

STUDENT DISABILITY SERVICES NEWSLETTER



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MESSAGE FROM THE DIRECTOR

Dear SDS Students,

Whether you are a first year, senior or graduate student, now is the time to be thinking about life beyond Cornell. Today's job market requires strategic planning in order to be well positioned for rewarding opportunities in future education and employment.

Students with disabilities have developed life skills that employers are seeking such as problem solving, organization, communication, handling challenges and perseverance. These skills are necessary for success in the workplace. Recognizing the valuable abilities that people with disabilities bring to the workplace, many employers are committed to offering students (undergraduate and graduate) the opportunity to intern with their company.

An internship allows one to "test drive" a career choice, apply abilities and determine if additional courses or skills may be needed before entering the workplace full-time. From the employers perspective, students who have been employed or had internships are able to demonstrate that they are capable of meeting job expectations.

It is important to take action to maximize your chances for employment by taking advantage of opportunities and being knowledgeable about your disability rights in the workplace. SDS has some programs that can help you!

Every year SDS hosts recruiters of two internship programs, *Entry Point* and the *Workforce Recruitment Program (WRP)*. The *Entry Point* interviews take place every December. The WRP interviews will be February 9th (see WRP story on pg 2). On February 4th at 4:30, Erin Sember from the Employment and Disability Institute in ILR will be presenting a workshop called "*Navigating Employment*." This workshop is designed to provide insight into issues about disclosure of a disability as an applicant, and how to request accommodations and disability rights in the workplace.

On our website and in email messages to you, we will keep you informed of additional opportunities.

Best wishes for a great semester,
Kappy Fahey

IMPORTANT DATES

January 18, 2010
Residence Halls Open

January 21, 2010
Course Add/Drop Begins on [Student Center](#)

January 25, 2010
Classes Begin

February 4, 2010
[Navigating Employment](#)
4:30-6:00pm 105 Stimson

February 12, 2010
Last day to add courses without a petition

February 28, 2010
Last day to sign up for housing lottery

March 12, 2010
Last day to drop courses without a petition

March 20-27, 2010
Spring Break

May 8, 2010
Last day of classes

May 9-12, 2010
Study period

May 12-21, 2010
Final exam period

May 30, 2010
Commencement

FACULTY NOTIFICATION LETTERS FOR CLASSROOM ACCOMMODATIONS

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 professor within the first two weeks of classes. The following steps outline the process for requesting classroom accommodations.

1. If you are new to Cornell and have not finalized the process to register with SDS, call 607-254-4545 to schedule an appointment to meet with your SDS counselor.

2. Complete a Request for Faculty Notification 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 representative), 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.

PAID INTERNSHIPS ARE AVAILABLE THROUGH THE WORKFORCE RECRUITMENT PROGRAM

The Workforce Recruitment Program (WRP) is a recruitment and referral program that connects public and private sector employers committed to hiring college students and recent graduates with disabilities. The WRP is co-sponsored by the US Department of Labor, the Department of Defense and participating organizations throughout the United States. The WRP gives students in all fields of study the opportunity to market their abilities to a wide variety of potential employers across the United States. The program is a great way to gain valuable skills and experience.

A WRP recruiter will be conducting interviews on campus on **Tuesday, February 9, 2010** at the SDS office. The recruiter will gather information about your interests, work background and future goals. This information and your resume will be entered into the WRP database. WRP affiliated employers choose interviewees for internships from this database. Beginning in March 2010, participating organizations will contact students with specific job offers. Students will be responsible for finding housing and transportation.

This is our fifth year of participation with the WRP. Students who have participated in previous years have said they thought the opportunity to interview was worthwhile. Several students were offered paid internships over the summer with invitations to apply for permanent positions upon completing college.

Even if you are unsure if you are interested in a position this summer or in the near future, this is an excellent opportunity to practice preparing for and having an interview. Contact SDS (607-254-4545) to schedule an interview. **NOTE: If you have participated in WRP in the past and are returning, even if with the same employer, you MUST go through the interview process again.**

Required prior to the interview:

Register and complete the application on the WRP database through the **Student Self Registration** page at <https://wrp.gov/registerstudent>. As part of this process, a résumé or completed federal application form (résumé is preferred) and official or unofficial copies of transcripts must be uploaded. Please complete this registration process as soon as possible since your registration must be approved online by SDS before you can continue to complete your application before the actual interview. See: www.sds.cornell.edu/wrp.html for more information.

Required for the interview:

A hard copy of your résumé and transcripts must be taken to the interview.

You are eligible for the Workforce Recruitment Program if:

1. You have a disability AND
2. You are a current full-time student OR you graduated in or since May 2009

To schedule an interview:

Contact Jai Khalsa at 607-254-4545 by **February 5, 2010** to make an appointment. Any accommodation that might be needed for the interview should be requested at this time. Time slots for interviews may fill quickly so schedule your interview early!

Other preparation for the interview:

Visit the Career Services Office in your college or in Barnes Hall for assistance in preparing a resume, practicing interview skills, and professionalism. Career Services Website:

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

For more information about WRP, visit their website at:

<http://www.dol.gov/odep/pubs/brochures/wrp1.html>

A MESSAGE FROM THE NEW DISABILITIES SERVICE TEAM AT CORNELL

Are you experiencing a temporary or permanent disability? Have you ever wanted to help students with disabilities on campus? Now is the time to take advantage of the newly founded Disabilities Service Team at Cornell (DST)! We are seeking both clients and volunteers starting next semester.

The service team will assist students with temporary and permanent disabilities living on campus. Volunteers will complete tasks such as getting groceries from Max Market or other on campus store, picking up or returning books to the library, and doing laundry. Other activities may be added as individual needs are addressed. Currently, the service team is supported by SDS, CUDA (Cornell Union for Disability Awareness), the Public Service Center, Gannett Health Services, and the Student Assembly.

If you are interested in receiving assistance or volunteering please contact Sara at saf235@cornell.edu or 585-703-3019 to find out more.

NEW COURSE IN DISABILITY STUDIES TO BE OFFERED SPRING 2010

A new course in disability studies will be offered through the department of Comparative Literature this spring. The course, *Dis/abled Bodies: Literature, Philosophy and Culture*, will be taught by Visiting Assistant Professor Allison Weiner. It is a 4-credit seminar scheduled to meet Tuesdays from 2:30 - 4:25 pm.

The course aims to "question ideas about what constitutes a "normal" or "able" body." A variety of texts will be taught in the course, from classics like Shakespeare and Ovid, to modern works by Faulkner and Kafka, to theoretical readings from writers including Foucault, Freud and Judith Butler. *Dis/abled Bodies* has also been chosen as the core course for the Comparative Literature major, but students outside the major are encouraged to enroll.

Professor Weiner comes from a background in contemporary American, British and European literature, and comes to the field of disability studies via "a long-standing consideration of ethics and trauma in relation to figurations of the body in literature." She hopes to go beyond simply reading texts to "think about issues such as access on campus, perhaps even in our very classroom."

For more information, contact the department of Comparative Literature.

Student Spotlight—Hasang Cheon, AAP '10

Hasang first arrived at Cornell in Fall 2006. He is a successful world traveler, entrepreneur, student and friend. The following interview provides some insight into who he is, what his life has been like, the impact of being deaf, and what he hopes for the future.

Tell us a little about yourself:

My home is Seoul, Korea, where I lived most of my life. I came to the United States by myself when I was 15 and had my freshmen year of high school in Long Island. After one year, I transferred to a prep school in Minnesota, but dropped out of high school in the middle of my junior year because I couldn't get any accommodation at school for my hearing impairment. Then I had one and a half years of writing, traveling, photographing, growing sunflowers, etc. Later, I decided to go to college because I realized that I could get accommodations such as captioning. That's why I am here at Cornell, majoring in Urban and Regional Studies in AAP.



What has given you the most joy while you have been a student at Cornell?

I feel happiest and most joyful when I have time with other people. I'm really social in nature, so it has always been my priority #1. Ironically, however, socializing has been one of the most challenging things for me due to my hearing disability at the same time. I can purely understand less than 1% of speech, so I have to concentrate so much to understand what people say.

How do you manage to do so many things: photography, athletics, academics, socializing?

First of all, what I realized about college is that it takes me much more time to study the same amount of academic materials as other students. In addition, socializing itself has been very energy-consuming for me because I have to develop my strategy to meet and communicate with other people.

So I prioritize things and do what I believe is more important. As a deaf student, I had limited opportunity to socialize with other people before college and spent most of the time by myself. When I decided to go to college, my main purpose was to socialize and meet people – not academics. I really had to develop my own personality and learn how to be a member of a community before I could worry about my GPA. Since my needs and goals were clear, it was easy for me to decide what to do.

What has been most difficult for you while a student at Cornell?

Communication has been most difficult for me at Cornell. I can rely on captioning in class or formal meetings, but as soon as the class ends, I become mute. I couldn't talk with my classmates or work with them spontaneously as a group.

When I see students talking with their classmates and professors in the hallway or as they walk on campus, whether academic or personal topics, I wish I could do that. So it was my dream to have informal conversations with classmates or professors without worrying about hearing.

If I go back to the past and start from my freshmen year, I wouldn't be able to do what I have done for last four years. It was really challenging to pretend to be "cool" when I actually felt quite isolated from society.

You have traveled to many countries on your own. How many have you visited, and what was it like for you? What do you enjoy most about traveling?



I've visited 52 countries since I started backpacking by myself when I was 12. My first destination was Japan because Japanese was the only foreign language I could speak at the time, and I had my first independent trip for eight days in Tokyo. Since then, I realized that I don't have to be afraid to go abroad, and I began to dream of visiting more countries in the world.

Since I traveled mostly by myself, it was really lonely, but the travel experiences became valuable assets for me. Although the travels were tough experiences, I really enjoyed growing up. For a kid who couldn't hear and learn from school, travel has been the best teacher and educator. Without traveling, I might not have been as confident as I am now, so I can never talk about myself without my travel stories.

What aspirations do you have for your future after you graduate from Cornell?

At first, I have to admit that I am such an ironic person. Communication is the most difficult part due to my hearing disability, but I love and do the best at things that involve a lot of communication.

There are two strategies I can think of for what I do after graduation. First, I can do something that doesn't require communication. I won't like the work that much, but, at least, I won't have to worry about hearing.

Second, I can choose to do whatever I really want to do regardless of disability. I will love the work, but there will be many obstacles to overcome.

I have seen many people choose the first strategy, but I would like to take the second strategy. I am sure it won't be easy to make people understand me, but doing something other people haven't done will be really exciting despite the difficulty.

What advice do you have for other students?

In my case, I am so idealistic when I set my goals for the future. At the same time, I am so realistic when I develop my strategies to reach the goals.

When you dream your future, ignore your reality. When you implement it, consider even tiny things that will challenge you.

EMPLOYMENT & DISABILITY INSTITUTE

Have you had questions about what your rights or responsibilities under the Americans with Disabilities Act are? Have you wondered what the prevalence of disability is throughout the United States? Do you want to understand how school-to-work transition programs assist students? Do you need research or training on disability related issues? If you answered yes to any of these questions, then the Employment and Disability Institute (EDI) within the Industrial and Labor Relations (ILR) School is the place for you to go for the answer!

EDI is part of the ILR School's Extension and Outreach division. Through its centers, institutes, courses, and workshops, the Extension and Outreach division illustrates and exercises its commitment to advancing the world of work by providing cutting-edge training, education, and consultation that are based on real-world knowledge and experience. EDI is one of the division's institutes that has been doing just this for decades. Since 1968, EDI has been assisting companies, government agencies, schools, communities, and individuals throughout the country and world by providing them with technical assistance, training, and research toward accommodating and integrating individuals with disabilities in the workplace. The EDI team, under the leadership of its Director Susanne Bruyere, ILR Associate Dean of Outreach, and Associate Director Thomas Golden, Extension Faculty, contributes to developing inclusive workplace systems and communities in several ways: through engaging in research and producing scholarly articles, developing and conducting trainings domestically and internationally, and offering technical and information assistance on a wide array of disability related matters.

Topic areas in which EDI provides technical assistance, training, research, and materials on include: the Americans with Disabilities Act, community inclusion, disability benefits and work, disability employment research, disability statistics research, educational achievement and transition, international disability research, and workforce development. EDI uses a variety of communication vehicles to disseminate information and educate constituents including ediONLINE professional development courses and certificate programs and toll free phone lines, which are in place to offer free and confidential technical assistance on the Americans with Disabilities Act and employment related matters. EDI's website also has an extensive amount of resources and links to articles, publications, training materials, and statistics that anyone can access to inform your own research and practices, such as:

- Disability statistics: <http://www.disabilitystatistics.org>
- Informational brochures on workplace accommodations and effective HR policies and practices to minimize disability discrimination (HR Tips): <http://www.hrtips.org>
- Website and web services accessibility in educational settings: <http://www.ilr.cornell.edu/edi/webaccesstoolkit/index.cfm>

For more information contact EDI at 607-255-7727 or visit us at: <http://www.ilr.cornell.edu/edi>

- Erin Sember, ADA & Employment Information Assistance Specialist at ILR Employment & Disability Institute

ON-CAMPUS HOUSING ACCOMMODATIONS FOR 2010-2011



Students who plan to live on campus during the 2010-11 school year and need a housing accommodation must meet with their SDS Counselor by February 19, 2010 to discuss their housing needs. SDS will gather these requests and recommend placements to the Housing Office by the type of disability and the severity of the condition. Disability documentation must be on file with SDS and may need to be updated before we will confirm your housing needs with the Housing Office. **All students must register for the housing lottery even if working with SDS.** Students apply for housing at:

<http://www.campuslife.cornell.edu/campuslife/housing/>.

Don't wait....make an appointment today to meet with Michele or Kappy today by calling 607-254-4545

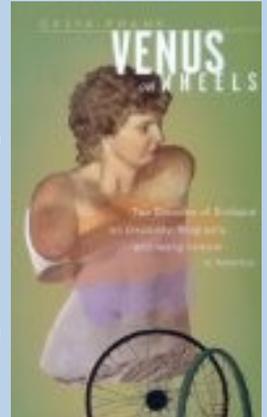
BOOK REVIEW: VENUS ON WHEELS

Gelya Frank's book *Venus on Wheels* attempts to do several things at once, and ultimately ends up going in unexpected directions. On the surface, it is an ethnographic life history – that is, a purportedly objective view of the specific culture and experiences – of Diane DeVries, a woman born without arms and legs. The relationship between writer and subject, first defined by Frank's curiosity in Diane's condition when both are students at the University of California Los Angeles, quickly develops into genuine friendship. Rather than throwing up her hands as their relationship usurps her veil of objectivity, Frank allows herself to get caught up in Diane's life. What she produces in the end is a book that weaves together her subject's life with her own life to create a new kind of ethnographic text.

From the start, Frank embraces the possibility of a new approach to ethnography, one which is at once firmly analytical and unafraid to allow personal connections to complicate the already messy task of truthfully recounting another person's life. Facts about Diane's life come up along the way, leaving the reader with a sense that she has, in fact, learned something about a unique person getting along in world where disability can make living an average life a daily struggle. The account is also punctuated by stories from the author's own life history, which serves as a useful illustration of the ways in which an observer can get caught up in their subject and be changed in the process.

Still, it is impossible to ignore the way in which Frank shifts the focus from making a point about disability rights or acting as a biographer for a compelling woman to considering how to write such a story while protecting the interests of her subject. First and foremost in her mind are questions of power: does she, in fact, have the right to appropriate the sequence of events that make up Diane's life in order to publish a book that will advance her own career? Does their friendship alter the kinds of analysis Frank is willing to use to interpret her subject's life on the academic stage? Does the fact that she is, in a sense, using Diane for her own ends obligate her to provide financial help to Diane during a series of crises in her life?

These questions are not definitively answered in *Venus on Wheels*, but they do receive thoughtful consideration, despite Frank's tendency to sometimes write in a stiff, formulaic style. Frank has responded beautifully to a concern voiced by Diane early in their relationship that "there's nothing about the disabled woman and the disabled culture" written in academia. In the end, the open-ended questioning provides useful ways to reframe ethnographic biography, while proving that both writer and subject are merely – and wonderfully – human.



-Danya Glabau, Class of '07, C-Print Captionist



RESOURCES FOR TRAVEL ABROAD



The National Clearinghouse on Disability and Exchange (NCDE) is a program within Mobility International USA. The goal of the NCDE is to **increase the participation of people with disabilities in the full range of international educational opportunities**. NCDE offers advice about exchange programs, work and study programs abroad for all types of disabilities including cognitive, hearing, learning, mental health-related, physical, systemic, vision and other disabilities. Their expertise includes information about travel and accessing accommodations.

The NCDE staff draw from personal experiences, networking, years of experience and continuous research to answer questions on topics such as:

- air travel preparation, such as time zone effects on medications or preparing a power wheelchair for loading on international flights
- accommodations for specific disabilities
- the range of international exchange programs and scholarships available
- low-cost or creative ideas for accommodations abroad
- success stories from exchange participants who have gone abroad
- how to travel with medications, service dogs or a personal assistant
- how to avoid pressure sores or figure out electrical conversions for power wheelchair users
- tips on working with partners or program coordinators who are resistant or uninformed about the possibilities of people with disabilities going abroad
- which organizations or universities in the country of destination may be able to provide necessary resources

You can learn more about NCDE and all of the important programs offered by Mobility International USA at their website www.miusa.org

SDS and the CU Study Abroad office will help you choose and prepare for study abroad. We may also put you in touch with SDS students who have studied in locations of interest. Please contact us if you have questions.

C-PRINT CAPTIONING: WHAT IT IS AND HOW IT WORKS

C-Print Captioning is one method that Student Disability Services (SDS) uses to provide accommodations for Cornell University students who are deaf and hard-of-hearing. C-Print is a speech-to-text software system developed by the National Technical Institute for the Deaf, located in Rochester, NY. There are currently three C-Print Captionists at Cornell, each of whom has worked as a captionist in higher education for at least 2.5 years. SDS also has one staff member trained in Communications Access Real Time (CART), which is a method commonly used by court reporters.

C-Print captionists perceive auditory information and relay that same information to the student receiving accommodations. In this way, persons who have difficulty hearing can read a description of what is happening around them.

C-Print is a phonetically based abbreviation system that allows the captionist to conserve key strokes. Typically, using this system, a captionist typing at 100 words per minute will effectively capture about 130-150 words in the same time period. When combined with the judicious use of content condensation, the words and tone of a Cornell professor speaking at full speed can be effectively conveyed.

The C-Print Captionist uses two computers at every assignment. The captionist types on one machine, which is connected via wireless internet connection to the second. The student reads

material off the second screen. This allows the student to sit anywhere within the room, and to maintain any configuration of their work space as would any other student using a computer in lecture.

By far most captioning is done in classrooms. Environmental queues such as laughter and other aural displays are also transmitted. Videos or clips presented in class are frequently procured with subtitles, but, if not, captionists convey that material as well.

Students can request captioning for meetings. These can be one-on-one with a professor, advisor, teaching assistant, or whoever might be part of an academic experience. Group meetings are also captioned, for work groups or project teams, as well as for extracurricular student groups. Additionally, large group presentations such as guest presentations to large audiences can be captioned, if requested by a student receiving C-Print accommodations.

Cornell professors are finding C-Print to be a useful and inspiring addition to class. One professor, who had a C-Print captionist in the classroom for all of last semester, said that "I thought that the way it worked in my class was pretty seamless", and "(the student) got the same class experience, and I thought that was amazing".

-Donna Heilweil, Classes of '82 & '85, C-Print Captionist



CORNELL INCLEMENT WEATHER PLANS

The winter weather has arrived in full force. 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

Navigating Employment Workshop

February 4, 2010, 4:30 –6:00 PM, 105 Stimson

Join us to learn more about applications, interviews, and employment with a disability. Topics include how to market your skills as problem-solvers, talking about accommodations needed, and self-disclosure.

About the presenter: Erin Sember is an ADA & Employment Information Assistance Specialist at the ILR School's Employment & Disability Institute and Staff Advisor to the Cornell Union for Disabilities Awareness.

FOCUS ON CULIFT

CULift provided over 1,200 rides for students with disabilities during the Fall '09 semester. The CULift is an on-campus transportation service available to students with mobility disabilities, whether permanent or temporary. Student Disability Services works in conjunction with Red Runner Courier Service to offer the CULift service free of charge to students who need rides from their on or near campus housing to campus buildings and peripheral parking lots. The CULift operates from 7:45 AM to 9:30 PM, Monday through Friday, when classes are in session (7:45 AM to 4:00 PM in summer). Students using the CULift service must be familiar with and adhere to the guidelines of the program. CULift does not operate like a taxi service – rides must be scheduled by 10:00 AM the business day before the requested ride. In order to determine the appropriate transportation services and to address any other access issues, students must meet with the Transportation Coordinator to register for this program. For more information contact Jai Khalsa at (607)254-4545 or culift@cornell.edu.

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