11th Annual Conference

March 18-19, 2010
St. Petersburg College EpiCenter
13805 58th St. N
Clearwater, Fla.

St. Petersburg College

Excellence in education since 1927

St. Petersburg College is dedicated to the concept of equal opportunity. The college will not discriminate on the basis of race, color, religion, sex, age, national origin, or marital status, or against any qualified individual with disabilities, in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this rule, the college will not tolerate such conduct. Should you experience such behavior, please contact the director of EA/EO at 727-341-3261, by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by e-mail at eao_director@spcollege.edu.
Dear Conference Participants,

Welcome to the 11th annual Narrowing the Gulf Conference to be held March 18, 2010. Our goal is 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.

The conference is designed to allow time for networking. I hope you will take advantage of the breaks to interact with colleagues and make new friends among your colleagues.

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

Warmest regards,

President
Debby Huffman has been an advocate for her 19-year-old son Dan since he faced in learning to use assistive technology. She has experienced many of the needs. 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.

Dr. Gail Lancaster has been an academic librarian at SPC St. Petersburg/Gibbs Campus since 2004 and serves as the Faculty Chair of the Quality Enhancement Committee. She earned a master’s degree in Library and Information Science from the University of South Florida, and her bachelor’s degree and staff and students to navigate campus institutional structures. Her master’s degree focused on higher education and 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, and publications and conference presentations focus on a variety of interest 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.

Andrew Robinson-Nual has spent 13 years working with non-traditional students. She teaches courses in the Career and Disability Career Development and is an adjunct instructor for the Adult Basic Skills program in Chester, Pa., and for more than five years worked with non-credit 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 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 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 students.

Valerie Stafford-Malls 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 other events. 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 applied ethics issues relating to quality of life and the nature of personhood.

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# Workshop Sessions at a Glance

## Thursday, March 18

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<tr>
<th>Time</th>
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<tr>
<td>9:55-10:55 a.m.</td>
<td>Top 10 Trends in Higher Education and Disability</td>
<td>2-304</td>
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<td>Stephan Smith</td>
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<td>11:10 a.m.-12:10 p.m.</td>
<td>Legal Issues Impacting Disability Service Provision</td>
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<td>1:30-2:30 p.m.</td>
<td>Academic, Social, Independence Transitions: College Freshmen with Autism Spectrum</td>
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<td>Betty Stoutsmirl and Debbie Huffman</td>
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<td>2:40-3:40 p.m.</td>
<td>Transitioning from K-12 for Students with Disabilities</td>
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<td>Lyman Dukes</td>
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## For Under-Represented Students in Postsecondary Education and St. Petersburg College's Critical Thinking Institute

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 underrepresented 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 Averno, Assistant Dean of Students and Director of the Student Disability Resource Center at Florida State University, has been in the disabilities 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 meaningful understanding between school districts and the university community, and encouraged open communication and dialogue among students and youth. Her disability services expertise spans from the community college to the research of university environment.

Katherine Brael 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. Brael has been involved in deaf education for more than 35 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 PEPIET 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. Brael engaged the English Access Forum in 2005, served on the Commission on Rehabilitation Counselor Certification, and worked on the National PEPIET Test Equity Committee Panel in 2007, and currently leads the PEPNet Technical Assistance National Panel.

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 customer service experience, which she thinks has prepared her for her current role.

Jeff Cavanaugh is the Veterans Affairs Coordinator for St. Petersburg College. After serving 22 years in the U.S. Navy, Cavanaugh 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 management, 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 Commendations, and several additional awards and honors while serving in the Navy. Cavanaugh brings a unique perspective to the conference, as a veteran who successfully made the transition to civilian life and who is, in his words, working in his dream job.

John Conner is an Education Professor at Daytona State College. His Revelation Theory of Learning is a unique 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. Conner, a former K-12 school psychologist, has been teaching REL at various conferences throughout the U.S. and Canada since 2004. He also has presented RELs for textbook publisher Pearson Publishing Inc. at sanctioned events throughout Florida. John recently presented REL at the 2003 Florida Educational Technology Conference and the annual International Conference For Teaching and Learning. This is his fourth workshop for Narrowing the Gulf.

Dr. Jeff Coraggio is the Director of Academic Effectiveness and Assessment at St. Petersburg College. He received his doctorate in Educational Measurement and Analysis 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 curriculum specialist for St. Petersburg College High School, a charter high school on the St. Petersburg/Gibbs Campus of St. Petersburg College that allows students to simultaneously earn 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 2006. She is Director of Curriculum and Student Success for the College of Nursing at St. Petersburg College.

Tom Deryczynski 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 returned to active duty in 2007 and joined the Department of Veteran 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 co-authored the recently published book “Preparing Students with Disabilities for College Success: A Practical Guide to Transition,” has published numerous articles, and has given numerous 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 summation of Performance.

Tom Falkinburg is a supervising general attorney with the U.S. Department of Education, Office for Civil Rights, currently detailed as the Special Assistant to the Chief Regulatory Attorney. Working out of the Atlanta office, he assists in the supervision of numerous programmatic functions, especially the review of the investigative findings of investigations 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. 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 assisted in numerous appellate court cases, 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

Friday, March 19 (cont.)

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 at 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 Garuccio, 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 Henting, 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.
Keynote Speakers

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.

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 it also 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.

Thursday, March 18 (cont.)

3:45 – 5 p.m.

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.

Friday, March 19, 2010

8:30 – 9:30 a.m.

BREAKOUT SESSION V

Room 1–451

Students with Disabilities in Postsecondary Education: Maximizing Opportunities for Success

Dr. Linda Hughes, 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.

Room 2–204

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 2–208

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 1–424

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.

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Thursday, March 18 (cont.)

Tropics Lab
Symposium on Developing an Instructional Portfolio
Dr. Bonnie Jeffris 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/class disciplines can use this information in their own classes.

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.

BREAKOUT SESSION IV
Room 1-451
Transitioning from K-12 to College for Students with Disabilities
Dr. Lynne Dukas, 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 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. Andrea-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
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.
Narrowing the Gulf

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

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 these impulses, the discussion will move on to consider several of the most powerful trends in terms of disability and 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 Morrow, 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, FESC, F-5, 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 critical thinking. This presentation will explore the dissertation’s key points and listing opportunities that can occur in the classroom in which instructors can assist students in practicing this strategy.

Room 3-306
Engaging Students with PowerPoint Presentations: Recent Research and Innovations
Rich Mercader, 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.

Room 2-304
Tropics Lab

Room 2-308

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 Sorens, 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 then discuss a step-by-step strategy for students to use in answering multiple-choice questions. The presenter 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 Wilby, 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 perceive them. This interactive workshop will explore these experiences 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.

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 Bruno, DeafEd, and Valerie Stafford-Rodri, 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 degree, 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 Mercader, 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.

Room 1-324
A Rubric for Moral Reasoning: Critical Thinking in Ethics Applied 6.0
Dave Morrow, 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, FESC, F-5, 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 critical thinking. This presentation will explore the dissertation’s key points and listing opportunities that can occur in the classroom in which instructors can assist students in practicing this strategy.

Room 2-304
Tropics Lab

Room 2-308

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 Sorens, 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 then discuss a step-by-step strategy for students to use in answering multiple-choice questions. The presenter 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 Wilby, 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 perceive them. This interactive workshop will explore these experiences 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.

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 Bruno, DeafEd, and Valerie Stafford-Rodri, 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 degree, 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.

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