

Guide to the Center for Accessibility Resources & Disability Services (CARDS) Records BC05.14

This finding aid was produced using ArchivesSpace on January 29, 2025.

Description is written in: English.

Describing Archives: A Content Standard

Barnard Archives and Special Collections

3009 Broadway

New York, NY 10027

archives@barnard.edu

URL: <http://archives.barnard.edu/>

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Summary Information

Repository:	Barnard Archives and Special Collections
Title:	Center for Accessibility Resources & Disability Services (CARDS)
ID:	BC05.14
ID [aspace_uri]:	/repositories/2/resources/40
Date [inclusive]:	1979-2023
Physical Description:	1.25 Linear Feet two document boxes, 1 half document box
Physical Description:	.2 Gigabytes
Physical Location:	This collection is located in the Barnard Archives and Special Collections, Barnard Library. To use this collection, please contact the Barnard Archives and Special Collections at 212.854.4079 or archives@barnard.edu.
Language of the Material:	English .
Abstract:	This collection consists of materials from the Center for Accessibility Resources & Disability Services (CARDS) as well as materials from the same office under the previous names, the Office for Disabled Students (1978-1988) and the Office of Disability Services (1989 -2018/2019) approximately. The CARDS collection includes a copy of the grant proposal to increase Barnard College's physical accessibility, promotional materials for the Office of Disability Services and Office of Disabled Students, co-sponsored event flyers for events like the Blood Drive, Women and Disability Film Festival, and Disabled Student Affinity Meet-Up groups. The collection also includes administrative documents like guidelines for accessibility at Barnard's campus, CARDS specific administrative guidelines, procedures, and forms for services offered to students.

Preferred Citation

Center for Accessibility Resources & Disability Services (CARDS), *undated*; Box and Folder; Barnard College Archives, Barnard Library, Barnard College.

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Historical Summary

The Office of Disabled Students (ODS) partly stemmed from a committee appointed by Barnard President Jacquelyn Mattfield in 1977, the Committee to Meet the Needs of the Disabled (CMND). CMND transformed the administration's understanding of Disabled students' needs from a case by case basis to institutional-wide awareness and action. The committee was created well before the passage of the Americans with Disabilities Act of 1990 (ADA) which prohibited discrimination based on disability.

In July 1978, The Office for Disabled Students (ODS) was created. Julie V. Marsteller, who at the time was named Assistant Dean for Disabled Students, was a major impetus for the office's creation. Julie V. Marsteller was also the first archivist at Barnard working from 1969 to 1977, a 1966 Barnard alum, and an electric wheelchair user. She became the first ever Dean of Disabled Students at Barnard, advocating for infrastructural changes as well as policy adjustments that would better serve Disabled students on campus. She stated that the office was created to "make Barnard the best possible place for academically able, physically disabled women." In ODS, Marsteller was accompanied by only one other staff member, Frances V. Dillon, known on campus as Fran Dillon, who was the Director of the 'Teachers College Project for Handicapped College Students' which served 80 institutions within 50 miles of New York City. Teachers College and Barnard are separate institutions, so at Columbia University and its affiliate schools, Marsteller and Dillon were the only staff with these roles who often operated jointly in the Office of Disabled Students.

ODS coordinated the academic, recreational, and financial aid resources for Disabled students at Barnard, acting as a liaison between the staff and students. ODS also worked in tandem with the Committee to Meet the Needs of the Disabled to reduce physical inaccessibility on Barnard's campus. The office was also dedicated to promoting that a college was an appropriate place for a Disabled person to be. At the time, many ODS aimed to show Barnard students, staff, and the nation that it was achievable to create an accessible environment for Disabled students on their respective college campuses.

In May 1979, CMND and ODS, led by Julie V. Marsteller and Frances V. Dillon, were awarded a \$505,200 grant from The Max. C. Fleischmann Foundation to ensure accessibility in campus buildings, programs, and services; construction to modify the campus happened from 1980-1982. The Faculty Committee to Meet the Needs of the Disabled oversaw the construction. Members on the committee when construction started included Julie V. Marsteller, Amy D. Barnes, Rosemarie Deckerman, Frances Dillon, Kim Healey, Denise Kaiser, Anya Luchow, Christine Royer, Virginia Shaw, Joseph Tolliver, Elena Alvarex, Kathy Monroe, Marsha Riggs, and Julia Sear.

The 504/ADA Access Committee started in response to the Section 504 of the Rehabilitation Act of 1973 requiring public schools to provide access to students with disabilities. The 504

Access committee was led by Julie Marsteller, Chris Baswell, Bill Brown, Liz Davis, Georgie Gatch, Lydia Lenaghan, Jim Metalios, Susan Quinby, Eliza Rubin, and Jane Thierfeld. In 1985, they distributed a survey to staff, faculty, and students to determine if Barnard met the needs and rights of Disabled people.

The Office of Disabled Students continued to thrive, sponsoring events like the Women and Disability Film Festival and the First Barnard Blood Drive, creating resources for Disabled students and Barnard staff on Disability, and fostering spaces for Disabled students to build community. In 1988, The Office of Disabled Students changed their name to the Office of Disability Services and continued offering the same resources. In 1991, Susan Quinby became the director of the Office of Disability Services, having worked with the office for many years.

In 2019, the Office of Disability Services changed their name to the Center for Accessibility Resources and Disability Services (CARDS).

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Administrative Information

Publication Statement

Barnard Archives and Special Collections

3009 Broadway

New York, NY 10027

archives@barnard.edu

URL: <http://archives.barnard.edu/>

Acquisition Information

Materials transferred to the Archives by CARDS staff, 2019, 2022. The acquisition date and source of some materials is unknown.

Publication Rights

Permission to publish material from the collection must be requested from the Barnard College Archives. The Barnard College Archives approves permission to publish that which it physically owns; the responsibility to secure copyright permission rests with the patron.

Processing Information

All of the work describing and processing this collection is informed by the activism of individuals involved with the Disability Justice movement and the extensive work of archival thinkers like Gracen Brilmyer and Sara White on Disability in archivists.

Archivists considered the 10 tenets of Disability Justice created by Sins Invalid, highlighting intersectionality, collective access, collective liberation, and recognizing wholeness, were considered when processing. Archivists also used the conceptual framework Gracen Brilymer coined; a critical disability archival methodology which attacks the absence of Disabled People within the archive, ie: when researchers desire to research disability and nothing shows up, as well as when researchers encounter Disabled People within the archive, the descriptive language and arrangement denies their personhood and agency (Brilmyer 27-29).

The language used in the collection's description was informed by Disabled activists' social media, CARDS staff, and other research on preferred language from the community whose records we hope provide equitable access to. We also worked with staff of the CARDS office, Olivia Newsome, our Disabled processing archivist, staff of other repositories that contain similar materials, and CARDS students in making all subject heading decisions.

Note on Language

Language in this collection description about Disability, whenever possible, uses terminology the subject describes themselves with. We understand the power of naming and the hurt of offensive language; maintaining offensive language only further marginalizes and denies agency of those described. The CARDS collection uses contemporary terminology. However, since acceptable terminology shifts over time, some of the materials contain language that is outdated and offensive. All of the materials with outdated language are available for use and are part of Disability histories providing insight into changing perception, treatment, and the powerful activism from within Disabled communities. Please be aware that the contents of CARDS records may include sanist/ableist language, as well as endorse a Medical Model of Disability.

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Controlled Access Headings

- Barnard College
- Barnard College -- History
- disability history
- Disabled students
- disability rights movement
- assistive technology
- mobility aid
- disability justice
- ableism
- Disabled people
- Sanist language

- Ableist language
- Marsteller, Julie V.
- Oral history

Collection Inventory

Communications and Programming Materials, 1979-2023

Creator: Center for Accessibility Resources & Disability Services

Physical Description: .015 Linear Feet

Language of the Material: English.

Scope and Contents

This series includes the grant proposal for the Max C. Fleischmann Foundation spearheaded by Julie Marsteller, the first Dean of Disabled Students at Barnard. The grant was supposed to cover physical changes to Barnard's campus like adding accessible entrances as well as fund programs to expand the services provided to Disabled students at Barnard.

It also includes admission promotional materials for the Office of Disability Services (ODS) and an ODS created newsletter titled 'The Fine Line'

There are two newspaper clippings about Disabled Barnard Alumni Julie Marsteller and Maureen Ann Nolan.

Title/Description	Instances	
Grant Proposal for Increased Accessibility and Disability Services at Barnard College, 1979	box 1	folder 1

Scope and Contents

a grant proposal to the Max C. Fleischmann Foundation to increase accessibility on campus for all students. This grant covered physical changes to Barnard's campus like wheelchair accessible dorms, more ramps, braille on signs, and programs, services, and assistive technology for students with disabilities at Barnard. The grant also includes letters of support from Teachers Colleges similar program as well as the CV for Julie V. Marsteller.

Newsletter and News Clippings, 1979-1981	box 1	folder 2-3
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Scope and Contents

Volume 1, numbers 1-3 of 'The Fine Line.' A newsletter created and circulated by The Office for Disabled Students.

2 news clippings. One New York Times clipping about Julie V. Marsteller's successful grant proposal to increase accessibility on campus. One unidentified

news clipping, maybe from the Barnard Bulletin, about a Barnard alum named Maureen Ann Nolan, who graduated from Barnard's study-by-phone program.

Promotional Materials, 1980-2010

box 1

folder 4

Scope and Contents

promotional brochure created by the Office for Disabled Students possibly for prospective Barnard students

promotional material created by the Office of Disability Services announcing its move from 7 Milbank to 105 Hewitt

promotional material created by CARDS about the services they offer

Events, 1987-2023

box 1

folder 9-12

Creator: Center for Accessibility Resources & Disability Services

Physical Description: .015 Linear Feet

Language of the Material: English.

Scope and Contents

events created, sponsored, or hosted by the Office for Disabled Students (ODS) and CARDS.

these event flyers cover the Barnard Blood Drive, Diversity Film Festival, Women and Disability Film Festival, AIDS and the Workplace discussion group, a Disability Forum for students with learning Disabilities, a Pumpkin carving event, a call for notetakers, a crafting afternoon event, a lecture series titled The Great American Smoke Out, and a social justice training workshop for RAs.

Peer to Peer Tutoring Workshop, 2016-12-05

box 3

folder 8

Scope and Contents

ODS Peer to Peer Tutoring Workshop programming materials given to peer mentors.

OMG Meeting Emails, 2015

box 3

folder 9

Scope and Contents

Exam count for Spring 2014 and Intake count for 2014-2015 email correspondence.

AIM Faculty Email Reminder, 2017-02-23

box 3

folder 10

Separated Materials:

Separated Materials

ODS email communication with faculty about about exam scheduling.

Barnard Reunion Accessibility Emails, 2017

box 3

folder 11

Scope and Contents

ODS email correspondence between office and a Disabled alumna trying to get accomodations for the 2017 reunion.

Notetaker Follow Up Emails, 2017

box 3

folder 12

Scope and Contents

ODS emails to notetakers following up on stipends, cancellations, and any other information they would need to proceed as notetakers.

Miscellaneous Pamphlets, 2023-03

box 3

folder 13

Scope and Contents

flyers and pamphlets collected from CARDS Office front desk.

Article in Barnard Magazine: The Innovation Issue, 2023

box 3

folder 14

Scope and Contents

Article within Barnard's Innovation Winter 2023 Issue on CARDS progress and rebrand, highlighting peer mentoring

Miscellaneous Handouts and Disability Guides, c. 1990s-2010s, 2023

box 3

folder 15-16

Scope and Contents

A printed slideshow about how to discuss accomodations with faculty, accessibility week student social flyer, a poster on ways to cope with stress from oppession, and two small handouts created by the CARDS office.

E-mentor Program Letter Confirmation, 2018

Scope and Contents

Office of Disability Services e-mentoring program announcement email template

E-mentoring Program Template Mentor Email, 2018

Digital Object: [E-mentoring Program Template Mentor Email](#)

Scope and Contents

Office of Disability Services e-mentoring email about e-mentees assigned template

E-mentoring Program Template Mentor Follow Up Email, 2018

Digital Object: [E-mentoring Program Template Mentor Follow Up Email](#)

Scope and Contents

Office of Disability Services e-mentoring email following up template

E-mentoring Program Template Mentee Email, 2018

Digital Object: [E-mentoring Program Mentee Email Template](#)

Scope and Contents

Office of Disability Services e-mentoring email template

ESA Notification to Suitemates Template, 2019-02-08

Digital Object: [ESA Notification to Suitemates Template](#)

Scope and Contents

Email template to send to suitemates regarding living with ESA

Disability Services FAQ, 2019-02-18

Scope and Contents

FAQ sheet describing available services at CARDS

Faculty Notification Letters Ready for Pick-up Email, 2019

Digital Object: [Faculty Notification Letters Ready for Pick-up Email](#)

Scope and Contents

email template sent to ODS students notifying them that their faculty accomodation requests are available for pickup in the office.

Welcome Email, 2008-2019

Digital Object: [Welcome Email](#)

Scope and Contents

Email template about Office of Disability Services new student intake application

ESA Question Template, 2019-07-23

Digital Object: [ESA Question Template](#)

Scope and Contents

Email template to send to students with general questions regarding emotional support animals (ESA)

ESA Approval Email Template, 2019-07-23

Digital Object: [ESA Approval Email Template](#)

Scope and Contents

Email Template to send to students approved for ESA

AAF Ready to Pick Up Email Template, 2019-2020

Digital Object: [AAF Ready to Pick Up Email Template](#)

Scope and Contents

Fall 2019 Accommodation Agreement Form email template

Start of Fall Semester AIM Letter request email, 2019-2020

Digital Object: [Start of Fall Semester AIM Letter request email](#)

Scope and Contents

Email template reminder sent to CARDS students reminding them to check-in with the office and submit faculty notification letters through the AIM portal.

Start of Spring Semester AIM Letter request email, 2019-2020

Scope and Contents

Email template reminder sent to CARDS students reminding them to check-in with the office and submit faculty notification letters through the AIM portal.

Email to Professors Who've Not Completed the Contract, 2019-2020

Digital Object: [Email to Professors Who've Not Completed the Contract](#)

Scope and Contents

Email template to professors who have not completed alternative testing requirements

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Accessibility and Administrative Documents, 1982-2020

Physical Description: .015 Linear Feet

Language of the Material: English.

Scope and Contents

This series includes Guidelines for Accessibility created by the Office of Disability Services (ODS) now known as the Center for Accessibility Resources Disability Services (CARDS). There are booklets aimed towards Disabled students, the non-Disabled Barnard students, and to professors. There is also a booklet of student accomodative aids.

Title/Description	Instances	
Access Barnard College Booklet, 1982 <u>Creator</u> : Center for Accessibility Resources & Disability Services	box 1	folder 5

Scope and Contents

A comprehensive guide to on and off campus activities and services for Disabled students created and published by the Office for Disabled Students (ODS). The guide has information about ODS itself, the workers in ODS like Julie Marsteller, Karen Heller, Rena Fredman, Beth Ament, and Susan E. Quinby.

The guide also includes the services provided like mobility aids, accessibility technology, financial assistance, food services, commuter affairs, and any other important information for Disabled students.

Access Barnard College Booklet: Part 1 and Part 2, 1983-1984	box 1	folder 6
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Scope and Contents

A 1983-1984 edition of Access Barnard College which is comprehensive guide to on and off campus activities and services for Disabled students created and published by the Office for Disabled Students (ODS).

The guide has information about ODS itself as well as a form for recievers of this booklet to return about the efficacy and helpfulness of the guide's contents.

The 1983-1984 guide is separated into part 1 and part 2. Part 1 covers on and off campus activities while Part 2 is a more expansive list of local shopping and accessible outings like movie theaters, hobby shops, and travel agencies.

Office of Disability Services Guidelines for Accessibility, 1989-2000	box 1	folder 7
<p>Scope and Contents</p> <p>includes faculty guides to the Disability Services at Barnard, a guide to Learning Disability Services, and a guide on accessibility and inclusion created for the lesbian, bisexual, and gay community at Columbia; including information on HIV/AIDS related disabilities.</p>		
Student Accommodative Aid Directory, 1983	box 1	folder 8
<p>Scope and Contents</p> <p>a list of all the student workers and the services they provide who act as accomodative aids at Barnard. This was created and compiled by the Office of Disabled Students</p>		
Commencement Accessibility Planning, 2013-2017	box 2	folder 1-4
<p>Scope and Contents</p> <p>Materials on commencement training, accessibility needs and requests, and email exchanges regarding accessibility at Barnard's commencements.</p>		
Office Budget and Strategy, 2016-2017	box 2	folder 5-7
<p>Scope and Contents</p> <p>Materials about the 2016-2017 fiscal year budgeting and strategies for ODS.</p>		
Website Additions, 2010-2015	box 2	folder 8-9
<p><u>Separated Materials:</u> Separated Materials</p> <p>Materials to be added to ODS website.</p>		
CARDS Annual Report, 2020-2021	box 2	folder 10
<p>Scope and Contents</p> <p>2020-2021 CARDS Year in Review</p>		
Animal Policy, 2010-2012	box 3	folder 1

Scope and Contents

ODS materials on support animal articles, conference information, and authorization cards.

Faculty Training Minutes and Modules, 2015-2016 box 3 folder 2

Scope and Contents

ODS materials including emails between faculty, meeting minutes, and modules regarding implementation on accommodations.

D&D Meeting Agenda, 2019-09-17 box 3 folder 3

Scope and Contents

ODS Meeting agenda and minutes.

Notetaker Process Changes, 2017 box 3 folder 4

Scope and Contents

ODS Notes on updates made to notetaking process

Miscellaneous Notes, 2015 box 3 folder 5

Scope and Contents

DODS Disability Services Note Taking Information comparisons of note taker pay at other institutions and an unidentified legal pad of meeting notes.

Summer Equipment Purchases, 2016 box 3 folder 6

Scope and Contents

ODS invoice for purchases

Committee on Instruction Coursework Accessibility Minutes, 2019-09-24 box 3 folder 7

Scope and Contents

Meeting Agenda for September 2019 Committee on Instruction meeting, Course Accessibility statement updates

Support Animal Policy, 2013

Scope and Contents

The support animal policy created by the Office of Disability Services.

Graduate Student Worker For Exam Proctoring Application, 2017

Scope and Contents

An application created by the Office of Disability Services who were seeking a graduate student to proctor undergraduate exams.

E-mentor Application, 2008-2018

Digital Object: [E-mentor Application](#)

Scope and Contents

An application created by the Office of Disability Services who were seeking a graduate student to mentor Office of Disability Services undergraduate students.

Writing Fellows: Scheduling an Appointment, 2018

Digital Object: [Writing Fellows: Scheduling an Appointment](#)

Scope and Contents

A form filled out by Office of Disability Services students to receive writing help from a writing fellow.

Office of Disability Services Intake Packet, 2008-2018

Scope and Contents

An Office of Disability Services intake packet.

CARDS Documentation Guidelines, 2019-07-23

Digital Object: [CARDS Documentation Guidelines](#)

Scope and Contents

A document outlining the type of documentation needed for various learning disabilities.

AIM Instructor Portal Presentation, 2019

Scope and Contents

A slideshow instructing faculty how to use (AIM) the Accessible Information Management System faculty portal.

Disability Evacuation Assistance Registration, 2019-2020

Scope and Contents

A disability evacuation assistance registration form.

CARDS Exam Scheduling Process, 2019-2020

Digital Object: [CARDS Exam Scheduling Process](#)

Scope and Contents

AIM account information for CARDS students.

Final Exam Hardship Form, 2020

Digital Object: [Final Exam Hardship Form](#)

Scope and Contents

Final exam hardship form created by CARDS.

CARDS Notetaker Application, 2019-07-23

Scope and Contents

An application to be hired as a notetaker created by CARDS.

CARDS Notetaker Agreement Template Final, 2019-08-20

Scope and Contents

A form filled out by notetakers to confirm hiring.

Support Animal Policy, 2019

Digital Object: [Support Animal Policy 2019](#)

Scope and Contents

A policy describing support animals on campus.

ESA Emergency Contact Form, 2019-09-19

Scope and Contents

An emergency contact form to be filled out students approved for an emotional support animal.

AIM Student FAQ Sheet, 2019-08-22

Scope and Contents

A guideline and FAQ for students in navigating AIM.

CARDS Referral List, 2020-01-07

Scope and Contents

A list of referrals for students who need testing to diagnose learning disabilities.

Deferred Exam Scheduling Form, 2020-01-13

Scope and Contents

A form used by students to indicate the need to schedule a deferred exam.

Student Guide to CaptiVoice, 2020-03-20

Scope and Contents

A student manual on how to use the CaptiVoice software created by CARDS.

Procedure for Virtual Proctoring, 2020-03-27

Scope and Contents

A guideline describing how CARDS proctored student exams virtually during COVID-19.

Notetaking Manual, 2020-04-06

Scope and Contents

A guideline describing the hiring process of notetakers and note checking process.

Student Guide to Sonocent, 2020-04-08

Scope and Contents

A guide for students using Sonocent audio notetaker.

Study Hall Procedures, 2020-04-14

Scope and Contents

A procedure on how to run a Virtual Study Hall during COVID-19.

CARDS Manual, 2020-04-14

Scope and Contents

A manual outlining CARDS procedures which was intended for graduate assistant use.

Spring 2020 Accommodation Agreement Form, 2020

Digital Object: [Spring 2020 Accommodation Agreement Form](#)

Scope and Contents

A form filled out by CARDS students acknowledging their accommodations needed for the beginning of the Spring 2020 semester.

Housing Cover Sheets for Committee Meeting , 2020

Digital Object: [Housing Cover Sheets for Committee Meeting](#)

Scope and Contents

A form draft of housing accommodation needs for CARDS students.

Disability Housing Form, 2020

Scope and Contents

The disability housing accommodation form for CARDS students.

Pre-Lottery Disability Housing Form, 2020

Scope and Contents

A disability housing accommodation request form happening before the housing lottery.

Final Exam Proctoring Bag Content List, 2020

Digital Object: [Final Exam Proctoring Bag Content List](#)

Scope and Contents

A checklist created for final exam proctors.

Final Exam Door Sign, 2020

Scope and Contents

A sign to be printed and hung on the door before any final exam proctoring.

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CARDS Oral History Interviews , 2021-2023

Creator - ive: Easter, Alexa

Physical Description: .07 Gigabytes 6 oral history audio recordings and 5 transcripts.

Abstract: The CARDS Oral History Project contains six alum audio recordings and transcriptions of five interviews. This project involved collecting oral histories from graduating Disabled Barnard students talking about their complex relationships to their respective Disability identities, accommodations, and navigating them at an elite institution. Rebecca Sime Nagasawa in 2021, the director of CARDS, interviewed these graduates over Zoom. The CARDS office staff also summarized the five interviews they conducted. Olivia Newsome and Obden Mondesir, archives staff, interviewed Alexa Easter in 2023 to document the transition from ODS to CARDS and to highlight student activism which changed how CARDS administered their services. The CARDS staff decided to complete these interviews as a way to document and preserve the stories of Disabled students on campus. Oftentimes, Disabled people are absent from archival records or have their lives told by non-Disabled people where they show up as nondescript names and numbers in

institutional records. Oral history as a medium allows for the storyteller to share their own life from their own perspective; a radical assertion of agency and personhood.

Conditions Governing Use:

Conditions Governing Use

Caroline Kneeley grants access to any Barnard affiliate for internal use. If non-Barnard affiliates wish to use this oral history for any purpose at all, they must contact the donor.

Title/Description

Instances

Allegra Forbes, 2021

Abstract: Allegra Forbes (she/her), 22 years old, is from Kerrville, Texas. In her interview with Rebecca Sime Nagasawa, she describes her experience with diagnosed generalized anxiety disorder, eating disorders, and depression. Allegra describes the process of developing an awareness of these diagnoses as disabilities. She notes elite school environments, such as boarding school and Barnard, as places where "absurd productivity" is normative. She mentions specific resources, such as reduced course load, unofficial withdrawal, and academic coaching as beneficial to her Barnard experience. Allegra explains that Zoom-based learning provided her with greater access to her education, because she was able to experience her disability with privacy that dorm settings didn't encourage. Rebecca also discusses with her how environments like Barnard could be re-structured to be fundamentally accommodating towards everyone, and to address institutional barriers to student academic inclusion, rather than relying on "aesthetic" or "performative" forms of self-care.

Ariana Chuback, 2021

Abstract: Ariana Chuback (she/her) interviews from New York City with Rebecca Sime Nagasawa. She explains that she "never really put any thought into being Disabled," and struggled with claiming it as an identity even after registering with CARDS for accommodations and support for her test anxiety. Ariana describes a transformation in how she discussed her accommodations with professors, initially "[operating] as an inconvenience" to now, thanks to some support from a friend, recognizing and exercising her accommodations as her right. She also mentioned an unofficial Facebook group for and by CARDS students that shared information about how professors fulfilled (or were "difficult" about) accommodations. The pandemic and virtual learning helped Ariana realize she has an attention disorder, and she mentioned the process for diagnosis and medication. Lastly, Ariana explains that she wishes she had known she was "allowed to take space," and mentions that definitions of disability should be broadened. In response, Rebecca discusses how disability can/should be seen as a spectrum, and talks about disability identity as something to "figure out" and "make friends with."

Caroline Kneeley, 2021

Digital Object: [Caroline Kneeley](#)

Abstract: Caroline Kneeley (she/her), talks with Rebecca Sime Nagasawa via Zoom from New York about her journey with concussions, strabismus, and struggles with reading. This ultimately brought her to CARDS in her sophomore year, where she received reading accommodations, such as CAPTI and Bookshare. She describes her personal changes since sophomore year, in particular that she is no longer as "timid" and is able to stand up for herself with professors regarding her accommodations and needs. She also describes her transition from pre-med and EMS to studying history, and her forthcoming plans to teach English in Italy. She also mentions that self-love is important for incoming students, and reflects on the transition from being an "exceptional" student in high school to an "average" student at Barnard. Caroline also remembers needing to "buy out" of norms and expectations about how much time she should spend studying and working in consideration for the time spent managing her health and wellness. Rebecca then discusses "disability management" in the context of an elite school where one is expected to "burn the candle at both ends."

Jenny Zucker, 2021

Digital Object: [Jenny Zucker](#)

Abstract: Jenna Zucker (they/them), discusses with Rebecca Sime Nagasawa their experience with ADHD, coping mechanisms. They also mention the gendered aspects of ADHD diagnosis. Jenna reflects on the challenges they faced in computer science courses and their switch to majoring in women's studies. They also talked about virtual learning in the pandemic, and that though they had increased access (such as with online readings), "so much was lost" without in-person interaction. Jenna and Rebecca also discuss the "culture of care" in Fall 2021 academics, in which professors were flexible with coursework deadlines, but that this did not persist with the return to in-person learning in Spring 2021. Jenna advises incoming students to "do less" and resist the institutional culture of "showing productivity." They also mention that it's worth making hard decisions, such as quitting computer science, for their well-being. Rebecca responds by emphasizing the importance of "choosing me" and not always having to "fight the fight."

Julia Betancourt, 2021

Digital Object: [Julia Betancourt](#)

Abstract: Julia Betancourt (she/her), talks with Rebecca Sime Nagasawa via Zoom from the Upper West Side of NYC. She describes how she lost her hand and became Disabled as a baby. Julia explains that she had "two very different experiences" with her disability and accommodations in school; in elementary and middle school she received unofficial "natural" accommodations

to include her in class activities that she was mostly unaware of, whereas in high school she struggled with getting accommodations she needed. She notes that her intake meeting with CARDS was "so not frustrating," and that the process was "simple and methodical." She describes how covid made it easier to participate in extracurricular activities as a commuter student, and that her accommodations didn't apply in virtual learning, as they had to do with campus navigation and testing (which was de facto eliminated in her classes during online school). Julia also discussed her own and others' awareness of her disability in different environments, and mentions how this came up in her current experience of teaching 3rd grade students.

Alexa Easter, 2023

Creator: Easter, Alexa

Digital Object: [Alexa Easter](#)

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