparent disability. Professors should make syllabi more explicit, use tools that allow students to track tasks, assignments, and due dates, and use effective communication via email so that students can be sure to stay on top of things by checking regularly. Other students should recognize that classmates with Autism interact differently in social situations, and see that these classmates are honest and loyal friends but sometimes show it in different ways. The Autism Spectrum can allow for great neurodiversity in the classroom and on campus, we just have to open our eyes to it instead of shutting it out.

The slideshow used for this presentation can be found here: <http://www.gannett.cornell.edu/campus/welfare/council/presentations.cfm>

Check the events calendar and SDS webpage for more neurodiversity events during the upcoming school year.

Mary Theresa Condosta '14

Barclays Capital Recruitment Opportunities

Barclays is committed to recruiting a diverse workforce and is partnering with SDS to offer opportunities to Cornell students who are interested in working in finance and operations.

10/23/2013: 4:00 – 6:00 Office Hours with Barclays recruiters for students with disabilities: This is an opportunity to talk one-to-one with a Barclays recruiter about working in the Finance industry, the application process, resume and interview tips, networking and diversity recruiting efforts. Appointments made through the SDS office, call 254-4545 or email sds@cornell.edu to schedule an office hour appointment.

10/23/1023: 6:30 – 8:30 Barclays Recruiting Presentation, Statler Hall Auditorium
It is time to apply for Barclays Scholars Boot Camps. This program is designed for high achieving underrepresented candidates, including students with disabilities.

Operation Division Application Deadline: October 6, 2013 Finance Division Application Deadline: November 3, 2013
For more information see, <http://graduate.barclayscapital.com/americas/programs>

Job Opportunities Through Federal Agencies

On July 26 2010, the 20th anniversary of the Americans with Disabilities Act, President Obama issued Executive Order 13548 directing Executive departments and agencies to improve their efforts to employ Federal workers with disabilities. As part of this effort, the Office of Personnel Management (OPM) is beefing up the Schedule A hiring program. Schedule A is a federal government program in which qualified candidates with disabilities who meet the OPM guidelines can be hired non-competitively without the typical government recruitment red tape. It helps individuals with disabilities to get, keep, and advance in federal jobs that are matched to their skills and abilities.

Federal agencies are free to interpret the definition of a disability broadly as long as the applicant has a condition that constitutes a, "severe mental or physical disability." Proof of disability is not required to be detailed or extensive about the individual' condition. Documentation can be obtained from a medical professional, agency licensed to provide disability benefits or a rehabilitation professional.

Most federal vacancies are advertised on the USAJOBS Web site, found at www.usajobs.opm.gov. This is the Federal government's official site for job information and includes over 16,000 job postings.

In addition to the non-competitive Schedule A hiring authority, the Workforce Recruitment Program (WRP) for College Students with Disabilities is charged with

helping college students gain work experience with top employers.

The WRP is a recruitment and referral program that connects federal and private sector employers nationwide with highly motivated college students and recent graduates with disabilities who are eager to have experience in the workplace through summer employment. Since the program's expansion in 1995, over 6,000 students and recent graduates have received temporary and permanent employment opportunities through the WRP.

Student Disability Services is a conduit for students into the WRP. Students must be registered with SDS to participate in the program. In recent years, Cornell students have been placed with the Department of Defense, the Department of Natural Resources and the National Institutes for Health.

Schedule A and the WRP are just some of the programs offered by the federal government to ensure that individuals with disabilities will be fully equipped with the employment skills needed to succeed in the career of their choice.

More information:

<http://www.dol.gov/odep/>

<http://www.opm.gov/policy-data-oversight/disability-employment/hiring/>

Sophie Rogers '16

Shell Oil Gift

Since 2009, Shell Oil Company has given an annual gift to Student Disability Services, which is used to enhance the career opportunities for students with disabilities in the field of engineering. With this gift, SDS has been able to purchase assistive technologies for students. With the use of assistive technology, students have improved access to the fields of science, technology, engineering and math (STEM), opening doors for more opportunities in the classroom and workplace. SDS thanks Shell Oil for their commitment to Cornell students with disabilities.



Workshops and Informational Meetings

Learning Strategies Center Workshops in Carol Tatkon Center Room 3330 from 4:30-5:30 pm

Wed 9/11/13, Time Management, Test Preparation, Reading Efficiently

Wed 10/2/13, Test Preparation and Procrastination

Wed 10/30/13, Test Preparation and Procrastination

McNair Scholarship Meetings will be held on 9/9 from 5:00-6:30 and 9/18 from 6:30-8:00 in OADI 200 CCC.

Cornell Minds Matter—Feel Good Fridays 12:00 WSH. International Lounge

Equal Access to Extracurricular Sports

In January, 2013, the Education Department's Office of Civil Rights has clarified the responsibility of schools to provide access to sports for persons with disabilities. Section 504 of the Rehabilitation Act of 1973 protects the rights of people with disabilities to participate in federal funded activities, however, guidance about sports has been unclear until now. The OCR has issued guidance that a school district "is required to provide a qualified student with a disability an opportunity to benefit from the school district's program equal to that of students without disabilities."

The Acting Assistant Secretary for Civil Rights, Seth Galanter of the Department of Education, has said that schools should provide what he calls "reasonable modifications" to their sports programs. For example, they should provide deaf track athletes with a flashing light that goes off simultaneously with the starter pistol that others hear. This particular example is only the tip of the iceberg in terms of other accommodations that can be made to further encourage students with disabilities to take part in sports and feel comfortable doing so.

Lindsay Jones of the Council for Exceptional Children, a national advocacy group, has stated that: "It's really affording them access to terrific social situations that will hopefully break down some of the barriers and discrimination we've seen in the past." Other national advocacy groups are understandably excited by this development for the same reason. Terri Lakowski, Chief of Active Policy Solutions, a Washington-based group, has compared the effects of the clarification of the law for people with disabilities to the effects of Title IX on women (Title IX was an amendment to the US constitution which gave women a legal backing to equal treatment on many platforms). The law is a solid one that "supersedes any rule of any association, organization, club or league that would render a student ineligible to participate, or limit the eligibility of a student to participate."

The clarification of this law will make a difference in the lives of many. As a result, discrimination against people with disabilities should be less prevalent and students can participate on a level playing field with their peers.

Tembi Williams '16

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