

Perspectives

Spring 2005

News from the Disability Resource Center at the University of California, Santa Cruz

From the Director

by Sharyn Martin

I am very pleased to be a part of the collaborative effort for our first newsletter in the past decade and appreciative of the two staff members who have spent a good deal of their time creating it: Angie Holleman and Karen Keen.

Angie recently joined the DRC staff and brought with her the graphic skills and creativity to put this first edition together. Her position in the office is normally responsible for print accommodation services for our students with disabilities. She also handles the hiring and training of our considerable workforce of student employees (50-60) who provide a variety of academic support services for our clients.

Karen is a service coordinator with primary responsibility for authorizing accommodations and advising students with visual and hearing disabilities, students with mobility impairments and those with temporary disabilities. She has focused her efforts on the newsletter's content and also on contributing articles. Karen has been a staff member for four years.

Valerie Steward manages our reception area and is our Notetaking Services Coordinator. She has been with the DRC for the past four years and is the undisputed queen of multi-tasking and face-recognition.

Barbara Duron and I have worked at the DRC a total of 35 years (seems a little longer) and have done or been involved with just about every aspect of the student services our department offers, as well as the operation of the office and program development. Barbara is the primary service coordinator for students with psychological disabilities and I have primary responsibility for students with learning disabilities. These two populations constitute the majority of the 500-600 students we serve.

Claire Owens, another newly hired staff member, is our office manager and technical support person. She has responsibility for all the business functions of the office, including purchasing and personnel/payroll. Claire comes to us from the Student Affairs Business Center.

We can all be reached at 459-2089 and we are located at 146 Hahn Student Services. I hope you will contact any one of us with questions or comments. Welcome to the DRC Newsletter.



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**Come and visit
our Website at:**

<http://oasas.ucsc.edu/drc>



Taking the Plunge: The Study Abroad Adventure

by **Karen Keen**

Nikolay sat in my office smiling with jacket and stocking cap on. “It’s so cold here! In Australia I was running around in shorts!” His manner was relaxed and cheerful in contrast to the last time he sat in my office several months earlier. In April of 2004, Nikolay came to me with questions regarding study abroad. He was interested in a marine studies program at the University of Queensland, but feared how his psychological disability might impact his experience. What could he expect living in a different country? How would he get a three months supply of medication? Were there restrictions on what type of prescriptions he could take into Australia? What if his symptoms flared up and he needed help?

These were some of the many concerns Nikolay shared as he progressed through the Education Abroad Programs (EAP) application process. His questions were not unusual. Many students with disabilities have voiced similar concerns to staff at the Disability Resource Center (DRC). In fact, I have been asked if it’s even possible for someone with a disability to study abroad. And, the answer is a resounding “Yes!” Students with disabilities can and do participate in study abroad programs, and the DRC and EAP offices both strongly encourage students to explore their options.

As soon as Nikolay expressed his desire to study abroad and inquired how to make it happen, the ball started rolling and we began the pre-planning process to make

sure his concerns were resolved before departure. I worked with the EAP office and the University of Queensland to address medication issues, access to psychological services, housing accommodation needs and recommendations for test accommodations. I also provided a verification letter to EAP and the University of Queensland, as well as to Nikolay to take with him. I assured him I would be available via e-mail while he was abroad should any urgent problems or questions arise.

Months later when Nikolay returned to share his travel experience with me, it was clear the pre-planning efforts had contributed to a successful study abroad experience. His eyes lit up as he discussed one of his field studies on Heron Island in the Great Barrier Reef. He snorkeled every day, swam with sharks, observed territorial behavior of various fish, and watched the mating patterns of large sea turtles. He also recounted the friendliness of his home-stay hosts and how the warmth of Paul and Velma, as well as his classmates, put him at ease. As a result, his psychological symptoms were minimal. Settling into life in Australia, Nikolay found himself caught up in the enthusiasm of the other students in the program. The excitement was contagious, inspiring him to engage in adventures he never would have considered otherwise—including jumping from an airplane.

Nikolay is just one of many UCSC students with disabilities who have studied abroad. Students with learning disabilities, hearing loss, visual and mobility impairments, and many other conditions have all successfully taken advan-



tage of EAP. If you are a student with a disability who has contemplated study abroad, but hasn’t taken the plunge, stop by the EAP and DRC offices to begin discussing your options. Early disclosure of your disability and advanced preparation are key to an optimal study abroad experience. We can provide you with information, including a copy of the “A World Awaits You” (AWAY) journal, which is full of adventurous tales written by students with disabilities who have traveled abroad.

The UC EAP pamphlet states that students should consider study on EAP because it “provides new academic insights, a broader understanding of other cultures, and the preparation to excel in the internationally competitive world.” Students who participate have an advantage when applying for graduate school and “alumni report that their time on EAP was the most rewarding time of their academic careers.” Studying abroad is an eye-opening, life-changing experience. Don’t let a disability cause you to miss out! It’s an opportunity for everyone.

Foot Journey

by Lisle Boomer

When I was young,
I always saw my feet
as the most beautiful part of me
They seemed to show everything
Delicateness, strength, foundations
The journey my life would take
Always at my feet
Waiting for me to move forward

At the same time the ocean was a
great entity in my life
Showing all that my feet did
An endless array of my life's
journey
Waves, just a beautiful crashing
reality

Recently at 25 years of age I can
see all that my feet and the ocean
reflect to me, the many teachings,
and life's journey

I see this in my face
Gentleness, up heaving tides, play-
ful seas, beauty unseen
Feel that beauty, the journey
Awakening deep in my soul with
the crashing waves
As the waves land on my feet
I feel my refreshing
journey, the many gifts of this life
Beautiful creations I may take
part in
Cold wind hits my face with the
ocean sea breeze,
In tune with waves jumping on my
feet

New Sign Language Deaf Culture Club!

by Laurie Hoffinger

After experiencing the frustra-
tion of not having American Sign
Language classes here at UCSC,
second year College Ten student
and Resident Advisor, Laurie
Hoffinger, formed the American
Sign Language/Deaf Culture Club
in Fall 2004, sponsored by Wendy
Baxter of the Co-Curricular Office.

The club provides an opportuni-
ty for students with signing back-
ground to get together with others
to practice and develop their skills.
Students discuss various aspects of
Deaf Culture, often accompanied
by a film, Deaf performance, or
other interaction in the Deaf com-
munity.

Students occasionally attend
Deaf Nights in Aptos where they
are able to interact with the local
Deaf community. The club aims to
promote awareness, understanding,
and appreciation of Deaf culture.

Spring 2005 meetings will be
held Tuesday nights at 7pm at
College Ten in House 6, on the
fourth floor. All ASL students, from
beginner to advanced are welcome
to attend. If you have any questions
or would like further information,
please email Laurie Hoffinger at
lhoffing@ucsc.edu.

**“American Sign Language is a
language equally suitable for
making love or speeches, for
flirtations or
mathematics.”**

**- Oliver Sacks, Neurologist
and Essayist**

*We
Appreciate
You!*



We would like to thank and honor FRANK BAUERLE, from the Math Department, for his consistently helpful approach to working with students with disabilities. Frank Bauerle has been a mathematics instructor at UCSC for over ten years. He takes a flexible and creative approach to teaching, with a commitment to provide an academic environment where his students have the best opportunities to succeed. He regularly invites DRC staff to participate in his TA trainings, and has always taken an active interest in making math courses accessible to all students. Thank you Frank!

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

Ask the DRC



by Valerie Steward

How do I know if I need services?

This question is frequently asked by students who suspect they may have a learning disability. If you are having difficulty keeping up with your workload, feeling that you know the material for an exam but don't have enough time to complete it or have difficulty taking notes, you may want to contact our office to fill out a learning disability screening questionnaire. It takes approximately 10-15 minutes to complete. We then set up an appointment for you to meet with one of our Services Coordinators to go over the questionnaire with you to determine whether testing for a learning disability would be appropriate.

How do I obtain services?

Services are provided to enrolled students with documented disabilities. There are specific UC guidelines for each type of disability that must be met in order to qualify for services. The guidelines for documentation are on our web site <http://oasas.ucsc.edu/drc/meddoc.html>. If you cannot access the website, the guidelines can also be mailed or you are welcome to stop by our office to pick up a copy. Once our office receives documentation, you will meet with a DRC Services Coordinator to

discuss what services would be appropriate.

How do I let my instructors know of my accommodation needs?

After you meet with your DRC Services Coordinator, necessary paperwork is generated for you to give to your instructor. You can pick up your paperwork at the DRC 48 hours after your appointment with your coordinator. Included in the paperwork are "Accommodation Authorization" forms which you will hand to your instructor. The forms state what your accommodation needs are. Plan to give your instructor the form during office hours to allow time to discuss your needs. Be sure to request accommodations as early in the quarter as possible so that you can deliver the appropriate paperwork to your instructor with plenty of time to allow for accommodations to be implemented. Instructors should be informed of test accommodation needs at least two weeks prior to an exam.

A Day in the Life

By Brandie Kimball

My friends, family, and teachers have always encouraged me by expressing how proud they are of how much I have accomplished and succeeded beyond so many expectations, despite what I have had to overcome. I always become embarrassed during these moments, not knowing what to say; I usually smile and say, "Thanks." When I was two years and eight months old, I was diagnosed with an underdeveloped retina, resulting in legal blindness. Although people who care about me often worried when I tried new things, I was still

treated as a person who was able to do everything anyone else could do. I have had to adapt to many things in my life, but have never had a problem doing so successfully.

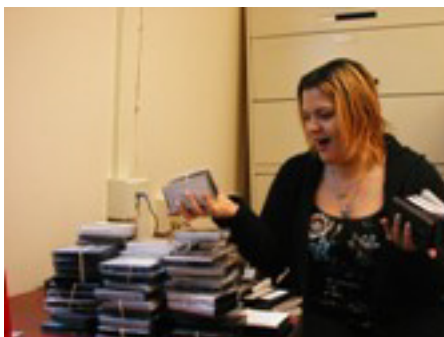
One of these experiences to which I am referring is when I moved four hundred miles from home to attend the University of California, Santa Cruz, which was a very scary experience. I had been in special education classes from kindergarten to third grade, at which time I was mainstreamed into regular classes with one teacher and thirty or more students. Although I was no longer in special education classes, I still had a leader, who was an employee of the county that made sure I had all of my class materials enlarged and put on to tape. In going away to a university, one can imagine then, how for the first time, I had to navigate a new city and figure out how to succeed in college on my own.

To my surprise, I quickly found that at UCSC I was far from being on my own. Before the first week of classes, I met with a coordinator at the Disability Resource Center. We discussed the types of accommodations I had had in the past. At this meeting, I was not only assured that I would have more accommodations than I had before, but I was also given the information I needed to navigate the city – such as Lift Line, the inexpensive door-to-door bus service for disabled and elderly people.

Now that I am in my final year at UCSC, I am pleased to

report that, as promised, I was given the services that helped me to succeed. I had a notetaker for every class, books-on-tape, proofreaders, and extra time on tests. I am the first to see that without the help of the DRC, I would have never been as successful as I have been the last three years. Everyone, from the coordinators to the student employees, was always so nice and willing to help with anything they could. They even went beyond their jobs at times by helping me do things such as filling out forms for accommodations for the law school test.

I will be graduating this June with over a 3.0 GPA and with several acceptance letters for law school. As I now look to what will come in the future, I remember the Friday afternoons when I would stop by the DRC to pick up notes and tapes, and chat with the people I have gotten to know there over the years. I know that by the way that I was raised, and with the motivation that I have, I will always succeed. But I couldn't have done it alone, and must thank the DRC for making it a lot easier by always being there to help, and by providing the resources I needed to reach my greatest level of success.



Brandie and All Her Tapes!!!

DRC Mission and Services

The mission of the Disability Resource Center is to ensure unrestricted and equal educational access and non-discrimination, and to support the retention and graduation of UCSC students with documented physical and cognitive disabilities. As defined under federal law (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990), the campus is legally required to make all programs, services, and activities accessible to qualified students and others with disabilities. To meet this mandate, the DRC staff work directly with students, faculty and staff to determine reasonable accommodations and provide effective academic support services, and we serve as a resource for the campus community in complying with disability-related policies and laws.

The DRC offers the following accommodations and services to qualified students with disabilities:

- Disability management advising and services orientation
- Liaison with faculty, staff and the community
- Diagnostic screening and referral for all UCSC students
- Test accommodation authorization and other academic adjustments
- Note taking services
- Authorization for on-campus van transportation and parking permit recommendations.
- Tutor referrals

- Adaptive equipment loan and training
- Academic materials in alternate formats (books on audio tape, CDs, E-texts, Braille, and enlarged print)
- Proofreaders
- Scribes
- Typists and transcribers
- Mobility/Orientation Assistance
- Library/Lab Assistance
- Sign language interpreting and real-time captioning
- Priority enrollment
- Department of Rehabilitation liaison
- Assistance with physical access issues
- Referrals to on and off campus resources

These efforts affect retention and graduation of students with disabilities at the most basic level. In order to provide these services, we hire 40-50 work study student employees and approximately 400 independent contractors each year.

Dont Forget!!!

Last Day to Add/Drop or apply for Part Time is April 15th

Last Day to Withdraw from a class is May 9th

Need Tutoring? Contact the Learning Center at: 459-4333

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as the most beautiful part of me
They seemed to show everything
Delicateness, strength, foundations
The journey my life would take
Always at my feet
Waiting for me to move forward

At the same time the ocean was a
great entity in my life
Showing all that my feet did
An endless array of my life's
journey
Waves, just a beautiful crashing
reality

Recently at 25 years of age I can
see all that my feet and the ocean
reflect to me, the many teachings,
and life's journey

I see this in my face
Gentleness, up heaving tides, play-
ful seas, beauty unseen
Feel that beauty, the journey
Awakening deep in my soul with
the crashing waves
As the waves land on my feet
I feel my refreshing
journey, the many gifts of this life
Beautiful creations I may take
part in
Cold wind hits my face with the
ocean sea breeze,
In tune with waves jumping on my
feet

New Sign Language Deaf Culture Club!

by Laurie Hoffinger

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tion of not having American Sign
Language classes here at UCSC,
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