

Disability Pride

by Karen Keen

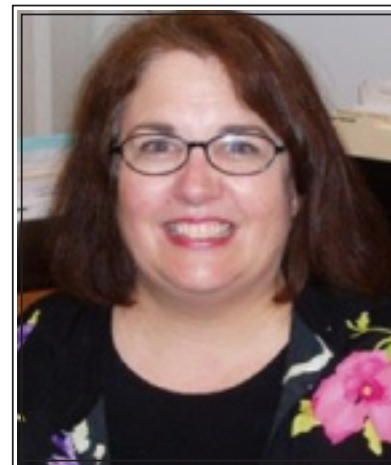
This year marks the 15th anniversary of the Americans with Disabilities Act (ADA) of 1990. It is one of the most significant civil rights legislations to be signed into law in American history, providing people with disabilities equal access to services and programs, as well as protection against job discrimination. It came a quarter century after the Civil Rights Act of 1964 and mandates basic rights and accessibility that most of us take for granted.

People with disabilities have suffered a long history of discrimination and abuse. Many do not realize

they were the first group to be targeted by Hitler, considered by Nazi Germany to be "life unworthy of life." Between 1931-1944 an estimated 275,000 people with disabilities were murdered. As recently as 1993, a former S.S. member and lung specialist, who had sent a 14-year-old girl with tuberculosis to a concentration camp to be gassed, was selected as president-elect of the World Physicians Association. Public protest finally forced him to resign.

Likewise, Aristotle once commented that those who are "born deaf become senseless and incapable of reason." Many throughout history have agreed with his derogatory assessment. In the early 1900s, numerous American deaf teachers were fired after sign language was banned in schools in order to enforce oralism. Students caught communicating in sign were harshly punished. It wasn't until the 1960s when linguistic studies demonstrated that ASL is not a primitive set of gestures, but, in fact, an intricate language with the same elements of syntax and grammar as spoken language, that respect for the Deaf began to increase.

As with many oppressed people groups, those with disabilities have had to champion their own cause for equality. In 1935, three hundred individuals with disabilities,



New Director!!

The Disability Resource Center is proud to introduce a new director! Following 15 years at the DRC, Sharyn Martin retired at the end of May and relocated to her favorite vacation spot in Wyoming.

Taking her place is Peggy Church who comes to us from the UCSC Jack Baskin School of Engineering where she was Unit Manager for SoE Undergraduate Advising and Student Programs since January 2004, the Multicultural Engineering Program (MEP) Counselor since May 2002, and the MESA Counselor at Cabrillo College since September, 2000.

Prior to her arrival at UCSC Peggy had been a counselor serving students with disabilities at West Valley College, Monterey Peninsula College,

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and San Jose State University.

For several years she and her husband, Tom, managed a local, private vocational rehabilitation counseling practice. Her bachelor's degree is from UC Davis, and her master's degree is from San Jose State University. She wrote her thesis about Independent Living Centers during the time of the civil rights movement for people with disabilities. She was recently trained in StrengthsQuest by the Gallup Organization to provide strengths-based advising to students.

Peggy writes, "I am excited to join the terrific team of professionals at the Disability Resource Center. I already know a few of our students from my work here on campus over the past three years in the Jack Baskin School of Engineering. I hope to continue our connection in my new capacity as DRC Director. And, of course, I look forward to meeting our many other students, especially to welcome those of you who are new to our beautiful campus. I hope to visit with you at the DRC Orientation in September. Soon I plan to share with you our 2005-06 goals for the DRC. In the meantime best wishes to all as we start the new academic year."

Please join us in giving Peggy a warm welcome to the Disability Resource Center!



Life At UCSC

Hannah Gray
(UCSC Graduate, 2005)

"But UCSC is built on a hill!" was the predictable exclamation whenever I told friends or family of my choice in institutes of higher education.

And they were right. I, with my trusty (manual!) Quickie, chose what is commonly thought to be the least wheelchair friendly campus in the entire University of California system. "Why don't you go to Berkeley? Its much flatter," people suggested. Yes, yes, Berkeley is flat, but, I countered, Berkeley isn't nestled in massive redwood groves with deer wandering past classroom windows. UCSC's marine biology program (my major) is much stronger than Berkeley's. Stubbornly, I insisted that I wasn't going to let my Cerebral Palsy influence such life-marking decisions. Besides, who wants to be a Golden Bear when they can claim allegiance to a Banana Slug?

And so it went. I was deposited into Stevenson College dorms exactly four years ago, and then left, all alone, to fend for myself. My first encounter with wheelchair access was to find that the accessible room I requested had been commandeered by the Residential Assistant, leaving me to wedge my chair through a regular door and into a room where I could barely turn around. Everything seemed very far away, and I had to ask for help just to get up the hill from the dorms to the dining hall.

But as my frosh year progressed, campus became less scary.

I discovered the flattest routes, the paths with fewest potholes, and learned (through trial and error!) which elevators don't operate 24 hours a day. What I first took to be lack of sensitivity towards disabled issues (ie. my dorm room being stolen with no one particularly concerned about rectifying the situation), I soon began to appreciate – No longer was I treated as special. I was not patronized or handled with kid gloves. At UCSC, I was a student, not a disabled person. It was a refreshing change from high school.

That's not to say that I was alone on campus. The Disability Resource Center and ADA Compliance team were always prompt and helpful in facilitating accommodation needs and resolving issues. But they were simply resources available to me – they only got involved if I initiated the process.

I'm not very good at giving advice, and my four years at UCSC don't give me much authority. If I were to tell new students anything, it would be to find your own niche at UCSC. Use your resources. Don't expect everything to always go entirely smoothly, because it won't. Remember that you're just a student and that the people around you are only human – keep up a sense of humor, treat others as you would like to be treated, and don't forget to stop and smell the redwoods!



Ask the DRC



by Valerie Steward
and Claudia Gonzales

When do I request services?

You should request services at the beginning of each quarter. First, attend all of your classes at least once and review your syllabi; this will enable you to make an informed request for services that are needed for each individual class for the quarter. Keep in mind that you should request services during the first two weeks of the quarter in order to better ensure that you receive your requested accommodations. For test accommodations, faculty expect at least two weeks notice before any exam or quiz. If services are requested late in the quarter they may not be fulfilled.

All new students to the Disability Resource Center, or continuing students requesting new services, must meet with a service coordinator in order to receive accommodations. Also, if you encounter unexpected academic difficulties during the quarter, talk to your DRC coordinator right away. Please call (831) 459-2089 (V) or (831) 459-4806 (TTY) to schedule an appointment.

Do I need a doctor's note?

Yes. In order to receive services from the Disability Resource Center, you will need to provide appropriate medical documentation. The University of California has specific guidelines in regards to

documenting a disability. These guidelines can be found on our website at <http://www2.ucsc.edu/drc/meddoc.html>. Please note, there are unique sets of guidelines for ADD/ADHD, psychological disabilities, and Learning Disabilities. We recommend that you provide these guidelines to your doctor or therapist so that they may send us the necessary information.

This documentation can be sent via **fax (831)459-5064** or through the mail to:

**146 Hahn Student Services
UC-Santa Cruz
1156 High St.
Santa Cruz, CA. 95064**

How are my accommodations determined?

The accommodations provided at the Disability Resource Center are individualized. As students continue to learn and grow at the University, their accommodation needs may change. Each quarter students are enrolled in a myriad of classes ranging from the arts to the sciences. Each of these courses requires different kinds of services, for instance, one may need a note taker in a science class but not for an art class. If you have questions regarding what your unique accommodations might involve, make an appointment to see a DRC coordinator.



UCSC Wheelchair User's Survival Guide Launched!

Hannah Gray

Need to know which TAPS Disability Van stop is closest to Social Sciences 110? What's the difference between a medical spot and a disabled spot? When does the Stevenson Academic Elevator shut off? Which entrance do you head for when going to Merrill 102? How do you get from Earth and Marine Science to Natural Sciences 1 Annex without encountering stairs? Answers to these questions and more in the shiny new UCSC Wheelchair User's Survival Guide, available at:

<http://ada.ucsc.edu>



**Check out our
Website!**
www2.ucsc.edu/drc/

Take Back the Night: Speaking out for the Disabled Community

By **Michelle E.V. Desmond**
(4th year student)

“Take Back the Night” was fantastic this year. Usually filled with screaming curses and angry mobs of women (according to some), this year’s event took the meaning of “Take Back the Night” to a new and smarter level.

Traditionally, Take Back the Night (TBN) was an event that protested violence against women. It was the breaking of the silence of women during the initial feminist movement in the 60s and 70s to raise awareness of the lack of civil rights accorded to women and the violence, both sexual and domestic, they are still subjected to.

Initially, only women were allowed to attend TBN because it was a fight against men and all of the androcentric (male-centered) ideas that led to the belief that it was okay to treat women as second-class citizens and violate them. As the event has evolved, along with feminism, it has included men who believe in the civil rights of women and who march along side women in the fight against violence.

This year it was as if the women and men that put on this event said we are going to reclaim the event (take it back!) and make it better and more positive—take back and reclaim everything that is unjust and not peaceful in this world was this year’s theme.

This year the protest was not

just against violence to women but also violence to gay, lesbian, bisexual, intersexual, and disabled people, victims of economic injustice, and races other than white/Caucasian/European. This year we reclaimed the word, “lesbian”, “gay”, “bisexual”, “transsexual”, “intersexual”, “woman”, “vagina”, “disabled”, “crippled”, “Black”, “Chicana/o”, whatever it might be—we took it back and reclaimed it for ourselves so that these words, these ideas which are seen as dirty, taboo or in-the-way of andocentric society can be made whole and positive again.

All of the speakers at this event were great; everyone spoke from their heart. This Take Back the Night truly embodied what today’s feminist movement is all about—rights for all.

I was privileged to speak out for the disabled community. I spoke about awareness and the need for people to just look around and notice those in need around them. I explained that it starts with individuals communicating with one another. Every movement starts with listening to the stories of the oppressed and then, with that information and the resources available, move forward to achieve the rights that these oppressed are missing.

This communication between the non-disabled and the disabled world is crucial if disabled people want rights and access to resources so they can thrive in this world. It is not easy to get around in this world and I am sure that most disabled people are tired of hearing about how the non-disabled community just “can’t always be adapting for disabled persons.”

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*We
Appreciate
You!*



We would like to thank and honor **KEN KLETZER** from the Economics Department for his contribution to making the UCSC campus community accessible to students with disabilities. Ken Kletzer was nominated by a DRC student who took his Advanced Microeconomic Theory and Advanced Macroeconomic Theory courses. The student wrote, “I’m hard of hearing and Prof. Kletzer went online to find ways to help me in his classes!!” The student was so impressed by his willingness to work with her that she wanted to officially nominate him.

Ken is the PhD Program Director for the Economics Department and previously was a faculty member at Yale University before coming to UCSC in 1992. Thank you Professor Ken Kletzer!

Call for Nominations!

If you know of faculty, staff or student employees who have demonstrated exceptional contributions toward disability accessibility and awareness on the UCSC campus, express your appreciation by nominating that person for recognition. Fill out the nomination form at the Disability Resource Center office or simply send us an e-mail at drc@ucsc.edu

Did you know...

by Angela Holleman

that the Disability Resource Center has adaptive technology tools that will help make your learning experience easier? Advances in adaptive technology have allowed students with mobility impairments and learning disabilities to become more independent as writers, readers, and learners. With a qualified disability and authorization from the DRC, the following software programs are available for your use or experimentation at the DRC.

- **Dragon Naturally Speaking**

is a voice recognition software program that allows the user to create documents with one's voice, without the need for constant keyboarding. Users train Dragon with commands that will start and stop programs and control program windows. Dragon is known for being helpful for those who have disabilities that make typing or writing difficult.

- **Via Voice** is a voice recognition program specifically for Macintosh users. It will read back your dictated text and make editing your documents easier. Like Dragon Naturally Speaking, Via Voice is great for anyone who has a disability that makes reading and typing challenging.

- **WYNN Reader** is a program that reads the text on your screen to you. With the exception of reading PDF files, WYNN has user friendly tools for managing your files, customizing documents, writing, and studying.

WYNN Reader is helpful for those who have learning disabilities or visual impairments that make reading difficult.

- **Open Book** uses optical character recognition software to scan typewritten materials such as textbooks, handouts or syllabi into the computer and customize their appearance. Open Book is known for its ability to create MP3's in WAV format to make scanned information more accessible and portable for listening to. Open Book can be helpful to those with learning disabilities and visual impairments that find reading difficult.

- **JAWS** uses an internal software speech synthesizer and the computer's sound card to read information aloud. With JAWS, visually impaired people can browse the web, read or write email messages, or access information from the data base.

If you would like to know if any of these assistive "tools" might be useful to you, contact your service coordinator for authorization and more information.

Are you eligible for Books on Tape?

For students with visual impairments and learning disabilities, hearing the material they are reading can add a link between the text and their understanding. Students find that with books on tape, they can more easily write notes about the material, process the class lectures, and complete assignments.

Reader services and books on tape and/or CD should be request-

ed as early as possible. Students requesting reader services and books on tape should check with their coordinator about how to become a member of Recording for the Blind and Dyslexic (RFBD). Recorded texts will be provided by RFBD free of charge. If particular texts are not available through RFBD, the DRC can record texts. Please inquire with your service coordinator for more information.

In order for us to better ensure that you receive your books on tape in a timely manner, you must plan ahead. It's students' responsibility to obtain the syllabus from their instructor in order to identify the required textbooks and reading assignments for the course. If the syllabus is not available prior to the first day of instruction, students are encouraged to ask their instructor to identify textbooks and reading assignments for the quarter.

Dont Forget!!!

Last day for undergraduates to Add/Drop or apply for Part Time is October 12th

Last day for undergraduates to Withdraw from a class is November 2nd

Priority Enrollment for Winter Quarter is: November 14-23rd

Need tutoring? Contact the Learning Center at:

459-4333

or

www2.ucsc.edu/eop/lc/lc.html

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and that we should find other ways to adapt. My speech opened up a particularly interesting idea and a perfectly valid one, “Who said that the non-disabled way was the right way and that disabled people should have to adapt? This idea of centering around non-disabled persons indicates that somehow the disability is the disabled person’s fault and so they should have to figure out how to survive and thrive by themselves.

My speech also stated that it is not just the disabled community that should be aware of, and be the only advocates of, their rights. It is time for the non-disabled community to listen up and advocate for disabled people.

My speech was about all the right stuff and I based it on ideas and thoughts that I hadn’t fathomed until this year due to my wonderful Introduction to Feminisms class and Professor Bettina Aptheker. I have a muscle weakness disorder I was born with called Myasthenia Gravis and use a wheelchair half the time, so, I have insight on what it means to be disabled. However, it was not until I gave this speech and participated in Take Back the Night that I found out how passionate I really am about disabled persons and their rights.

Two of my good friends, one with cerebral palsy, planned the march around campus, and they made sure that there were no stairs involved in the route. I made sure to point out all of the rough edges that were still in the march (long, dangerous ways around certain colleges, lack of ramps or elevators at other areas). I got such a passionate feeling of support from the non-disabled people marching with us that I thought the UCSC disabled community could start a movement at UCSC to better our lives there and then ... well the possibilities are endless...we just have to get everyone’s attention!

Wave if you can’t speak. Wear a

sign if you can’t move too well. If you can speak, speak louder. Speak up and speak out! This is our world too!



Pride continued from page 1...

primarily polio and cerebral palsy, were turned down for jobs by the Works Progress Administration. The Home Relief Bureau had stamped their applications with “PH” for “physically handicapped” to alert staff at WPA. As a result, the rejected applicants staged a 9 day sit-in at the Bureau and a weekend sit-in at the WPA. Their activism resulted in the development of more than a thousand jobs.

In 1977, when Secretary Joseph Califano refused to sign important regulations for Section 504 of the Rehabilitation Act, a group of people with disabilities took over the San Francisco offices of Health, Education and Welfare Department. The protesters remained there for nearly a month. It became the longest sit-in of a federal building to date. The activists efforts succeeded and the regulations were signed.

It was decades of this type of civil rights activism that paved the way for the Americans with Disabilities Act of 1990. Ironically, and unfortunately, activism must continue in order to maintain the strides made by the ADA. There have been numerous challenges to the law by those who do not want to contribute the effort and investment in creating a more universally accessible environment. The question now is: will the new

generation of disabled young adults who have grown up under the privileges of the Americans with Disabilities Act forget the decades of activism that allowed such a law to come into existence? Will college students with disabilities take for granted their equal access to education made possible by Section 504 and the ADA? Or, will they continue a legacy of activism for the benefit of generations to come?

One young activist is UC Santa Barbara alumna, Sarah Triano, co-founder of the National Disabled Students Union, the Director of the first locally-based disabled youth leadership training program (Y.I.E.L.D), and visionary of the nation’s first disability pride parade which took place in Chicago in July 2004. More than 1,500 people with disabilities participated in the first parade and it has now become an annual event. Sarah states, “I believe the barrier to overcome is not my Disability, it is societal oppression and discrimination based on biological differences such as disability, sex, race, age or sexuality. It’s time that we reclaim the definition of Disability and name our own experience. We must go out into the world with our heads held high, with our dignity and pride intact.”

Going to college is a crucial transition period for students with disabilities. It is a time for coming out from under the wings of mom and dad, who have often been the primary advocates, and embarking on a journey of finding one’s own voice. Self advocacy means “an individual’s ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs and rights. It involves making informed decisions and taking responsibility for those decisions” (VanReusen et al., 1994). By using the college experience as a training ground, disabled students can begin to learn the ropes of self-advocacy and cultivate the skills necessary for a new generation of disability rights activism.