

Twelfth Annual Narrowing the Gulf Conference

**for Underrepresented Students in Postsecondary Education
and St. Petersburg College's Critical Thinking Institute**

March 31-April 1

St. Petersburg College EpiCenter
13805 58th St. N, Largo, FL



St. Petersburg College

SPC

St. Petersburg College



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March 31, 2011

Dear Conference Participants,

Welcome to the twelfth annual Narrowing the Gulf Conference and Critical Thinking Institute.

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

Once again, we are excited to partner with the Florida Association on Higher Education and Disability (FL-AHEAD). This year, Scott Lissner, President-elect of the national AHEAD will be joining us with a special presentation on the impact of the reauthorization of the Americans with Disabilities Act.

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 sessions 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.

Best regards,

A handwritten signature in blue ink that reads "William D. Law Jr." The signature is written in a cursive style.

William D. Law, Jr.

President

Mailing Address: Post Office Box 13489, St. Petersburg, FL 33733-3489 • An Equal Access/Equal Opportunity institution.

Conference Sponsors

St. Petersburg College

From the beginning, St. Petersburg College has been a leader. Founded in 1927, SPC was Florida's first two-year college as well as the state's first community college to offer four-year degrees, beginning in 2002. Today, SPC is a multi-campus state college and serves as a model for incorporating bachelor's degree programs into traditional two-year institutions.

The college now offers bachelor's degrees in numerous subject areas, including Education, Nursing and Public Safety Administration. In addition, it offers post-baccalaureate teacher certification options through its Educator Preparation Institute.

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

In 1998, SPC's Special Populations program was honored with the Association for Career & 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 Chancellor's Exemplary Practice Award for Academic Affairs.

SPC's Critical Thinking initiative

As part of its Quality Enhancement Plan, St. Petersburg College sponsors Critical Thinking Institutes, which are professional development initiatives that support faculty's impact on students' critical thinking skills. Improving critical thinking is the focus of SPC'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 ninth Critical Thinking Institute, and the third held in conjunction with the Narrowing the Gulf Conference. This partnership brings together our advocates for under-represented students and our educators focused on the important life skill of critical thinking.

The Florida Affiliate of the Association on Higher Education and Disability (FL-AHEAD)

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 will make several presentations at this year's conference and is sponsoring the association's spring luncheon on Thursday.

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. Your name badge reflects your conference registration and encourages professional networking.

Staff will have brown ribbons on their name badges and can help you with any questions.

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

Smoking: All conference locations are smoke-free. Smoking is permitted outside of the Conference Center.

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. With the exception of the luncheon for FL-AHEAD members and guests, lunch is on your own. A list of area restaurants is available at the registration table. The WAVE Café is also open on the first floor of the EpiCenter.

A special thank you to the Association of Florida Colleges (AFC), St. Petersburg College Chapter, for providing facilitators for conference breakout sessions.

Workshop Sessions at a Glance

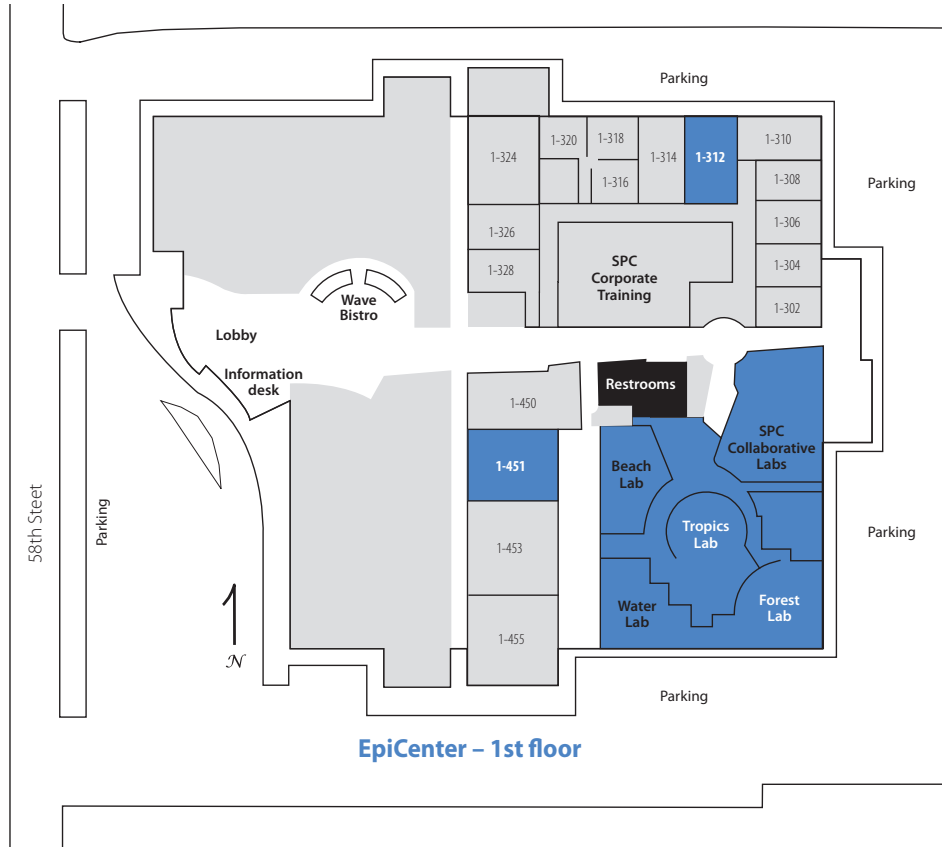
Thursday, March 31

Location:	1-451	2-304	Tropics Lab	Forest Lab	1-312
9:55 - 10:55 a.m.	Students with Intellectual Disabilities are Going to College in Florida! <i>Jordan Knab and Kristine Wiest Webb</i>	I Like the Way You Think - 10 Simple Ways to Get Students to Think Critically <i>Meg Delgado</i>	Service Opportunities for Students with Disabilities <i>Paul Martell</i>	Revelation Theory of Learning <i>John Connor</i>	No presentation this session
11:10-12:10 a.m.	The ADA @ 20 – Amended, Reinforced, and Clarified <i>Scott Lissner</i>	Overcoming the Teaching Challenge of Distracted Students with Lessons on Social Entrepreneurship <i>Andrew Gold</i>	Measuring Critical Thinking in Management Soft Skills Courses <i>Lynn Grinnell and Frank Appunn</i>	Technical Standards: Raising Awareness <i>Phil Nicotera and Stefanie Silvers</i>	Assistive Technology Lab <i>Regina Miller and Dustin Campbell</i>
12:10 - 1:10 p.m.	FL AHEAD Luncheon and Spring Meeting				
1:30 - 2:30 p.m.	Working with Students with Asperger's Syndrome <i>Susan Richmond</i>	When it Counts - Critical Thinking in a Moral Context <i>Dave Monroe</i>	Test Equity: Challenges and Issues for Students who are Deaf and Hard of Hearing <i>Katherine Bruni</i>	Teaching is Not a Solitary Process <i>Larry Goldsmith</i>	Assistive Technology Lab <i>Regina Miller and Dustin Campbell</i>
2:45 - 3:45 p.m.	Thinking Outside the SLA Box: Critical Thinking Skills for Students with Disabilities <i>Mickie Hayes, Nicole Barger, Denise Giarrusso</i>	Incorporating Authentic Assessment in the Classroom <i>Jesse Coraggio and Carol Weideman</i>	Understanding the Issues Impacting Veterans as They Transition to College <i>Jeff Cavanagh</i>	Students with Disabilities in Postsecondary Education – Maximizing Opportunities for Success <i>Linda Hogans</i>	Assistive Technology Lab <i>Regina Miller and Dustin Campbell</i>
3:45 - 5 p.m.	Florida State Update - Amy Albee – Room 1-451				

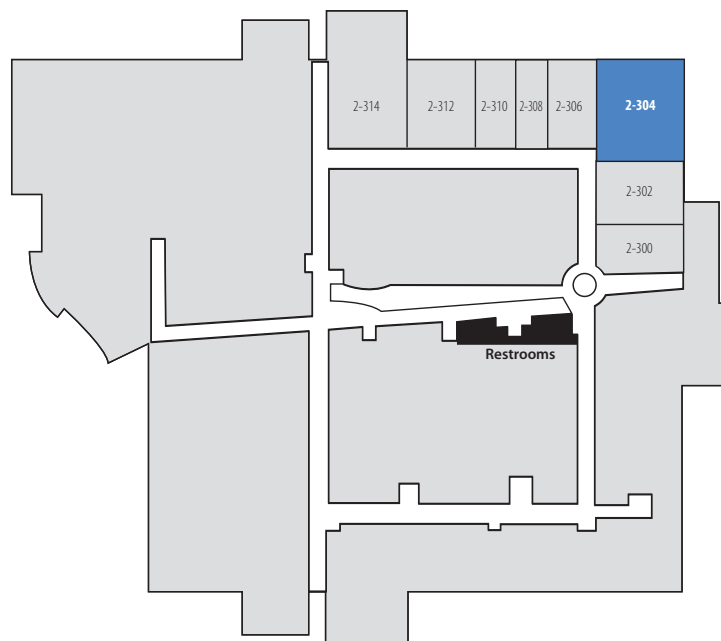
Friday, April 1

Location:	1-451	2-304	Tropics Lab	Forest Lab	1-312
8:30 - 9:30 a.m.	Incorporating Authentic Assessment in the Classroom <i>Jesse Coraggio and Carol Weideman</i>	Combating Aliens with Critical Thinking <i>Michael Earle and Janice Thiel</i>	The Mindset of Accessibility and Universal Design in Web-Based Training: Teaching Every Learner to Think Critically <i>Chris Littlewood</i>	Strategies to Get Students to Think Critically <i>Gail Lancaster</i>	No presentation this session
9:45 - 10:45 a.m.	Developing Benevolent Purpose Among Students with Disabilities <i>Bea Awoniyi</i>	Classroom Challenges: What Would You Do? <i>Eric Tucker and Tom Derzypolski</i>	Critical Thinking Trial and Error <i>Ginny Price and Cynthia Grey</i>	Out of the Closet and into the Classroom <i>Matthew Stewart</i>	Assistive Technology Lab <i>Regina Miller and Dustin Campbell</i>

EpiCenter floor plan



EpiCenter - 1st floor



EpiCenter - 2nd floor

Keynote Speakers



Opening Keynote Speaker: Johnny Good, Ph.D.

Johnny Good is professor emeritus at Beacon College, where he has served as vice president of Institutional Effectiveness and Outreach Programs. He also served as the director of the Beacon College Quality Enhancement Plan, "Enhancing Critical Thinking for Students with Learning Disabilities." Good is passionate about the idea that learning a discipline or subject matter is important but is not all there is to being educated. He believes students with learning disabilities must learn to think critically in order to function and succeed in today's complex society. As an adult with a learning disability, Good has a unique perspective of the difficulties students with learning disabilities face in their pursuit of a quality education and the role that using good critical thinking skills play in reaching one's educational goals and potential in life.

Good received his Ed.D. degree from Texas A & M University in Secondary and Higher Education. He is a frequent presenter at conferences and high schools, telling his life story of how he was told he could never attend college, and how he used "secret" study strategies to attain success in college, rising from a janitor position to becoming a college vice president. His strategies for success have inspired students with learning disabilities across the nation to never give up on themselves, and to work hard to attain their educational goals and fulfill their potential.



Closing Keynote Speaker: Rick Curry, S.J., Ph.D.

Rick Curry, S.J., Ph. D., returns to Narrowing the Gulf this year. One of our most popular keynoters, Curry brings a broad experience in teaching Theatre Arts to individuals with disabilities and working with disabled veterans. Currently, he teaches Theatre at Georgetown University, where he founded the Academy for Veterans. In 2003, he designed the Wounded Warriors Writers Program. In 2009-2010, he led Faith-based PTS-PTSD Workshops for the Military in Hawaii, Texas, Maryland, Washington, DC and Rome. Curry founded the National Theater Workshop of the Handicapped in New York City in 1977 and in 1987 inaugurated the first residential international theater school for persons with disabilities in Belfast, Maine. He has toured disability institutions in Israel as an international observer from the United Nations, and has received 23 Honorary Degrees from universities and colleges including Fordham University, the University of Maine, Fairfield University and Gonzaga University.

Curry was the recipient of the Distinguished Citizen Award from President Bush; featured as an ABC Person of the Week, and profiled on 60 Minutes, NBC Nightly News, New York Times and the Philadelphia Enquirer, among others. He has written more than 20 articles on persons with disabilities and art education, and two cookbooks, for which he was awarded the "Cook Book of the Year" and "Distinguished Soup Book."

Curry will close the conference, sharing his experiences with returning disabled veterans and inspiring us to continue our work with this special group of heroes.

Special Presentations by: L. Scott Lissner and Amy Albee

Amy Albee oversees outreach and access activities for the Division of Florida Colleges. She works in the areas of access and accountability for students with disabilities, financial aid, veterans, admissions and outreach programs, and services for underserved student populations. Albee holds a bachelor's degree in Sociology and in Anthropology from Florida State University, a master's degree in Higher Education Administration and a Ph. D. in Educational Policy and Evaluation also from FSU. She has 10 years combined experience working directly with students and with policy issues related to college students. She has previously worked as the assistant director of the Student Disability Resource Center at FSU.

Since January of 2000, **L. Scott Lissner** has served as the ADA Coordinator for The Ohio State University. Housed in the Provost's Office, Lissner is an associate of the John Glenn School of Public Policy and serves as a lecturer for the Moritz College of Law, the Knowlton School of Architecture and Disability Studies at Ohio State. His teaching informs his work as the university's disability compliance officer; energizes his role in creating seamless access to all of the university's programs, services and facilities; and guides his efforts as a catalyst for disability related initiatives. Engaged in community and professional service, Lissner is president elect and chairs the Public Policy Committee of the Association on Higher Education And Disability (AHEAD). He also serves on the board of directors for ADA-OHIO, the Editorial Board for Thompson's 504 Compliance Manual, the Columbus Advisory Committee on Disability Issues and the Ohio Governor's Council for People with Disabilities. Lissner publishes, presents and consults frequently on disability issues. Recent publications include "The Impact of the ADA of 2008 on Higher Education", Thompsons Publications; "Universal Design in the Institutional Setting: Weaving a Philosophy into Campus Planning" in Universal Design: From Accessibility to Zoning (J. Cowley-Evans & J. Nasser (Eds.) and "From Legal Principle to Informed Practice" with J. E. Jarow.

Conference Agenda

Thursday, March 31

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 Johnny Good, Ph.D.
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 your Own FI-AHEAD Luncheon and Spring Meeting
1:30 - 2:30 p.m.	BREAKOUT SESSION III
2:30 - 2:40 p.m.	Break
2:45 - 3:45 p.m.	BREAKOUT SESSION IV
3:45 - 5 pm	Florida State Update

Friday, April 1

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 Rick Curry, S.J.

Conference Schedule

Thursday, March 31

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 Johnny Good, Ph.D.

9:30 - 9:55 a.m. Break

9:55 - 10:55 a.m. BREAKOUT SESSION I

Room 1-451

Students with Intellectual Disabilities are going to College in Florida!

Jordan Knab, University of South Florida and Kristine Webb, University of North Florida

In October 2010, the University of South Florida (USF) St. Petersburg was awarded a federal grant aimed at increasing the number of youth with intellectual disabilities in postsecondary education in Florida. This session will describe the activities of the Consortium on Postsecondary Education and Intellectual Disabilities formed by USF St. Petersburg, the University of North Florida and Lynn University. Find out what tremendous opportunities and possibilities exist for students with intellectual disabilities.

Room 2-304

I Like the Way You Think – 10 Simple Ways to Get Students to Think Critically

Meg Delgado, St. Petersburg College

Participants will have the opportunity to investigate ways to help students learn to think critically about content in the classroom. Discussion will include the importance of defining critical thinking and the significance of students as skilled participants in the art of critical thinking.

Tropics Lab

Show Me the SERVICE!

Paul Martell, Accessibility Program Manager, the Governor's Commission on Volunteerism and Service, Volunteer Florida

The Governor's Commission on Volunteerism and Community Service (Volunteer Florida) has initiated several projects that provide college students with disabilities the opportunity to experience service to their community first-hand. One project, Project Impact, places high school and college students with disabilities with an AmeriCorps program to teach participants about their community and how service can provide rewards beyond the self-satisfaction individuals receive from helping others. Students also can discover their leadership abilities and experience service by participating in internships through AmeriCorps programs. See how college students can learn about changing their community and at the same time experience different career paths by participating in this and other hands-on opportunities sponsored by Volunteer Florida.

Forest Lab

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

John Connor, Daytona State College

When employed properly in the classroom, Revelation Theory of Learning (RTL) 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 technology that is interactive are all presented and discussed. Connor will emphasize, clarify and immerse the audience in all facets of RTL with the understanding that when an instructor combines all of these factors into instructional design, learning is maximized in any environment for any type of learner, including students with learning disabilities, and discipline issues are minimized.

11:10 a.m. - 12:10 p.m. BREAKOUT SESSION II

Room 1-451

THE ADA@20: AMENDED, REINFORCED & CLARIFIED

Facilitated by: L. Scott Lissner, Americans With Disability Act Coordinator, The Ohio State University

The 20th anniversary of the Americans with Disabilities Act has brought historic changes in disability law and public policy. New laws, new regulations and ongoing rulemaking have inspired a renaissance in advocacy and agency enforcement, and will define access and compliance for the next decade. This session will review the highlights of the ADA Amendments Act: resetting the ADA's definition of disability, the Department of Justice's new regulations for Titles II and III of the ADA, new accessibility standards and pending complaints relevant to Higher Education.

Room 2-304

Overcoming the Teaching Challenge of Distracted Students with Lessons on Social Entrepreneurship

Andrew Gold, State University of New York (Maritime College and Westchester Community College) and Iona College

Given the rapid integration of technology and media sources into the fabric of society, many college-aged students have grown increasingly distracted and unable to concentrate or focus on lectures and assignments. Thirty years ago, time was more abundant and media and technology sources were scarce. That environment contrasts sharply with today's world, where time has become scarce, due in part to an abundance of technology and media exposure. As a result, the learning process has become very cumbersome to many students, and teachers have been forced to become entertainers in order to compete with all of these distractions in an attempt to keep students focused on the course curriculum. One specific development from all the relentless exposure to media and technology is a general increase in awareness among college-aged students of society's social problems. Students today are more connected with individuals throughout the world and share many homogenized feelings about the ills of society, i.e., global warming. By identifying and leveraging this awareness among students, teachers can utilize social entrepreneurship as a learning tool to engage students in the learning process. Social entrepreneurship is a highly dynamic business field in which business and nonprofit leaders design, grow and lead innovative, mission-driven enterprises. Social entrepreneurship is the process by which a person or organization identifies a social problem and implements the core principles of entrepreneurship (added value business) to create, organize and manage a venture designed to impart positive social change. Unlike traditional entrepreneurial ventures, whose primary goal is to innovate and generate profit, these organizations adapt various aspects of the market economic model emphasizing a core value of people and planet rather than profit.

Tropics Lab

Measuring Critical Thinking in Management Soft Skills Courses

Lynn Grinnell and Frank Appunn, St. Petersburg College

Assessing critical thinking in soft skills courses is difficult because there is no single correct answer to soft skills problems. Professors are daunted by the prospect of more rigorous or frequent grading of essay quizzes, online discussions and papers. The purpose of this presentation is to provide a literature review on methods/best practices for assessing these soft skills in online as well as classroom assignments. It would be applicable to business, ethics, government, communication, psychology and sociology disciplines, among others.

Forest Lab

Technical Standards: Raising Awareness

Phil Nicotera and Stefanie Silvers, St. Petersburg College

How can you better ensure that students are able to meet academic and workplace qualifications in career-oriented programs? By developing and properly implementing appropriate technical standards for each program. This workshop will show participants how to create technical standards and essential functions for their programs. It also will differentiate between technical standards, academic standards, graduation competencies and essential functions. The workshop will show the benefits of this approach for students, faculty and program directors.

Room 1-312

Assistive Technology Hands-On Lab

Regina Miller, St. Petersburg College

This session is offered four times throughout the conference. Participation is limited so advanced sign-up is recommended.

Learn about the oldest and the newest, the simplest and the most complex aides available for students with disabilities and the specific technologies that address them. Following a brief introduction, participants can test for themselves the variety of technologies available for students today, from simple screen enlargers to complex voice recognition software.

12:10 - 1:10 p.m.

FL-AHEAD Luncheon and Spring Meeting

Open to members of FL-AHEAD and invited guests. Learn what is planned for the coming year. Share your insights and wishes for the affiliate. Learn how you can become involved in our State Association. Special guest Scott Lissner, president-elect of AHEAD will join us to share what is happening at the national level and answer our questions about the "hot issues" being discussed. Tickets are required for this event.

1:30 - 2:30 p.m.

BREAKOUT SESSION III

Room 1-451

Working with Students with Asperger's Syndrome

Susan Richmond, Center for Autism and Related Disabilities (CARD)

Leaving home to start college is daunting for most young adults. For the young adult with Asperger's Syndrome (AS), the task may pose so many challenges that a successful experience seems hopelessly out of reach. The syndrome hampers communication and social skills. Along with difficulties staying on top of their studies, these students may struggle with making friends and living more independently. They also may be more reluctant to ask for help. While higher education institutions usually make accommodations for students with disabilities, the law does not require them to provide the extent of services that students receive in kindergarten through 12th grade. This presentation will provide information about the specific characteristics of individuals on the autism spectrum, and practical strategies for accommodating and supporting students in all phases of college life and beyond.

Conference Schedule

Thursday, March 31 (continued)

Room 2-304

When it Counts – Critical Thinking in a Moral Context

Dave Monroe, St. Petersburg College

This session will focus on the relevance and importance of critical thinking in the context of ethical decision-making. In the course of this discussion, Monroe will elaborate on the model of moral reasoning taught in SPC's Applied Ethics courses, and recommend encouraging and fostering such thinking in our students across curricula. The aim, of course, is helping our students prepare to think when it counts.

Tropics Lab

Test Equity: Challenges and Issues for Students who are Deaf and Hard of Hearing

Katherine Bruni, PEPNet South, Crawford, GA

PEPNet convened a 2008 Test Equity Summit in response to a national needs assessment and widespread requests from stakeholders for information addressing test equity issues. Summit experts examined the challenges and problems that academic and psychological educational tests pose for individuals who are deaf or hard of hearing and demonstrated the need for collaborative solutions regarding test inequity. This presentation will identify test equity issues, explore the Summit's recommendations, provide newly developed PEPNet resources and discuss ways to work together to address classroom testing challenges, high stakes testing issues and policy-making questions.

Forest Lab

Teaching is Not a Solitary Process

Larry Goldsmith, St. Petersburg College

This presentation highlights the magnitude of accomplishments that can be achieved when talented people bring together their synergy and creativity. The session will highlight resources and tools faculty can use to encourage creative thinking, and outline an intervention designed to train students on how to assume ownership of the customer's experience. Learn how to use interventions and resources to teach your students how to make higher level decisions by applying critical thinking.

Room 1-312

Hands-on Assistive Technology Lab

Regina Miller and Dustin Campbell, St. Petersburg College

See Session II for description (page 7). Advanced sign-up is recommended.

2:45 - 3:45 p.m.

BREAKOUT SESSION IV

Room 1-451

Thinking Outside the SLA Box: Critical Thinking Skills for Students with Disabilities

Mickie Hayes, Nicole Barger, Hillsborough Community College and Denise Giarrusso, Florida State College at Jacksonville

Who would win a battle between Batman and Superman? What can adults really learn from SpongeBob SquarePants? Student Life Skills (SLS) courses are designed to strengthen basic academic and life skills while promoting critical thinking and college success. Very often, a large number of students who have been diagnosed with disabilities are enrolled in SLS, yet those same students may not have self-identified to Disability Services. This presentation offers SLS faculty and DSS providers basic disability awareness, and some innovative lessons and interventions to encourage critical thinking and college success. Stop by and learn how aliens follow directions!

Room 2-304

Incorporating Authentic Assessment in the Classroom

Jesse Coraggio and Carol Weideman, St. Petersburg College

Is there an alignment between your classroom instruction and assessment? Are your students taught practical applications of material and then assessed using a multiple-choice test? This presentation will review various types of classroom assessment practices with a specific focus on the creation and implementation of authentic assessment. Note: This session is being repeated on Friday morning at 8:30 a.m.

Tropics Lab

Understanding the Issues Impacting Veterans in the Classroom as they Transition to College

Jeff Cavanagh, St. Petersburg College

Join Jeff Cavanagh, the Veterans Affairs Coordinator of St. Petersburg College, to discuss 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.

Forest Lab

Students with Disabilities in Postsecondary Education: Maximizing Opportunities for Success

Linda Hogans, St. Petersburg College

This session provides an opportunity to discuss student access and success at the post-secondary level, and some of the unique internal and external challenges to student engagement.

Room 1-312

Assistive Technology Hands-On lab

Regina Miller, St. Petersburg College

See Session II for description (page 7). Advanced sign-up is recommended.

Room 1-451

FLORIDA STATE UPDATE

Amy Albee, Florida Department of Education

Learn about the most current initiatives happening at the state level and get your questions answered.

3:45 - 5 p.m.

Friday, April 1

8:30 - 9:30 a.m.

Breakout Session V

Room 1-451

Incorporating Authentic Assessment in the Classroom

Jesse Coraggio and Carol Weideman, St. Petersburg College

See Session IV for description (Page 8).

Room 2-304

Combating Aliens with Critical Thinking: Using Your Critical Thinking Skills

Michael Earle and Janice Thiel, St. Petersburg College

Many people who have grown tired of exotic pets have dumped them in the Everglades, and with no natural predators, these "aliens" have become a danger to native species. In this session you will put your critical thinking skills to work combating this dilemma by participating in an activity involving the six core elements: communication, analysis, problem-solving, evaluation, synthesis and reflection. Come prepared to share your strategies for teaching for critical thinking.

Tropics Lab

The Mindset of Accessibility and Universal Design in Web-Based Training: Teaching Every Learner to Think Critically

Chris Littlewood, St. Petersburg College

How can we achieve and enhance accessible learning in web-based training? Technology and web-based training makes accessibility easier and harder. There is no longer (or never really was) a common description for "the average learner" or "regular student." Besides multiple learning styles for students, there is the strong need for educational curriculum that is designed with every student in mind and considers a myriad of needs. Cultural and ethnic backgrounds play a role in how each facilitator's message is received. Furthermore, learners with various disabilities may require additional accommodations to understand the content. However, it's more than meeting accessibility requirements. Meeting the needs of every learner is a mindset to help each learner meet his or her maximum potential. Beyond a mindset, it is a goal to help learners think critically, participate and function as learners. This presentation will focus on problems with meeting accessibility requirements (it's more than just Section 508 compliance), knowing your audience, flexibility in design, universal design that helps learners think critically, all functional needs (as related to education), accessible/universal design (not as expensive or time consuming as you think) and planning ahead for accessible/universal design.

Forest Lab

Strategies to Get Students to Think Critically

Gail Lancaster, St. Petersburg College

How do you create a classroom environment that is conducive to critical thinking? How do you tweak your assignments so that students are given opportunities to think critically? How do you frame essential questions so that students think critically about the content? These questions and more will be addressed in this interactive presentation.

Conference Schedule

Friday, April 1 (continued)

9:45 - 10:45 a.m.

BREAKOUT SESSION VI

Room 1-451

Developing Benevolent Purpose Among Students with Disabilities

Bea Awoniyi, Taylor Thompson and Kelly Dwight, Florida State University

This program introduces a tripod model highlighting the different levels of benevolent purpose development among college students with disabilities and explains factors that affect how they navigate through these levels. Before their benevolent purpose can be realized, students must first recognize their personal and social identities. Our program will incorporate theories associated with student identity development on the disability level and serve as a guide to help students find their benevolent purpose while in college.

Room 2-304

Out of the Closet and Into the Classroom

Matthew Stewart, St. Petersburg College

This workshop will first review Cass' sexual-identity development model along with demographic information about gay, lesbian, bi-sexual and transgender (GLBT) students. Next, the unique challenges faced by this population in the classroom will be reviewed, including harassment and marginalization. At the end, strategies will be introduced that educators can implement to help create a safe learning environment for GLBT students.

Tropics Lab

Critical Thinking: Trial and Error

Ginny Price and Cynthia Grey, St. Petersburg College

The focus of this session is on critical thinking measurements and interventions used at the associate's and bachelor's degree level, implemented as part of SPC's critical thinking initiative for the scholarship of teaching and learning. The various methods used and their outcomes will be discussed. Measurements from students' critical thinking assessments will be shared. Key components of critical thinking presented will be:

- Using active learning techniques based on the concept of problem-based learning (PBL).
- Exploring the value of collaborative learning (CL) to enhance scholarship and hone critical thinking skills.
- Using assessments to drive instruction and increase learner's abilities to think through content, using displayed skills in reasoning.

Forest Lab

What to do When the Disability is Yours?

Video Tools to Get Faculty Talking About Teaching and Disabilities

Eric Tucker and Tom Derzypolski, St. Petersburg College

This lively interactive session will use short video tools to engaging faculty in discussion about teaching students with disabilities. These three short videos present problem classrooms with suggested questions and discussion starters. These videos were written and produced with the cooperation of students with disabilities. The vignettes have been used successfully to promote lively discussion among faculty members, and you can use them again on your home campus.

Room 1-312

Assistive Technology Hands-On lab

Regina Miller, St. Petersburg College

See Session II for description (page 7). Advanced sign-up is recommended.

About our Presenters

Frank Appunn, a Professor in the College of Business at St. Petersburg College, focuses on management, technology, and security. He specializes in rich media for online teaching with ongoing experience at five institutions covering bachelor's degrees to doctoral dissertation mentor. He headed the Technology Management Degree program at SPC. Frank has 22 years of experience as a global entrepreneur, creating and heading high technology companies with interests in Europe, Africa, and North America. His research interests include value creation through technology, use of rich media, virtual teams, and systems security. He holds a Ph.D. in management, organization, and technology, an MBA, and a CISSP.

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 post-secondary access for students with disabilities.

Awoniyi has forged collaborations with academic affairs and student affairs on FSU campus, worked to create mutual understanding between school districts and the university community, increased awareness and access within her church, and encouraged open communication and dialogue between adults and youth. A student affairs professional, Awoniyi focuses on student development, using opportunities as learning experiences upon which leadership can be developed and enhanced.

Katherine Bruni is the Outreach Specialist for the Georgia/Florida PEPNet-South Outreach Site. She also 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 test equity and English access issues for students who are deaf and hard of hearing for most of the more than 30 years she has spent in deaf education.

Currently, she serves on the PEPNet Test Equity Committee, which planned the Test Equity Summit in August 2008. This committee is working on answers for stakeholders regarding testing accommodations for students who are deaf and hard of hearing, including issues about interpreting tests. Bruni also served on the Commission on Rehabilitation Counselor Certification Advisory Panel in 2007, hosted the English Access Forum in 2005 and currently leads the PEPNet Technical Assistance national workgroup. She completed undergraduate work in special education at the University of Maryland and received a master's degree from California State University at Northridge in the National Leadership Training Program in 1979.

Dustin Campbell is a Technology Resource Specialist with the Assistive Technology department at St. Petersburg College. He has been with SPC since 2007, originally working in technical support. He now is responsible for deploying and maintaining labs with assistive technology software and equipment, assisting students and ensuring that daily technical operations of the department run smoothly.

Jeff Cavanagh is the Veterans Affairs Coordinator for St. Petersburg College. After serving 22 years in the United States Navy, Cavanagh left active service and began working in the private sector. He holds a bachelor's degree from Jacksonville State University and received a variety of training during his military service, including Leadership & 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 1 gold star, Navy Unit Commendation and several additional awards and honors. Cavanagh brings a unique perspective to the conference as a veteran who successfully made the transition to civilian life and who now, in his words, is working in his "dream job."

John Connor is an education professor at Daytona State College. His Revelation Theory of Learning (RTL) is a universal theory that maximizes a student's understanding and internalization of subject matter. Connor says 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 United States and Canada since 2004. He also has presented RTL for textbook giant Pearson Publishing Inc. at their sanctioned events throughout Florida. In September 2007, Connor presented his theory at the Florida Association of Teacher Educators' Annual Conference in Orlando and to the Lee County Public School system on behalf of Pearson Publishing Inc. Connor recently presented RTL at the 2009 Florida Educational Technology Conference and The Annual International Conference for Teaching & Learning. This is his fourth workshop presentation for Narrowing the Gulf.

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.

Meg Delgato is a graduate of Clemson University with a bachelor's degree in biological sciences and a master's degree in agricultural education. She has taught and developed curricula, including an award-winning ecology program for students in middle and high school science courses. She also has served as a curriculum specialist for St. Petersburg Collegiate High School, a charter high school on the Gibbs Campus of St. Petersburg College that allows students to simultaneously earn a high school diploma and an associate's degree. Delato considers two key professional development experiences as her most significant career accomplishments: she earned National Board Certification in biology in the fall of 2001 and her doctorate in curriculum and instruction from the University of South Florida in fall 2008. She currently serves as director of curriculum and student success for the College of Nursing at SPC.

Tom Derzypolski has taught ethics at St. Petersburg College since 1991 and is a contributor for Ethics Applied, Edition 5.0 (Pearson Education, 2006). He earned both a B.S. and M.S. from Florida State University and has an extensive broadcasting background. Derzypolski served as a disability champion for SPC's Disability Awareness Project for three years and continues to advocate for students with disabilities.

Mary Deschamps is the online accessibility technician at St. Petersburg College. In this position, she evaluates, devises and retrofits online course material so it is accessible for all learners. Before working at with SPC, Deschamps was with Pellissippi State College in Tennessee where she provided services to students with disabilities in both online and face-to-face classes.

Michael Earle earned a Ph.D. and master's degree in linguistics from the University of Southern California and a bachelor's degree in anthropology from the University of California at Los Angeles. He has more than 30 years teaching experience at the university level and currently teaches in the Social and Behavioral Sciences department at St. Petersburg College. He has published several articles and made presentations at, among others, the Third World Congress of Phoneticians in Tokyo, Japan, and the American Association of Phonetic Sciences in San Francisco. Earle is a member of the Modern Languages Association, the National Council of Teachers of English, the Linguistic Society of America and others, including the St. Petersburg Sunrise Rotary Club.

Denise Giarrusso is the director of the Office of Services for Students with Disabilities at Florida State College at 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 in various settings. In her current position, she collaborates with administrators, faculty, staff and students to navigate accommodation to ensure access within the college community. In addition, she works closely with local county school personnel, Project 10: Transition Education Networks, and state, federal and nonprofit agencies to promote awareness of accessibility services available to post-secondary students and coordinates referrals to meet individual student needs.

About our Presenters (continued)

Andrew Gold is the founder of Terrapath, Inc, a social entrepreneurial venture started in 1994 with a mission of delivering IT and business consulting services to the nonprofit sector. Before starting his own firm, Gold worked for 12 years on Wall Street, first serving as a senior vice president and market strategist for Prudential Securities and Lehman Brothers and later raising \$47 million to start a hedge fund business. Drawing from his myriad of business experience, professional skills and educational background, Gold teaches courses at Iona College; the State University of New York, Westchester Community College; the State University of New York, Maritime College and the City University of New York, Bronx Community College. His areas of expertise include international business, marketing, organizational behavior, international economics, finance and macroeconomics. Gold holds a bachelor's degree from the State University of New York, Oswego, an M.S. degree in management from Manhattanville College and is in the process of completing his Ph.D. in business administration at North Central University. His core areas of research include social entrepreneurship, ethics and behavioral economics.

Larry Goldsmith, CWDP, P.E.T, is a faculty champion and the Instructor-in-Charge of the parks and leisure services program at St. Petersburg College. Before holding this position, Goldsmith led career development services at SPC. Goldsmith is a Certified Workforce Development Professional, Certified Personal Empowerment Facilitator and the author of "Building the Looking-Glass Résumé" and "The Anatomy of a Job Fair."

Cynthia Grey, D.M. is a faculty member in the Bachelor of Applied Science in Veterinary Technology program. She received her doctorate in management and organizational leadership from the University of Phoenix. Grey teaches a range of managerial and research courses and has 12 years experience as a hospital administrator for an accredited American Animal Hospital Association practice. Her fields of interest are leadership and ethics. She is a member of several organizations and is a director for the Alumni Association Network.

Lynn Grinnell is on the faculty for the new sustainability management program in the College of Business at St. Petersburg College. Since 70 percent of SPC's College of Business courses are offered online, she has been researching student attitudes and instructional best practices in online vs. classroom instruction. She has a doctorate in curriculum and instruction with a specialization in instructional design and a cognate in learning psychology, and a Master of Science in Management. She was a Master Quality Instructor in the U.S. Air Force, and former SACS accreditation liaison and QEP director at SPC.

Mickie Hayes has been with Hillsborough Community College for more than 10 years. In that time, she has assisted students with disabilities as a coordinator of services for students with disabilities and as a learning disability specialist. As a learning disability specialist, Hayes provides study strategy workshops and specialized learning strategies for students who struggle with college academics. She also serves as an adjunct instructor in the HCC prep writing program and is an active member of the Hillsborough County Disability Day Mentoring Steering Committee.

Linda Hogans currently serves as the director of the Office of Special Programs for St. Petersburg College. The Office of Special Programs includes Student Support Services (SSS) a federally funded TRIO program, Women on the Way (WOW), the College Reach Out Program (CROP) and the Center of Excellence. Goals of the department include student engagement, retention, and graduation of middle and high school students, and degree-seeking college students. Hogans serves on the board of directors for the Florida Fund for Minority Teacher, Inc., Pinellas Opportunity Council and Pinellas County HeadStart/Early HeadStart agencies.

Jordan T. Knab is a research faculty member within the College of Education at the University of South Florida, St. Petersburg. He currently serves as the principal investigator of two state grants and one federal grant addressing the transition needs of Florida's youth with disabilities, ages 14 to 22. Knab is the director of Project 10: Transition Education Network, Florida's statewide discretionary project for transition. Before Project 10, he served as the director

of the Transition to Independence Process (TIP) project, based out of USF/Florida Mental Health Institute. The TIP project focused on the successful transition of Florida youth with emotional and behavioral disabilities.

Before moving to Florida in 2002, Knab worked in Washington, D.C., where he managed state and federal projects related to the transition of youth with disabilities with the Academy for Educational Development, an international nonprofit firm. He completed his Ed.S. degree and doctoral studies in the area of transition leadership at George Washington University. His master's degree is in school psychology and he has practiced psychology, and assessment in public school settings and private practice.

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 Ph.D. from Barry University, her M.A. in Library and Information Science from USF, and her B.S. in Education from Delta State University. The focus of her postgraduate work was teaching for critical thinking, focusing her dissertation on the effect of using an information problem-solving model (FINDS) on critical thinking skills. She currently is authoring a website, Informationfluency.net, that promotes critical thinking in the evaluation of information.

Chris Littlewood is a project coordinator with the Center for Public Safety Innovation (CPSI) at St. Petersburg College. He has been an adult educator and project manager for more than 15 years with an emphasis on technology and public safety. Littlewood has provided education, project management and technology support to government employees, military and the general public in areas such as security, emergency and disaster preparedness, and the use of new technology. He has extensive experience in interactive course design, including accessible training for functional need populations and people with disabilities. His educational philosophy includes a mindset of accessible and universal design.

Littlewood has a genetic sensorineural hearing loss that has progressed since he was in his early 20s. Currently, he has a severe to profound hearing loss in both ears. Littlewood communicates regularly with the local, state and national deaf and hard of hearing community to advocate for the need to provide functional equivalency in meeting communication needs.

Recently he served as a FEMA delegate to the national conference for disability integration in emergency planning. He is a committee member for the EACC for the FCC for implementation of the 21st Century Act and NG911 for people with disabilities, a councilmember for the Florida Coordinating Council for the Deaf and Hard of Hearing (term 2010-2012), a member of the Advisory Committee for the Telecommunications Access System Act (TASA) for the Florida State Public Service Commission and a state task force for the Governor's Commission on Disabilities. Littlewood holds a master's degree in instructional technology and a bachelor's degree in social science and education from the University of South Florida.

Paul N. Martell graduated from Florida State University with a Bachelor of Science in Psychology, a Master of Science in Rehabilitation Services and an Educational Specialist degree with an emphasis in guidance and counseling. His professional experience with the Agency for Persons with Disabilities, Leon County Schools and Ability1st has provided him with extensive knowledge regarding disability issues.

As the accessibility program manager for the Governor's Commission on Volunteerism and Community Service, Martell is responsible for insuring that persons with disabilities are recruited and retained as members in Florida's AmeriCorps programs. He provides technical assistance and training for staff and local projects, and identifies resources for reasonable accommodations to support AmeriCorps members with disabilities in completing their terms of service.

Martell has completed more than 500 hours of volunteer service as a crisis counselor and volunteer training assistant for Big Bend 211. He represented persons with disabilities as a member of the Local Coordinating Board for the Transportation Disadvantaged and served for two terms as Board President for Ability1st, a Center for Independent Living. In 2009, the Able Trust as part of their annual Ability Awards, named Martell "Public Employee of the Year."

Regina Miller is the assistive technology specialist for St. Petersburg College, providing support for the Office of Disability Resources. She has been with disability resources since 1998, when she began as a work-study student. She has a Bachelor of Science degree in technology management, an Associate in Science degree in sign language interpretation, an Applied Technology Diploma for an associate addiction professional and a certificate in web design. Miller recently began working on her master's degree in assistive technology.

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

Phil Nicotera, M.Ed., M.D., is the Provost of St. Petersburg College's Health Education Center and has been with SPC since 1995. He served as an adjunct instructor of anatomy and physiology, a full-time faculty member in the Natural Science Department and associate provost of the Health Education Center. Nicotera is a graduate of the University of Bologna, School of Medicine and Surgery, and holds a master's in education from the State University College at Buffalo and a bachelor's in psychology from Daemen College. Before his employment at SPC, he held several healthcare positions, including a research position with USF/All Children's Hospital in pediatric endocrinology and medical director of several clinics in the southeast. Nicotera has served as principal investigator for the U.S. Department of Labor and the Department of Education grants. He is a contributor to anatomy and physiology publications.

Ginny Price graduated from the veterinary technology program at St. Petersburg Junior College in 1981 and became certified the same year. She has worked at small animal practices and teaches small animal behavior and other courses in SPC's veterinary technology program. She was an animal behavior laboratory research assistant at the University of South Florida, where she earned a B.A. in Psychology. She holds a master's degree in general psychology from Walden University and a Veterinary Technician Specialist in Behavior, VTS (Behavior). She has given lectures on animal behavior for various local, state and national veterinary conferences. Price is a member of Florida Veterinary Technician Association (FVTA), Association of Veterinary Technician Educators (AVTE), American Association for Laboratory Animal Science (AALAS) and North American Veterinary Technician Association (NAVTA). She is a founding member and past president of The Society of Veterinary Behavior (SVBT) and a founding member of The Academy of Veterinary Behavior Technicians (AVBT).

Susan Richmond is a consultant at the Center for Autism and Related Disabilities (CARD) at USF. Beginning her career in a state developmental center for people with intellectual disabilities, she has more than 30 years of experience in the field of disabilities. Richmond has a bachelor's degree in social work and a master's in education. As Deputy Director of the New Jersey Council on Developmental Disabilities for 20 years, she participated in numerous advocacies and policy-related activities aimed at improving the quality of life for individuals with disabilities. At CARD, Richmond works directly with individuals with disabilities, their families and professionals to provide the resources those individuals need to increase their quality of life and success.

Stefanie C. Silvers has been working as 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. Silvers received her master's degree in education and master's degree in psychological counseling from Columbia University Teachers College. She also received an education specialist degree in special education from George Washington University. Her specialty areas are learning disabilities and transition from secondary to postsecondary education. Currently, she is working on furthering her education in the area of reading.

Matthew Stewart is a doctoral candidate in curriculum and instruction at the University of South Florida's Department of Adult, Career and Higher Education. His research interests include persistence and retention for underrepresented student populations, effective teaching and learning at the undergraduate level and incorporating diversity issues across the curriculum. Currently, Stewart works at St. Petersburg College where he is an adjunct instructor.

Janice Thiel is the director of St. Petersburg College's Quality Enhancement Plan and serves as the college's liaison to the Southern Association of Colleges and Schools. She has been involved in education for more than 23 years, working as a classroom teacher, curriculum designer and technology coordinator for a state education agency. Thiel earned her master's degree in educational technology from San Diego State University and her doctoral degree in leadership and education from Barry University. During her post-graduate studies, she began to focus on integrating technology in education, particularly Internet-based learning applications, and her dissertation compared traditional to online instruction. Thiel also teaches online classes at SPC.

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 training in education in seven countries in Latin America. Before coming to SPC's Ethics Department, he served as a research faculty member in health science at the University of South Florida. He recently completed a training video about the ethics of teaching and students with disabilities.

Carol Weideman holds an M.S. and Ph.D. in statistics from Temple University. She has been employed at St. Petersburg College since 1999 and is currently a mathematics professor on the St. Petersburg/Gibbs Campus. Her previous positions at SPC include program director for mathematics and natural science on the Clearwater Campus and director of Institutional Research and Effectiveness. Weideman received the 2011 NISOD Innovative Pedagogical Approach to Teaching and Learning award for her adaptation of elementary statistics mathematics courses to coincide with the needs of students in the nursing program in an effort to make the learning experiences relevant to their field.

Kristine Wiest Webb, Ph.D., is an associate professor in the Department of Exceptional and Deaf Education and Director of the Disability Resource Center at the University of North Florida. She is the immediate past president of the Division on Career Development and Transition, and a former president of the Florida Division on Career Development and Transition. Before joining the UNF faculty, she served as the director of the Florida Network: Information and Services for Adolescents and Adults with Special Needs housed at the UF. Her interest in teacher preparation began with a four-year assignment as the coordinator of a collaborative special education intern program at the University of New Mexico. Before this assignment, Webb was a high school teacher for 17 years. Along with her interest in secondary education teacher preparation, she has a long-standing interest in post-secondary education for individuals with disabilities, family involvement and collaboration, and transition to adult life for individuals with disabilities.

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