



Hotel Student Advocates for Disability Awareness

After falling from the sky in a paragliding accident, junior Spencer Stein took what could have been a tragic event and turned it into an entrepreneurial opportunity. After the accident, Spencer experienced some back pain. Medical tests revealed a cavernous angioma, a malformation of blood vessels inside of his spinal cord, that had been there from birth. Had it not been for the fall, this health risk would likely have gone unnoticed.

Spencer struggled with the decision of whether or not to go through with a complicated surgery to remove the lesion. Both scenarios came with a high risk of being paralyzed. His back pain had only gotten worse, and he began to experience other symptoms including nerve pain and numbness in his feet. Weighing his options, Spencer decided to go through with the surgery. Over two years have passed since and Spencer has made an outstanding recovery, despite some mild lingering neuropathy. He is able to play sports (even paragliding), and has decided to turn what could have been an unfortunate situation into an entrepreneurial opportunity.

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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". 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

Welcome back to Cornell for the spring semester, 2013.

Universal Design is a concept that refers to the design of products and the built environment to be usable for people with a broad range of abilities without individual adaptation. Architect Ron Mace coined this term in 1997 after seeing that many people benefitted from design features for people with disabilities, such as ramps, automatic doors and graphic signage. The integration of accessible features in the design phase results in improved usability for all and often saves money and time for expensive retrofits.

Universal Design in Instruction brings the curb cut idea to the classroom. Educators in the disability field urged colleagues in higher education to apply this concept to designing their courses by identifying potential barriers that may be present in a classroom of diverse learners. Because of the range of knowledge, experience, and ability, students benefit from a flexible course design that anticipates the need for options. Video recording of lectures and making them available on a course website, sharing lecture notes, course textbooks in digital and print formats, and evaluating course knowledge in multiple ways are a few examples of Universal Design in Instruction.

You can encourage Universal Design in Instruction by recognizing such strategies in your courses and thanking your professors for their inclusive approach to teaching. SDS would like to share the Universal Design in Instruction ideas you identify with the Cornell Faculty in the *Bulletin on Student Disability Issues for Cornell Faculty*. Send us an email message at sds_cu@cornell.edu with a description of Universal Design in Instruction in your courses and we will share them with the Cornell Faculty.

"A mind that is stretched to a new idea never returns to its original dimension." — Oliver Wendell Holmes Sr.

Best wishes for a great semester.

Sincerely,

Kappy Fahey



Important Dates

January 14, 2013

Residence halls open

January 21, 2013

Classes begin

February 8, 2013

Add period ends

February 24, 2013

Last day to sign up for housing lottery

March 8, 2013

Drop period ends (without a petition)

March 16-24, 2013

Spring Break

May 4, 2013

Last day of classes

May 5-8, 2013

Study period

May 8-17, 2013

Final exam period

May 26, 2013

Commencement

Photo credits:

Pages 2, 5 – Christina Hanco

The LiveScribe™ Smart Pen – One User's Amazing Experience

I recently met with a student to talk about his use of the LiveScribe™ Echo smartpen in the Cornell classroom. He told me such things as, "It has changed my whole academic experience." "It is such a powerful tool." "It's like using steroids in baseball [to improve academic performance]." "I attribute using the pen to much of my success." "It's a pen that does it all – what's under the hood is insane." (After what I've seen this pen do, I personally think that's an understatement.)

You don't know what the LiveScribe™ smartpen is? According to their website, "Smartpens Remember So You Don't Have To." (www.livescribe.com)

Here's how it works. There is a digital recorder built into the upper part of the pen. So, you sit in class listening to the lecture and, as you take notes, it automatically records what's being said. (Note that it is important to obtain permission from the instructor to record lectures.) But that's not the best part. There is a tiny camera in the writing end of the pen that electronically captures what you've written with the pen. While you are writing, the pen syncs the audio with what you wrote. Afterward, you can tap anywhere on the notes you've taken to replay the audio of what was said at that moment. Like magic!

And even better, you can upload both the audio and the notes you took to a computer and make use of them from there. This is called a "pencast," and you can share it with others. (The newest version, the Sky™ smartpen, has WiFi built in to wirelessly upload to your computer.) This is a great feature – if you lose your notebook or, heaven forbid, the pen, you still have the notes AND the recording available to you.

Back to the student. He started using the pen in a biology class when a friend of his showed it to him his freshman year (he's now a junior). Now he uses it in most of his classes. He takes some notes in class but knowing that he has captured the lecture with his pen, he can focus more on the main points being presented, learning more from the classroom experience. He says it works really well in large lectures. He sits toward the front of class, which helps him to stay focused and with getting a good recording.

He says that knowing he can go back and listen reduces the anxiety caused by furiously taking copious notes. He can then pay more attention to what is being presented. He doesn't have to worry about what to write down and what not to write down – at least not at that moment. As long as he writes some notes, he can easily and quickly go back later to fill in what he needs for studying for exams or to use in writing papers.



When you go back to the notes and listen to the recording, you can make changes in the notes that will sync with the audio. And you can reload them on your computer to show (and share) a more complete set of notes. You can then use online tools to highlight material, making it even more effective for studying. You can also use the free Pencast Player App with an Apple® iPad®, iPhone® or iPod Touch®.

LiveScribe™ smartpens come in 2GB, 4GB and 8GB sizes. Each GB is about 100 hours of recording. A 2GB pen should easily hold a semester's worth of classes. Once they are uploaded, files can be deleted from the pen making room for more. The LiveScribe™ software, and corresponding EverNote® software if you choose to use it, allow for easy organization of notes by course, date and topic.

As with most technologies, there is a learning curve, but it's not a steep one. Learning to use the features of the pen is quite intuitive, and the website is really good at providing support. It took the student I met with about 2 weeks to get comfortable with it and to learn the ins and outs of it. But it is important to remain vigilant and not slack off to really reap the benefits of this amazing learning and note taking tool.

Michele Fish, SDS

Delta Alpha Pi

Delta Alpha Pi is an international honor society for students with disabilities who are enrolled in academic programs at colleges and universities. The society's first chapter was founded at East Stroudsburg University of Pennsylvania by Edith Miller and Julianne Albiero-Walton in 2004. The Greek letters which comprise the honor society's name also serve as an acronym for the objectives fostered by the society—"DAPI". Delta stands for disability, but its Greek letter, the triangle, symbolizes the strength of the society's members in removing the negative connotations that exist for those with disabilities. Alpha stands for achievement and advocacy; academic achievement is the cornerstone of Delta Alpha Pi and is necessary in educating the general public that disabilities are not barriers to success. Lastly, Pi stands for pride. Attaining membership in Delta Alpha Pi is not easy, as members must maintain a cumulative GPA of 3.2—a sign of academic achievement that any student should take pride in.

The Delta Alpha Pi chapter at Cornell currently consists of a small group of individuals who are trying to foster the ideals that its national chapter tries to convey. In an effort to reduce the negative connotations of those with disabilities, they have been planning a number of campus outreach initiatives, such as having guest speakers making presentations to the campus about living with disabilities. The end goal of these outreach

initiatives is not only to educate the general public and remove the negative stigma of having a disability, but to empower those with disabilities to continue striving for their academic goals.

Striving for academic success is just the beginning; Delta Alpha Pi also serves as a potential networking base for students with disabilities. By joining an organization with international connections, career-related possibilities expand significantly for members of the honor society. After speaking with Cornell's Delta Alpha Pi President, Catherine Klapheke '15, it was apparent that the academic- and career-related synergies that have already been created by becoming a member of Delta Alpha Pi are just the beginning for a fast-growing honor society at both an international level and specifically at Cornell—a university that is already well-endowed with great career potential. Given that, Delta Alpha Pi fosters development in its members from a practical, professional, and personal level.

As one of the newest honor societies on campus, Delta Alpha Pi is seeking new members and encourages anyone with a disability who meets the requirements to inquire about joining. The group's meeting times are determined by members' availability. In addition, those interested can contact Catherine at cak99 or Scott Kim, DAPI Vice President at ek389.

Craig Ladd '14

Disability Studies Course Info

There are several Disability Studies courses being offered in the Spring and there are still spots left to register. These courses are open to all students regardless of college affiliation.

Disability and Employment Policy (ILR LR 4023)

College: ILR / Offered: Spring / Credits: 2
Time: M 07:30PM-10:00PM Instructors: T. Golden

Disability Law (ILR LR 4033)

College: ILR / Offered: Spring / Credits: 4
Instructor: T. Golden & R.Cebula

Disability Considerations in Human Resource Policy and Practice (ILR HR 6410)

College: ILR / Offered: Spring / Credits: 2 / Time: 07:00-10:00pm
Instructors: S. Bruyère & L. Nishii

The following 2 courses have a disability component:

Labor and Employment Law (ILR LR 2010/5010)

College: ILR / Offered: Fall and Spring / Credits: 3
Instructor: M. Gold, K. Griffith, J. Gross, and R. Lieberwitz

Employment Discrimination and the Law (ILR LR 6840)

College: ILR / Offered: Fall or Spring / Credits: 4
Instructor: M. Gold, K. Griffith, and R. Lieberwitz

Inclement Weather Plan

The winter weather is here. 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!

sds.cornell.edu/Forms/Voluntary_Inclement_Weather_Questionnaire.pdf



Hotel Student Advocates for Disability Awareness—continued from Page 1

An internship at the San Diego Zoo allowed Spencer to work first hand with disability in the service industry. He was assigned with the task of designing an interactive tour for individuals who are blind and put together a tactile kit filled with such things as a jaguar paw, snake skins, and an elephant tail. A tour guide would pick up the kit, complete with a script to vividly describe the scene and accompanied by an auditory component at each stop on the exhibit. Spencer was able to give some of the first tours himself. This man inspired Spencer because of this love of life despite his disability.

His internship at the zoo, along with having to take time away from school to live in a neuro-rehabilitation unit, was eye opening for Spencer. A student in the Hotel School, he now noticed that none of the offered hospitality courses focused on disability considerations in the service industry from a legal, social or profit perspective. Spencer and his parents wanted to bring awareness to these considerations by adding an extra incentive to the Cornell Hospitality Business Plan Competition, an annual event where entrepreneurial Hotel School students can submit original business plans relating to the service industry for a \$15,000 prize. The competition now includes a separate award of \$5,000, called the Stein Family Prize, for the group who "best addresses disability issues and/or environmental sustainability concerns." The prize brings to light current ADA regulations and the importance of incorporating them into the service industry.

Although he is ineligible for the Stein prize, Spencer has entered the business plan competition. His business plan was influenced by his studies on the body and wellness during pre-hab (the time before undergoing surgery). He tried many different therapies to try to ease his back pain, putting "hundreds and hundreds of hours" into his research. Spencer is now pain free and has taken what he has learned to help family and friends. The goal of his plan is to "provide solutions to hotels to accommodate weary travelers with back, neck, and joint pain."

"Since roughly twenty percent of the population has some type of pain at any given time, it is a way for hotels to differentiate themselves and provide another profit center." Spencer has advanced to the semi final round of the competition and is currently in the product development phase for his team, Solace.

Taking what at first seemed like a devastating situation and completely turning it around, Spencer Stein has used his experiences to fuel his studies, both in wellness and hospitality. "Be grateful for having good health," he said. "Happiness is your default state."

Mary Theresa (MT) Condosta '14

Return From Leave Group

The Cornell Return from Leave group started approximately 3 years ago when four people in a Cornell Minds Matter group meeting connected over this topic. Cornell Minds Matter assists students to start mental health-related groups. Realizing that it was a positive experience for people navigating similar situations to meet for support, the question became how to find people for this purpose. Information was sent to each college advising office and Gannett Health Center. Students meet weekly for at least a month. Participation has been between 8-10 students. Topics have included what they did on their leave, how to tell friends about the situation, study skills, etc. While many students involved are returning from medical leaves the group is open to those returning from any kind of leave. For general information please contact Casey Carr at kc64@cornell.edu.

Cornell Minds Matter

Cornell Minds Matter is an undergraduate student organization that helps students deal with stress, decreases the stigma of mental health conditions especially regarding seeking mental health resources, promotes care for the mental health of ourselves and others, and acts as an intermediary between students, faculty & staff and Cornell Administration regarding policy and resources. The program has no connection with EARS, another student organization that provides peer counseling.

Cornell Minds Matter concentrates equally on both mental health issues and on de-stress activities & strategies to maintain a positive outlook for the average student. The model is SOAP based - Nurture your SOCIAL connections, develop an OPTIMISTIC thinking style, practice APPRECIATION and gratitude, and engage in a PURPOSE or PASSION beyond yourself.

The organization draws students interested in psychology or medicine as well as those with an interest in improving their happiness and reducing stress. Cornell Minds Matter is overseen by a 13-member student

board, with staff members assisting the board with events.

Activities include speakers, panel discussions, trainings, workshops, and fun de-stress events such as Random Acts of Kindness, where members distributed candy and free hugs right before prelims. A wide variety of topics continue to be addressed such as advocacy, study tips, depression, health & safety and suicide prevention.

Regular meetings & events are open to all. Lunches are held every Friday. The Spring 2013 calendar will be available approximately January 14, 2013 here: <http://mindsmatter.dos.cornell.edu/events.html> For general info please contact Casey Carr at kc64@cornell.edu.



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