

11th Annual Conference

Narrowing the Gulf

for Under-represented Students in Postsecondary Education and
St. Petersburg College's Critical Thinking Institute

11th Annual Conference

March 18-19, 2010

St. Petersburg College EpiCenter
13805 58th St. N
Clearwater, Fla.



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St. Petersburg College

Excellence in education since 1927

SPC ST. PETERSBURG COLLEGE
OFFICE OF THE PRESIDENT
District Office

March 18, 2010

Dear Conference Participants,

Welcome to the 11th annual Narrowing the Gulf Conference.

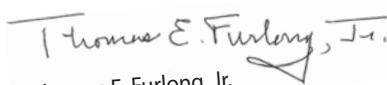
St. Petersburg College is pleased to sponsor this important event. Our goal continues to be to provide you with the most current research about the issues that impact our under-represented students, and practical strategies you can apply when you return to your schools.

Once again, we are excited to add to the conference sessions that focus on critical thinking skills. During these sessions, you will learn practical strategies you can use to enhance learning for your students.

The conference is designed to allow time for networking. I hope you will take advantage of the discussions in the sessions and the breaks between them to share your ideas and make new friends among your colleagues.

We are glad you are here. I wish you a most successful and enjoyable conference.

Warmest regards,


Thomas E. Furlong, Jr.
President

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Narrowing the Gulf

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About our Presenters (continued)

Sarah Moseley has been a Registered Nurse for more than 35 years and a faculty member at St. Petersburg College's College of Nursing since 1999. She completed her doctoral studies in Nursing Practice from Case Western Reserve University, where she and three colleagues researched faculty perceptions of the human patient simulator in nursing education after observing the limited use of this teaching strategy. Being an advocate for the use of simulation, Moseley participated in a state-funded research project "Succeed with Simulation" for the 2007 Succeed Florida Critical Professional Nursing Program grant, and in 2008 was a presenter at the 12th International Nursing Learning Resource Centers Conference.

Nancy Munce has worked as an Instructional Technologist at St. Petersburg College since 1999. She received a bachelor's degree in secondary mathematics education from University of South Florida and a master's degree in computing technology from Nova Southeastern University. She is passionate about helping faculty members infuse technology into teaching.

Stefanie Silvers has been a learning specialist at St. Petersburg College for more than five years. She previously was a learning specialist at George Washington University and also taught in Virginia public schools as a special education teacher, working mainly with students with learning disabilities. She received her master's degree in education and master's degree in psychological counseling at Columbia University Teachers College, and also received an education specialist degree in special education from George Washington University. Her specialty area is learning disabilities and transition from secondary to postsecondary education. At this time, she is working toward pursuing her education in the area of reading.

Stephan Smith began his career in higher education and disability in 1994 when he joined the Association of Higher Education and Disability as director of communications and marketing. In 2001, he became executive director. In addition to serving as the chief staff officer, he has taken on increasingly complex roles in local, state and national arenas advocating for the total and equitable inclusion of people with disabilities in education and the workplace. His passion for social justice and human rights, combined with his educational background in management and rhetoric, serve as a fitting foundation for his leadership in this field. Smith's undergraduate history at Muskingum College and graduate studies at Ohio Dominican University provide a unique experiential perspective from which to orient his work with the organization.

Dr. Betsy Stoutmorrill is Vice President of Educational Support Services for Beacon College in Leesburg. Since 1989, Stoutmorrill has been in the field of adult education focusing on reading and learning disabilities. In 1995, she joined the staff of Beacon College, which offers SACS accredited degree programs exclusively for students with learning disabilities. She received her Bachelor of Arts in English from Saint Leo University, her Master of Science in Reading from Nova Southeastern, and her doctorate in education from Walden University. Her professional experience and academic degrees have provided her with the opportunity and foundation to work not only with adult students who struggle with academic success, but also with their families who struggle to assist with the transitions of life -- especially moving away from home to attend college.

David Sullivan, Ph.D., is Program Director/Coordinator for Emergency Medical Services Continuing Medical Education and as an adjunct ethics instructor with St. Petersburg College. He is a certified paramedic and educator who has completed a doctoral dissertation on Critical Thinking and continues to empower students for their life-long success.

Dr. Janice Thiel has been involved in education for more than 20 years. In 1997, she earned her master's degree in educational technology from San Diego State University and received her doctoral degree in leadership and education from Barry University in 2007. During her post-graduate studies, Thiel focused on integrating technology in education, particularly Internet-based learning applications, and her dissertation compared traditional to online instruction. Her recent positions include classroom instructor, curriculum designer, and technology coordinator for a state education agency. In 2002, Thiel joined St. Petersburg College as an Instructional Technologist for the Allstate Center. In 2003, her responsibilities expanded to include the St. Petersburg/Gibbs, Downtown and Midtown locations in addition to the St. Petersburg Collegiate High School. She is the Director of SPC's Quality Enhancement Plan and is the college's liaison to the Southern Association of Colleges and Schools and an online adjunct instructor for the college's eCampus.

Eric Tucker has a doctorate in intercultural studies with a minor in education. For more than two years, he has been a professor at St. Petersburg College where he teaches applied ethics and serves as a Disabilities Champion. He has worked in educational training in seven Latin American countries and served as research faculty in health science at the University of South Florida before coming to SPC. He recently completed a training video about the ethics of teaching and students with disabilities.

Nancy Watkins, Ed.D, has taught for 12 years, including two teaching self-contained ESOL, split-grade level classes, Autistic and ESE inclusion. For five consecutive years, she was awarded instructor mini-grants, and she also has been awarded a Swiftmud environmental grant. She has served on School Advisor Boards and School Improvement Teams for nine years, and serves as a professor in the SPC College of Education. She has experience in best practices and strategies for working with at-risk students from high poverty environments and extensive early reading and literacy knowledge.

Dr. Lusharon Wiley is Associate Dean of Students at the University of West Florida and has been involved in higher education for 14 years. Before entering education, Wiley worked in social services in multiple states. She earned her doctorate in education from the University of West Florida in May 2007, a master's degree in political science from the University of Illinois at Chicago in 1975, and completed her undergraduate degree at Tuskegee University in 1973. Wiley is a board member for the Citizens Law Enforcement Liaison Group and the Life Skills Center Charter School of Escambia County, and is a faculty advisor and member of Zeta Phi Beta Sorority. She has presented in many venues, including the national AHEAD Conference.

Trudy Williams served for 15 years as an interdisciplinary program director at the St. Petersburg/Gibbs Campus, then the Tarpon Springs Campus. In 2004, she returned to full-time teaching at the Seminole Campus. Her special interests include retention of students testing into developmental courses and curriculum development, having written more than 50 courses now offered by the college. Partially funded by SPC's Title III Grant, Williams developed and uses online interactive lessons and materials in Basic Writing I and II courses now available to all SPC English instructors.

About our Presenters (continued)

Denise Giarrusso is the Director of Services for Students with Disabilities at Florida State College in Jacksonville. She has a Master of Arts degree in Rehabilitation and Mental Health Counseling, and more than 20 years experience working with Floridians with disabilities. She collaborates with administrators, faculty, staff and students to navigate accommodation to ensure access within the college community. Additionally, she works closely with Project 10: Transition Education Networks, and state, federal and not-for-profit agencies and local schools to promote awareness of access services available to postsecondary students, and also in the coordination of referrals to meet individual student needs.

Mickie Hayes has been with Hillsborough Community College for more than 10 years, where she has assisted students with disabilities as a Coordinator of Services for Students with Disabilities and as a Learning Disability Specialist. As Learning Disability Specialist, Hayes provides study strategy workshops and specialized learning strategies for students who struggle with college academics. Hayes also serves as an adjunct instructor in the HCC prep writing program, and she is an active member of the Hillsborough County Disability Day Mentoring Steering Committee.

Karen Hesting has been an Instructional Technologist at St. Petersburg College since 2002. She also teaches beginning education courses online as an adjunct faculty member. She has a bachelor's degree in education from the University of South Florida and a master's degree in instructional design from the University of Central Florida. She has worked as an educational consultant for a private multi-media company, a media specialist and as a classroom teacher –opportunities that have allowed her to share with faculty her experience in integrating multimedia technologies in various educational settings.

Dr. Linda Hogans serves as Director of the Office of Special Programs for St. Petersburg College. The Office includes Student Support Services a federally funded TRIO program, Women on the Way, the College Reach-Out Program and the Center of Excellence. The primary goals of the department include student engagement, retention, and graduation for middle and high school students as well as degree-seeking college students. Community engagement further supports student success, so Hogans serves on the Board of Directors for the Florida Fund for Minority Teachers, Pinellas Opportunity Council, and Pinellas County HeadStart/Early HeadStart agencies.

Debbie Huffman has been an advocate for her 19-year-old son Dan since he was 2 when he was diagnosed with a speech impairment. She has navigated public and private resources to find the best services available for him. She has a master's degree in adult education and is the Senior Director of Training for Interim HealthCare.

Dr. Bonnie Jefferis has taught speech and mass communication at the SPC Clearwater Campus for 23 years. Before joining the college, Jefferis worked for 10 years in radio and TV broadcasting, including hosting her own daily country music radio show, and serving as News Director of WRUF AM-FM and Assistant Professor of Telecommunications at the University of Florida. Jefferis has won several teaching awards, including national and state scholarships from Delta Kappa Gamma Society International and a national scholarship from Alpha Xi Delta National Fraternity for college women. She was recognized as a Distinguished Alumna from the University of South Florida in 2001. She received her doctorate in Communication Education from USF, her master's in Speech/Radio-Television-Film from Bowling Green University, and her bachelor and associate degrees in Communication Arts from Defiance College.

Dr. Gail Lancaster has been an academic librarian at SPC's St. Petersburg/Gibbs Campus since 2004 and serves as the Faculty Chair of the Quality Enhancement Committee. She earned her doctorate from Barry University, her master's degree in Library and Information Science from the University of South Florida, and her bachelor's degree in Education from Delta State University. The focus of her post graduate work was teaching for critical thinking, and in her dissertation studied the effect of using an information problem solving model (FINDS) on critical thinking skills.

Rich Mercadante teaches speech communication and philosophy at St. Petersburg College, and has taught in a variety of high school and college environments for 22 years. He has a bachelor's degree in philosophy from Suffolk University, a master's degree in philosophy from Boston College, a master's degree in speech communication from the University of South Florida, and is completing his doctorate in philosophy from the University of South Florida. Mercadante has served as president of the Florida Communication Association and received the FCA Teacher of the Year Award and the FCA Outstanding Service Award. His publications and conference presentations focus on a variety of interests in communication studies, rhetoric, debate and philosophy. He has been awarded fellowships and grants from the National Endowment for the Humanities, the National Science Foundation and the Council for Basic Education.

Regina Miller is the Assistive Technology Specialist for St. Petersburg College, providing support for the Office of Services for Students with Disabilities. She has been with the OSSD department since 1998, where she began as a work-study student. She has an Associate of Science degree in sign language interpretation, an Applied Technology Diploma for associate addiction professional, and recently received a certificate in Web design. She is seeking a bachelor's degree in technology management.

Andree' Robinson-Neal has spent 13 years working with non-traditional students. She has been a counselor and administrator for an Adult Basic Skills program in Chester, Pa., and for more than five years worked with non-credit programs at Salem Community College in southern New Jersey. She is the Director of the Inland Empire Regional Center of Azusa Pacific University in San Bernardino, Calif. She holds a doctorate in educational leadership and change from Fielding Graduate University. She earned her master's degree from Temple University and bachelor's degree from Rutgers College at Rutgers University.

Valerie Stafford-Mallis provides outreach, training and education on behalf of Florida's Department of Health, which funds the Florida Coordinating Council for the Deaf and Hard of Hearing. She represents the council at conferences, workshops and presentations. She advises and educates organizations on providing reasonable accommodations to support equal communication access to persons with hearing loss. She has profound adult-onset hearing loss in both ears; she received her first cochlear implant in November 2009 and is scheduled to undergo her second implantation this year. She has experienced many of the roadblocks to effective communication and has firsthand knowledge of the issues faced in learning to use assistive technology.

Dave Monroe is an adjunct instructor for the Applied Ethics Institute of St. Petersburg College. In addition to teaching ethics at SPC, Monroe teaches philosophy at the University of Tampa. In his spare time, he edits volumes in Wiley-Blackwell's "Philosophy for Everyone" series of anthologies. His research interests include philosophical topics in the structure of moral argumentation, applied ethics issues relating to quality of life and the nature of personhood.

Conference Sponsors

St. Petersburg College is Florida's oldest two-year college. It was founded in 1927 as a private institution, with its initial classes held in one section of a Pinellas County public high school. Today, it stands as a multi-campus public institution with sites located throughout the county and services offered throughout the nation. More than 62,000 students attended classes at SPC during the 2008-09 year.

In 2001, SPC became the first community college in Florida to offer four-year degrees. The college now offers bachelor's degrees in numerous subject areas, including Education, Nursing, and Public Safety Administration. In addition, the college offers post-baccalaureate teacher certification options through its Educator Preparation Institute.

SPC's history of commitment to special population students began in 1966, and the college's comprehensive, sophisticated program of today is the result of responding to community and student needs.

In 1998, SPC's Special Populations program was honored with the Association for Career and Technical Education's (ACTE) Outstanding Program Award for its commitment to providing quality services to students and continuing awareness and education to staff.

In 2007, SPC's New Initiative Program, a tutoring program for Allied Health students, received the Florida's Chancellor's Exemplary Practice Award for Academic Affairs.

The Critical Thinking Institute is a professional development opportunity to support faculty in their efforts to enhance student learning by improving students' critical thinking skills. Improving critical thinking is the focus of St. Petersburg College's Quality Enhancement Plan, and during these events faculty come together to hear from national scholars, to learn from their peers, and to share best practices. This is our seventh Critical Thinking Institute, and the second held in conjunction with the Narrowing the Gulf Conference.

The Florida Affiliate of the Association on Higher Education and Disability (FL-AHEAD) provides educational and professional development opportunities and is working to develop a statewide network for disability support services. Its mission is to improve professional knowledge and educational initiatives that affect the full participation of students with disabilities in postsecondary education. Specifically, it is designed to:

- Improve and promote statewide regional communication among disability professionals.
- Sponsor professional development opportunities for individuals in the field
- Publish and disseminate best practices and knowledge regarding current technology in the field.
- Expand current and develop new educational resources and opportunities for students with disabilities.

FL-AHEAD is offering several presentations for this year's conference. Members and interested professionals are invited to the association's spring meeting on Thursday afternoon.

General Information

Name badges: Name badges are required for entrance to all conference sessions and should be worn at all times during scheduled conference events. The name badges confirm registration and help other registrants to network with you.

Staff can be recognized by the brown ribbons on their name badges. Any of the staff can help you with questions.

Lost and found: Please bring any found articles to the registration table; it will be staffed throughout the conference. If you lose anything, check in with the registration table.

Smoking: All conference locations are smoke-free. Smoking is permitted outside.

Message board: Messages may be left at the registration table. You may pick up or leave messages at any time during conference hours.

Meals: A continental breakfast will be available each day of the conference. A box lunch is available on Thursday for \$7.50. Tickets for pre-ordered boxed lunches are available at the registration table.

Area information: Please see the brochures in your conference package for information about restaurants, museums, tourist highlights, etc.

Workshop Sessions at a Glance

Thursday, March 18

	1-451	2-304	2-308	Tropics Lab	1-324
9:55-10:55 a.m.	Top 10 Trends in Higher Education and Disability Stephan Smith	A Rubric for Moral Reasoning: Critical Thinking in Ethics Applied 6.0 Dave Monroe	Perceptions of Critical Thinking – Is Critical Thinking Important to Employers and Employees Dave Sullivan	Revelation Theory of Learning John Connor	Assistive Technology Hands-on Lab Regina Miller
11:10 a.m.-12:10 p.m.	Legal Issues Impacting Disability Service Provision Tom Falkinburg	Working with the Deaf and Hard of Hearing Katherine Bruni and Valerie Stafford-Mallis	Engaging Students with PowerPoint Presentations Rich Mercadante	Success Across the Board in Online ENC 0020 Trudy Williams	Assistive Technology Hands-on Lab Regina Miller
1:30-2:30 p.m.	Academic, Social, Independence Transitions: College Freshmen with Autism Spectrum Betsy Stoutmorrill and Debbie Huffman	Assisting Students with Answering Multiple-Choice Questions Stefanie Silvers	The Intersection of Diversity and Disability Lusharon Wiley	Symposium on Developing an Instructional Portfolio Bonnie Jefferis and Sarah Moseley	Assistive Technology Hands-on Lab Regina Miller
2:40-3:40 p.m.	Transitioning from K-12 to College for Students with Disabilities Lyman Dukes	Top 10 Classroom Strategies to Get Your Students to Think Janice Thiel and Gail Lancaster	Asking the Right Questions: A Guide to Critical Thinking Meg Delgato	Accessibility in Online Learning Andree Robinson-Neal	Assistive Technology Hands-on Lab Regina Miller
3:45-5 p.m.	Florida State Update and FL-AHEAD meeting Amy Albee				

Friday, March 19

	1-451	2-304	2-308	Tropics Lab	1-312
8:30-9:30 a.m.	Students with Disabilities in Postsecondary Education: Maximizing Opportunities for Success Linda Hogans	Mastering the Art of Writing Objective Test Items Jesse Coraggio	Utilizing Graphic Organizers to Infuse Critical Thinking Into Content Areas Nancy Watkins	Universal Design of Accommodations Bea Awoniyi and Ann Clutter	Assistive Technology Hands-on Lab Regina Miller
9:45-10:45 a.m.	Understanding the Issues Impacting Veterans as They Transition to College Jeff Cavanagh and Don Donaldson	Autism, Asperger's Syndrome, Dyslexia and ADHD: Recognizing Differences and Minimizing Challenges Mickie Hayes, Nicole Barger and Denise Giarusso	Improving Student Critical Thinking Skills Using Google Tools Nancy Munce and Karen Hesting	Ethical Considerations in the Classroom Eric Tucker and Tom Derzypolski	Assistive Technology Hands-on Lab Regina Miller and Aaron Kornegay

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About our Presenters

Amy Albee is the Coordinator of Outreach and Access for the Division of Community Colleges and Workforce Education of the Florida Department of Education. Her primary responsibility is in the areas of access and accountability for students with disabilities, and she oversees outreach programs and services for underserved student populations. Albee assists in the areas of college readiness, admissions, financial aid, transfer and articulation. Previously, she served as Assistant Director of the Student Disability Resource Center at Florida State University and in graduate internship positions with the university, the Learning Systems Institute, and the Florida Senate.

Dr. Bea Awoniyi, Assistant Dean of Students and Director of the Student Disability Resource Center at Florida State University, has been in the disability services field for more than two decades. She works on collaborations that will improve transition, self determination, self-efficacy, and postsecondary access for students with disabilities. Her forged collaborations with academic affairs and student affairs on FSU campus have helped create mutual understanding between school districts and the university community, and encouraged open communication and dialogue between adults and youth. Her disability services experience spans from the community college to the research of university environment.

Katherine Bruni is the Outreach Specialist for the Georgia/Florida PEPNet-South Outreach Site. She teaches an English/reading/writing course for students who are deaf and hard of hearing at Georgia Perimeter College, where she has taught for more than 20 years. Bruni has been involved in deaf education for more than 30 years, most of which has been spent focusing on test equity and English access issues for students who are deaf and hard of hearing. Serving on the PEPNet Test Equity Committee, she is working on answers for stakeholders regarding testing accommodations for students who are deaf and hard of hearing, including issues about interpreting tests. Bruni hosted the English Access Forum in 2005, served on the Commission on Rehabilitation Counselor Certification Advisory Panel in 2007, and currently leads the PEPNet Technical Assistance national workgroup.

Ann Clutter is the Program Assistant for the Student Disability Resource Center (SDRC) at the Florida State University, where she interacts with parents, students, faculty, staff and other employees. Before becoming Program Assistant, Clutter coordinated the exam lab for students, using SDRC services to facilitate their tests, exams and quizzes. She has more than 20 years of customer service experience, which she thinks has prepared her for her current role.

Jeff Cavanagh is the Veterans Affairs Coordinator for St. Petersburg College. After serving 22 years in the U.S. Navy, Cavanagh left active service to work in the private sector. He holds a bachelor's degree from Jacksonville State University. He also received a variety of training during his military service, including Leadership and Training, Total Quality Management, Recruit Officer Management Orientation, Naval Justice School, and Navigation and Shipboard Tactics. He received the Navy Commendation Medal, Navy Achievement Medal with one gold star, Navy Unit Commendation, and several additional awards and honors while serving in the Navy. Cavanagh brings a unique perspective to the conference, as a veteran who successfully made the transition to civilian life and who is now, in his words, working in his dream job.

John Connor is an Education Professor at Daytona State College. His Revelation Theory of Learning is a universal theory that maximizes a student's understanding and internalization of subject matter. The instructional method is universal in that it can be used for all subject matter and all types of students, including those with learning disabilities and varied learning styles. Connor, a former K-12 school psychologist, has been teaching RTL at various conferences throughout the U.S. and Canada since 2004. He also has presented RTL for textbook giant Pearson Publishing Inc. at sanctioned events throughout Florida. John recently presented RTL at the 2009 Florida Educational Technology Conference and the annual International Conference for Teaching and Learning. This is his fourth workshop for Narrowing the Gulf.

Dr. Jesse Coraggio is the Director of Academic Effectiveness and Assessment at St. Petersburg College. He received his doctorate in Educational Measurement and Research from the University of South Florida. His research interests include instrument development, psychometrics, setting performance standards, and various item response theory applications.

Dr. Meg Delgato has taught and developed curricula, including an award-winning ecology program for students in middle and high school science courses. She has also served as a curriculum specialist for St. Petersburg Collegiate High School, a charter high school on the St. Petersburg/Gibbs Campus of St. Petersburg College that allows students to simultaneously earn a high school diploma and an associate degree. Delgato considers two key professional development experiences as her most significant career accomplishments: she earned National Board Certification in biology in fall 2001 and her doctorate in curriculum and instruction from the University of South Florida in fall 2008. She is Director of Curriculum and Student Success for the College of Nursing at St. Petersburg College.

Tom Derzypolski has taught ethics at St. Petersburg College since 1991 and is a contributor for "Ethics Applied, Edition 5.0" by Pearson Education. He earned both a Bachelor of Science and Master of Science from Florida State University and has an extensive broadcasting background. Tom served as a Disability Champion for SPC's Disability Awareness Project for three years and continues to advocate for students with disabilities.

Don Donaldson joined the U.S. Marine Corps after graduating from high school in 2002. In 2005, he deployed with the 13th Marine Expeditionary Unit aboard the USS Tarawa. The Marines aboard the Tarawa spent two and a half months in Iraq. In late 2006, Donaldson deployed for a second time to Iraq for seven months and supported numerous combat operations. He left active duty in 2007 and joined the Department of Veterans Affairs Vet Center in 2008, where he currently serves veterans who have served in Afghanistan and Iraq.

Dr. Lyman Dukes III is an Associate Professor of Special Education at the University of South Florida St. Petersburg. He is Principal Investigator of Project 10: Transition Education Network, which provides technical assistance and professional development for secondary-level special education personnel across Florida, and has received more than \$2 million in grant funding in his career. Dukes is co-author of the recently published book "Preparing Students with Disabilities for College Success: A Practical Guide to Transition", has published numerous articles, and has given many refereed and invited presentations on subjects relating to successful transition to adult life for students with disabilities. Additionally, he has published on the use of technology in postsecondary instructional settings. His current research interests include transition from school to adult life, transition assessment, and the Summary of Performance.

Tom Falkinburg is a supervisory general attorney with the U.S. Department of Education, Office for Civil Rights, currently detailed as the Special Assistant to the Chief Regional Attorney. Working out of the Atlanta office, he assists in the supervision of numerous programmatic functions, especially the review of the investigative findings of investigators and attorneys. OCR investigates allegations of civil rights violations by recipients of Federal financial assistance and certain public entities, and the Atlanta Office is one of the nation's busiest OCR offices. For more than a decade, Falkinburg has had involvement in several hundred civil rights complaints, covering all of the laws enforced by OCR, and he has worked with colleges and universities, public school districts and state departments of education. He has worked as an attorney for almost 17 years, in which time he also practiced litigation. He has worked as a staff attorney with the U.S. District Court and has appeared in numerous appellate courts, including arguing a case before the Florida Supreme Court. Falkinburg graduated from the University of Florida's College of Law with honors and received his undergraduate degree from the University of Pennsylvania in Philadelphia.

Conference Schedule

Narrowing the Gulf

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Friday, March 19 (cont.)

9:45 – 10:45 a.m.

BREAKOUT SESSION VI

Room 1-451

Understanding the Issues Impacting Veterans as They Transition to College

Jeff Cavanagh, St. Petersburg College and Don Donaldson, Department of Veterans Affairs

College and university campuses are seeing an increase in veteran students. Many of these veterans, in their service of our country, have experienced events that remain with them throughout their lives and impact their transitions to civilian life. Hear from a representative of the Department of Veterans Affairs and the Veterans Affairs Coordinator of St. Petersburg College about the issues impacting our veteran students, the steps being taken to assist them with their transition to civilian life, and strategies colleges and universities can employ to ensure success for this special population.

Room 2-304

Autism, Asperger's Syndrome, Dyslexia and ADHD: Recognizing Differences and Minimizing Challenges

Mickie Hayes and Nicole Bargeron, Hillsborough Community College and Denise Giarusso, Florida State College of Jacksonville

Educators are discovering a plethora of new college students diagnosed with autism, Asperger's Syndrome, ADHD and dyslexia. These high-functioning students are typically clever, capable and committed to being successful college graduates. However, the impact of their disabilities often presents significant challenges that frustrate many educators. This presentation will separate the myth from reality, untangle the confusing characteristics of each disability, and offer strategies for managing difficult school-related behaviors.

Room 2-308

Improving Student Critical Thinking Skills Using Google Tools

Nancy Munce and Karen Hesting, St. Petersburg College

When most people hear the word "Google" they immediately think of a search engine. Google, however, is much more. Session participants will learn how Google tools can be implemented to support a variety of critical thinking instructional strategies. This session will focus on technologies for online and blended courses.

Tropics Lab

Ethical Considerations in the Classroom

Dr. Eric Tucker and Tom Derzypolski, St. Petersburg College

This presentation focuses on ethical issues and problems that arise in high school/college classrooms, with emphasis on the importance of maintaining high ethical standards. Participants will evaluate consequences of ethical and unethical behavior by instructors, review the NEA Code of Ethics and discuss whether education is better categorized as a trade or a profession. In addition, an ethical decision-making model will be introduced and participants will be able to practice applying this model to an ethical scenario relevant to the teacher/student relationship.

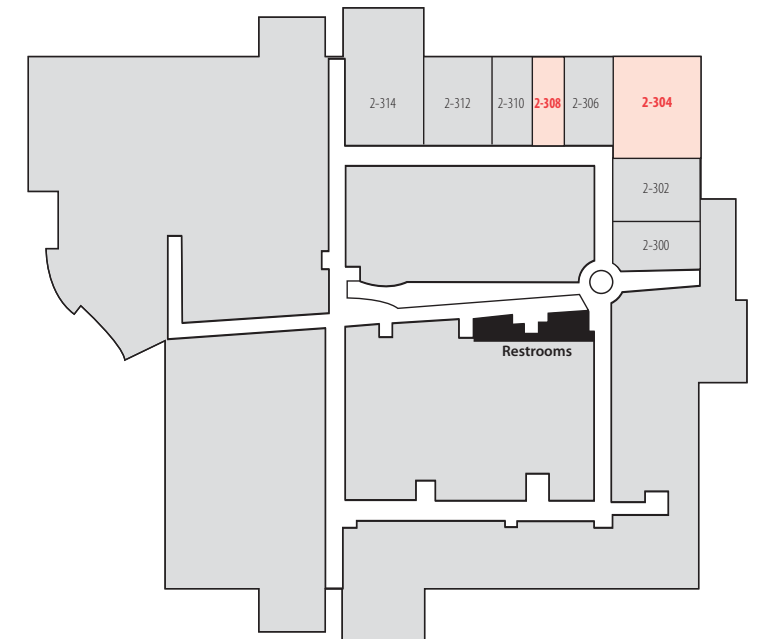
Room 1-324

Assistive Technology Hands-On lab

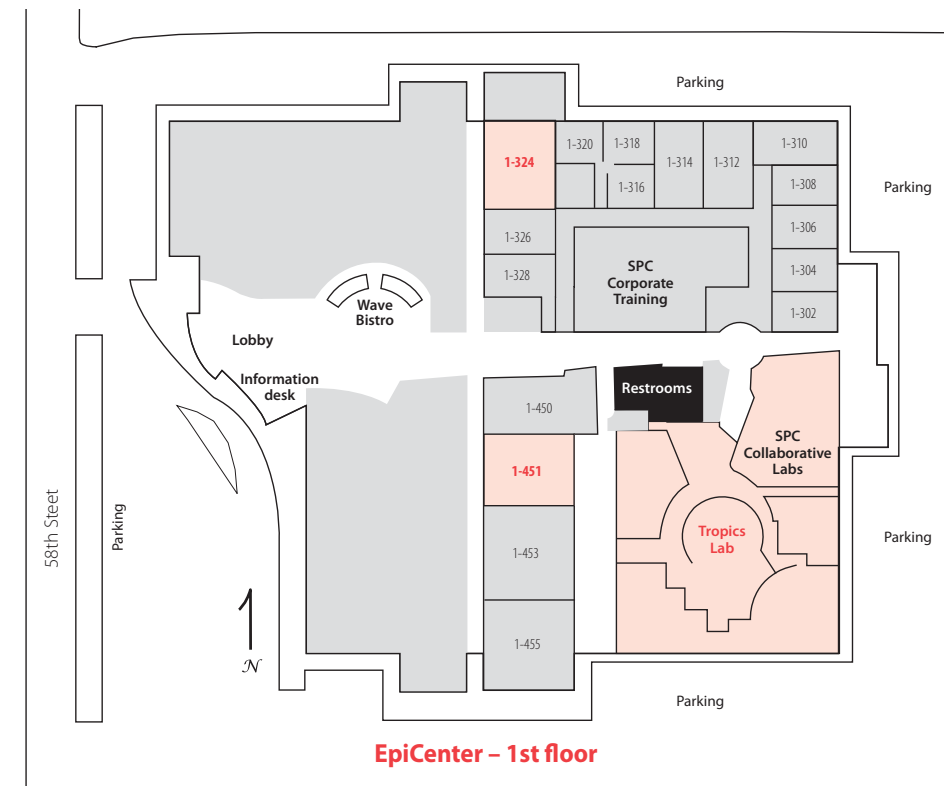
Regina Miller, St. Petersburg College

Learn about the oldest and the newest, the simplest and the most complex aides available for students and the disabilities that are accommodated by specific technologies. Following a brief introduction, participants will be given an opportunity to "play" with the variety of technologies available for students today, from simple screen enlargers to complex voice recognition software. This session is offered throughout the conference. Participation is limited, so advance sign-up is recommended.

EpiCenter floor plan



EpiCenter - 2nd floor



EpiCenter - 1st floor

Keynote Speakers



Opening keynote address
Dr. Barry S. Stein

Dr. Barry S. Stein is chairperson and professor of psychology at Tennessee Technological University and principal investigator on the National Science Foundation-funded Center for Assessment and Improvement of Learning at TTU. He received his doctorate in cognitive psychology from Vanderbilt University, and has authored and co-authored numerous articles on learning, problem solving, and critical thinking throughout his career. He is co-author of the "Ideal Problem Solver: A Guide for Improving Thinking, Learning and Creativity". Stein is a frequent speaker at national conferences on assessment and accreditation.

He will examine the importance of critical thinking in higher education and society, and will highlight the importance of these skills for under-represented groups. The presentation will discuss the need to assess and improve these skills, and the kinds of learning activities that have been found to positively affect these skills. The presentation will also examine the importance of infusing the development of these skills throughout the curriculum.



Closing keynote address
John O'Brien

A Tribute to our Veterans and Military Families

A person's character traits are the foundation for survival in today's fast-changing world. Not only does your character help you succeed in the business world, but also it carries you through the tragedies and suffering you personally encounter.

John O'Brien is a retired captain from the U.S. Marine Corps, and knows how a strong character helped him to survive a horrific plane crash in 1993. These same character traits help him to embrace life and live it to the fullest. O'Brien will help us honor our veterans and military families with his spirit and positive attitude.

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Thursday, March 18 (cont.)

Room 1-451

Florida State Update and FL-AHEAD Meeting

Amy Albee and Lynda Page, Florida Department of Education

With the passing of the Americans with Disabilities Act as Amended, documentation has moved to the forefront of disability services. Hear about a state initiative to review documentation guidelines for potential consistency statewide. During this session, presenters will also inform participants about other state initiatives, Paul Martell from AmeriCorps will provide information about opportunities available for students with disabilities, and FL-AHEAD will discuss current and future initiatives of the affiliate.

3:45 – 5 p.m.

Friday, March 19, 2010

BREAKOUT SESSION V

Room 1-451

Students with Disabilities in Postsecondary Education: Maximizing Opportunities for Success

Dr. Linda Hogans, St. Petersburg College

The session provides an opportunity for conversations regarding student access and success at the postsecondary level and some of the unique challenges, both internal and external, to student engagement.

8:30 – 9:30 a.m.

Room 2-304

Mastering the Art of Writing Objective Test Items

Dr. Jesse Coraggio, St. Petersburg College

Looking to improve your test item-writing skills? Concerned about your multiple-choice test questions and whether your students are learning the content or are just good test takers? The presentation will explain how to create effective multiple-choice test questions. The presentation will provide item-writing guidelines as well as best practices to prevent students from just guessing the correct answers.

Room 2-308

Utilizing Graphic Organizers to Infuse Critical Thinking into Content Areas

Nancy Watkins, St. Petersburg College

The presentation will address various ways to utilize graphic organizers to teach critical thinking in content areas.

Tropics Lab

Universal Design of Accommodations

Dr. Bea Awoniyi and Ann Clutter, Florida State University

Professionals in the postsecondary system deal with a wide range of diversity, and many departments, programs and offices seek access for their students through different perspectives. Some, like the Disability Services for Students office, look at access through a single lens of disabilities while others, like the Office of Minority Student Affairs, seek access through the lens of cultural disparity. Although the needs are different, the focus remains the same and the challenges similar. Majority of the offices often perceive the issue of access as pieces rather than a whole pie. Students challenge our way of thinking and call for service innovation in more efficient ways. This session will explore access in general and how designing access through universal design principles can help ensure access and dignity while remaining efficient. The universal design concept and how it can be applied to access and accommodations will be discussed and illustrated.

Room 1-324

Assistive Technology Hands-On lab

Regina Miller, St. Petersburg College

Learn about the oldest and the newest, the simplest and the most complex aides available for students and the disabilities that are accommodated by specific technologies. Following a brief introduction, participants will be given an opportunity to "play" with the variety of technologies available for students today, from simple screen enlargers to complex voice recognition software. This session is offered throughout the conference. Participation is limited, so advance sign-up is recommended.

Conference Schedule

Thursday, March 18 (cont.)

Tropics Lab

Symposium on Developing an Instructional Portfolio

Dr. Bonnie Jefferis and Sarah Moseley, St. Petersburg College

St. Petersburg College has undertaken an initiative to enhance student learning by improving students' ability to think critically. Groups of faculty have formed Academic Roundtables that employ the Scholarship of Teaching and Learning model to determine what teaching methodologies are successful at improving critical thinking. In this session, selected faculty will present their projects designed to increase students' critical thinking, and will suggest ways in which other faculty/classes/disciplines can use this information in their own classes.

Room 1-324

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2:40 – 3:40 p.m.

BREAKOUT SESSION IV

Room 1-451

Transitioning from K-12 to College for Students with Disabilities

Dr. Lyman Dukes, University of South Florida

National statistics regarding graduation rates, employment and annual salaries of students with disabilities will be presented and compared with those of non-disabled students. This session will help college faculty and disability services staff promote the skills needed by students to succeed in college; they will learn how to implement a variety of strategies and organizational elements to be prepared for college, learn how to promote student independence, address college-appropriate academic and technology skills, and discuss the documentation necessary to gain access to college-level disability services.

Room 2-304

Top 10 Classroom Strategies to Get Your Students to Think

Dr. Janice Thiel and Dr. Gail Lancaster, St. Petersburg College

Teaching for critical thinking can be a challenge. This presentation will teach techniques known to foster critical thinking, including engaged lecturing, modeling thinking and effective questioning. Lancaster and Thiel will model techniques throughout the session and encourage active participation. Comparable strategies for teaching online will be included.

Room 2-308

Asking the Right Questions: A Guide to Critical Thinking

Dr. Meg Delgado, St. Petersburg College

This presentation is based on content from the highly popular text "Asking the Right Questions: A Guide to Critical Thinking" by Browne and Keeley (2009). Participants will have the chance to experience ways to bridge the gap between simply memorizing or blindly accepting information and the greater challenge of critical analysis and synthesis. Participants will also learn about Browne and Keeley's model that teaches students to respond to alternative points of view and develop a solid foundation for making personal choices about what to accept and reject.

Tropics Lab

Accessibility in Online Learning

Dr. Andree-Robinson-Neal, Azusa Pacific University, San Bernardino, Calif.

This presentation is designed for instructors, administrators and those in higher education who work with online programs or courses. Participants will have the opportunity to develop an equity action plan as they explore issues related to online learning and students with disabilities.

Room 1-324

Assistive Technology Hands-On lab

Regina Miller, St. Petersburg College

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Narrowing the Gulf Conference Agenda

for Under-represented Students in Postsecondary Education and
St. Petersburg College's Critical Thinking Institute

Thursday, March 18

7:30 a.m.-4 p.m.	Registration and information table open
7:30-8:30 a.m.	Continental breakfast
8:30-9:30 a.m.	Opening General Session Keynote address by Dr. Barry Stein
9:30-9:55 a.m.	Break
9:55-10:55 a.m.	BREAKOUT SESSION I
10:55-11:10 a.m.	Break
11:10-12:10 p.m.	BREAKOUT SESSION II
12:10-1:30 p.m.	Lunch on own (Pick up pre-ordered boxed lunches in Room 455)
1:30-2:30 p.m.	BREAKOUT SESSION III
2:30-2:40 p.m.	Break
2:40-3:40 p.m.	BREAKOUT SESSION IV
3:45-5 p.m.	State of Florida Update and FL-AHEAD meeting

Friday, March 19

7:30 a.m.-noon	Registration and information desk open
7:30-8:30 a.m.	Continental breakfast
8:30-9:30 a.m.	BREAKOUT SESSION V
9:30-9:45 a.m.	Break
9:45-10:45 a.m.	BREAKOUT SESSION VI
10:45-11 a.m.	Break
11 a.m.-noon	Closing General Session Keynote address by John O'Brien

Conference Schedule

Narrowing the Gulf

for Under-represented Students in Postsecondary Education and
St. Petersburg College's Critical Thinking Institute

7:30 a.m.-4 p.m.

Thursday, March 18

Registration and information table open

7:30-8:30 a.m.

Continental breakfast

8:30-9:30 a.m.

Opening General Session

Keynote address by Dr. Barry Stein

9:30-9:55 a.m.

Break

9:55-10:55 a.m.

BREAKOUT SESSION I

Room 1-451

Top 10 Trends in Higher Education and Disability

Stephan Smith, Executive Director, Association on Higher Education and Disability

The presentation examines perceived and real changes brought about by the ADA Amendments Act, the re-authorization of the Higher Education Act, and the continuing refinement of the application of the re-authorized IDEA. Building on those legislative cornerstones, the discussion will move on to consider several of the most powerful trends in terms of disability in and around higher education. This session will provide a great opportunity to better understand the legal, regulatory, technological, corporate and societal trends having strong impact on the world of higher education and disability.

Room 2-304

A Rubric for Moral Reasoning: Critical Thinking in Ethics Applied 6.0

Dave Monroe, St. Petersburg College

This session will present and elaborate on the rubric for moral decision-making described in Ethics Applied 6.0, the textbook for St. Petersburg College's Applied Ethics courses. This method of moral reasoning can be a powerful tool in helping students face ethical challenges, as it makes available to them a systematic model of critical thinking.

Room 2-308

Perceptions of Critical Thinking – Is Critical Thinking Important to Employers and Employees – An EMS Example

Dr. David Sullivan, NREMT-P, St. Petersburg College

Critical thinking has evolved and is becoming a standard of care. A 2009 doctoral dissertation sought to explore what EMS employers and employees thought about critical thinking and whether EMS education programs adequately prepared students to think critically. The ability to think critically has become a highly desirable skill and students desire student-centered activities that will teach them to navigate the real-world situations they will encounter in the workplace. This presentation reviews the dissertation's key points and provides participants with practical approaches to teaching critical thinking skills.

Tropics Lab

Revelation Theory of Learning: A Universal Design for Teaching and Learning

John Connor, Daytona State College

When employed properly in the classroom, Revelation Theory of Learning will significantly enhance student attention and learning. The theory addresses most issues that inhibit or limit learning. Optimization of repetition, the use of effective visuals paired with auditory instruction, the use of effective language with mnemonics when appropriate, the use of association and how it can significantly enhance learning, and the use of interactive technology are all presented and discussed. Connor will emphasize, clarify and immerse the audience into all facets of RTL with the understanding that when all of these factors are combined into instructional design, learning is maximized in any environment for any type of learner, including students with learning disabilities, and discipline issues are minimized.

Room 1-324

Assistive Technology Hands-On Lab

Regina Miller, St. Petersburg College

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11:10 a.m. – 12:10 p.m. **BREAKOUT SESSION II**

Room 1-451

Legal Issues Impacting Disability Service Provision

Tom Falkenburg, Office of Civil Rights

With the passage of the Americans with Disabilities Act as Amended, new concerns about documentation and service provision have arisen in the nation's colleges and universities. In this session, an attorney from the Office of Civil Rights will update participants on the legal issues impacting them and share recent cases brought to OCR.

Room 2-304

Working with the Deaf and Hard of Hearing

Katherine Bruni, PEPNet, and Valerie Stafford-Mallis, the Florida Coordinating Council for the Deaf and Hard of Hearing

As colleges and universities see an increase in the number of deaf and hard of hearing students seeking degrees, the need for understanding of this population among faculty and staff grows. The session will provide a practical approach to ensuring that students feel a part of the school community and are provided the accommodations they need to succeed. Hear from a member of the community about the challenges faced and the instructional techniques that make a difference for students.

Room 2-308

Engaging Students with PowerPoint Presentations: Recent Research and Innovations

Rich Mercadante, St. Petersburg College

This presentation will explore new research and innovative ideas for engaging students with PowerPoint. After examining the common abuses of PowerPoint, practical tips will be offered to enhance student engagement.

Tropics Lab

Success Across the Board in Online ENC 0020

Trudy Williams, St. Petersburg College

The presenter has developed an online ENC 0020 class with attention paid to accessibility for all students. Learn how this course has demonstrated astonishing success on the State Exit Test for the past five semesters.

Room 1-324

Hands-On Assistive Technology Lab

Regina Miller, St. Petersburg College

Learn about the oldest and the newest, the simplest and the most complex aides available for students and the disabilities that are accommodated by specific technologies. Following a brief introduction, participants will be given an opportunity to "play" with the variety of technologies available for students today, from simple screen enlargers to complex voice recognition software. This session is offered throughout the conference. Participation is limited, so advance sign-up is recommended.

1:30 – 2:30 p.m.

BREAKOUT SESSION III

Room 1-451

Academic, Social, Independence Transitions: College Freshmen with Autism Spectrum

Dr. Betsy Stoutmorrill and Debbie Huffman, Beacon College

This narrative session presents the academic, social and independence challenges faced by first-year college students with autism spectrum and learning disabilities. A student, parent and college support services specialist will provide first-person scenarios in this interactive session focused on building an interdependent network of support for college students with learning disabilities.

Room 2-304

Assisting Students with Answering Multiple-Choice Questions

Stefanie Silvers, St. Petersburg College

The goal of the workshop is to provide a tool for instructors to utilize with students for them to have an effective strategy for multiple choice test questions. The workshop will start by reviewing what reading skills are required to be a successful multiple-choice test-taker. It will next discuss a step-by-step strategy for students to use in answering multiple-choice questions. The presentation will end by listing opportunities that can occur in the classroom in which instructors can assist students in practicing this strategy.

Room 2-308

The Intersection of Diversity and Disability

Dr. Lusharon Wiley, University of West Florida

Feelings of exclusion and marginalization have been experiences of many persons with disabilities. For many disabled persons and other marginalized groups, feelings of isolation are daily reminders of how others perceived them. This interactive workshop will explore these emotions through group participation, theoretical frameworks, and analysis of case studies. Participants will also explore the social construction of identity, power and privilege in the context of diversity, and the impact of self-perception on self-acceptance. They will be guided through exercises to explore their own perceptions about others, reflect on how these values were formed, and explore new ways of listening and responding. Through self-reflection, participants will answer the question about whether they are unconsciously marginalizing the students they serve.