

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*

FOURTEENTH  
ANNUAL  
CONFERENCE

April 4-5, 2013

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



St. Petersburg College

**SPC**

St. Petersburg College



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April 4, 2013

Dear Conference Participants,

Welcome to the 14<sup>th</sup> Annual Narrowing the Gulf for Underrepresented Students and Critical Thinking Institute. Again this year, we are pleased to have as our co-sponsor, the Florida Association on Higher Education and Disability. In the 14 years the conference has been held, more than 2,000 education professionals from St. Petersburg College and many other colleges and universities have benefitted from the expertise of our presenters.

This conference promises to provide you the most current information on working with students with disabilities and other underrepresented populations in higher education and strategies to incorporate critical thinking skills in your classrooms. Some of this year's "hot topics" include:

- Working with veterans returning to college
- Understanding students with Asperger's Syndrome and other mental or psychological disabilities
- Teaching critical thinking skills
- Universal Design in web-based learning
- Update on the reauthorization of the Americans with Disabilities Act
- The impact of technology in education
- Serving students coming to higher education from the foster-care system

I also encourage you to take advantage of the opportunity to experience the variety of Assistive Technology tools available for students in the "hands-on" lab offered throughout the conference.

We are glad you are here and wish you an enjoyable and successful conference.

Best regards,

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

William D. Law, Jr.  
President

## Conference Sponsors

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

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 health students, received the Florida's Chancellor's Exemplary Practice Award for Academic Affairs.

Last 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, SPC 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 underrepresented 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. 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

## Thursday, April 4

| Time                  | 1-451  | 2-304  | Beach  | Water   | Tropics   | I-312  |
|-----------------------|--|--|--|---|---|--|
| 9:55-10:55 a.m.       | The Need for Partnership Development of Disability Service Providers<br><i>Dr. J.R. Hardin</i> | Getgo: Ensuring Accessibility in New Course Development<br><i>Karen Fritch and Mary Deschamps</i>                          | Aligning Your Students' Job Search Strategy<br><i>Larry Goldsmith</i>            | Congratulations! You're in Charge of Alternate Format. Now What???<br><i>Julie Balassa</i>  | Consortium on Postsecondary Education and Intellectual Disabilities: Building Successful, Sustainable Programs on Campuses<br><i>Mickie Hayes</i> |  |
| 11:10 a.m.-12:10 p.m. | Back to the Future: Adopting Progressive Documentation Practices<br><i>Jean Ashmore</i>        | How Can Learning Support Tools Enhance Critical Thinking in Online Courses<br><i>Eric Carver</i>                           | Teaching the Scientific Method as a Critical Thinking Tool<br><i>Monica Lara</i> | Sharepoint - Web-Based Platform for Delivering AltText Services and More<br><i>Patti Lester</i>   | Project Access<br><i>Beth Carlson</i>   | Assistive Technology Lab<br><i>Regina Miller and Dustin Campbell</i> |
| 12:10-1:45 p.m.       | <b>FL-AHEAD Luncheon and Spring Meeting</b>  |  |  |   |   |  |
| 1:45-2:45 p.m.        | Serving Students with Psychological Disabilities<br><i>Dr. Breinne Schlenke</i>                | Jumping Into the Deep End: Using Immersive Simulations for Problem-Based Learning<br><i>Lynn Grinnell and Karen Fritch</i> | Former Foster Transitions from Care to College<br><i>Carol A. Preston Brown</i>  | Effective Strategies for Improving Students' Critical Thinking Skills Using Online Video<br><i>Alan Shapiro, Tim Godcharles, Nancy Munce, Karen Hesting, Karen Fritch</i> | Test to Technology: Matching Assistive Technology to Psychological Test Results<br><i>Joe Tedesco</i>   |  |
| 3-4 p.m.              | A Universally Designed Learning Community<br><i>Ken Marquard</i>                               | Instructional Portfolios for Critical Thinking<br><i>Janice Thiel</i>  | Critical Thinking: Taking Baby Steps<br><i>Jennifer Haber</i>                    | Serving Veterans<br><i>Jeff Cavanagh</i>  | Managing Stress in All Aspects of Life<br><i>Gay Hawk</i>   | Assistive Technology Lab<br><i>Regina Miller and Dustin Campbell</i> |
| 4:15-5:15 p.m.        | <b>FL Update</b> – <i>Wanda Young</i>  |  |  |   |   |  |

## Friday, April 5

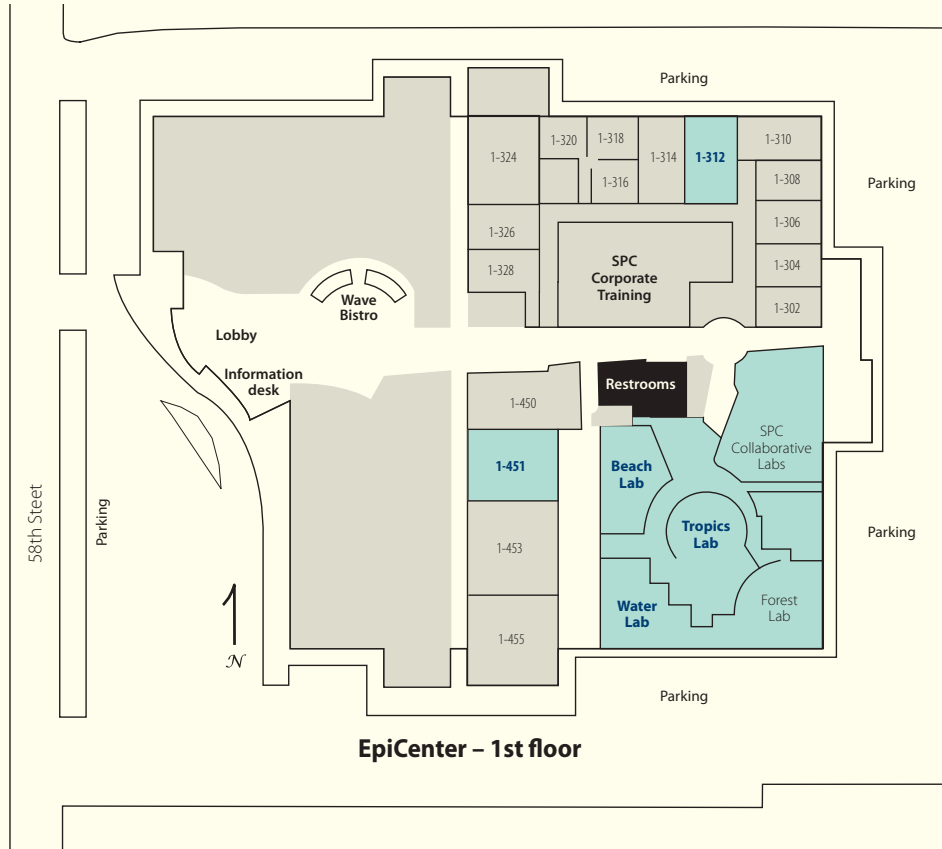
| Time            | 1-451  | 2-304  | Beach  | Water   | Tropics | I-312  |
|-----------------|--|--|--|---|---------|--|
| 8:30-9:30 a.m.  | Examining Various Forms of Text Through the Critical Mind<br><i>Matthew Bodie and Cher Gauweiler</i> | Not Quite a Lecture: Keeping Students Engaged<br><i>Ginny Price</i>                                    | Technology Tools Re-imagined: Easily Create Accessible Educational Materials<br><i>Joe Tedesco</i> |   |         |  |
| 9:45-10:45 a.m. | Serving Students With ADHD<br><i>Dr. Wendy Rice</i>  | Intellectual Virtues and Vices and the Tools of the Lazy Mind<br><i>Dave Monroe and Christy Powers</i> | Revelation Theory of Learning: A Universal Design for Instruction<br><i>John Connor</i>            | Back to the Future: the Conversation Continues - Roundtable Discussion<br><i>Jean Ashmore</i> |         | Assistive Technology<br><i>Regina Miller and Dustin Campbell</i> |

# Narrowing the Gulf

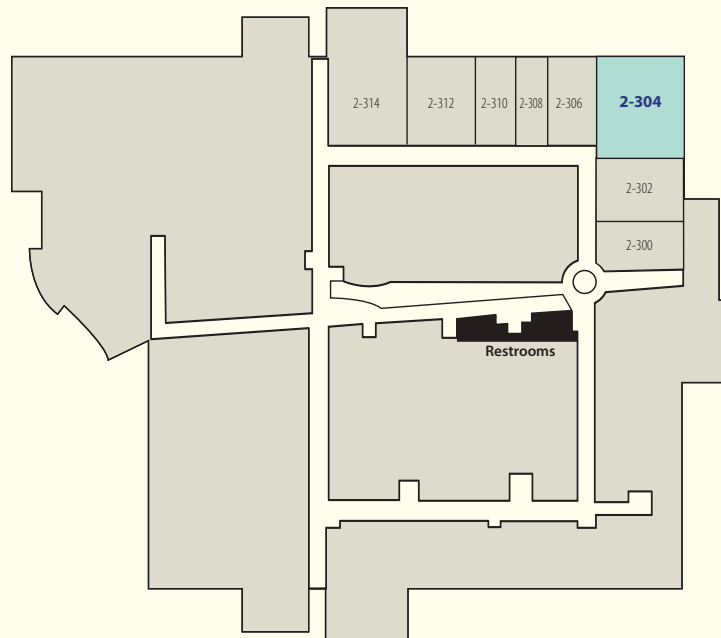
FOURTEENTH ANNUAL  
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for Underrepresented Students in Postsecondary Education and St. Petersburg College Critical Thinking Institute

## EpiCenter floor plan



EpiCenter - 1st floor



EpiCenter - 2nd floor

# Keynote Speakers



## Opening Keynote Speaker: Dr. Saundra Yancy McGuire

**Dr. Saundra Yancy McGuire** is assistant vice chancellor and professor of chemistry at Louisiana State University. From 1999 to 2009, she served as director of LSU's nationally recognized campus-wide learning center, the Center for Academic Success. Before joining LSU in 1999, McGuire spent 11 years at Cornell University, where she received the highly coveted Clark Distinguished Teaching Award.

In November 2007, she received the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring in a White House Oval Office ceremony. In 2010, she was named a Fellow of the American Chemical Society and became one of only seven individuals in the

nation to achieve Level Four Lifetime Learning Center Leadership Certification through the National College Learning Center Association. In 2011, she was named a Fellow of the American Association for the Advancement of Science and in 2012, was elected a fellow of The Council of Learning Assistance and Developmental Education Associations.

McGuire received her B.S. degree, magna cum laude, from Southern University in Baton Rouge, her master's degree from Cornell University and her Ph.D. from the University of Tennessee at Knoxville, where she received the Chancellor's Citation for Exceptional Professional Promise.



## Closing Keynote Speaker: Karen Mertes

The closing session will be a tribute to our veterans and military families. **Karen R. Mertes** is a retired Lieutenant Colonel of the United States Air Force and a lifetime member of the Military Officers Association of America. With more than 20 years serving in military intelligence and comptroller areas, Mertes is now a motivational speaker and corporate and non-profit consultant, sharing leadership tips and strategic, organizational and financial insights.

During her service at Misawa Air Base in Japan, Mertes was the only female Squadron Commander of 18 Commanders, leading her squadron to an "Outstanding" rating during the 2005 Headquarters Pacific Air Forces Unit Compliance Inspection. Hers was the only squadron to earn the outstanding rating, an honor that has been accomplished by only four of 216 comptroller Pacific Air Forces squadrons since 1970.

Mertes received the Major T. H. Baca Award for her contributions to women in the military. She has a bachelor's degree in mathematics from Boston University, a master of science in business administration and a second master of science in cost estimating and analysis from the prestigious Air Force Institute of Technology.

After surviving a personal tragedy caused by a drunk driver, Mertes founded Fulfill Your Destiny, Inc, a non-profit corporation that assists people whose career life paths have been altered by injury or unforeseen circumstances. Special

consideration is given to those individuals, both civilian and military, who have a traumatic brain injury.

Mertes is a Community Action Board member of WEDU, an honorary chairperson for the Women, War and Peace Project and is on the boards of directors for Dress for Success, Hands Across the Bay and the Network of Executive Women. She is on the scholarship selection committee for Tampa Bay Business Professional Women, serves on Congresswoman Castor's Academy Nominating Committee, and is a member of Charity Chics, Working Women of Tampa Bay and the South Tampa Chamber of Commerce.

Mertes is featured on the cover and in the book, *Fearless Women Visions of a New World*, and received the Fearless Women 2012 Award in Los Angeles. She recently appeared on the nationally syndicated show 'Daytime', and was a featured guest on Senior Voice Radio's 'Health, Wealth and Wisdom', and Unity FM's 'From Good to Amazing'. Mertes was named the Tampa Bay Business and Professional Women's 2012 Outstanding Woman of the Year and was awarded the "Most Valuable Chic" by the Charity Chics. She was honored by the Tampa Bay Lightning as one of their Community Heroes while Bay News 9 featured her on its Everyday Heroes segment. She was recognized by e-Women Network as its Chapter Honors Award winner and also was honored by the Centre Club Executive Women's Council at the inaugural Breakfast of Champions in 2011.

## Special Presentations by: Jean Ashmore and Wanda Young

The immediate past-president of the Association on Higher Education and Disability (AHEAD), **Jean Ashmore** served on the AHEAD board of directors for more than eight years. Before being elected to the AHEAD board of directors, Ashmore was President of AHEAD in Texas. She continues to serve AHEAD as association representative to the Council for the Advancement of Standards in Higher Education (CAS) and Mobility International U.S.A. (MIUSA). A resident of Wisconsin, Ashmore is an independent disability consultant, the emeritus director of disability services from Rice University in Houston, Texas where she began the university's department, and a lecturer in Special Education. An experienced instructor and frequent conference presenter with an M.S. in Rehabilitation and School Counseling, Ashmore is a disability professional who describes herself as a generalist. Ashmore is especially interested in promoting inclusive education world-wide and in campus collaboration to ensure all students have barrier-free college experiences and equal participation in study abroad, internships and career development opportunities. In addition to her work with AHEAD, Ashmore assists Special Olympics Wisconsin and the International Crane Foundation in fulfilling their missions.

**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 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 with more than 11 years in both the public and private sector. She joined the Department of Education in 2005 as a paralegal in the General Counsel's office. She holds a Master of Science in Employment Law from Nova Southeastern University and a Bachelor of Science in Social Science from Florida State University.

## Agenda

### Thursday, April 4, 2013

|                       |   |
|-----------------------|---|
| 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<br>Keynote address by Dr. Saundra Yancy McGuire |
| 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 a.m.-12:10 p.m. | Breakout Session II   |
| 12:10-1:45 p.m.       | Lunch on your own<br>FI-AHEAD Luncheon and Spring Meeting               |
| 1:45 – 2:45 p.m.      | Breakout Session III  |
| 2:45-3 p.m.           | Break   |
| 3-4 p.m.              | Breakout Session IV   |
| 4-4:15 PM             | Break   |
| 4:15-5:15 pm          | State of Florida Update   |

### Friday, April 5

|                 |   |
|-----------------|---|
| 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<br>Keynote address by Karen Mertes. |

# Conference Schedule

## Thursday, April 4

**9:55-10:55 a.m.**

### Room 1-451

#### **The Need for Partnership Development of Disability Service Providers**

*J.R. Hardin, Agency for Persons with Disabilities*

Disability service providers have a need to communicate and collaborate. Unfortunately, this does not happen as frequently as needed to better serve our consumers/students. This session will explore the need for mutual conversations, open dialogue, share resources, develop best practices and grow community-based partnerships for the benefit of those we serve.

### Room 2-304

#### **Getgo: Ensuring Accessibility in New Course Development**

*Karen Fritch and Mary Deschamps, St. Petersburg College*

We will be discussing the process for new course development at SPC and how ensuring accessibility is an integral part of the process.

### Beach Lab

#### **Aligning Your Students' Job Search Strategy**

*Larry Goldsmith, St. Petersburg College*

Career Development is an evolving and life-long process of identifying and seeking work-related objectives that will meet your students' personal needs and desires. As career professionals, the most important thing you can do is to raise the level of engagement by your students and teach them to make better decisions that will lead to greater career and employment outcomes. The presentation is designed to better equip you in meeting the needs of your students inside this new paradigm. Your attendance will provide you with enhanced skills and a unique perspective to guide and counsel your students. By participating in this insightful presentation, you will: develop a systematic approach to résumé writing and cutting edge job search techniques to be able to guide any student, regardless of age, education, socio-economic and cultural background; assist students in creating unique, high definition résumés that generate interview opportunities; and gain knowledge of strategic job search strategies to move your students towards a results-driven job search.

### Water Lab

#### **Congratulations! You're in Charge of Alternate Format. Now What??**

*Julie Balassa, Valencia College*

Managing alternate format is daunting for many DSS providers who have been tasked with the responsibility but lack time, resources, skills and experience. Without an effective, efficient alternate format management system, the institution is at risk of underserving or mis-serving students and violating Office for Civil Rights and Department of Justice requirements. This presentation is a comprehensive discussion of alternate format management from soup to nuts.

### Tropics Lab

#### **Consortium on Postsecondary Education and Intellectual Disabilities: Building Successful, Sustainable Programs on Campuses**

*Mickie Hayes, USF*

The Florida Consortium on Postsecondary Education and Intellectual Disabilities has developed a sustainable statewide approach for transition-age youth with intellectual disabilities to participate in academic and community life on a college campus. In this session, we will share our best practices, including our curriculum model, person-centered planning model and newly-designed UDL module for postsecondary faculty.

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

### Room 1-451

#### **Back to the Future: Adopting Progressive Documentation Practices**

*Jean Ashmore, AHEAD*

Does AHEAD's 2012 guidance on documentation take us back as we move forward on our disability service journey? Is it retro or just foolishly futuristic? Jean Ashmore, immediate past-president of AHEAD, was central to the new documentation guidance. She will discuss how looking to the past within ourselves and our professional histories is useful in setting the stage for change in practices. Adding in experiences of students and knowledge from disability scholars can then lead to balance and comfort in adopting progressive documentation practices. Elements of a solid foundation for lasting change will emerge.



## Room 2-304

### How Can Learning Support Tools Enhance Critical Thinking in Online Courses

*Eric Carver, St. Petersburg College*

This presentation will show how to integrate "Learning Support" folders to provoke critical thinking for specific assignments or for weekly assigned coursework in an online, blended or face to face environment. This method demonstrates an organized approach to integrating specific resources to explore the depth and breadth of a particular subject.

## Beach Lab

### Teaching the Scientific Method as a Critical Thinking Tool

*Monica Lara, St. Petersburg College*

The scientific method is a set of steps used by scientists to conduct and analyze research topics. The components can be broken down and taught as individual exercises, each of which involves employing critical thinking skills. I will present some of these exercises and ideas that I have used with success in my courses. Many of these can continue to be more fully developed in upper division classes and in undergraduate research courses, labs or club activities. These exercises are presented to serve as seeds for thought to promote these skills in other courses and to demonstrate how they can be incorporated into existing courses and programs.

## Water Lab

### Sharepoint – Web-Based Platform for Delivering AltText Services and More

*Patti Lester, Florida State University*

Microsoft SharePoint is a web application platform associated with web content management and document management systems, and offers a proven solution to managing AltText services. From request to delivery, from compiling and managing AltText statistics to providing a portal of AltText-related resources that empowers and informs students, SharePoint packages it all in one neat online portal. This presentation looks at how to implement Microsoft Sharepoint as an effective AltText solution and things to look out for when managing it.

## Tropics Lab

### Project Access

*Beth Carlson and Matt Bowen, St. Petersburg College*

Project Access sensitizes hearing faculty teaching in mainstreamed classrooms to the challenges faced by deaf and hard-of-hearing students in a mainstreamed environment and shares universal design for curriculum and best practices for instruction that will benefit all students in the classroom, particularly students with language difficulties. St. Petersburg College is a partner with RIT's National Technical Institute for the Deaf in the NSF/ATE Grant DeafTEC: Technological Education Center for Deaf and Hard-of-Hearing Students.

## Room 1-312

### Assistive Technology Lab

*Regina Miller and Dustin Campbell, St. Petersburg College*

This session 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.

## 1:45-2:45 p.m.

## Room 1-451

### Serving Students with Psychological Disabilities

*Dr. Breinne Schlenke, Bay Pines VA Hospital*

All colleges are seeing increases in the number of students with psychological disabilities on their campuses. Not all these students, however, will seek services from the Disability Resources office, and even those who do receive services often struggle with the academic and conduct responsibilities they face while attempting to successfully complete their education. Dr. Schlenke, an expert in the field, will share with us the challenges these students face, not only at school, but in life. She will provide practical, successful strategies faculty and staff can use to support our students from a holistic viewpoint, helping to de-stigmatize the way students feel about themselves. Questions such as "Why are students afraid of coming forward?" and "How can we help them become more comfortable in disclosing their disability so they can receive services" will be addressed. Finally, Dr. Schlenke will share her experiences as a Recovery Coordinator for men and women in our armed services returning to civilian life with issues such as PTSD.

## Room 2-304

### Jumping into the Deep End: Using Immersive Simulations for Problem-Based Learning

*Lynn Grinnell, St. Petersburg College*

What is an immersive simulation? What benefits can be derived from using a real-time, immersive simulation for problem-solving activities in online courses? What are the issues? Through a CETL grant, two pilots provided some of the answers to these questions. Join us to experience the fun and frustration involved in creating a virtual Eco-Village in Second Life, where students can engage in creating community and building sustainable businesses.

# Conference Schedule

Thursday, April 4 continued

## Beach Lab

### Former Foster Transitions from Care to College

*Carol A. Preston Brown*

Foundations are important to the next step. With former foster youth, the foundation is inherently and artificially diminished by legislation and, in large part, by the experience of youth who are placed in the system of care. The research focused on the intent of legislative measures of the fundamental necessity that former foster youth be provided an education which will enable them to graduate high school in California. The primary researcher has partnered with a counselor currently working with former foster youth on the community college campus in California to further investigate the practicality of the research. As one of the states with the largest foster youth population, California is a logical selection to research and test a hypothesis that will result in implications relative to assisting other states in developing programs which better serve former foster youth.

## Water Lab

### Effective Strategies for Improving Students' Critical Thinking Skills Using Online Video

*Alan Shapiro, Tim Godcharles, Nancy Munce, Karen Hesting, Karen Fritch*

Online video has come of age and with it has come seemingly endless resources for teaching and learning. Up until the recent past, video was considered a supplement to traditional teaching materials such as textbooks and lectures. With the advent of increased access to broadband technology, the barriers to using online video have been greatly reduced. The new challenge is that of how to increase students' ability to effectively process and evaluate the information received while watching a video. This session will focus on various resources available to faculty and how they can be used for critical thinking.

## Tropics Lab

### Text to Technology: Matching Assistive Technology to Psychological Test Results

*Joe Tedesco, Georgia Institute of Technology, Atlanta, GA*

The information presented will be based on an Assistive Technology evaluation collaboration between the Alternative Media Access Center (AMAC), a student-accommodation provider and the Regents Centers for Learning Disorders, a provider of psycho-educational testing for transitioning and college-level students. The AMAC services is known as AMAC's TechMatch. The presentation will cover:

- Role and credentials of the AT evaluator
- Steps of the AT Assessment; activities involved
- Relationship between the results of the psychological (cognitive/ linguistic and academic) and the AT assessment / AT features
- Case Student example of matching psych results with technology features for a student with reading challenges

## Room 1-451

### A Universally Designed Learning Community

*Ken Marquard, Miami Dade College*

The disability services office at the Wolfson Campus of Miami Dade College is collaborating with Academic Affairs to create a new learning community that is based upon universal design principles. Four courses will be integrated to provide students with accessible learning experiences and cohesive support services. Primarily designed for students with disabilities, the course will be available to other students and also will serve as a demonstration model program for faculty in understanding universal design. Although this is an atypical role for a disability services office, creating a learning community may become a vehicle for effective program modification and the use of accessible technology. The audience will be invited to participate in contributing this model for application at other postsecondary institutions.

## Room 2-304

### Instructional Portfolios for Critical Thinking

*Janice Thiel, St. Petersburg College*

Faculty members at St. Petersburg College have engaged in the scholarship of teaching and learning as they have focused on teaching for critical thinking. Evidence of their hard work is compiled in Instructional Portfolios for Critical Thinking. In this session, Faculty Champions will share their reflections on the process and impact on student learning.

## Beach Lab

### Critical Thinking: Taking Baby Steps

*Jennifer Haber, St. Petersburg College*

Critical thinking needs to be purposefully used in all classes--from remedial to college level--and this presentation will give some specific strategies and activities to help faculty members engage students in critical thinking in their classrooms.

## Water Lab

### Serving Veterans

*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 discuss the issues impacting our veteran students, the steps being taken to assist them with their transition to civilian life, and proven successful strategies colleges and universities can employ to ensure success for this special population.

## Tropics Lab

### Managing Stress in All Aspects of Life

*Gay Hawk, National Alliance on Mental Health*

"Managing Stress" offers helpful stress management skills that you can put to use immediately to help you better cope with the challenges you face in life. Whether they are positive or negative life issues, stress affects us both mentally and physiologically. We cannot prevent stress, but we can learn to deal with stressors and take action to ensure we stay healthy and pro-active in our lives. The first step is to identify your life stressors. This presentation will teach you to examine the coping skills that work best for you and help you take the appropriate action to work effectively toward managing stress.

## Room 1-312

### Assistive Technology Lab

*Regina Miller and Dustin Campbell*

This session 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.

**4:15-5:15 p.m.**

## Room 1-451

### Florida Update

*Wanda Young, Florida Department of Education, Division of Florida Colleges*

Open discussion for Florida Disability Service Providers to learn what is happening at the state level regarding the issues that affect students with disabilities, including Course Substitutions, documentation standards, etc.

## Friday, April 5, 2013

**8:30-9:30 a.m.**

## Room 1-451

### Examining Various Forms of Text through the Critical Mind

*Matthew Bodie and Cher Gauweiler, St. Petersburg College*

In this interactive session, presenters will share current theories on various literacies (e.g., visual, digital and cultural). Participants will examine how to implement specific strategies to engage their students in the content as well as increase their critical thinking skills.

## Room 2-304

### Not Quite a Lecture: Keeping Students Engaged

*Ginny Price, St. Petersburg College*

This presentation allows participants to get brief tastes of a variety of strategies used to get students to prepare for class (actively read and take notes), be engaged in class (discussions and activities), think deeply about the course material and be able to apply what they learn.

## Beach Lab

### Technology Tools Re-Imagined: Easily Create Accessible Educational Materials

*Joe Tedesco, Georgia Institute of Technology, Atlanta, GA*

This presentation will explore standard and assistive technology tools that have for years influenced the disability community and now are playing a significant role in how students of all abilities will access information. Participants will learn what tools and features, informational supports and resources 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.

## Water Lab

### Serving Students with Asperger's Syndrome: A Model Program

*Dr. Kris Webb, University of North Florida*

Project THRIVE (Transition to Health & communication, Resources, Independence, Viable careers, and Education) is housed at the University of North Florida (UNF) and THRIVE participants are in the process of completing their first full year in the program. This session will describe the program's successes, lessons learned and future directions. Session participants will (a) discuss barriers and opportunities college students with ASD may face, (b) be able

Continued on page 10

# Conference Schedule

Friday, April 5 continued

to list several THRIVE program components that may be helpful as they prepare students for college attendance, (c) participate in discussions about the transition elements of college-bound students with ASD, (d) explain the importance of individualized goal setting for college students with ASD, and (e) depict the characteristics and importance of program mentors.

Across the nation, hundreds of students with ASD are applying and enrolling in colleges and universities, and at the UNF, we are proud that our numbers of students with ASD are dramatically parallel to national trends. To ensure UNF students with ASD experience successful collegiate benchmarks, we have developed Project THRIVE. Our review of current research about the needs of college students with ASD has resulted in the incorporation of evidence-based components consistent with Learn, Live, Labor, and Leisure with Student Development.

The THRIVE model consists of three basic pillars: Situational Social Skills, Independent Responsible Living and Career Development. These core components comprise the fundamental premises of THRIVE and consist of a series of steps to achieve competency in each pillar. Using students' strengths and skills, THRIVE personnel elevate each individual's skills in these essential life areas. Self-awareness, coupled with community consciousness and informed mindfulness of others, are THRIVE concepts that are taught, supported, and encouraged daily. For example, in the pillar of Situational Social Skills, participants will pursue competencies in (a) self-advocacy and choice-making, (b) appropriate social and sexual behaviors, (c) diversity and learning about others, (d) professional interactions, and (e) peer interactions and conflict resolution. THRIVE participants have opportunities to participate with individual mentors, group support meetings, personal counseling sessions, health check-ins and other support services.

During the session, attendees will participate in large and small group mini-discussions, gather information about college students with ASD or students who are college-bound, reflect on appropriate and evidence-based program components and meet other professionals who share an interest in college students with ASD.

**9:45-10:45 a.m.**

**Room 1-451**

## **Serving Students with ADHD**

*Dr. Wendy Rice, Tampa, FL*

Students with ADHD live in a world of "noise." As educators, we need to help them adapt to classroom, testing and advising situations as they move through their college careers. An expert in the field, Rice will provide a clear understanding of this disorder and simple strategies that can be applied to help ensure their success in college.

**Room 2-304**

## **Intellectual Virtues and Vices and the Tools of the Lazy Mind**

*Dave Monroe and Christy Powers, St. Petersburg College*

Participants in this session will discuss a range of intellectual dispositions that partially constitute being a critical thinker, as well as some that do not. Critical thinking instruction often focuses on developing the "right" intellectual traits and how using correct reasoning skills propels that development. In this session, participants will consider an alternate perspective--that is, a consideration of how incorrect reasoning, particularly informal fallacies, propagates intellectual vices.

**Beach Lab**

## **Revelation Theory of Learning: A Universal Design for Instruction**

*John Connor, Daytona State College*

Revelation Theory of Learning (RTL) is an instructional method that optimizes or facilitates learning for all students. RTL orchestrates effective use of technology with the necessary applied psychology of learning to sustain information transfer in all learners. It is significantly more than the application of technology in education; it is the integration or melding of technology with the psychology of learning to optimize learning for every student.

**Water Lab**

## **Back to the Future: The Conversation Continues**

*Jean Ashmore, AHEAD*

Join Jean Ashmore to discuss the 2012 AHEAD documentation guidance in a more intimate gathering. Share your own evolving approaches to documentation, bring your hesitations and questions. Collectively develop tools for rethinking disability services through the lens of documentation.

**Room 3-12**

## **Assistive Technology Lab**

*Regina Miller and Dustin Campbell, St. Petersburg College*

This session 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.

## Workshop presenters

**Julie K. Balassa** earned her B.A. in psychology from McGill University and a master's degree in special education, education of the deaf from Columbia University. She started her career in New York City as a teacher of the deaf and subsequently as a nationally certified interpreter for the deaf. She initiated a pilot program to teach deaf children with autism, schizophrenia, and brain injury and served as a consultant regarding the education of this population. She served on the board of New York Metro Registry of Interpreters for the Deaf. She subsequently became a staff interpreter for the Connecticut Commission on the Deaf and Hearing Impaired, after which she relocated to Florida and worked as a freelance interpreter and desktop publisher. She joined the staff of Valencia College in 2003 as a counselor for a TRIO grant program serving students with disabilities, where, in addition to her responsibilities as the grant's academic advisor, she was responsible for supervising the grant's assistive technology services, data collection systems and tutoring program. She became collegewide coordinator of Valencia's Deaf and Hard-of-Hearing Services, Assistive Technology Services and Alternate Format Services in 2005, and has continued oversight of these areas since her reclassification in 2007 as collegewide assistant director of the college's Office for Students with Disabilities. She is the college's point of contact with publishers regarding accessibility; serves as a technical and educational resource for the OSD and for disability service providers throughout the country; and is a frequent presenter on alternate format production, assistive technologies, and on issues impacting access for students who are deaf, hard-of-hearing or legally blind. She continues to hold national RID CI and CT certification and serves on the advisory committee of the Access Text Network.

**Matthew Bodie** serves as the administrator of learning centers at SPC's Clearwater Campus, overseeing learning beyond the classroom for the first-year composition program. In addition, Bodie designs and teaches courses and workshops in research, writing and technology. He also co-chairs the Quality Enhancement Committee, planning and promoting activities for the collegewide critical thinking initiative. Bodie's instructional and research interests include visual and digital rhetoric, cultural studies and associated literacies.

**Carol A. Preston Brown** is the Satisfactory Academic Progress counselor in Financial Aid at Pasadena Community College, one of the 112 community colleges in California. In her current position, she also assists her colleagues working directly with former foster youth students. She has provided advice, guidance and counseling to students in this capacity, as well as in previous positions such as dean of students, adjunct faculty and administrator in a non-profit environmental education organization. She is a former board member for Outward Bound Adventures and has served as a volunteer for Neighbors Acting Together Helping All, a non-profit education-based organization.

Preston Brown's positions have allowed her to work with a diverse population of students identified as "at-risk". Demonstrating her passion to assist students, she collaborated with Dr. Lorraine Fox at the Southern California Trainers' Network to present "From Care to College," a presentation for professionals who provide resources to current foster youth in the midst of transitioning to independence.

Before working in higher education, Preston Brown worked in the private sector. In 1999, she began working in education, where she assisted faculty working with disabled students in classroom instruction. She holds a B.A. in human development from Pacific Oaks College and a master's degree in organizational management and development from Fielding Graduate University. She is currently in the last stages of her doctorate of education at Fielding. It is not surprising her dissertation focus is on the challenges faced by former foster youth and their individual experiences on the community college campus.

**Dustin Campbell** is a technology support specialist with the Assistive Technology department at St. Petersburg College, where he has been since 2007. Originally working at the technical support desk, he is now responsible for deploying and maintaining assistive technology labs, updating technology at each SPC campus to ensure accessible use and oversees the daily technology needs of the department.

**Beth Carlson** is a graduate of the University of South Florida with an M.S. in communication sciences, awarded in 1982, and an interdisciplinary doctorate in second language acquisition and instructional technology, awarded in 2004. Carlson taught hard-of-hearing and deaf students in the Pinellas County Schools from 1982 to 1992, was a state-screened sign language interpreter actively working in the community, an adjunct instructor in the interpreter training program at Hillsborough Community College and an adjunct instructor in the communications sciences program at USF, where she taught graduate courses in language learning and deafness, and reading and deafness. In 1992, Carlson joined SPC as an adjunct teaching English and reading to deaf students, and American Sign Language in the Sign Language Interpreter Training program. She became a full-time faculty member at SPC in 1998. She has taught developmental English and reading, English to speakers of other languages, American Sign Language, ASL Linguistics, educational technology, career and life planning, and college success skills. Carlson has served as a consultant for several local and national organizations, has written and secured various grants, received a number of teaching and scholarship awards, and is a regular presenter at local and national conferences. Her scholarly interests include second language learning, writing and sign language linguistics.

**Eric Carver, Ph.D.**, has participated in various events and forums in collaboration with the Applied Ethics

Institute and the healthcare informatics program at St. Petersburg College. Throughout west central Florida, he has presented on several topics including biotechnology, genetic engineering, healthcare informatics and codes of ethics for healthcare professionals. Before joining SPC, Carver performed nursing and administrative duties in critical care, emergency services, drug rehabilitation and immunology. He also is a decorated veteran with more than 19 years of government service, and has studied at the U.S. Air Force School of Bio-Medical Science. He currently serves as the lead faculty associate for SPC's Center of Excellence for Teaching and Learning. Carver currently teaches courses for the health informatics program at the Health Education Center and the Applied Ethics Institute at SPC. He has had several academic appointments at various colleges and universities throughout the U.S. at the undergraduate and graduate level. He is a professional member of the American Society of Bioethics and Humanities, Florida Association of Community Colleges and the U.S.F. Alumni Association.

**John Connor** provides a dual purpose for his institution - he is both a senior professor and practicing psychologist. His research is focused on his teaching and learning theory called Revelation Theory of Learning. He began his first career as a forest engineer for Kimberly Clark. After relocating to the United States in 1985 and completing graduate school, he became a psychologist for both Volusia County Public Schools and subsequently, Daytona State College. At DSC, Connor has served as both program manager and director of the college's Educator Preparation Institute.

After authoring his learning theory and publishing two books, Connor is focusing on presenting RTL at conferences worldwide. He was the key-note speaker at a pedagogy conference in Paris in October of 2012. His latest book is titled *Frames of Learning: Revelation Theory of Learning*.

**Mary Deschamps** is an instructional technology specialist for Disability Resources at St. Petersburg College. She creates new and retrofits existing online course content to ensure accessibility. Deschamps often partners with Web Instructional Technology Services and the instructional design technologists at the college to develop innovative ways to address issues affecting students with disabilities enrolled in online courses and guide instructors on best practices for universal accessibility.

**Karen Fritch** has been in education for more than 20 years in the capacity of a teacher and consultant. She spent 11 years with the Pennsylvania Department of Education doing consulting and training on its special education initiatives across the state. In Florida, she is currently at St. Petersburg College as an instructional design technologist and adjunct instructor for online courses. She received her B.S. in education at Pennsylvania State University and a master's in instructional technology at DeSales University.

# Workshop presenters

**Cher Gauweiler, Ph.D.**, is a professor of elementary education in the College of Education at SPC's Tarpon Springs Campus. Gauweiler has taught for 17 years in a variety of settings including elementary, middle and high school. She is especially interested in service learning and recently participated in a literacy project in rural Jamaica with several pre-service teachers through International Programs at SPC. In addition, she is an avid proponent of incorporating the arts such as drama, music and visual arts into a variety of classroom settings to increase student learning and engagement

**Tim Godcharles** received an M.Ed. in instructional technology and a B.S. degree in secondary education social science education from the University of South Florida. He taught middle school social studies in Pinellas County for more than seven years. Since January 2009, he has been working as an instructional design technologist for SPC, supporting faculty with online courses and other instructional technology needs.

**Larry Goldsmith, CWDP, P.E.T.**, is the author of "Building the Looking-Glass Résumé" and the "Anatomy of a Job Fair," and has worked with more than 20,000 workforce clients, students, job seekers and those searching for another career direction. Goldsmith is a Certified Workforce Development Professional (CWDP), certified personal empowerment by type facilitator (P.E.T.), career development specialist, professional résumé writer, job coach and workforce trainer. Goldsmith teaches career and life planning at SPC. Before Goldsmith's teaching responsibilities at SPC, he led career development services at the college. He has considerable background in the workforce development (One Stop Centers) industry having served as a client services provider, labor market information specialist and One Stop administrator.

**Jennifer Haber, Ph.D.**, is a professor of communications at SPC. She has done extensive research on online/blended teaching and learning and has written numerous articles, including "Perceptions of Barriers Concerning Effective Online Teaching and Policies" in the Community College Journal. She also has presented at numerous conferences, including the Critical Thinking Institute, the Teaching and Learning Conference, and the ITC Conference. Most recently, she was awarded a critical thinking grant designed to teach students how to use critical thinking, reading and writing skills to create research projects.

**J.R. Harding, Ph.D.**, is a two-time U.S. Presidential Appointee, seven-time Florida Gubernatorial Appointee (under four different Governors), author of "Now What?" and recognized international disability expert who has made significant contributions to both public policy and the community.

He has testified on numerous occasions on issues affecting persons with disabilities to both the United States Congress and the Florida Legislature. As the only two-time Student Regent (1996-98), who happens to have a disability, he was able to place

issues affecting students with disabilities into the 1998 State University System master plan for the first time. Moreover, during his five years as chairman on the Commission for Transportation Disadvantaged, he ushered in the first ever return on investment study for mobility of persons with disabilities. In turn, this study helped produce a \$5 million annual increase to the CTD trust fund.

Through his community service and as an Able Trust director, he co-founded the Florida Disability Mentoring Day, considered the best in the country, and has personally secured more than \$800,000 in corporate sponsorship to advance meaningful mentoring experiences for Floridians with disabilities.

Harding currently resides in Tallahassee and works full-time with The Agency for Persons with Disabilities as a member of the external affairs team. He is charged with developing and participating in community partnerships like today's event. He's known for always having time to help others in need and to find their way to independence.

**E. Gay Hawk** is the executive director of NAMI Pinellas County (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/Substance Abuse Coalition.

For 13 years, Hawk worked at the private psychiatric hospital Windmoor Healthcare of Clearwater in a variety of positions, including director of admissions, business office director, patient advocate and director of public relations. While at Windmoor, she was honored with two awards from NAMI Pinellas—an Iris Award and the Leadership/Achievement Award.

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. Before moving to Pinellas County 18 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.

Throughout her career, Hawk also has served as a reporter/photographer for a weekly newspaper, director of public information and adjunct professor of journalism for a liberal arts college in Ohio, communications specialist for Cornell University, education specialist for a community mental health center and occupational consultant for a regional alcoholism council.

**Mickie Hayes** is director of the Florida Consortium for Postsecondary Education and Intellectual Disabilities. She has a master's degree in education in curriculum and instruction, and is certified in learning disabilities/severe behavior disorders. As consortium director, she expands current postsecondary programs and develops new postsecondary programs throughout Florida for students with intellectual disabilities. She is currently partnering with the Florida Inclusion Network to develop the person-centered planning model STAR (Students Transitioning into Adult Roles) that is being shared throughout Florida. She also recently directed the development of an online Universal Design for Learning (UDL) Module for postsecondary faculty who teach students with intellectual disabilities in their inclusive college

courses. Before 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.

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

**Monica Lara, Ph.D.**, grew up in Southern California, went to school in the San Fernando Valley and attended California State University, Northridge, earning her B.A. and M.A. in biology. Her doctorate in biological oceanography was conferred by the College of William and Mary, where she attended the Virginia Institute of Marine Science specializing in the larval stages of reef fishes. She moved to south Florida to work for the University of Miami first as a post-doctoral associate and then as an associate research scientist. There she was awarded research grants from NOAA for various projects such as otolith microchemistry in gray snapper to learn about nursery areas and a large survey of fish larvae in the Yucatan. So far, Lara has published more than 20 peer-reviewed articles on this work including eight chapters in the "Early Stages of Atlantic Fishes: An Identification Guide for the Western central North Atlantic". She accepted her full-time teaching position at SPC in August of 2008. She has taught oceanography, majors and non-majors marine biology, majors and non-majors biology, biological issues and theories and practices of science. She and another professor at the Clearwater Campus have started a laboratory for research in marine biology where SPC students have worked on various research projects, building equipment, sampling, analyzing samples, writing abstracts and proposals and presenting posters and talks at professional scientific meetings. Lara has received various CETL, FGO and Innovation grants to support her efforts in establishing her lab and supporting student research. She is an advisor of the Science Adventurers Club on the Clearwater Campus and served as faculty champion for the Natural Sciences for the college's Critical Thinking Initiative. She is a founding board member of Reef Monitoring Inc., a non-profit group that promotes marine conservation and research among students and the general public.

**Patti Lester** is the AT lab coordinator for the Student Disability Resource Center at Florida State University, where she manages the technology lab, assistive software/hardware and provides leadership for the AltText Department, providing information access for those students with qualifying print disabilities. She is an R.I.D. Nationally Certified Interpreter for the deaf

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and provides support to the SDRC staff interpreter.

Originally from Oxnard, Calif., she was raised by deaf parents, an experience that laid the groundwork for her passion to access. She graduated from FSU with a Master of Science in Library and Information Studies, with an emphasis on technology and programming.

**Ken Marquard, Ph.D.**, has served children and adults with disabilities for more than 40 years. He currently serves as director of the Personal Innovation Center at Miami Dade College which provides services and diverse programs for students with disabilities, veterans and other students who wish to engage in personal innovation projects at the Center's Digital Tech Studio. Marquard also is host of the Association of Agencies, which brings more than 50 agencies together for developing initiatives that address the needs of special populations throughout the county.

**Regina Miller** is the assistive technology specialist for St. Petersburg College and provides support for Disability Resources. Miller has been with the department since 1998, when she began as a work study student. She currently is seeking her bachelor'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.

**Dave Monroe** is lead faculty for applied ethics at the Tarpon Springs and Clearwater campuses of St. Petersburg College. He has taught ethics and critical thinking at the University of Tampa and is the faculty co-chair of the SPC Quality Enhancement Committee. He also has edited anthologies for Wiley-Blackwell's popular Philosophy for Everyone series, and published papers in ethics and philosophy of art.

**Nancy Munce** has been an instructional design technologist at St. Petersburg College since 1999. She also teaches a variety of courses that cover topics such as web 2.0 and social media and computer information, literacy and programming. Munce received a bachelor's degree in secondary mathematics education from the University of South Florida and a master's degree in computing technology in education from Nova Southeastern University. She is passionate about helping faculty members infuse technology into teaching as a vehicle for elevating student success and engagement.

**Christy A. Powers, Ph.D.**, is the instructor-in-charge for the Legal Studies program at St. Petersburg College. Educated in Chicago at the John Marshall Law School, she is a licensed attorney in multiple states. Her prior employment dealt with labor and pension laws in both the federal and private sectors. The focus of her work is on finding successful ways for students to navigate through their program and find solid employment.

**Ginny Price** is a professor at SPC, where she teaches small animal behavior along with the entry level nursing laboratory, laboratory animal medicine and

nursing I lecture. Between 2009 and 2011, she was the critical thinking champion for the A.S. Veterinary Technology program. Price has served for the past year as the Center of Excellence for Teaching and Learning representative for SPC's School of Veterinary Technology. From 2009 through 2011 she served on the board of directors for the Western Veterinary Conference as their technician director. She graduated from SPC's Veterinary Technology program in 1981 and is certified in the state of Florida with the Florida Veterinary Technician Association. She has a master's degree in psychology from Walden University and is a founding member of the Society of Veterinary Behavior Technicians and the Academy of Veterinary Behavior Technicians. She earned her Veterinary Technician Specialist in Behavior in 2010.

**Wendy Rice, Ph.D.**, opened her private practice in Tampa in 2001 and has become widely known in the region as a highly qualified and compassionate psychologist. She has significant experience working with children, adolescents, adults and seniors, offering diagnostic interviews, testing and assessment, and therapy to her clients. She was the first to use BrainTrain's software for cognitive training in Tampa, and her insights on a variety of psychological, social and learning issues have been featured in the local media.

Rice began her career in Manhattan at a practice that specialized in working with children with difficult temperaments. She received her master's degree and doctorate in psychology from Yeshiva University in New York City, and she completed her American Psychological Association-approved internship in clinical psychology at the Astor Home for Children in the Bronx. Rice also completed two years of additional training in adult psychodynamic psychotherapy through the Tampa Bay Psychoanalytic Society. She completed a formal post-doctoral certificate program in clinical neuropsychology under the direction of renowned neuropsychologist Dr. Elkhonon Goldberg to better understand and treat the connections between behavior, learning and brain functioning.

**Breinne Schlenke, Ph.D.**, graduated cum laude in 2001 from Randolph-Macon College in Ashland, Va., with a B.A. in psychology. In 2008, she graduated sum cum laude from Nova Southeastern University in Ft. Lauderdale with a doctorate of psychology. The focus of her pre-doctoral graduate education, training and internship was serious mental illness, including treatment of serious mental illness, recovery-oriented services and psychiatric rehabilitation. She completed a pre-doctoral internship in 2008 at Dorothea Dix Hospital in Raleigh, which is part of the North Carolina State Hospital System.

Schlenke is a 2008-2009 postdoctoral psychology fellow as an Interprofessional Fellowship in Psychosocial Rehabilitation and Recovery-Oriented Services at Durham Veteran Affairs Medical Center in Durham, N.C. She currently serves as a local recovery coordinator and licensed psychologist at Bay Pines VAHCS in St. Petersburg.

**Alan Shapiro** has been an instructional design technologist at St. Petersburg College since 1998.

He also has taught beginning web and computer applications courses online as an adjunct faculty member. He has a bachelor's degree in environmental science from Pennsylvania State University and a master's in computer science education from the Nova Southeastern University. Since 1988, he has worked as a classroom teacher, using technology as a classroom tool. This has provided opportunities that have allowed him to share with faculty his experience in integrating technology in various educational settings.

**Joe Tedesco** is the learning and development manager at the Alternative Media Access Center of Georgia Institute of Technology, where he puts his nearly 20 years of experience in the fields of disability, education and special populations to work, developing and launching new services and products that are aimed to improve the lives of students with disabilities. As a certified assistive technology practitioner, Tedesco combines his degrees in psychology and education with his practical knowledge of technology to help assess, introduce and train students in the use and implementation of technology to help them meet their educational and vocational goals. He also is a recognized conference speaker and enjoys providing training.

**Janice Thiel, Ph.D.**, is the director of St. Petersburg College's Critical Thinking Initiative 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.

**Kristine (Kris) Wiest Webb, Ph.D.**, is professor in the department of Exceptional, Deaf and Interpreter Education and director of the Disability Resource Center at the University of North Florida. She is a past president of the International Division on Career Development and Transition and a former president of the Florida Division on Career Development and Transition. Before joining the UNF faculty, Webb served as the director of the Florida Network: Information and Services for Adolescents and Adults with Special Needs housed at the University of Florida.

Her interest in professional development began with a four-year assignment as the coordinator of a collaborative special education intern program at the University of New Mexico. Before this assignment, Webb was a high school teacher for 17 years. Along with her interest in secondary education teacher preparation, she has a long-standing interest in postsecondary education for individuals with disabilities, family involvement and collaboration, and transition to adult life for individuals with disabilities.

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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The Board of Trustees of St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The college will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, sexual orientation, gender identity, genetic information, 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 Pamela Smith, the director of EA/EO/Title IX Coordinator at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email [eaao\\_director@spcollege.edu](mailto:eaao_director@spcollege.edu).

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