

DAILY SUNDIAL

FREE

When the time comes, will there be enough?

Studies show an increase in the number of students with disabilities since ADA passed and programs are receiving less funding than before



JALIMA MALDONADO
DAILY SUNDIAL
ASHLEY SOLEY-CERRO
NEWS EDITOR

Looking back on Spring 2011, Quan Luong realizes now he couldn't handle 18 units without help.

The former journalism major who has epilepsy registered seven classes – and six units more than the minimum for full-time enrollment – due to the priority registration he received through the CSUN Disability Resources and Educational Services.

DRES offers services to assist students with special needs, but Luong didn't realize the academic burden of his schedule until his poor marks left him without an option, he said.

"No one had any real advice for me. There were no loopholes, no further instructions – nothing," he said. "I was told I had to start over, and that was that."

The semester before Luong took one class because he was not registered with DRES and had a late registration date, he said.

DRES helped Luong by offering alternative testing and a room where he could take exams privately with an extended amount of time for five of those classes. However, he received little to no guidance from counselors regarding his schedule or how to manage it, he said.

Halfway through his second semester, in which six of his classes were upper division, Luong suffered a third seizure.

Almost a decade since last CSUN audit

CSU hasn't looked at Disability Resources and Education Services since 2003, requested changes have been made

BREANNE PASKETT
CONTRIBUTOR

C SUN has helped make disability resources more transparent, accessible and fiscally responsible since the university's last campuswide audit, according to officials with the Disability Resources and Educational Services program, or DRES.

The school has not been audited since 2003, said Jodi Johnson, director of DRES. External and internal audits are done at the CSU level, and campuses are picked at random each year.

The school's committee for disability issues was not meeting frequently enough, there was not enough web access and equipment was not being managed adequately, according to a report by University Auditor Larry Mandel.

In response to the report, the school

listed its corrective actions on all three issues in a letter from Jolene Koester, former president of CSUN.

Transparency and Americans with Disabilities Act (ADA) compliance

The first problem mentioned in the 2003 audit was that the Campus-Wide Disabilities Issues Board was not meeting regularly. The board had not met in over a year, according to the 2003 audit summary.

The Campus-Wide Disabilities Issues Board, CWDIB, is a CSUN committee created to secure that proper access is available throughout the campus for people with disabilities.

The board is in charge of evaluating current campus policies and procedures based upon the CSU memorandum that corresponds to the needs of students with disabilities required by the Americans with Disabilities Act of 1990.

Johnson sits on the board and gives frequent updates so that the CSU memorandum requirements are enforced. The ADA coordinator, Lauren Nile, director of the Office of Equity and Diversity, is in charge of maintaining that the board meets twice a year, Johnson said.

Nile must also make sure that requests made from faculty and staff for any type of disability accommodations needed are assessed.

"I've given (the board members) an update on the number of requests for disability-related accommodations we have received from faculty and staff from the last meeting that involves accessibility issues.

"(It's) an update for me, an update for Jodi Johnson, an update for someone from NCOD, new business, old business and questions, and that's pretty much it," Nile said.

Web access

The second issue found was that DRES had not created a Web-accessibility policy to allow students access to DRES programs and services online.

Creating an Accessibility/Acceptable Technology Initiative department addressed that issue, Johnson said.

As accessibility needs and requirements change, the CWDIB helps keep the school in compliance for all means of physical and virtual program access.

New ADA requirements are based on the CSU Memorandum published in 2010, which states: As of May 15, all CSU websites must be fully accessible to students; and, as of Fall 2012, instructional materials and websites for all course offerings must be accessible to students.

Tracking equipment

The last issue in the audit was that they had not established sys-

tems to track assistive equipment purchased by endowment funds.

"We are now tracking that. We have a whole system that tracks that in a database," Johnson said. "And we have home-use permits for anyone that takes equipment out of the office for any reason – even to another classroom."

A representative from each of the following campus divisions sits on the CWDIB: Disability Resources and Educational Services (DRES), National Center on Deafness (NCOD), Kinesiology, University Library, University Corporation, Information Technology, President's Office, Human Resource Services, Career Center, Physical Plant Management, Facilities Planning, Student Health Center, Student Affairs, Public Safety, Faculty Senate Office, and Student Representatives.

Laws protecting students with disabilities reorganize

GUSTAVO BENITEZ
CONTRIBUTOR

The American School for the Deaf, or ASD, America's oldest permanent school for the deaf, represents one of the first attempts to recognize the needs of students with disabilities.

The primary and secondary school was founded in April 15, 1817, in Hartford, Conn., by Laurent Clerc and Thomas Hopkins Gallaudet, according to the school's website.

Gallaudet would later have the first university for the deaf named after him, which was initially chartered by Congress in 1857 as the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind, according to historical documents.

Despite the creation of these schools, however, disabled students remained largely at a disadvantage, segregated and treated unfairly by their contemporaries for decades to come.

Treatment of those with

other disabilities, especially of a cognitive nature, was cruel and discriminatory, according to past studies.

A 2011 report stated that North Carolina laws inspired by the eugenics movement deemed thousands of disabled men, women and children unfit for reproduction and forcibly sterilized, which continued until 1974.

Attitudes began to slowly change after America's veterans began to come home from World War I, many disabled or

disfigured from years of trench warfare that left hundreds of thousands wounded.

In the 20th century, after each of the world wars, Congress made a pair of efforts aimed at drawing attention to the struggles of disabled Americans: In 1918, the Smith-Sears Veterans Rehabilitation Act provided services for the vocational rehabilitation of veterans; and in 1945, President Harry Truman signed legislation that created National Employ the Handicapped Week.

However, both of these

efforts were only rehabilitative measures for the physically impaired. (In 1988, an act of Congress later named October as National Disability Employment Awareness Month.)

In 1954, another measure again aimed only at those with physical disabilities, was the Vocational Rehabilitation Act. The law, signed by President Dwight Eisenhower, represented the first real overhaul of vocational training for the physically disabled in more than a decade.

This same year, the Supreme

Court's landmark *Brown v. Board of Education of Topeka* ruling declared segregated schools unconstitutional, giving momentum to the civil rights movement, as well as the cause of the disabled.

Many suffering from mental illness were institutionalized, often with inadequate care, until a judge presiding over the *Wyatt v. Stickney* case created minimum standards for the treatment of mental health patients in

See **HISTORY**, page 8

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Faculty, bookstore may collaborate

A.S. approves resolution which calls for Matador Bookstore and faculty to join forces to reduce prices

JESSICA JEWELL
DAILY SUNDIAL

Affordable Textbooks

Associated Students approved a resolution encouraging CSUN faculty and the Matador Bookstore to work together to provide more affordable textbook policies for students Tuesday in their final meeting for the academic school year.

The resolution outlined the importance of their cooperation, as it is state law, according to the California State Assembly Bill 2477.

“College and university bookstores should work with faculty to review timelines and processes involved in ordering and stocking select-

ed textbooks, disclose textbook costs to faculty and students and actively promote and publicize book buyback programs,” the 2004 bill states.

According to Vice President Sydni Powell, students have trouble with access to affordable materials. Occasionally faculty members fail to compare class material retail prices versus the publishers’ listed price; or sometimes don’t communicate with the bookstore to notify them what materials they plan to order for their classes until last minute.

“Matador Bookstore Director Amy Berger said that as of last week about 50 percent of faculty had yet to give the Matador Bookstore their intended list of materi-

als. They’re now late for their deadlines,” Powell said.

She explained the difficulty the bookstore encounters with their business. Though now they offer textbooks for rent to students, the store must rent the book out three times on average before they make a profit.

“The average Cal State Northridge undergraduate spends about \$1,746 a year on books and supplies,” a CSUN College Portrait said.

Moodle

A.S. also voted on a resolution drafted by the Academic Affairs Committee to support faculty use of Moodle and any other learning management systems at CSUN.

The goal of the resolution

is to promote CSUN faculty to consolidate class information found online into one delivery model to, “improve access to information,” and, “create a single, collective location where all class information can be found quickly and efficiently.”

Faculty members would be permitted to use their own personal websites should they choose to do so, but would be asked to post a link to the external website and post the course syllabus to Moodle.

ASCE

A.S. granted \$6,300 to CSUN’s American Society of Civil Engineers to attend the 2012 National Student Steel

See A.S., page 5



LOREN TOWNSLEY / CONTRIBUTOR

Vice president Sydni Powell, 21, psychology major talks about the bookstore working with the faculty to make books more affordable to students.

Presidents may get the freeze

Board of trustees may stop state-funded pay for presidents’ salaries

STEFANIE
DE LEON TZIC
DAILY SUNDIAL

The CSU board of trustees will vote today on a proposal that will cap state-funded pay for incoming CSU presidents’ salaries and supplement it with nonprofit campus foundations.

The CSU’s new proposal comes about after several weeks of heavy criticism from students and the California Faculty Asso-

ciation (CFA).

If passed, the portion of presidents’ salaries that come from taxpayer’s money will remain frozen at the current level, and instead be supplemented with foundation money, which comes from donors.

Stephanie Thara, web communication specialist for the CSU, said the proposal came about after the legislature and public expressed they were upset with the current policy.

“We’re listening to the public and trying to make everyone

happy,” Thara said.

The student hunger strikes that have taken place across six campuses did not influence the proposal, according to Thara.

Alice Sunshine, communications director for CFA and San Francisco State alumna, said the person who makes the most money may not be the best person to fulfill the purpose of a public university, which is to help the state have educated people and help people rise to a stable economic level and expand ideas – not to make

money.

“It’s being publicized as ‘oh, we’re freezing their pay,’ and that’s a response to the criticism they’ve been getting, but they’re switching over to these foundations and saying ‘don’t worry about this because it’s not your money, it’s donations from other people or companies,’ but it’s still a public university even if people donate,” Sunshine said.

According to Sunshine, there

See CSU, page 5

Car burglaries are on the rise near CSUN

NATALIE RIVERA
DAILY SUNDIAL

CSUN’s Department of Police Services is encouraging students to set car alarms and better secure their vehicles as car burglaries are on the rise in neighborhoods near CSUN.

They have been noticing an increase in auto thefts of later models of Hondas and Toyotas. The police have been noticing rising thefts on Reseda Boulevard, according to LAPD’s Devonshire division.

According to Christina Villalobos, Public Information Office of CSUNPD, the department is “sharing the information because it is local information that was reported by residents that might affect CSUN students.”

Students are encouraged to secure their vehicles if they do park in that area and should report any suspicious activity to CSUN’s police department.

MONDAY, MAY 14

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Protecting childhood innocence in Nepal

Joshua Khabushani, a health education major plans trip to South Asia following his belief to spread kindness

STUDENT SPOTLIGHT



COURTESY OF JOSHUA KHABUSHANI

Health education major Joshua Khabushani, 20, will travel to the Republic of Nepal, Asia, in June to help at a children's orphanage.

FREDY TLATENCHI
DAILY SUNDIAL

Like his mother before him, Joshua Khabushani works to protect and preserve the childhood innocence of adolescents facing overwhelming odds.

On June 11, the 20-year-old health education major will depart for the Republic of Nepal, located in the south of Asia, and stay at an orphanage for 28 days.

In preparation for the trip, Khabushani has been fundraising money for the children of the orphanage. The money raised will go to necessities such as food, bed linens, blankets and toys.

"The children often wet their bed and the orphanage doesn't have the resources to be changing the sheets on a daily basis," said Khabushani. "Because of these limits, the children will often sleep in the soiled sheets."

Thanks to the generosity from CSUN students and others, Khabushani has raised under \$300, with \$1 equaling 82 rupees, the currency in Nepal.

Many phases and events of Kha-

bushani's life led to the choices he has made today.

One of three sons raised by a single mother in Reseda, Calif., Khabushani remembers watching old commercials begging viewers to donate money for the needy. Back then, picturing such a difficult world was hard to imagine, having been raised in a different environment.

"We were raised in a one-bedroom apartment, my mother working full-time as a nurse," said Khabushani. "Growing up I never understood the gravity of our financial situation. My mother did a great job at shielding us from the difficult parts of our life."

Upon arriving to CSUN, taking on responsibilities and experiencing the world through unfiltered lenses was nothing short of shocking for him.

"I never saw my mother buckle under the pressure. Not one tear despite facing the obstacles and challenges that were entailed with raising three children," said Khabushani.

Down the road, Khabushani said he hopes to open his own orphanage. Perceived by the mainstream as a prison or

a place where no child should stay at, he wishes to open one where children can be raised and see it as a home.

With an emphasis in nursing, Khabushani is also interested in pediatric oncology, helping children diagnosed with cancer or other terminal diseases. Ideally, he would like to obtain a job at the Los Angeles Children's Hospital.

For now though, Khabushani will settle for volunteering at the hospital over the summer.

Gathered from scripts, books and life experiences, Khabushani follows a mantra written across a blue band on his wrist.

"To be the light," said Khabushani.

It is one of many bands he carries on himself, given to anyone donating to the Nepal trip.

The mantra represents his belief in how every single being has the potential to shine their unique brand of generosity, hope and skills for the goodness of others.

The light, said Khabushani, doesn't just help others but provides hope to oneself through difficult and challenging times.



COURTESY OF JOSHUA KHABUSHANI

Joshua Khabushani wears a band that reads "I will BE light," a mantra which represents his belief that every individual has the potential to shine their own brand of kindness.

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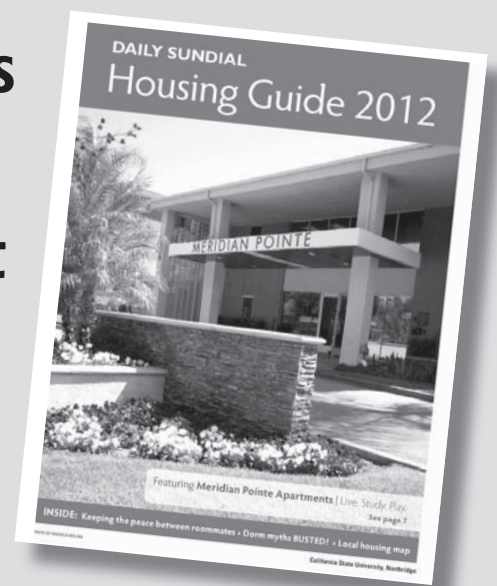
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A.S.

Continued from page 3

Bridge Competition.

The group placed in the top three in the regional competition and now is eligible to compete in the national competition. ASCE started designing the bridge in August and student members worked on the project through winter break putting in up to 12-hour shifts.

ASCE Board Member Melissa Martinez said they, "designed and built a 20-foot-long bridge that can hold the weight of a Honda Civic."

ASCE members appealed to the board explaining their attendance would put CSUN on the map at a national level, as the College of Engineering is not currently recognized as a magnet program for CSUN.

The competition is from May 25-26 in South Carolina at Clemson University.

CSU

Continued from page 3

is no limit on how much of the foundation money can be used to supplement salaries.

"The CFA has been asking the CSU if there is any foundation money to keep classes going, and they always say it has all these restrictions on it, but suddenly there is no restrictions on using it for presidents, that's interesting," Sunshine said.

Poet spreads message of hope

Member of USU board of directors writes autobiography to help underprivileged people

LAURA DAVIS
DAILY SUNDIAL

C SUN sophomore Demontae Thompson, born and raised in Compton near South Central, was taken into foster care as a young child due to his parent's severe addiction to drugs and inability to properly take care of him.

Thompson said a hard-working, wise 88-year-old uncle along with his wife, took him and his twin brother under his wing and fostered them, as if they were the much older couple's own children.

Thompson, 19, a poet and author of his recently published autobiography titled, "Raised from Scratch," uses his writing as a tool to spread the message of hope for people who come from underprivileged backgrounds.

"I wanted to spread inspiration for those in the foster system who don't think there is an opportunity for them to succeed,"

Thompson said. "They can have inspiration to do what they think they can't."

His uncle, who came to California from Arkansas with only a quarter in his pocket, is Thompson's motivation to work hard every day and to make something great out of his life.

Thompson won a poetry contest he entered with the South L.A. based group, Message Media Ed, and the prize was a scholarship that paid to publish his autobiography, that features some of his poetry.

Thompson sits on the CSUN USU board of directors, who represent CSUN's 37,000 student population, and plans on running for chair next term, he said.

"One of the issues that needs recognition is the roughly 250 foster youth who attend CSUN. I'd love to see more financial aid resources available for these students who don't have their parents to call on in times of crisis," Thompson said.

Thompson has used

social media websites, such as Twitter and Facebook, to promote his autobiography "Raised from Scratch," by tweeting clever hash tags like, "When you have to use a hanger for TV reception #raisedfromscratch," he said.

The book is currently available on Amazon.com and CreateSpace.com, and Thompson hopes it will one day be for sale in the CSUN Matador Bookstore.

Thompson encourages students and foster youth to be the change in the world they wish to see and to not be limited by their past, or who they came from.

"Traditions limit your creativity. Sometimes it's your morals that keep you with those traditions, but sometimes you can be more creative than where we have been in the past," Thompson said.



BRIAN DEL LOS SANTOS / SENIOR REPORTER

Demontae Thompson, 19, a poet and author of his recently published autobiography titled, "Raised from Scratch".

Follow Demontae on Twitter:
@Raised4rmscratch

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DRES

Continued from page 1

Although he attempted to finish the semester, he said he received too many failing grades to continue at CSUN.

That summer, he filed a retroactive transition so his spring classes would not count against him, he said. A retroactive transition is when the campus receives proof that a student is not capable of completing the remainder of a school year after an incident has occurred.

When he tried to register for summer school and was only admitted into two classes because DRES does not offer priority registration during these months, Luong became discouraged, he said.

DRES had always provided him with guidance and encouragement, Luong said. Now, he felt abandoned.

"I was really upset," he said. "I got frustrated with the whole situation, and didn't want to come back."

One of the biggest problems with the services has been students' awareness and comfort with using the programs DRES offers, according to program officials. And statewide budget cuts could impact these services as the need for them rises.

From 1999 to 2007, California public post-secondary schools reported an almost 20 percent increase in the number of undergraduate students with disabilities, and New York schools reported about a 40 percent increase, according to a 2009 report by the U.S. Government Accountability Office.

Counselors at DRES are supposed to help students manage their disabilities and advocate for themselves, said Jodi Johnson, DRES director.

"I have many students that could handle (18 units), and many that could not," she said. "If a student asked how many units to take, I would follow up with several questions so they could make the decision. I would never say, 'You can't do this.' They get to decide. They're in the driver's seat."

CSUN's journalism department could not confirm the number of classes Luong took because of the Family Educational Rights and Privacy Act, said Heather Powell, administrative support coordinator.

More students now than ever The Americans with Disability Act section 504 requires certain services must be funded and provided for all students with disabilities on campus.

Since the act passed in 1990, many of the students who were able to take advantage of the new law growing up are now coming of age to enter college, said Mary Ann Cummins-Prager,

er, vice president of Student Affairs.

"After the act passed, students with disabilities were given better support services and proper education that will prepare them for college-level education, and therefore the numbers will continue to increase in the future," she said.

The U.S. Department of Education sponsored two surveys that demonstrated an increase in students with disabilities enrolling in post-secondary schools.

The National Longitudinal Transition Study (NLTS), conducted in 1990 and followed by an updated version, the NLTS2, in 2005, was meant to grasp secondary and post-secondary schooling experiences and outcomes for student with disabilities.

The first study noted that 26 percent of students with disabilities, within four years of exiting high school, were reported to have enrolled in a post-secondary school.

That figure jumped to 46 percent in 2005, the NLTS2 study showed.

Since 1990 the number of students registered with DRES has fluctuated but increased slightly overall to about 230.

More students could utilize the service, Cummins-Prager said, but many still don't feel comfortable asking for the help.

"It's a stigma. Students get sick of the label," Cummins-Prager said. "Our goal is to reduce the stigma, (because) having a hidden disability isn't different then a physical handicap."

Math professor Bruce Shapiro echoed her sentiment.

"High-IQ autistic individuals tend to get drawn to engineering. I would estimate that at least half my students are somewhere on the autistic spectrum, it's about 1 percent in the general population."

"In fact, what we used to call 'geeks' is now officially called Asperger's syndrome. I've even listened in to conversations during labs as most of a class exchanged information on their diagnoses and medications," Shapiro said.

Despite their openness, most of these students do not take advantage of DRES, said the math professor who was originally interviewed for this project in Spring 2011. Repeated attempts to reach him by phone and email have been unsuccessful.

Although some students need more help, he said at the time he could not provide it because available materials are focused on teaching disabled students how to solve real-world problems, like making change for a bus fare, rather than instructing them how to calculate theoretical problems, such as integrals.

"Virtually all the literature is about how to help young children and especially those with lower IQs, but none of it is about learning disabilities in college students."

"What is needed is some extensive applied research into how to treat learning-disabled students in college," Shapiro said. "These kids are really smart, but just don't learn in the normal way."

Faculty Development, a department under Center for Innovative and Engaged Learning Opportunities (CIELO), provides workshops and resources to help faculty teach learning-disabled students.

Doing more than what's required

California legally must fund DRES because of the federal ADA.

The ADA rules state funding must compensate for services that support resources provided for students with disabilities in college campuses. Information resources, technologies, physical access and transportation are all examples of services provided in programs at colleges for students with disabilities.

However, some colleges go above the basic requirements and provide resources, like counseling, to students.

"The program provides counselors who are not required, but still offered on campus," Cummins-Prager said. "DRES needs coaches, tutors, mentors – all needs that come from nongeneral funds. The university isn't required to fund that. I totally get the university's perspective. They give money to the Learning Resource Center, but disabled students need more time and specially trained tutors."

DRES provides three different types of counseling to students, Johnson said. For personal issues, students are directed to the University Counseling Services, but neither department tracks the number of students who utilize both services.

All students who seek DRES help must participate in an intake appointment, where a counselor assesses their workload and what types of accommodations a particular student needs. A workability program offers career counseling and the Thriving and Achievement Program (TAP), which helps students transition in and out of CSUN and offers strength training, Johnson said.

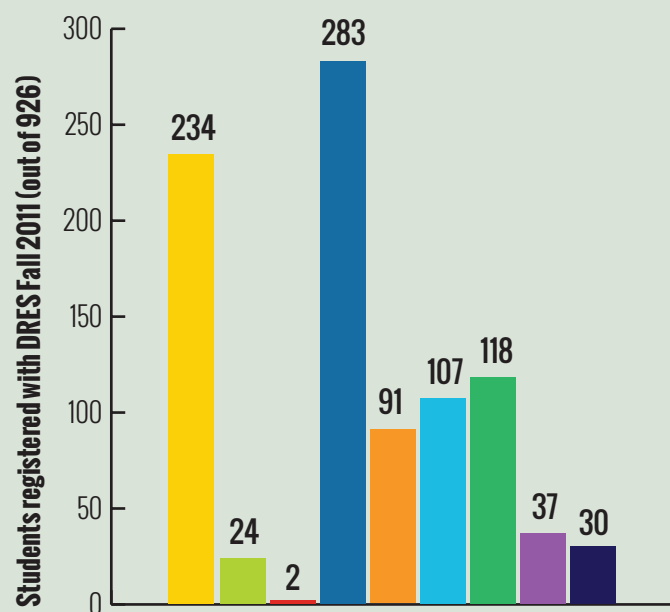
"Strength training is an assessment of students strengths, because these students are typically told what they're bad at and not good at," she said.

Luong thought the counselors were there to tell him what classes and which accommodations could best help him, rather

See DRES, page 8

WHAT DRES PRO

- **ADHD**
234 students, 25.27%
- **Traumatic Brain Injury (TBI)**
24 students, 2.59%
- **Communication Disorders**
2 students, 0.22%
- **Learning Disabilities**
283 students, 30.56%
- **Mobility Issues**
91 students, 9.83%
- **Other Functional Disabilities**
107 students 11.56%
- **Mental Health**
118 students, 12.74%
- **Autism Spectrum Disorders (ASD)**
37 students, 3.99%
- **Blind/Low Vision**
30 students, 3.24%

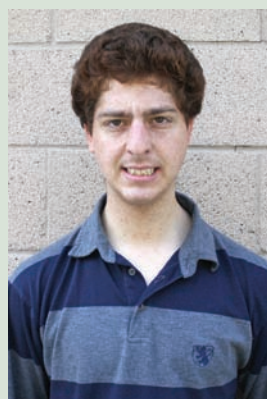


Disabilities (see above for color coding)



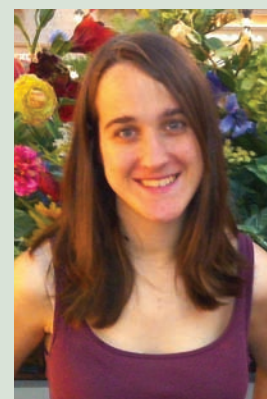
PROFILES

The stories were chosen because the issues involved are representative of hundreds of CSUN's Disability Resources and Educational Services students. Due to the sensitive nature of students' disabilities, we asked students within the journalism department to share their stories as part of an investigation into what happens when state budget cuts threaten the programs students rely upon to complete their degrees. Attempts were made through social media to contact students outside the department, however, most students did not respond or were not comfortable sharing their stories. Visit our special section online at dailysundial.com to read the rest of these stories.



Jeffrey Zide has Asperger's syndrome and dysgraphia, which affects his ability to write. Zide is a Daily Sundial and KCSN reporter and Associated Students senator. He discussed the insecurities that people with his condition are often faced with, and his post-graduation concerns about finding a job.

"In the back of my mind, I always feel like employers are going to pass on me because of my Asperger's. That's illegal, of course, but they can always find ways around it."



DVIDES

Extensive definitions and symptoms from NCLD.org, Ildaamerica.org and www.ninds.nih.gov

*According to DRES Counselor Joaquin Martinez

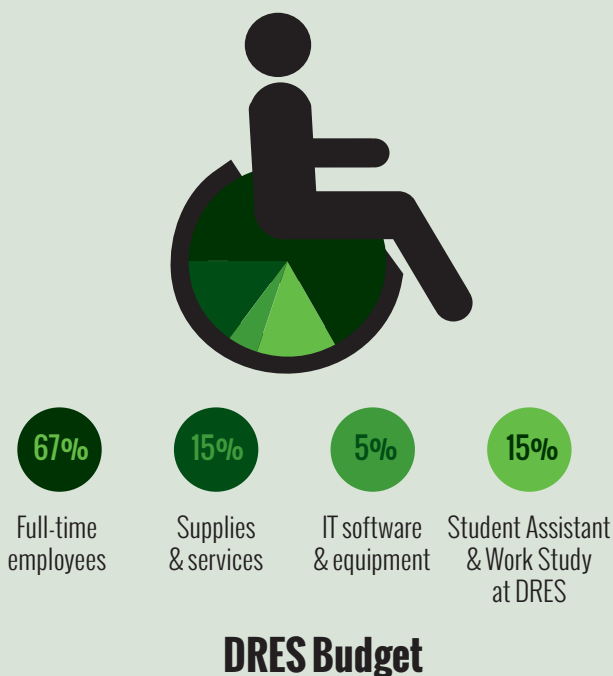
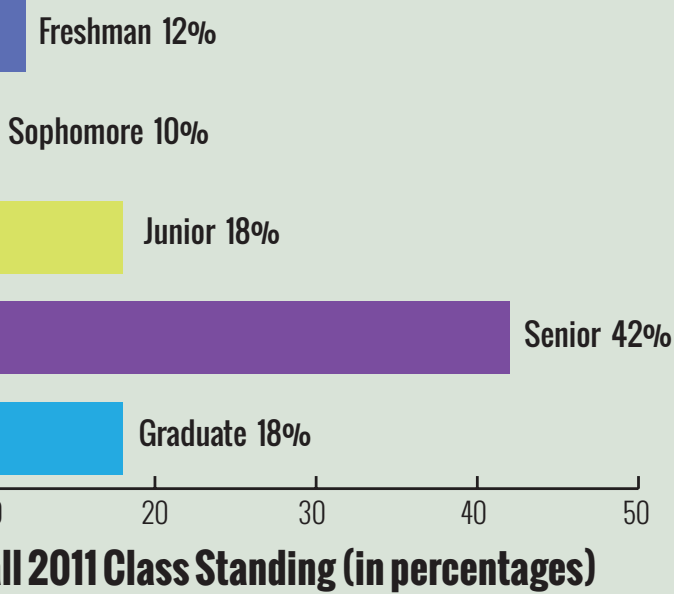
** According to Cal-State Northridge Special Education Professor Beth Lasky and Cal-State Fullerton Special Education Professor Joan Levine

What DRES provides*

| |
|---|
| Shared notes: note-takers Alternative testing: quiet testing rooms |
| Shared notes |
| Interpreters available through CSUN's Language, Speech and Hearing Center (recommended, not associated with DRES) |
| Basic calculators provided (for dyscalculia) Assistive technology like Kurzweil 3000 |
| Ergonomic chairs Accessible tables |
| Note-takers Alternative testing: quiet testing rooms |
| Private room accommodations |
| Note-takers Alternative testing: quiet testing rooms |
| Screen readers like the compute program called Jaws Extra time on tests |

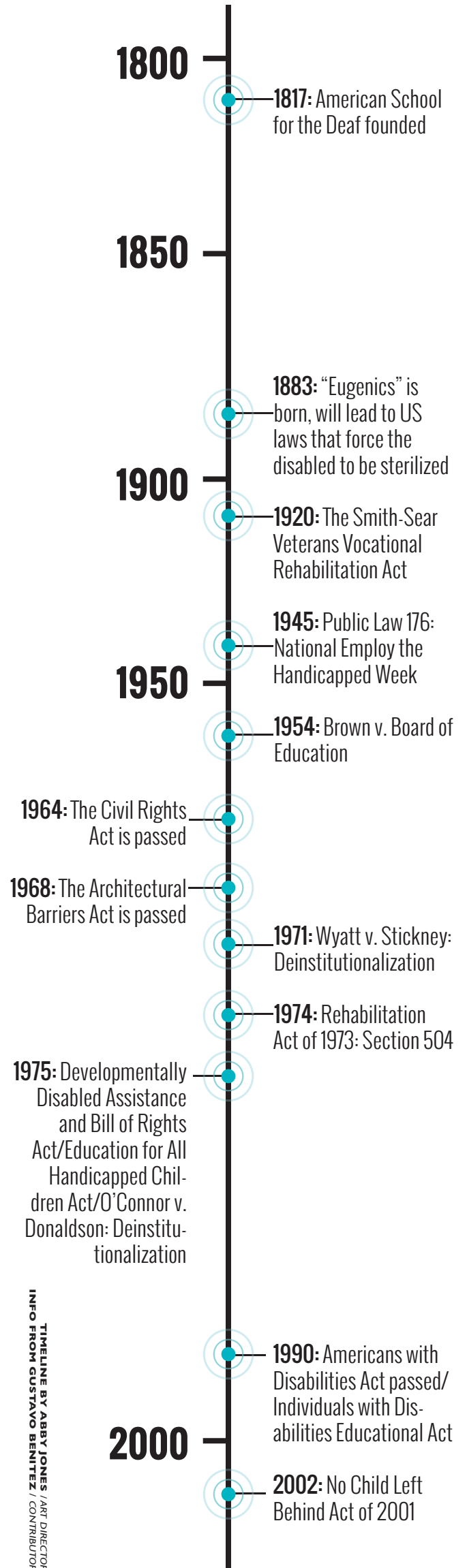
What experts say is needed**

| |
|--|
| <ul style="list-style-type: none"> More time on tests Quiet rooms Audio recorders Life Scribe |
| <ul style="list-style-type: none"> More time on tests Counseling Medication |
| <ul style="list-style-type: none"> More time on tests Interpreter (for deaf and hard-of-hearing) |
| <ul style="list-style-type: none"> More time on tests |
| <ul style="list-style-type: none"> Accessible rooms with ramps: moving tables and chairs |
| <ul style="list-style-type: none"> More time on tests Quiet rooms Audio recorders Life Scribe |
| <ul style="list-style-type: none"> More time on tests Quiet rooms Counseling |
| <ul style="list-style-type: none"> More time on tests Quiet rooms |
| <ul style="list-style-type: none"> Enlarge things by using a Thermo-Fax machine Making books available in braille Using a seeing-eye-dog Carrying a cane |



INFOGRAPHIC BY ABBY JONES / ART DIRECTOR
INFO FROM MARY ANN CUMMINS-PRAGER / VICE PRESIDENT OF STUDENT AFFAIRS

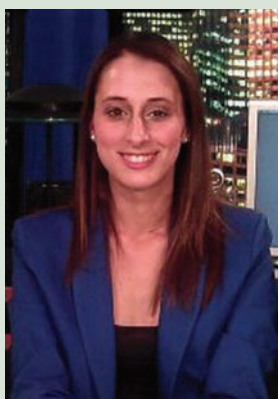
History of Education for Americans with Disabilities



TIMELINE BY ABBY JONES / ART DIRECTOR
INFO FROM GUSTAVO BENITEZ / CONTRIBUTOR

Madeleine Pumilia credits her twin sister with helping her get to college. Growing up, Pumilia did not find much help for her dyslexia, and it affected her self esteem.

"To be honest, I had a hard time growing up with dyslexia, and I don't want young people out there to have to go through what I did."



Jessica Goodman was not diagnosed with dyslexia until her freshman year at CSUN. An ambitious student, Goodman applied for Advanced Placement classes and internships in high school, but did not understand why she seemed to struggle with her work more than her peers.

"When I learned that Albert Einstein, Steven Spielberg and some of my other idols had dyslexia, I stopped caring and started realizing I could be just as successful."



Quan Luong chose not to return to CSUN and filed a retroactive withdrawal for the Spring 2011 semester, after suffering a seizure during the term. Since, Luong has been struggling to find full-time work.

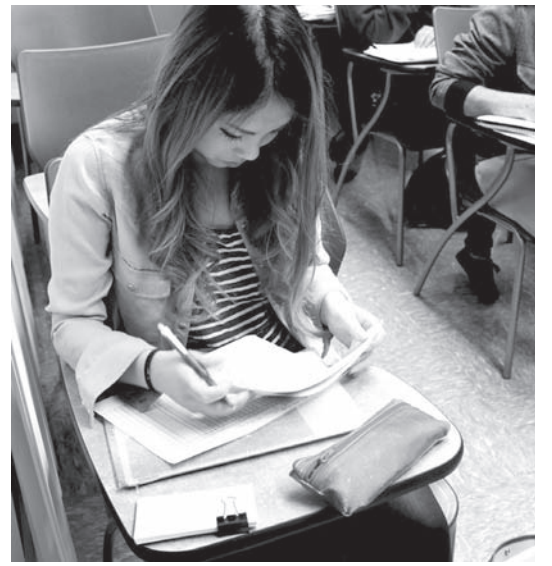
"Fifty percent of the time, I'll just be honest about my disability, but I don't want that to be all they see me for."



International student makes CSUN home

PHOTOS BY
MISAKI INABA / CONTRIBUTOR

Sachiko Mizushima, she is an international student at CSUN. She came here in March 2011 from Japan. Her major in Japan is international relations, so she wants to learn about American cultures. The purpose of studying abroad is not only for learning, but also to feel the land and make friends. International students do not have any family and relatives with them. American students have a home to go back to on weekends, but they do not. At the beginning, they do not have any friends. Now Mizushima has made many friends and experienced American culture. She does not have to hesitate to speak English anymore. Not only her English, but she also developed confidence, even though people do not use her native tongue here. Mizushima's life in California is really active and cheerful. She is tutoring in a Japanese class, joined a dance team and got to go to many places. "Time is too short to waste," Mizushima said. She is going back to Japan after this semester, so time is really limited. Only a few weeks left in the end of this semester. She has spent more than a year at CSUN and she does not want to back to Japan.



HISTORY

Continued from page 2

nity to be cured or to improve his or her mental condition," at state institutions.

The Rehabilitation Act of 1973, and specifically, Section 504, addressed discrimination against the disabled and set the stage for the monumental change that has taken place since. Two years later, Congress passed the Developmentally Disabled Assistance and Bill of Rights Act and the Education for All Handicapped Children Act (EHCA).

Also in 1975, the U.S. Supreme Court decision in *O'Connor v. Donaldson*, stated a person cannot be institutionalized against their will in a psychiatric hospital unless they are determined to be a threat to themselves or others.

In 1990, the Americans with Disabilities Act (ADA) was signed into law, and the EHCA was amended and renamed Individuals with Disabilities; Education Act (IDEA).

The ADA is the strongest legislation in the history of advocacy for the disabled and bestowed full citizenship on the disabled.

This law, and its subsequent revisions, are the basis today for many of the provisions guaranteed to millions of disabled students at elementary, high schools and colleges across the country.

DRES

Continued from page 6

than talk about personal matters, he said.

"To me, DRES is there to inform students," Luong said. "It's more paperwork-related."

Grant Money vs. General Fund Money

DRES is one of 11 organizations that fall under the umbrella of CSUN's Student Affairs. For the 2011-12 academic year allocation was \$724,751, according to the general fund budget. The total budget for Student Affairs was \$14,420,843.

For services that are not mandated through the ADA or CSU, DRES must find funding through outside grants, which are donated from outside organizations or people, Cummins-Prager said.

The ADA Handbook defines an accommodation as "any change in the work environment (or instructional setting) or in the way things are customarily done that enables an individual with a disability to enjoy equal opportunities."

This may include providing or modifying equipment, making facilities accessible and providing readers or interpreters. The 2004 CSU Executive Order 926 delegates the responsibility of how schools comply to these rules.

Since DRES is a legally mandated service, funding would have to come from other organizations in the Student Affairs budget, if it did not receive enough money to cover the services that it's required to provide, Cummins-Prager said.

That funding provides note-takers, interpreters, class furniture, special seating, extended time in exams and alternate testing formats, which are tailored to each student's particular needs, Johnson said.

General counseling, including the intake appointment, is covered by the general fund budget. The workability program and TAP are funded through grants.

From 2000 to 2012, the general budget for the DRES program has decreased from a peak of \$934,197 in 2003-2004 to \$724,751 in 2011-2012.

About 67 percent of the DRES budget this year, including grants, was used for full-time employee's salaries, 15 percent to supplies and

services, 13 percent to student assistants and work study and 5 percent to Information Technology, Cummins-Prager said.

"We can't say we have not been affected by budget cuts," Cummins-Prager said. "However we have not been affected by budget cuts because of outside funding."

Grants have helped DRES provide services, such as counseling, testing rooms, library study rooms and software in the study rooms that help students with disabilities study.

Cummins-Prager said she hopes to expand the services that DRES provides in the future, but knows that budget cuts will likely stop this from happening — unless outside donors decide to help fund projects.

"I want the program to continue to improve by providing workshops to students and a learning center that focuses on students with disabilities," Cummins-Prager said.

She also wants DRES to offer an academic camp that would prepare high school students with disabilities and encourage them to seek higher education if money became available, she said.

In high school Luong had to figure out where to find aid on his own, and believes guidance could have helped him prepare for college.

Additional reporting by Lissette Talledo, Breanne Paskett

This multimedia package of stories, graphics and visuals grew out of a class project in Professor Linda Bowen's JOUR 410/Investigative Reporting course in Spring 2011. After the course concluded, several students working on the Daily Sundial wanted to see it through to publication. Additional students joined the project this academic year. Incoming Daily Sundial Editor-in-Chief Ashley Soley-Cerro directed the work, with assistance from editors Perry Smith, graphic designers Abby Jones and Gabriel Ivan Orendain-Necochea and reporters Tanya Ramirez, Breanne Paskett and Jalima Maldonado. Check out the Sundial's special online section for more stories and graphics, including links to statistics on the number of students utilizing CSUs disability services and the National Center for Education Statistics 2011 analysis of the situation.

CLICHES

Continued from page 12

we take it one game at a time. We never look past our next opponent. We're concentrating on the matter at hand."

HE MEANS: "Yeah, you know damn straight we're looking at our big rivalry game next week, our next three opponents be damned. I need a big win, and pronto. I just got a 'vote of confidence' from the owner. I'm hanging by a thread here, man. Are they hiring at the Taco Bell?"

WHEN THEY SAY: "It is what it is."

THEY MEAN: "Dear God. Someday, I gotta find out whoever coined that phrase, and kiss 'em twice. It's the perfect reflexive statement. It says nothing, and there's no follow-up. If only I could use it everywhere. Like when my wife asks me if that's lipstick on my collar. 'It is what it is, honey.' Think that would fly with her?"

WHEN EARVIN "MAGIC" JOHNSON SAYS: "I am thrilled to be

part of the historic Dodger franchise and intend to build on the fantastic foundation laid by Frank McCourt as we drive the Dodgers back to the front page of the sports section in our wonderful community of Los Angeles."

HE MEANS: "I didn't say this. I didn't even write it. Some PR flack did, and waved it under my nose

for three seconds and I said 'OK.' Seriously, when I look at it now, it makes me look like an idiot. I mean, 'fantastic foundation laid by Frank McCourt'? Seriously? And I guess we have to put the word 'community' in everything these days. Plays well, right?"

WHEN REGGIE BUSH SAYS, after getting his 2005 Heisman Trophy yanked from him by the Heisman Trustees in 2010: "I would like to begin working with the Trustees to establish an educational program which will assist student-athletes and their families avoid some of the mistakes that I made."

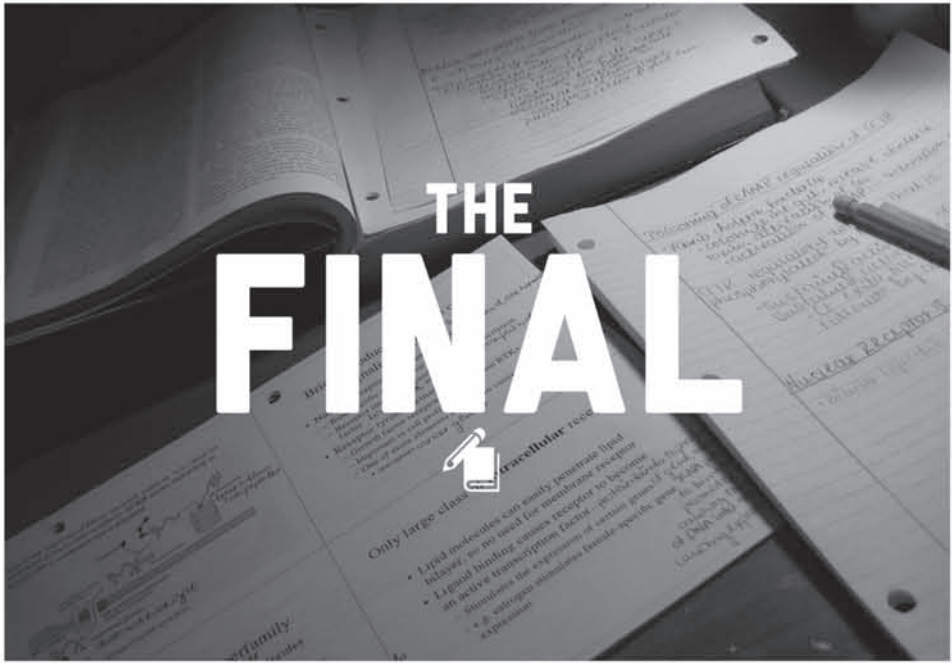
HE MEANS: "Oh, crap. Who wrote this for me? What mistakes? I never even admitted to a mistake. Eh ... doesn't matter. Two years from now, I still won't have done diddly-squat on this. And you'll still be looking for me to give back the trophy. I send out a nice statement to calm the storm, and wait for two days for Ozzie Guillen to shoot himself in the foot. It's all good. You'll forget."

WHEN CHARLES BARKLEY SAYS: Anything

HE MEANS: Exactly what he said.

WHEN OZZIE GUILLEN SAYS: Anything

HE MEANS: Exactly what he said. Until a few days later when he's forced to recant at a press conference.



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| MASSAGES



MAY 9TH

9:00pm - Midnight

CLEARY WALK

May 9, 2012

opinion@sundial.csun.edu

Opinions

The case against procreation

JOE TOMASZEWSKI
DAILY SUNDIAL

Many of you probably don't have children, yet. Many of you will ask yourselves whether it is better to breed or not to breed.

Partners, family, friends, tradition and instinct will pressure you to have kids. I offer the alternative argument. Consider skipping it. Save your time and money for yourself. For those of you who have already reproduced, this advice comes too late; I apologize.

I'm older than many of you, and I've observed some of my friends' lives changed after they had children. I observed how their lives changed. In comparison, I've gotten to experience the advantages of married life, and I enjoy them because of our decision not to have kids.

My friends love their children dearly, and they are great parents. But I noted the look of shock, dismay and fatigue on many of their faces as they admitted how radically their lives changed when they became parents. For some people, having children is a good choice. But consider that having children might not make you happier or more fulfilled.

A study called "A Global Perspective on Happiness and Fertility" by the Max Planck Institute surveyed over 200,000 respondents from 86 countries, bears this out. "People seem to poorly predict how children affect their lifestyles and underestimate the costs," according to the study.

This study also examined numerous other studies on the subject and concluded: "Most research finds either a negative or insignificant relationship between parenthood and well-being."

Our brains are hardwired through hundreds of millions of years of evolution to make us want to reproduce. It's the same instinct programmed into the brains of the birds and the bees. For much of human history, this instinct served us well—children served important utilitarian purposes. We needed more members of the clan to help hunt, gather food and fight off rivals. Then we needed more labor for farming and then for factory work.

But many of us don't really need children any more. Machines and robots are performing an ever-increasing number of jobs that humans used to do. In the future, there will be less need for human labor, and fewer jobs.

There are many advantages to going childless. My wife and I enjoy far more free time to recreate, travel, exercise, engage in our hobbies or just relax compared to our friends who must care for their children. We don't have to bother changing diapers, cleaning up ugly plastic toys, dropping our kids off at daycare or finding a babysitter just because we want to enjoy a night on the town. We don't have to experience the stress of worrying about our children's emotional welfare if they come home crying, having been picked on by a bully or a teacher.

We still feel like kids ourselves with the freedom to be spontaneous and adventurous. If we want to wake up on the weekend and have a beer for breakfast -- no problem. If we want to run off to the park to play Frisbee after work or go for a bike ride, there's nothing stopping us. And keep in mind, I've been told by more than one new parent that your sex life may suffer some when you have a child.

As environmentalists, we enjoy the feeling of self-satisfaction knowing we are sparing the planet a considerable carbon impact. According to a study by Oregon State University, each child born in the U.S. will likely add



ILLUSTRATION BY GABRIEL IVAN ORENDAIN-NECOCHEA

almost 10,000 metric tons of carbon-dioxide emissions to the atmosphere over their lifetime. We could drive around a Cadillac Escalade, leave all the lights on and skip recycling without guilt if we wanted.

My wife and I got lucky that both of us happened to feel the same way about not having kids, and neither of our families put pressure on us to provide them with grand-

children, nieces or nephews. I encourage you to think long and hard about whether or not to have children. There are plenty of people on the planet already and the human race will survive just fine without more genes in the pool. It's not selfish not to have kids, and think of all the fun you can have and money you can save without all that responsibility.

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WATER POLO

Get to know ... #4 Hayley Gurriell

REPORTING BY ALONSO TACANGA / SPORTS EDITOR

Full name: Hayley Beth Gurriell
Date of Birth: June 18th, 1992
Place of Birth: San Diego, CA

Height: 5'4"
Position: Attacker

Year: Sophomore
Major: Sociology

FAVORITES

Food: Pizza and chocolate
Singer: Chris Brown
Movie: Drumline
Song: "Tell Me It's Real" - K-Ci & JoJo
Athlete: Stephan Hicks, CSUN baller

LIFE

One hurdle in life: Being away from family while attending CSUN
Personal goal: "To learn to control my anger and not let my mood get affected by the small stuff."
Most embarrassing moment: "I got pants'd in front of my entire P.E. class when I was in sixth grade."
Hobbies: "I have a large collection of sports bra's and socks."

WATER POLO

Best part of my game: "My quick 'catch and shoot' shot."
Part of my game that needs improvement: "I need to play better defense and I need to get faster."
The best player I've played against: Ashley Young (Cal Berkeley) and Jillian Stapf (CSUN alumni goalie)
Player I pattern my game after: "There's no one player in particular. I learn cool stuff from my teammates in practice and from other players when we watch film."
Pregame rituals: none
Superstitions: none

GOALS

For my team: "I want my team to beat UC Santa Barbara every single time we play them next year. I also want us to win Big West and go to NCAA's. We've made it as close as 12th, but I would like our team to be ranked in the top 10 in the country."
Big-picture goal: "To find something that I am truly passionate about ... and never stop looking until I find it."
My future: "Probably move back to San Diego and maybe start an (online) business with my friend Katy."

EXTRAS

First sport: "T-ball. I've also played soccer, basketball and swam."
When I started playing water polo: Eight grade
What I do to stay in shape during the offseason: "There really is no 'offseason' for water polo ... we pretty much train all year round, but when I go home I play with my club team or do workouts at the gym and in the pool."
What I do in my free time: "I pretty much spend all my free time with my boyfriend or watching 'Law and Order: SVU' on Netflix."
My summer plans: "Go home and enjoy spending time with my family and my best friend Katy who attends Michigan. I would like to get a job as well and get rid of this gnarly water polo suit tan."



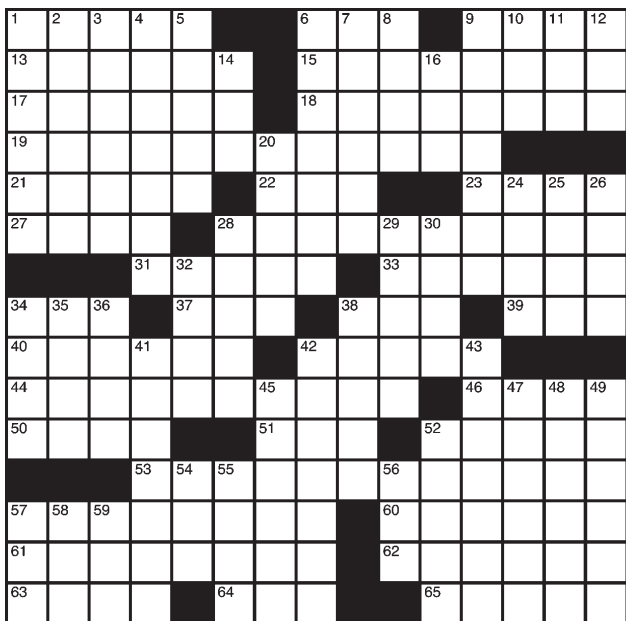
COURTESY OF CSUN ATHLETICS

CSUN sophomore attacker Hayley Gurriell scored her first goal as a Matador in a game against Cal Baptist on April 9, 2011. She scored five goals in the 2012 season.

Los Angeles Times Daily Crossword Puzzle

Edited by Rich Norris and Joyce Lewis

- ACROSS**
- 1 Leaves with a peppery taste
 - 6 Experian, formerly
 - 9 FDR's dog
 - 13 Blimp filler
 - 15 Young gang member
 - 17 Pilot Earhart
 - 18 Classic sitcom sidekick
 - 19 Relationship where three is a crowd
 - 21 Makes level
 - 22 Nats' MLB div.
 - 23 Entering-a-hot-tub sounds
 - 27 Revival setting
 - 28 "Not another word!"
 - 31 Swamp critters
 - 33 With agility
 - 34 [Headdress]
 - 37 Mineral in the raw
 - 38 Pebble Beach prop
 - 39 Capp and Capone
 - 40 Gamer's screen image
 - 42 Happy hoops sound
 - 44 Original Tevye player
 - 46 Feminizing suffix
 - 50 Canal to the Hudson River
 - 51 "___ we there yet?"
 - 52 Roll-on brand
 - 53 "Forget it!", and a hint to the starts of 19-, 28- and 44-Across
 - 57 Warning often shouted too late
 - 60 Emulate 17-Across
 - 61 Health program since 1965
 - 62 Performer using lots of notes
 - 63 Beach toy
 - 64 Hot
 - 65 West Yorkshire city
- DOWN**
- 1 Après-ski hangout
 - 2 Do away with



By Don Gagliardo & C.C. Burnikel 5/9/12

- Tuesday's Puzzle Solved**
- | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B | A | D | G | E | H | E | A | D | K | E | G | S | | |
| A | L | I | A | S | A | S | T | I | I | M | I | N | | |
| R | O | O | M | T | E | M | P | E | R | A | T | U | R | E |
| T | U | N | E | B | L | E | T | U | S | S | L | E | | |
| | | | | | F | O | R | E | S | Y | N | C | | |
| A | N | D | A | N | O | T | H | E | R | T | H | I | N | G |
| D | E | I | C | E | | | E | R | A | S | N | I | A | |
| L | U | T | E | | A | L | I | F | T | | O | D | E | S |
| I | R | K | | A | V | I | S | | S | P | I | C | E | |
| B | O | A | R | D | O | F | T | R | U | S | T | E | E | S |
| | | | | | V | O | C | E | | I | S | E | E | |
| C | H | O | P | R | A | | P | C | T | | D | O | E | S |
| B | E | D | A | N | D | B | R | E | A | K | F | A | S | T |
| E | M | I | R | | O | M | A | R | | G | O | T | T | A |
| R | I | N | K | | S | I | M | S | | B | R | Y | A | N |
- (c)2012 Tribune Media Services, Inc. 5/9/12
- 3 Late news time
 - 4 Bit of muscle?
 - 5 Looks good on
 - 6 Piz Bernina's range
 - 7 Dangerfield of "Caddyshack"
 - 8 "The World of Suzie ___": 1960 film
 - 9 Pistol, e.g.
 - 10 Player rep.
 - 11 Thai native
 - 12 Former Texas governor Richards
 - 14 Scuff up
 - 16 Texter's roar
 - 20 How freshly caught fish should be kept
 - 24 Actress Jessica
 - 25 Cross-country course feature
 - 26 1974 Gould/Sutherland CIA spoof
 - 28 Black-clad, masked hero
 - 29 Newsman Roger
 - 30 One-eighties
 - 32 Give in to wanderlust
 - 34 Stupefy
 - 35 Walkie-talkie word
 - 36 Big name in espionage
 - 38 Experienced trick-or-treater, perhaps
 - 41 Pedicure focus
 - 42 Like crosswalks
 - 43 Leading lady
 - 45 About 30% of Africa
 - 47 Emergency room procedure
 - 48 Added some color to
 - 49 Border neateners
 - 52 Ibuprofen brand
 - 54 Available sans Rx
 - 55 37-Across carrier
 - 56 Utility bill item
 - 57 Little dickens
 - 58 Spot in the afternoon?
 - 59 Reagan-era mil. program

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College Student Support Group
May16 - July18

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 818-280-7291

Solution to today's sudoku

| | | | | | | | | |
|---|---|---|---|---|---|---|---|--|
| 3 | 8 | 7 | 4 | 5 | 9 | 2 | 6 | |
| 4 | 1 | 6 | 2 | 8 | 3 | 5 | 7 | |
| 2 | 5 | 6 | 7 | 3 | 4 | 8 | 1 | |
| 8 | 5 | 2 | 6 | 1 | 3 | 7 | 4 | |
| 6 | 3 | 9 | 5 | 4 | 1 | 8 | 2 | |
| 9 | 4 | 8 | 2 | 7 | 6 | 5 | 3 | |
| 5 | 2 | 9 | 7 | 6 | 4 | 1 | 8 | |
| 1 | 6 | 3 | 9 | 8 | 4 | 5 | 7 | |
| 7 | 8 | 4 | 5 | 2 | 3 | 6 | 1 | |

sudoku

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| | | 2 | | 8 | | 3 | | 1 |
| | | | 1 | 9 | | 6 | | |
| 3 | 1 | | | | | | 4 | |
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| | | 8 | | 7 | 3 | | | |
| 7 | 3 | | 6 | | 9 | | | |
| | | | 5 | | | | | |

How to play:
 Fill in the grid so that every row, every column, and every 3x3 box contains the digits 1 through 9.

Solution above.



WEEKLY COLUMN

What sports personalities' clichés really mean

JIM MCLAUHLIN
DAILY SUNDIAL

Tuesday marked a full decade since former 76ers shooting guard Allen Iverson made his infamous “practice” rant.

The now 36-year-old Turkish-league signee, had already earned three of his four NBA scoring titles. But he felt frustrated by his situation in Philadelphia and responded to media questions about how he may have missed practice with a rare burst of athletic candor.

Iverson’s words were heard ‘round the sports world: “I mean listen, we’re sitting here talking about practice, not a game, not a game, not a game, but we’re talking about practice ... How silly is that?”

While Iverson was nationally lambasted for his apparent disregard for such a fundamental aspect of the game, I’d like to take the time to thank him for being honest. It’s pretty rare these days.

In light of the NBA playoffs temporarily usurping Law and Order’s vice-like grip on TNT’s

nightly lineup, as well as NBC’s opportunity to show sports I’m interested in for a change, I’d like to take this opportunity to look at what athletes say, and what they really mean.

The next time you watch an NBA playoff game where a player gets ejected or does something stupid at the end of a frustrating loss, listen or read what they say to justify their actions.

April 30, Knicks forward Amare Stoudemire cut his hand after punching a fire extinguisher door after New York’s Game 2 loss against the Miami Heat.

When asked why he did so, he replied:

“I just walked by, wanted to make some noise, swung my arm, hit the fire extinguisher door and didn’t even realize I was cut at all until Josh Harrellson told me I was cut,” he said in an interview with ESPN.

But what I think Stoudemire meant to say was, “We just had our butts handed to us by the Heat two games in a row! How did you expect me to handle this situation?”

And the day before that

incident, Celtics guard Rajon Rondo was ejected from Game 1 against the Atlanta Hawks. Rondo was punished further with a suspension for Game 2.

His explanation for the bump:

“... As I was walking, I thought (referee Marc Davis) stopped, my momentum carried me into him – I even think I tripped on his foot. I didn’t intentionally chest bump him. But that’s what it appears to be.”

Really, Rondo? You think you tripped on his foot? And I accidentally typed that you dogged the ref after you bumped him.

This isn’t the first time an athlete has tried to weasel their way out of a situation they put themselves into, but if you’re not familiar with the typical clichés used in the sports world, here’s a few to jog your memory:

WHEN THEY SAY: “I’m here to contribute in any way I can. I’m just happy to be on the team. Starting, coming off the bench, doesn’t matter. I want to be a good teammate and contribute.”

THEY MEAN: “Y’know what ‘good teammate’ means to me? I’m in the starting lineup. Period. Damn right I should be starting. Who’s this jackanape they have playing ahead of me? Please. Dude couldn’t wash my jock. Coach better come to his senses, or the owner might give him the dreaded ‘vote of confidence.’”

WHEN THE TEAM OWNER SAYS: “Coach is running this team right now, and will be for a good long while. The coach has my full vote of confidence.”

HE MEANS: “Holy crap. This team is a grease fire. The old axiom says I can’t fire 25 players, but I sure as Hell can axe that coach, so unless this dude starts farting rainbows and gets us to the playoffs in miraculous fashion, he’s out on his butt as soon as I can find a replacement. Maybe Ozzie Guillen.”

WHEN THE COACH SAYS: “It’s a long season, and

See **CLICHES**, page 8



COURTESY OF MCT

An injured Amare Stoudemire of the New York Knicks looks from the bench during Game 3 against Miami Thursday. Stoudemire injured himself punching a fire extinguisher after Game 2 and later said he did it because he “wanted to make some noise.”

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