

Co-sponsored by St. Petersburg College's Critical Thinking Institute and the
Florida Association on Higher Education and Disability (FL-AHEAD)

Narrowing the Gulf

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

THIRTEENTH
ANNUAL
CONFERENCE

March 29-30

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



St. Petersburg College

SPC

St. Petersburg College



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March 28, 2012

Dear Conference Participants,

Welcome to the thirteenth 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, Stephen Hamlin-Smith, Executive Director of the national AHEAD will be joining us with a special presentation on the Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities.

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.'.

William D. Law, Jr.

President

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, and the college's comprehensive, sophisticated program of today is the result of responding to community and student needs.

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

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

This year, SPC was awarded a three-year grant from the Able Trust to provide professional career placement for graduates with disabilities.

SPC's Critical Thinking Institute

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 tenth Critical Thinking Institute, and the fourth 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 for this year's conference. Members and interested professionals are invited to the association's spring luncheon on Thursday.

General Information

Name badges: We encourage you to wear your name badge to all conference sessions and scheduled events. They are helpful for networking opportunities and reflect that you completed registration.

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

Lost and found: A lost and found will be staffed throughout the conference at the registration table for items you have found or lost.

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 during conference hours.

Breakfast: A continental breakfast will be available each day of the conference.

Local highlights: Please see the brochures in your conference package for information about local restaurants, museums and other highlights.

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

Wednesday, March 28

8:30 a.m.-5 p.m. Telling your story: Designing an Integrated Approach to Program Assessment – Room 2-304
Carol Funckes

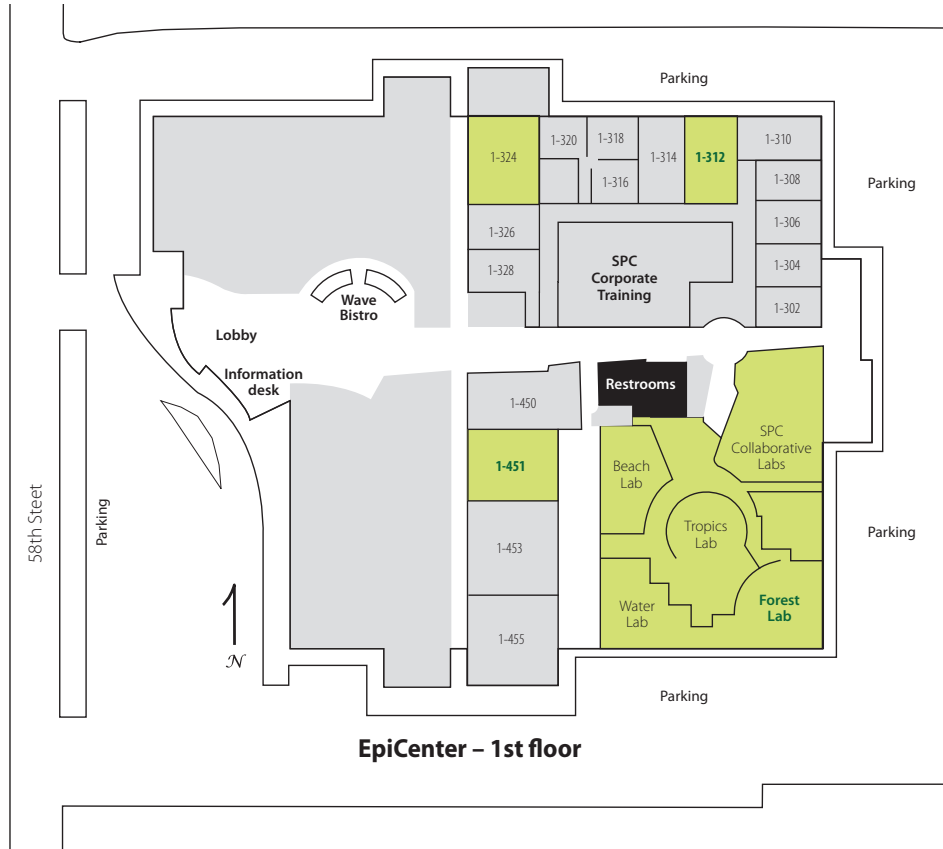
Thursday, March 29

Location:	1-451	2-304	Room 1-324	Forest Lab	1-312
9:55-10:55 a.m.	Tips and Strategies to help students develop and hone their metacognitive and critical thinking skills <i>Dr. Edna Ross</i>	Teaching for Critical Thinking in Career & Technical Education <i>Larry Goldsmith</i>	Vocational and Technical Training Opportunities for Students with Intellectual Disabilities <i>Denise Giarrusso Daniel West</i>	Listening Disorders & Assistive Listening Accommodations <i>Ellie Ward</i>	
11:10a.m.-12:10 p.m.	The future of e-text and other accessible instructional materials: outcomes of the Federal Commission <i>Stephan Hamlin-Smith</i>	Managing Change in a Changing World <i>Gary Graham</i>	Five Common Communication Mistakes that Educators Make (and How to Correct Them) <i>Rich Mercadante</i>	Rewriting Course Content for Today's Adult Learner <i>John Zisk</i>	Assistive Technology <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.	Technology Tools Re-Imagined: Easily Create Accessible Educational Materials <i>Joe Tedesco</i>	Humor as a Means of Critical Thinking <i>Dave Monroe</i>	Supporting Students with Aspergers in the College Setting <i>Susan Richmond</i>	Student Life & Leadership Collaboration with Faculty to Engage Critical Thinking in Underrepresented Students <i>Erin Senack-Daum</i>	
2:45-3:45 p.m.	Success Strategies for African American Male Community College Students <i>John Banks</i>	Adaptive Learning: The Future of Digital <i>George Greenlee Douglas Reiner</i>	An Antidote to MAT 0024 Failure <i>Amy Kelley Alison Gonzalez Zachary Foulk</i>	Creating and Expanding an Inclusive TPSID Program <i>Mickie Hayes Kristine Webb</i>	Assistive Technology <i>Regina Miller Dustin Campbell</i>
3:45-5 p.m.	Florida State Update – Lynda Earls and Wanda Young – Room 1-451				

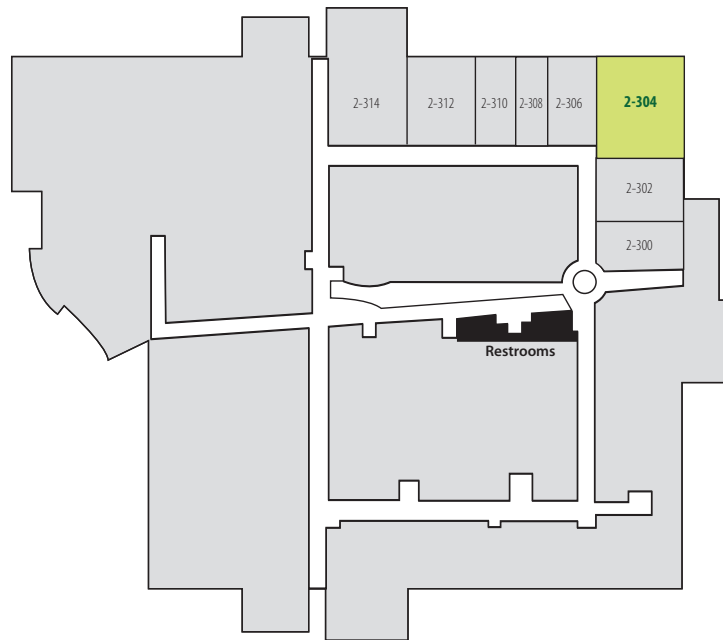
Friday, March 30

Time	Room 1-451	Room 2-304	Room 1-324	Forest Lab	Room 1-312
8:30-9:30 a.m.	I'm Not in Kansas Anymore – Transitioning for Students with Disabilities <i>Kris Webb</i>	Serving students with Mental Illness in the College Setting <i>Gay Hawk</i>	Critical Thinking Tools <i>Ginny Price</i>	Academic Freedom & Accessible course Design: Are They Compatible? <i>Karen Fritch Mary Deschamps</i>	Assistive Technology <i>Regina Miller Dustin Campbell</i>
9:45-10:45 a.m.	Serving Veteran Students in College <i>Jeff Cavanagh</i>	Excused Absences as Reasonable Accommodation <i>Bea Awoniyi Tim Ebener</i>	Re-Imagining Critical Thinking in the Digital Age <i>Matthew Bodie Cher Gauweiler</i>	Effective Teaching for the Age 50+ Learner <i>Sheila Newberry Shirley Collar</i>	

EpiCenter floor plan



EpiCenter - 1st floor



EpiCenter - 2nd floor

Keynote Speakers



Opening Keynote Speaker: Dr. Edna Ross, Ph.D.

Edna Ross has been with the University of Louisville since 1984 and is an Associate Professor of Psychology with specializations in learning and cognitive psychology. She co-teaches one of the largest and most popular undergraduate courses at the university in two sections of Introduction to Psychology with total course enrollments of 600-700 students each semester.

Ross has received several awards for teaching and student involvement from the University of Louisville including the College of Arts and Sciences' Distinguished Teaching Award, the Delphi Center for Teaching and Learning's Faculty Favorite Award, the Black Faculty and Staff Faculty Recognition Award and the Porter Scholars' Outstanding Faculty Recognition Award. She regularly is honored as a Red and Black Faculty Mentor, an honor given by a student athlete to an instructor whose teaching and advising have inspired the student to achieve academic excellence.

In addition to her faculty role at the University of Louisville, Ross has a joint appointment with the Delphi Center for Teaching and Learning as the Specialist for Critical Thinking. In this capacity, she serves on the university's re-accreditation Quality Enhancement Plan team and is responsible for providing faculty development programming and training to university faculty on incorporating critical thinking activities into their courses.

Ross continually strives to introduce and foster the effective use of instructional technology in her classes and serves as Chair of the University Instructional Technology Committee and the Chair of the College of Arts and Sciences' Technology and Facilities Committee.

As a regular contributor to the top psychology textbooks in the field, she gives several invited talks each year on topics ranging from diversity issues to using instructional technologies to infuse critical thinking skills into the classroom. Ross received her Ph.D. in experimental psychology from Kent State University.



Closing Keynote Speaker: J. R. Martinez

J. R. Martinez, winner of ABC's season 13 *Dancing with the Stars* with dance partner Karina Smirnoff, is an actor, spokesman and retired soldier. He played Brot Monroe, an injured Iraq combat veteran on the daytime drama *All My Children*. Born in Shreveport, La., in 1983, Martinez and his mother, Maria Zavala, moved to Dalton, Ga. when he was 17. After high school, he joined the Army in September 2002 and underwent basic and advanced training at Fort Benning, Ga. He then was assigned to the 2nd Battalion, 502nd Infantry Regiment of the 101st Airborne Division in Fort Campbell, Ky.

On April 5, 2003, one month into his deployment to Iraq, the front-left tire of the Humvee he was driving hit a landmine. Though three other soldiers were ejected from the burning vehicle, Martinez was trapped inside and suffered smoke inhalation and severe burns to more than 40 percent of his body. After being evacuated to Landstuhl, Germany, for immediate care, he eventually was transferred to Brooke Army Medical Center in San Antonio, Texas. There, he spent another 34 months in recovery

undergoing 33 surgeries including skin grafts and cosmetic surgeries.

During his time in recovery, a nurse asked Martinez to speak to another burn patient who had seen his body for the first time and had become withdrawn. After about 45 minutes of spending time with him, the patient opened the curtain, letting light into his room and his heart. It was then he realized the impact he had on this patient and decided to use his own experience to help others, visiting with several of the patients in the hospital, sharing his story and listening to theirs.

Since then, Martinez has become a highly sought-after motivational speaker, travelling the country to spread his message of resilience and optimism. He devotes himself to showing others the true value in making the most of every situation. He is called on by many groups, including large corporations, veterans groups, non-profits and schools and has appeared on *The Oprah Winfrey Show*, *60 Minutes*, *The View*, CNN, FOX News, *Good Morning America*, Rachel Ray, Univision, along with other major national outlets.

Special Presentations by: Stephan Hamlin-Smith, Lynda Earls and Wanda Young

Stephan Hamlin-Smith, Executive Director, Association on Higher Education and Disability, (AHEAD) Charlotte, N.C. Smith will focus on his involvement and results of the national Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities.

Smith has been the executive director of AHEAD since 2002. AHEAD is the premiere professional organization committed to full and equal participation by people with disabilities in all facets and roles of postsecondary education. In his position with AHEAD, Smith directs the overall operations, public engagement, member services, funding and external relations. The organization serves more than 2,600 institutional and individual members in 17 countries. AHEAD has 34 U.S. state and multi-state affiliate organizations. In 2010, Smith became the executive officer of the Society for Disability Studies (SDS), the largest academic society in the world dedicated to the advancement of disability studies as an academic discipline with more than 400 members in 13 countries.

Recognizing that collaboration and contribution are keys to advancement for any good cause, Smith serves on numerous boards, advisory and executive committees and steering councils for national and international organizations and programs that work to eliminate barriers to equity for disabled people in education and society. In 2010, Smith was appointed as a commissioner for the U.S. Department of Education to address barriers related to accessibility of instructional materials in postsecondary education. Other specific hot topic areas of his involvement currently include: postsecondary opportunities for students with intellectual disabilities, increasingly effective transition practices from secondary to postsecondary education and employment, and advancing postsecondary educations' corporate understanding of disability and social responsibility.

Smith lives and works in Charlotte, N.C., where he is active in the local arts community, volunteers with animal and human rights organizations and enjoys the luxury of time at home with his family whenever he can.

Lynda Earls serves as Director of Equity and Civil Rights Compliance for the Division of Florida Colleges in the Florida Department of Education. She provides technical assistance to college equity officers, disability coordinators, and other college personnel on matters related to state and federal civil rights laws, the ADA Amendments Act of 2008 and related regulations. Earls also provides guidance to colleges regarding development of civil rights-related policies and procedures and oversees the development, review, and policy/data analysis of annual college equity reports. Earls is responsible for assisting colleges to ensure nondiscrimination and accessibility for all students, employees and applicants in the Florida College System. Additionally, she serves as the state's postsecondary liaison with the U.S. Department of Education Office for Civil Rights.

Earls' professional employment history has been in state government and higher education administration. She holds a Master of Arts degree in Political Science from the University of Central Oklahoma and a Bachelor of Science in Business Administration from Oklahoma State University.

Wanda Young is the Coordinator of Access and Civil Rights in the Division of Florida Colleges. She provides information and technical assistance to Disability Services Coordinators employed in the Florida College System on all issues related to accessibility for students with disabilities. These issues include policy and procedure oversight, resources for assistive technology for students, and dissemination of resourceful information and training to college personnel. Young also provides technical assistance to colleges on accessibility issues under the Americans with Disabilities Act (ADA) Amendments Act of 2008 and is a primary team member when conducting civil rights compliance onsite reviews of targeted colleges.

Young has an extensive legal background, working for more than 11 years in both the public and private sector. Young joined the Department of Education in 2005 as a paralegal in the General Counsel's office. She holds a Master of Science degree in Employment Law from Nova Southeastern University and a Bachelor of Science in Social Science from Florida State University.

Wednesday, March 28, 2012
8:30 a.m.-5 p.m., Room 2-304

Pre-conference: Telling your story: Designing an Integrated Approach to Program Assessment

Carol Funckes, University of Arizona

In an era of decreased funding and rising expectations, there is an increasing emphasis on program assessment within higher education. This institutional priority can be a challenge to disability resource professionals who have a focus on creating institutional access rather than ensuring individual success. How can we document program effectiveness when student failure may be as appropriate an outcome of inclusion as success? This challenge, as well as minimal time and limited backgrounds in assessment, often leaves us struggling to even know where to begin.

This preconference session will address program assessment as a piece of the strategic planning process. To represent the impact of our offices, we need to design comprehensive evaluation plans that are fully integrated with our institution-wide work. We will discuss the development of a clear, well-articulated mission and set of measurable goals that can form the basis of a strong program of critical, ongoing evaluation. Through presentation, discussion and group work, participants will leave with useful tools for developing a strategy to enhance their successes and “tell their story” to the campus community.

Carol Funckes is the Associate Director of Disability Resources at the University of Arizona. She has worked in higher education disability resources for over 30 years, presented nationally and internationally and conducted program reviews of DS offices on a variety of college campuses. Funckes has served on PEPNet West’s Advisory Board and as a trainer for a federally funded model demonstration grant on progressive disability service delivery. At the University of Arizona, she oversees a staff of Access Consultants, technology staff and service coordinators responsible for fostering an inclusive campus environment through outreach, consultation and the provision of accommodations. Funckes has served AHEAD as its President, President Elect, Treasurer, Program Chair (2001), and UD/JUST Change Initiative member; she is currently the Chair of AHEAD’s new Professional Development Standing Committee. Carol is a collaborating author of AHEAD’s best practices in documentation, universal design brochures and program assessment/review materials and is a recipient of AHEADs Blosser and Diversity Awards.



Conference Agenda

Thursday, March 29

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|--------------------|---|
| 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. Edna Ross. |
| 9:30 - 9:55 a.m. | Break |
| 9:55 - 10:55 a.m. | Breakout Session I |
| 10:55 - 11:10 a.m. | Break |
| 11:10 - 12:10 p.m. | Breakout Session II |
| 12:10 - 1:30 p.m. | Lunch on own
FI-AHEAD Luncheon and Spring Meeting
(Ticket required) |
| 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 |
| 4 - 5 pm | State of Florida Update |

Friday, March 30

- | | |
|-------------------|--|
| 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
A Tribute to our Veterans and Military Families
Keynote address by J. R. Martinez. |

Conference Schedule

Thursday, March 29

9:55-10:55 a.m.

Room 1-451

Tips and Strategies to Help Students Develop and Hone their Metacognitive and Critical Thinking Skills

Dr. Edna Ross, University of Louisville

This concurrent session is designed to complement the keynote address.

This interactive session will assist faculty in incorporating student-centered, self-regulation strategies into their instruction. The session is also designed to help faculty facilitate student awareness of their own learning processes in order to enhance student learning and long-term retention of course content. During this interactive session, participants will be given the opportunity to explore specific strategies designed to infuse metacognitive instruction into their course structures.

Room 2-304

Eight Strategies for Bringing a Higher Level of Thinking to Career Education

Larry Goldsmith, St. Petersburg College

This presentation highlights critical thinking strategies that lead to better career choices and more informed job search decisions. In this session, participants will learn approaches that they can undertake quickly to become more effective educators, advisors and guidance counselors. Attendees will walk away with techniques and actions that can be integrated immediately to improve their students' career and search successes.

Room 1-324

Vocational & Technical Training Opportunities for Students with Intellectual Disabilities

Denise Giarrusso and Daniel West, Florida State College at Jacksonville

Project Achieve is a joint partnership between Florida State College at Jacksonville, the Florida Developmental Disability Council, Duval County School Board and the Nassau County School Board that provided vocational and workforce training opportunities for 10 students with intellectual and developmental disabilities who would not meet the traditional enrollment eligibility for enrollment. The program began in the 2011 Fall term. We will provide data on the program's successes.

Forest Lab

Listening Disorders & Assistive Listening Accommodations

Ellie Ward, International Academy of Design and Technology, Tampa

This presentation will cover how to determine the level of assistance required for different listening disorders. Assistive listening accommodations covered will include assistive technology such as: FM transmitters, hearing aids, Smart Pens, and tape recorders and will cover listening disorders associated with Attention Deficit Disorder, Auditory Processing Disorder, Learning Disabilities, Traumatic Brain Injury, Multiple Sclerosis, Autism and hearing loss and the use of appropriate technology for varying disabilities.

11:10 a.m.-12:10 p.m.

Room 1-451

The future of e-text and other accessible instructional materials: outcomes of the Federal Commission

Stephan Hamlin-Smith, Association on Higher Education and Disability, Charlotte, N.C.

From textbooks to course packs, software to videos, reserves to downloads, podcasts to e-books, wikis to chats, pdfs to jpegs, journals to mp3s, test tubes to blackboards, and on and on... instructional materials are central to much of what happens in postsecondary education. As both the forms and functions of instructional materials are rapidly advancing, so too are the challenges with ensuring the accessibility of them.

Over the past 18 months at the direction of Congress, the Department of Education convened the Commission on Accessible Instructional Materials in Postsecondary Education (AIM Commission) to study, recommend, and report proposed solutions regarding this complex issue.

During this session, the presenter – a member of the 17-member commission and five-member report writing taskforce – will explore the current and foreseeable landscape of instructional materials; review AIM Commission findings; and address practical steps that institutions, students, and markets can take to improve current accessibility.

Room 2-304

Managing Change in a Changing World

Gary Graham, St. Petersburg College

"Progress is a nice word but change is its motivator and change has its enemies"...Robert F. Kennedy

The only thing that is constant and consistent in today's global world is change. Rapid change is a key characteristic of the 21st century and the ability to implement successful change in the workforce is recognized as a critical leadership skill. This presentation focuses on how to implement and manage change successfully in today's workforce.

Conference Schedule

Thursday, March 29 continued

Room 1-324

Five Common Communication Mistakes that Educators Make and How to Correct Them

Rich Mercadante, St. Petersburg College

No matter where we work on a college campus we encounter daily opportunities to use good communication skills. Unfortunately, a number of factors work against us. Some of those factors cannot be controlled, for example, difficult students or colleagues. What we can control are the choices we make when we communicate. This presentation identifies five common communication mistakes that educators make and offers some research-based solutions from the field of communication studies.

Forest Lab

Rewriting Course Content for Today's Adult Learner

John V. Zisk, DVM, St. Petersburg College

Learn how on the Ground and Distance Learning Courses can benefit from today's technology to deliver a collaborative learning environment through social networks and building the framework for successful student competency through motivation, volition and relevance.

Room 1-312

Hands-On Assistive Technology Lab

Regina Miller and Dustin Campbell, St. Petersburg College

This session, brought back by popular demand, is offered three times throughout the conference.

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.

1:30-2:30 p.m.

Room 1-451

Technology Tools Re-Imagined: Easily Create Accessible Educational Materials

Joseph A. Tedesco, AMAC at the Georgia Institute of Technology

This presentation will provide an opportunity for either the Disability or General Classroom Issues strand and will examine the services and technology currently used primarily by students with disabilities that are quickly being adopted by mainstream users. The presentation will include a brief discussion of textbooks in electronic format (changes in the publishing industry), a demonstration of software tools and features that faculty can use to produce diverse and accessible educational materials. During the demonstrations, attendees will be encouraged to brainstorm

creative ways to use the tools to promote and learning environment whether distant or blended that follows the principles of Universal Design for Learning.

This presentation will explore standard and assistive technology tools that have for years influenced the disability community and are now playing a significant role in how students of all abilities will access information. Participants will learn what tools and features, informational supports and resources that will help them to produce, recommend and promote the most accessible material. By adopting some of these practices participants will create learning environments that are accessible so they can refocus their attention on the central task of educating students.

Room 2-304

Humor as a Pedagogical Method for Critical Thinking

Dave Monroe, St. Petersburg College

In this session the presenter will argue for the pedagogical use of humor in teaching critical thinking. He will briefly discuss incongruity theory, a major contemporary philosophical position about humor and highlight the notion of incongruity and its propensity to generate thoughtful reflection. He will then suggest that a humorous approach to critical thinking can benefit both the instructor and students. The session will close with a discussion of ways to integrate humor into the critical thinking elements of a course.

Room 1-324

Supporting Students with Aspergers in the College Setting

Susan Richmond, Center for Autism and Related Disorders at the University of South Florida

This presentation will provide information and strategies for supporting individuals with a diagnosis of Aspergers in the college setting. Academic, social, recreational and life skill support will be discussed. Information about a unique program at the University of South Florida will also be provided.

Forest Lab

Powerful Partnerships: Student Life & Leadership Collaboration with Faculty to Engage Critical Thinking in Underrepresented Students

Erin Senack-Daum, St. Petersburg College

In this session, we will discuss the exciting ways in which Student Life & Leadership works in partnership with faculty to create powerful learning opportunities for our underrepresented students outside of the classroom. In order to better understand the educational role of Student Life & Leadership, the principles of good practice for Student Affairs will be shared. These principles include engaging students in active learning and forging educational

partnerships that advance student learning. We will share, in a fun and informative format, concrete examples and future ideas for challenging our students to thrive inside and beyond the classroom.

2:45-3:45 p.m.

Room 1-451

Success Strategies for African American Male Community College Students

John M. Banks, Jr. and Mark Williams, The Community College of Baltimore County, Md.

The Community College of Baltimore County (CCBC) offers a course for incoming freshmen students to empower them to be effective and successful in the college environment. It teaches academic and life skills, cultivates a sense of personal responsibility and connects students to essential resources. We find, however, that African American male students do not fare as well as other groups. We believe that in order to achieve the desired outcomes, we need to develop a specialized approach.

The goal of this workshop session is to explore the concept, basic framework, and methodology for a proposed solution which has been developed by the CCBC team.

Room 2-304

Adaptive Learning: The Future of Digital

George Greenlee, St. Petersburg College and Douglas Reiner, McGraw Hill

Digital solutions are transforming education. This presentation discusses the latest developments in adaptive learning. Strategies at major companies, including Amazon and Toyota, are evaluated. Online content management techniques employed by Pandora and Red Box are constructed and mapped to the higher education environment. Assessment frameworks are presented and analyzed.

Room 1-324

An Antidote to MAT 0024 Failure

Amy Kelley, Alison Gonzalez, Zachary Foulk, St. Petersburg College

This presentation will address some of the academic, emotional, and socioeconomic challenges facing students enrolled in MAT 0024. Presenters will discuss current MAT 0024 success and failure rates along with strategies for improving student outcomes via ALEKS (Assessment and Learning in Knowledge Spaces) and improved support outside of the classroom through Learning Resources

Forest Lab

Transitioning to Postsecondary Education for Students with Intellectual Disabilities: Creating and Expanding an Inclusive TPSID Program

Mickie Hayes, University of South Florida and Kristine Webb, University of North Florida

The Florida Consortium on Postsecondary Education and Intellectual Disabilities is a federally funded grant initiative between

the University of South Florida St. Petersburg, the University of North Florida and Lynn University. The Consortium is designed to expand existing transition programs and develop additional programs throughout Florida in order to increase inclusion of students with intellectual disabilities into postsecondary education. Participants will learn how to establish and develop a program at their institution that focuses on career development and employment, academic enrichment, campus and community engagement, self-determination and independent living. In addition, participants will learn what is needed to apply for Title IV Federal Financial Aid funding so that students with intellectual disabilities have the same access to Pell Grants and work-study options as any other college student who qualifies for financial aid.

Room 1-312

Hands-on Assistive Technology Lab

Regina Miller and Dustin Campbell, 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.

Friday March 30

8:30-9:30 a.m.

Room 1-451

I’m Not in Kansas Anymore – Transitioning for Students with Disabilities

Kristine Webb, Susan Gregg and Amanda Jackson, University of North Florida

From entitlement to eligibility, from supervision to freedom, from teachers to professors! This session will describe the many differences between high school and postsecondary education, including campus climate, levels of competition, time management, faculty interactions, and peer interactions. Ideas for sharing these differences with students and families will be discussed.

Room 2-304

Serving Students with Mental Illness in the College Setting

Gay Hawk, Executive Director, National Alliance on Mental Illness (NAMI)

The National Alliance on Mental Illness (NAMI) is the nation’s largest grassroots mental health organization dedicated to persons living with mental illness and their families. NAMI on Campus is a student run club that provides mental health support, education and advocacy in a college setting with the mission to improve the lives of students who are directly or indirectly affected by mental illness, increase the awareness of mental health services on campus and

Conference Schedule

Friday, March 30 continued

eliminate the stigma students with mental illness face. Learn about the issues students with mental illness face in the college setting and the support available to them through NAMI.

Room 1-324

Critical Thinking Tools

Ginny Price

Critical Thinking strategies along with three specific critical thinking tools will be discussed. Attendees will practice using these tools individually and as a group to mimic classroom use.

Forest Lab

Academic Freedom and Accessible Course Design: Are They Compatible?

Karen Fritch and Mary Deschamps, St. Petersburg College

The Americans with Disabilities Act challenges colleges to ensure ALL students have access to information. So we ask: "Can faculty provide a robust online learning environment that meets ADA standards without sacrificing Academic Freedom?" In this interactive session we will demonstrate why we believe the answer is a resounding "YES!"

Room 1-312

Hands-on Assistive Technology Lab

Regina Miller and Dustin Campbell, 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.

9:45-10:45 a.m.

Room 1-451

Understanding the Issues Impacting Veterans as they transition to College

Jeff Cavanagh, St. Petersburg College

College and university campuses are seeing an increase in veteran students. In serving their country, many of these veterans have experienced events that remain with them throughout their lives and impact them as they transition to civilian life. The Veterans Affairs Coordinator of St. Petersburg College will talk about the issues impacting 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

Administering Excused absences as reasonable accommodation

Bea Awoniyi and Tim Ebener, Florida State University

Of the many accommodations offered through any disability services office, excused absence is one that tends to create the most challenge. Disability service professionals struggle with the reasonableness of it even when many times they may be appropriate based on documentation and the interactions with the student. Faculty also struggle with the appropriateness of this accommodation based on the nature of the course and the expectations. This session will explore how a university is administering this accommodation, the challenges they face and how the accommodation is addressed in letters to professors.

Room 1-324

Reimagining Critical Thinking in the Digital Age

Matthew Bodie and Cher Gauweiler, St. Petersburg College

Since the early twentieth century, sociolinguists and related theoreticians have given deeper meaning to the word text and have gradually changed our view of reading as one that not only deciphers words on the printed page, but one that involves reading messages and signals, ranging originally from individual gestures and community traditions to today's vast array of media technologies. As methods of communication have advanced, so has the need for closer reading and deeper thinking. How can students be more engaged in reading the world when they only think in 140 characters? In this interactive presentation, participants will explore how to infuse critical thinking strategies with multiple forms of media.

Forest Lab

Effective Teaching Techniques for the Age 50+ Learner

Sheila Newberry and Shirley Collar, St. Petersburg College

In 2020, the American population's age 50+ group is estimated to comprise approximately 20% of the total population. Approximately 60% of adults who study at the undergraduate level enroll in two-year post secondary institutions, including community colleges. The proposed influx of older adult learners into the community college arena warrants an intense pedagogical preparation for faculty to better understand and educate this new generation of learners. As an instructor, are you ready to meet this challenge? Do you know what teaching techniques are appropriate and successful with this age group? Come join us to learn strategies and techniques to make this challenge successful.

Workshop presenters

Dr. Bea Awoniyi is an assistant dean of students and director of the Student Disability Resource Center at Florida State University. She has more than 20 years of experience in disability services in higher education. Her disability services in higher education began at Red Rocks Community College in Lakewood, Colo., where she spent ten years significantly shaping the office's policies and procedures and the university community's perspectives on students with disabilities. In 2005, she moved to FSU, where almost 2,000 disabled undergraduate, graduates and professional students are registered and receiving services. In her role at FSU, Bea is responsible for ensuring that all students with disabilities are granted equal access to curricular and co-curricular programs, services and activities. Bea is engaged at the state and national levels in the field of disability services. She currently serves as the President of the Florida AHEAD (FL-AHEAD) and chairs the AHEAD Membership Development Standing Committee. Dr. Bea received the AHEAD highest award, the Ronald E. Blosser Dedicated Service Award, in Seattle in 2011.

John Banks serves as adjunct instructor for Academic Development and Career and Life Planning courses at The Community College of Baltimore County. Banks holds a Bachelor's degree in Industrial Engineering from Wayne State University, where as a junior and senior, he was employed by the College of Engineering as a peer mentor for incoming freshmen. Banks has extensive experience with information technology management, including substantial roles in staff career planning and education, team motivation and organizational development. Banks has served his entire adult life as a mentor for African American males through a variety of community youth programs.

Matthew Bodie is team leader of Learning Resources and holds the rank of assistant professor at St. Petersburg College. He manages tutoring facilities at the Clearwater campus; designs and teaches courses and workshops in research, writing and technology; and co-chairs the Quality Enhancement Committee, serving as faculty specialist in critical thinking.

Dr. Shirley Collar, RHIA, is a full-time faculty member in SPC's Health Information Management, Medical Coding and Healthcare Informatics programs. She came to St. Petersburg College 15 years ago after working for 35 years in healthcare in positions such as HIM director, area operations manager and regional director of education.

Collar has a Ph.D. in Leadership, Education and Higher Education Administration; a Masters in Education; a B.A. in Behavioral Science and is a Registered Health Information Administrator (RHIA) through the Health Information Management Association.

Jeff Cavanagh is the Veterans Affairs Coordinator for St. Petersburg College. After serving 22 years in the United States Navy, Jeff left active service and worked 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 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 while serving in the Navy. Jeff brings a unique perspective to the conference as a veteran who successfully made the transition to civilian life and who is now, in his words, working in his "dream job."

Tim Ebener has worked at FSU's Student Disability Resource Center since September of 2007 and worked as a mental health and crisis counselor previously. He obtained all three of his degrees from FSU and has dedicated his professional and personal life to helping others. He tries to empower individuals he works with so they can educate and empower others. Tim's primary roles at the SDRC are interviewing students and reviewing their documentation to determine reasonable accommodations, linkage and referral to other appropriate services, advocacy for students and education of instructors, coaching students in multiple areas that can affect academics, and helping and supporting the SDRC team, students, parents and faculty in whatever way he can. He loves his job.

Cher N. Gauweiler is an Elementary Education professor in SPC's College of Education. Her research interests include the new literacies, arts in education and creativity in the classroom. Cher has been employed at SPC for seven years and has her doctorate in Curriculum and Instruction from USF. Prior to working at SPC, she taught at the elementary, middle and high school levels.

Denise Giarrusso is the Director 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 twenty years experience working with Floridians with disabilities in a variety of settings. In her current position, she collaborates with administrators, faculty, staff and students to ensure access within the college community. In addition, she works closely with local county school personnel in Project 10: Transition Education Networks as well as state, federal and local nonprofit agencies to promote awareness of accessible services available to postsecondary students. She also coordinates referrals to meet individual student needs.

Larry Goldsmith teaches Career and Life Planning at SPC and is the Instructor-in-Charge of the Parks and Leisure Services program. Previously, Mr. Goldsmith led Career Development Services at SPC. Mr. Goldsmith is a Certified Workforce Development Professional, Certified Personal Empowerment by Type Facilitator, Career Development Specialist and Professional Résumé Writer. Larry Goldsmith has worked with more than 20,000 workforce professionals, job seekers and those searching for a career direction.

Alison Gonzalez believes mathematics is important because it teaches us how to approach problems involving numbers and data. We live in a society where we have to make complicated quantitative decisions - about mortgages, cell phone plans, contracts, insurance, etc. Studying mathematics gives us the tools to be successful. She also believes everyone can be successful in their math courses. In the classes she teaches, she emphasizes practicing how to solve problems. She also instructs students on math study skills to help them do better in all their math classes. She teaches with an online program called MyMathLab that contains the math textbook and homework problems.

Gonzalez is a graduate of Florida State University (B.S. - Mathematics) and the University of Texas at Austin (M.A. - Mathematics). Her master's thesis was a statistical analysis of air quality data. She has worked in the environmental field and in market research and has taught at the University of Texas at Austin, Boise State University, University of Idaho - Boise Center and California State University - Channel Islands. She is a mom with two great kids, an avid cyclist and active in girl scouts.

Workshop presenters

Dr. Gary Graham serves as a Workforce Project Manager for SPC and has almost 40 years of experience in education and training. Prior to coming to SPC, he spent approximately 25 years with General Motors as an Education and Training Manager in charge of a 25,000-square-foot, high-tech training center in northern Indiana. In addition, Graham served as an adjunct professor at Indiana/Purdue University in Fort Wayne, Ind., where he taught Applied Leadership and Leadership skills. During the 1970's and 1980's, Graham taught high school, coached basketball and served as an Assistant Athletic Director in Broward County. He has a B.S. in Education from Western Carolina University, an M.B.A. from Indiana University and a Ph.D. in Education with a specialization in Adult Learning from Capella University.

George M. Greenlee is a native of Florida who grew up in Tampa. He attended Morehouse College in Atlanta, Ga., where he earned a B.A. in economics and graduate school at Atlanta University where he earned an M.B.A. degree in finance with an economics minor. In 1991 he became a full-time faculty member at SPC in the Social Science Department on the Clearwater campus. Currently, he is a Professor of economics and a member of the Honors College faculty. He is also the SPC Social Science Critical Thinking Faculty Champion, with responsibility for developing a critical thinking instructional portfolio.

Gay Hawk is the Executive Director of NAMI Pinellas County – the National Alliance on Mental Illness -- and previously served as Vice President of the NAMI Board of Directors as well as Chair of the Pinellas County Mental Health Coalition.

She holds a Bachelor's Degree in Journalism from Kent State University and a Master's Degree in Business Administration from Ashland University, both in Ohio. Prior to moving to Pinellas County 17 years ago, Hawk was the Director of United Cerebral Palsy of Sarasota-Manatee for nine years and Chair of the Sarasota County Pre-School Interagency Council.

Mickie Hayes is the Director of the Florida Consortium for Postsecondary Education and Intellectual Disabilities. She has a Master's in Education in Curriculum and Instruction and is certified in Learning Disabilities/ Severe Behavior Disorders. Prior to becoming director, Hayes was with Hillsborough Community College for 15 years in the Office of Services for Students with Disabilities. She has assisted students with disabilities as both a Coordinator of Services for Students with Disabilities and Learning Disability Specialist. She has provided specialized learning strategies and study skills for students with autism, Asperger's Syndrome, dyslexia, ADHD and intellectual disabilities. She also conducts local and state training workshops and seminar presentations to faculty and staff who work with postsecondary students with a variety of disabilities. As an HCC adjunct instructor since 2000, Hayes has taught a variety of classes including prep reading, writing, study skills and college success. She began her career teaching elementary and middle school students and also spent 12 years as a high school SLD teacher in Ohio before moving to Florida.

Amy Kelley is an Instructional Assistant in Mathematics and Statistics at St. Petersburg College. She provides workshops and out-of-classroom instructional support to a diverse student population and finds it especially rewarding to work with students in developmental math courses, many of whom struggle with math anxiety. Kelley believes that all students can be successful in math. She strives to effectively engage students by helping them utilize creative problem solving skills and recognize mathematics' real world connections.

Kelley has worked as an educator in various capacities, including art for elementary and middle school aged students, senior citizens and

postsecondary mathematics. She is a founding member of the St. Petersburg Cooperative Homeschoolers and was an active member of the administrative team from 2005-2011.

Rich Mercadante teaches Speech Communication and Philosophy at SPC. He has been teaching for 22 years in a variety of high school and college environments. He holds degrees from Suffolk University (B.S. Philosophy), Boston College (M.A. Philosophy) and the University of South Florida (M.A. in Speech Communication). Mercadante is currently completing his Ph.D. dissertation in Philosophy at USF: The Persistence of Casuistry: A Neo-Premodernist Approach to Moral Reasoning. He has served as President of the Florida Communication Association (FCA) and received the FCA Teacher of the Year Award and the FCA Outstanding Service Award.

Mercadante's publications and conference presentations focus on a variety of interests in communication studies, rhetoric, debate, and philosophy. He has been awarded fellowships and grants from the National Endowment for the Humanities, the National Science Foundation, and council for Basic Education. Mercadante is also Chair of the SPC Clearwater Faculty Governance Organization and is the lead instructor for SPC's Cambridge University Summer Program.

Regina Miller is the Assistive Technology Specialist for St. Petersburg College. She provides support for the Office of Services for Students with Disabilities. Miller has been with the OSSD department since 1998, beginning as a work-study student. She is currently seeking her B.A.S. in Technology Management and holds an A.S. in Sign Language Interpretation, ATD-Associate Addiction Professional and recently received a Certificate in Web Design. She is a mother of three, and grandmother of many, and her hobbies include working with youth groups teaching sign language/dance to Gospel music.

Sheila Newberry has been a Florida resident since 1989 and has a Bachelor's and Master's degrees in Education from Georgetown College. Newberry taught in the public school systems for 13 years in Ohio and Kentucky and received her credentials in Health Information Management (HIM) in 1973 after graduating from what was then St. Petersburg Junior College. She has been working in some aspect of the healthcare field since that time. Newberry has worked in long term care, medical coding and served as a supervisor in one of the large hospitals in the Tampa Bay area. She has served as the program director for two different Florida community college HIM programs and has worked for two proprietary colleges as National Director of Medial Coding and Billing and most recently as the National Director for Allied Health programs. Her most recent accomplishment was graduating from Capella University with a Ph.D. in Higher Education Leadership. Newberry has a real passion for the older adult learner (age 50+) and utilized this interest when writing her Ph.D. dissertation.

Ginny Price graduated from St. Petersburg Junior College's Veterinary Technology Program in 1981 and became certified the same year. She worked at a small animal practice from 1981 to 1999 and began teaching the Small Animal Breeds and Behavior Laboratory at SPJC (now Saint Petersburg College) in 1995. In May of 2000 Price attended the five-day lecture and practicum class at Purdue University, DOGS 2000!. Price was an animal behavior laboratory research assistant at the University of South Florida from 2001 to 2006 and earned her B.A. there in psychology. In 2007, she earned a Masters degree in General Psychology at Walden University and, in 2010, a veterinary technician specialist in behavior, VTS (Behavior).

Price worked at Main Street Animal Hospital, a progressive, bond-centered small animal practice in Dunedin from 2002 to 2005. She continues to teach small animal behavior as well as various other courses at SPC's

Veterinary Technology Program. She has given lectures on animal behavior for various local, state and national veterinary conferences.

Price is a member of FVTA (Florida Veterinary Technician Association), AVTE (Association of Veterinary Technician Educators), AALAS (American Association for Laboratory Animal Science) and NAVTA (North American Veterinary Technician Association). She is a founding member and past president of SVBT (The Society of Veterinary Behavior) and a founding member of AVBT (The Academy of Veterinary Behavior Technicians).

Douglas Reiner is the Publisher for Economics, Finance and Operations and Decision Sciences at McGraw-Hill. During his 16 years in college publishing, Reiner has worked across many different disciplines, including Art History, Music, Biology, Chemistry, Electrical Engineering, Psychology, Supply Chain Management, Accounting and Mathematics. Reiner has recently been helping to expand the global education marketplace, visiting colleges and universities in China, India and Thailand. Reiner moved to the Chicago area from Maine in 2006 and is married with two children; Max, 7 and Ivy, 3.

Susan Richmond is a consultant at the Center for Autism and Related Disabilities at USF and Coordinator of the Learning Academy at USF and the Learning Academy Employment Services. 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. For 20 years, she served as Deputy Director of the New Jersey Council on Developmental Disabilities, where she participated in numerous advocacy and policy related activities aimed at improving the quality of life for individuals with disabilities. In her current positions at USF, Richmond enjoys working directly with individuals, their families and the professionals that serve them helping to improve their skills and provide necessary resources to increase their ability to succeed in life.

At St. Petersburg College, **Erin Senack-Daum** is the Coordinator of Student Life and Leadership at the Tarpon Springs Campus. In addition, she serves as the Advisor of the Tarpon Springs Student Government Association.

Erin Senack-Daum is also President of Productive Visions, LLC, a consulting company that specializes in organizational and personal wellness enhancement. Senack-Daum has been teaching, training, advising and mentoring, working with businesses, educational institutions, non-profit organizations and individuals. Her unique combination of experience in higher education, public relations, publishing and wellness has enabled her to work with a variety of clients in different stages of their professional and personal growth.

Senack-Daum has been invited to present her insights to a variety of audiences including the National Association of Women in Education, the American College Personnel Association and Towson University. She has completed The Success Unlimited Network® Success Coaching Program, the Yoga Teacher Training 200 Program at the Yoga Center of Columbia and is a registered yoga instructor with the Yoga Alliance.

Joe Tedesco is responsible for the development and ongoing delivery of AMAC services to its members. Joe earned his Masters of Education degree at Wayne State University in Detroit and was awarded a certificate in Assistive Technology from the University of Miami. He was among the first professionals in the state of Georgia to earn his certification as an Assistive Technology Practitioner (ATP).

Tedesco has presented at conferences nationally on topics related to the use of assistive technology, technology and literacy, implementing technology in schools and computer reuse. He enjoys providing training

and is recognized for his knowledgeable yet practical approach to technology and education. Tedesco stays involved with local groups who work to bring assistive technology services into the lives of individuals with disabilities. His career has afforded him a variety of experiences leading to a rich understanding of the disability field and the effects of technology. His past experiences include Early Intervention (DHR), Even Start (Coordinator, DOE), Tech-Able (Director, Assistive Technology Resource Center), as well as private sector experience in the area of direct delivery of services and Marcus Institute and Lekotek.

He has been recognized two years in a row by the Department of Labor's Tools for Life Program for his ability to foster collaboration among agencies and organizations in Georgia. Tedesco proudly serves as Vice Chair of the Georgia State Rehabilitation Council.

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 postgraduate 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.

Ellie Ward, Ph.D. is a licensed audiologist and an ADA Administrator in a post secondary setting. She has years of experience both in the classroom and in administration.

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 international Division on Career Development and Transition (DCDT) and a former president of the Florida Division on Career Development and Transition (FDCT). 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 University of Florida. Webb's interest in teacher preparation began with a 4-year assignment as the coordinator of a collaborative special education intern program at the University of New Mexico. Prior to 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 postsecondary education for individuals with disabilities, family involvement and collaboration and transition to adult life for individuals with disabilities.

Mark Williams has over ten years' experience in the areas of advising, career development and student retention and minority affairs at the community college level. Williams holds a Bachelor's degree in Economics, a Master's Degree in Human Resource Development and is currently entering the dissertation phase of a Doctoral program in Organizational Management. Williams is the Director of Career Development and Counseling Services at The Community College of Baltimore County in Maryland. He leads a team of dedicated professionals who have conceived, developed, and tested curriculum and content for an orientation course for African American male students to address the issues of achievement and completion. This course offering is being scaled up to enable capacity for more than 300 students.

Co-sponsored by St. Petersburg College's Critical Thinking Institute and the Florida Association on Higher Education and Disability (FL-AHEAD)

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