Spring Semester Welcome Back  
From the DCC Access and Equity Staff!

We're here for you! Visit us often for academic advising, tutoring, and testing accommodations. Call us at our NEW phone number 845-790-3631.

Reminder: Your Letter of Accommodation is ready. Have you picked it up yet?

Tutoring Appointments: Our tutors are here for you. We can help you in many subjects and study skills. Schedule your appointment today!

Test Sign Up: Remember to make a testing appointment three days in advance and provide your teachers with the secure testing envelope.

Contact Us:

Paula Perez: Coordinator, 845-431-8058  
Linda Bertolozzi: Career/Advocacy Counselor, 845-431-8056  
NEW Main Number: 845-790-3631

Main Office: SSB 303  
Monday through Friday, 8:30 am-5 pm, Wednesday to 7 pm

Adaptive Technology Lab, SSB 305  
Monday through Friday, 9 am-5 pm

Deborah Herring: Administrative Assistant, 845-790-3631  
Monday through Friday, 9 am-5 pm

Mary Koniz Arnold: Tutor (various subjects), Lab Monitor  
Wednesday 1:30-4 pm, Thursday 8 am-5 pm

Dawn Buchal, Math Tutor  
Monday through Thursday 1-4 pm

Scott McNeight, Writing Tutor  
Monday 11 am-5 pm, Tuesday 1-4 pm, Wednesday 12-5 pm

Frances Welsh, Academic Tutor  
Tuesday through Thursday, 8 am-1 pm

Important Dates for Spring 2012

Monday, January 16  
College closed for Martin Luther King Day

Tuesday, January 17  
Credit Classes begin. Deadline to drop with 100% refund

Monday, January 23  
Deadline for adding full-semester course and last day to drop full semester course with no record on transcript

Tuesday, January 24  
Deadline to drop with 75% refund

Tuesday, January 31  
Deadline to drop with 50% refund

Tuesday, February 7  
Deadline to drop with 25% refund

Saturday, February 18  
No Saturday credit classes

Monday, February 20  
College closed for President’s Day

Tuesday, February 21  
College Open. No Day/Evening Credit Classes

Wednesday, February 22  
Monday Make-up Day for DAYTIME credit classes

Friday, March 9  
Mid-term grades due

Monday, March 12 – Sunday, March 18  
Mid-semestere recess

Saturday, March 17  
No Saturday credit classes

Monday, April 2  
Last date to withdraw from a single course with a “W”

Friday, April 6  
Good Friday, College is open, classes in session

Saturday, April 7  
Snow make-up day for Saturday credit classes

Tuesday, May 1  
Last date to withdraw from all courses (to “0” credits) with a “W”

Wednesday, May 2 through Monday, May 14  
Evaluation and Exam period

Thursday, May 3  
Day Evaluation and Exam Period Begins

Wednesday, May 9  
Last day of regularly scheduled DAY credit classes

Thursday, May 10 through Monday, May 14  
Day block final exam period

Wednesday, May 16  
Grades due by 8 pm

Thursday, May 17  
Honors Convocation and Graduation
Shifting Perceptions and Definitions: Access and Equity

A shift in perception can make a world of difference. For years, we’ve been Disability Services, and while those services haven’t changed, we’ve begun to redefine ourselves based on what we offer to our students: **Access and Equity.** This change is inspired, in part, by the social model of disability—a progressive lens in how disability is defined both by people with disabilities and by society as a whole. The model asserts that disability is just a difference—part of the diversity of humanity. The social model of disability doesn’t deny an individual’s impairment or condition, but allows us to see how negative attitudes about disability come from barriers (physical and social) that society has placed in the way—and that it is society that must change. If we can begin to accept disability as a part of diversity, then it can become a source of pride, a descriptor, an identity, rather than the source of the problem.

How do YOU define disability? What barriers do you place on yourself by accepting what society says about disability? It’s time to challenge YOUR OWN perceptions!

New Face for Testing and Tutoring

Mary Koniz Arnold joined the office in the fall semester as a testing lab monitor and tutor in a wide variety of subjects, especially biology and WFE classes. She helps students use course resources and break down difficult concepts into manageable chunks of information.

In addition to her work with Access and Equity, Mary has many roles at DCC. She teaches WFE as an adjunct instructor in the HPEAD department; she is a noncredit writing and yoga instructor with the Office of Community Services; she is the former writer and photographer with DCC’s Community Relations Office; a recent graduate in DCC’s Exercise Science and Wellness program; and a current student in DCC’s nursing program.

Mary earned her BA from SUNY Plattsburgh where she majored in music and theater, and she worked for many years in arts journalism and nonprofit arts management. As Associate Director of Dutchess County Arts Council, she served as accessibility liaison with New York Foundation for the Arts and New York State Council on the Arts for the Arts, and initiated many programs to promote accessibility and ADA compliance within local arts organizations.

Read and Write Gold Available Across DCC Campus

If you’ve been working with our tutors and in our testing lab, you are probably familiar with the fantastic learning software **Read & Write Gold.** The program features text reading, voice dictation, research aids, and teaching tools to support students throughout the reading, writing, and learning process. **Read & Write Gold** helps writers with predictive spelling, word choice, dictionary, and thesaurus features and includes voice dictation that also reads aloud what students write and helps them identify errors. Its computerized voices are considered among the most natural-sounding on the market.

The program is available not only in our adaptive technology lab, but has also been installed on student-access computers across campus so that all students can take advantage of this powerful learning tool. Academic tutor Frances Welsh provides one-on-one and group training to students so they can learn how to maximize their learning potential with this program.

Other adaptive programs in our office and testing lab include **Dragon Naturally Speaking**, a speech recognition program to help you in your written projects and/or to practice speaking; screen magnification programs like **JAWS/MAGiC** and **ZoomText**, which can magnifying the screen up to 36 times while maintaining text definition and legibility; and **Kurzweil 3000** which is used in our testing lab to allow students to scan tests and have them read out loud.

Notetakers Make The Difference

Our office helps secure notetakers for students with documented need. Notes are very valuable to students who have difficulty with dexterity, processing speed, hearing, and/or other disabilities.

Matches between a student and notetaker are made without either individual knowing the other to preserve privacy. Our professional staff reviews the class roster and checks transcripts of students to make sure they meet academic standards before contacting potential notetakers by phone and email. When matches are made, the notetakers agree to bring class notes to our office to copy, or they send them by email and we forward them to the appropriate student. If we have difficulty making a match, we ask the teacher for recommendations, but for confidentiality reasons we don’t identify the student requesting the service unless they have given us permission.

In a recent survey we asked our students using the notetaking accommodation: “Do you anticipate using this accommodation next semester?” They answered:

“**Oh yes without it I would be very lost in class.**”

“**Absolutely, I will most likely extend it to several other courses because it’s really helpful.**”