

Co-sponsored by St. Petersburg College's Accessibility Services, Retention Services Department, Florida Association on Higher Education and Disability (FL-AHEAD), and the Center for Excellence in Teaching and Learning (CETL)

Narrowing the Gulf

NINETEENTH
ANNUAL
CONFERENCE

for Underrepresented Students in Postsecondary Education



April 5-6, 2018

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

SPC St. Petersburg
College



St. Petersburg College

SPC

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April 5, 2018

Dear Conference Participants:

Welcome to the Nineteenth Annual Narrowing the Gulf for Underrepresented Students in Postsecondary Education. Again this year, we are pleased to have as our co-sponsor, the Florida Association on Higher Education and Disability. In the 18 years the conference has been held, more than 3,000 professionals from St. Petersburg College and many other colleges and universities have benefited from the expertise of our presenters.

This conference promises to provide you with up-to-date techniques for successfully working with your students as well as strategies to incorporate critical thinking skills into your classrooms. Some of this year's hot topics include:

- The Ever-Expanding Role of the Accessibility Coordinator
- Making a Difference in Our Students Lives and How We Perceive Our Students
- Project Access - Universal Design in Learning
- Service Animals on Campus: Developing and Implementing Campus-wide Policy
- Unique Abilities in Higher Education
- Advanced Active Learning - The Use of Art-Based Learning in Higher Education Classrooms from the African American Perspective
- Recruitment and Retention Strategies
- Disabilities - How We Talk About It Matters
- Impact of Social Media on Accessibility and Student Success
- Strategies for Success in Developmental Classes
- Alternative Media: E-Text Production Survival Guide
- Success Strategies in Working with Veteran Students with Disabilities
- Building Student Self-Efficacy Through Engagement with Common Technology Tools
- Misinterpreted Behavior - Autism vs Title IX
- Creating and Teaching Math to Students with Blindness
- African American Women in Higher Education
- Inclusion- Making A Difference in Our Students Lives

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

Sincerely,

Tonjua Williams

Tonjua Williams
President

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

CONFERENCE SPONSORS

St. Petersburg College is Florida's oldest two-year college. It was founded in 1927 as a private institution, with its initial classes held in one section of a Pinellas County public high school. Today, it stands as a multi-campus public institution with sites located throughout the county and services offered throughout the nation. More than 62,000 students attended classes at SPC during the 2007-08 school year.

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

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

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

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

provides educational and professional development opportunities and is working to develop a statewide network for disability support services. Its mission is to improve professional knowledge and educational initiatives that affect the full participation of students with disabilities in postsecondary education. Specifically, it is designed to:

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

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

General Information

Name badges: Name badges are required for entrance to all conference sessions and should be worn at all times during scheduled conference events. The name badges reflect that registration has been completed and also is helpful for other registrants who may wish to network with you.

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

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

Smoking: St. Petersburg College is a smoke-free campus.

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

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

FL AHEAD Members Luncheon
Thursday only, 12:10-1:30 p.m.
(Paid attendees only)

KEYNOTE SPEAKERS

Opening Keynote Speaker: Nancy Weil

2018 Conference Keynote Speaker Nancy Weil is known for her energetic, entertaining and content rich programs. Nancy has helped thousands of people across the country change their lives through laughter and get in touch with their "inner happy." She is the founder of The Laugh Academy and also serves as Director of Bereavement Support for Veterans Funeral Care in Clearwater, FL. Nancy is the author of the book *If Stress Doesn't Kill You, Your Family Might*.



Closing Keynote Speaker: Deborah Grassman

Deborah Grassman is a Nurse Practitioner who provided hospice care at the VA for 30 years. She took care of more than 10,000 dying veterans. Those 10,000 dying veterans taught her lessons about how to attain personal peace and, ironically those lessons came from people who were trained for war.

Deborah came to realize that these lessons could be extrapolated to the general public. That's when she and 4 other hospice nurses left the VA and founded the non-profit Opus Peace, an organization that provides training and tools to people like yourselves to take the *Soul Injury* message to their families, workplaces, communities, civic organizations, and faith communities. Today, she will share with you the compelling lessons that DYING veterans have to teach us about a phenomenon called *Soul Injury* and the unmounted loss and unforgiven guilt and shame that cause it.

She is a contributing author for three textbooks, has 22 published articles, there are three documentary films featuring her work, and has two published books, *Peace at Last: Stories of Hope and Healing for Veterans* and *The Hero Within: Redeeming the Destiny We Were Born to Fulfill*.

She has collaborated with national, state, and local organizations to advance the concepts of Soul Injury and Veterans' unique needs at the end of life. Deborah is most well known for being the first to identify the unique needs of Veterans at the end of life. Her clinical work played a key role in establishing the national Hospice-Veteran Partnership and the We Honor Veterans programs, both of which are collaborative efforts between VA and the National Hospice and Palliative Care Organization (NHPCO).

In 2002, she introduced "pinning ceremonies" to honor dying Veterans, a ceremony that has become standard practice in hospices and long-term-care facilities throughout the nation. She has expanded that ceremony to include a *Fallen Comrades* ceremony that honors Veterans and First Responders who have survived war, trauma, and violence.

Additionally, Deborah's *Soul Restoration* caregiver ceremony is now being utilized by healthcare organizations throughout the country to address the unmounted losses that healthcare providers sustain on a daily basis. Deborah directs the *Opus Peace* institute where leaders are trained in how to provide programs that respond to *Soul Injuries*.



AGENDA

Thursday, April 5, 2018

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 Nancy Weil
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 Own FL-AHEAD Luncheon and Spring Meeting (tickets required)
1:45-2:45 p.m.	Breakout Session III – Collaborative Labs
2:45-3 p.m.	Break
3-4 p.m.	Breakout Session IV – Collaborative Labs
4-4:15 p.m.	Break
4:15-5:15 p.m.	State of Florida Update

Friday, April 6, 2018

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
9:30-10 a.m.	Break and Networking
10 a.m.-noon	Closing General Session Keynote address by Deborah Grassman

Narrowing the Gulf

SCHEDULE AT A GLANCE

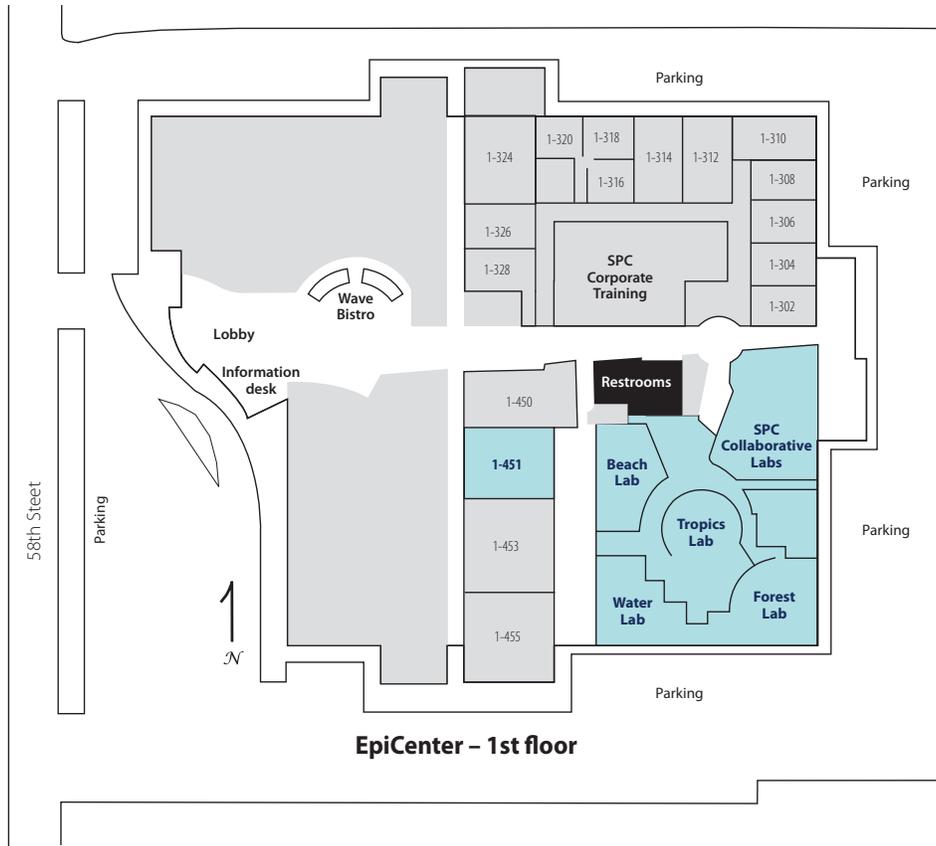
Thursday, April 5, 2018

Time	1-451	2-304	Beach	Water	Tropics	Forest
8:30-9:30 a.m.	Opening Keynote Speaker <i>Nancy Weil</i>					
9:30-9:55 a.m.	BREAK					
9:55-10:55 a.m.	Teaching and Developing Accessible Online Math Content for Students That Are Blind <i>Anastasia Charalambakos</i>	Alternative Media <i>Brad Held</i>	Successful Strategies in Working with Students with Veteran Students with Disabilities <i>Patricia Jenkins Brad Jenkins</i>	Be the Difference to Make One it Takes All Kinds <i>Francine Fuentes</i>	Recruitment and Retention Strategies <i>Aaron Distler Stephanie Potthoff</i>	Advancing Active Learning <i>Michelle Mont</i>
11:10 a.m.-12:10 p.m.	Expanding Access: Center for Students with Unique Abilities <i>Paula Koehler</i>	Impact of Social Media on Accessibility and Student Success <i>Brad Held</i>	Collaboration between Faculty, Accessibility Services and Assistive Technology <i>Lisa Gould Regina Miller Kim Jackson</i>	Employment and Autism <i>Christine Hugh Scott Fonechia</i>	Service Animals on Campus <i>Aaron Distler Stephanie Potthoff</i>	Strategies for Success in Development Classes <i>Barbara Gentry</i>
12:10-1:45 p.m.	LUNCH FL AHEAD Spring Meeting					
1:45-2:45 p.m.	Hidden Disabilities in the Classroom <i>Kendra Leska</i>	Security On Campus De-Escalation Techniques <i>Dan Barto</i>	How We Talk About It Matters <i>Dr. Susan Colaric</i>	Autism vs. Title IX Is This a True Fight? <i>Vanessa Lloyd</i>	Universal Design Part A <i>Matthew Simmons Denise Giarrusso</i>	
2:45-3 p.m.	BREAK					
3-4 p.m.	The Mindset of Success – Getting to the Heart of the Matter <i>Janice Kicklighter</i>	ALICE Alert, Lockdown, Inform, Counter, Evade <i>Joey Fernandez Ryan Crowder</i>	Mental Health, Awareness, Suicide Prevention and Resources <i>Sarah Miller Brendan Robertson</i>	African American Women in Higher Education <i>Nikki Hall Belinthia Berry</i>	Universal Design Part B <i>Matthew Simmons Denise Giarrusso</i>	The Ever Expanding Role of the Accessibility Coordinator <i>Mike Ritter</i>
4:15-5:15 p.m.	Florida Updates <i>Stephane Leland</i>					

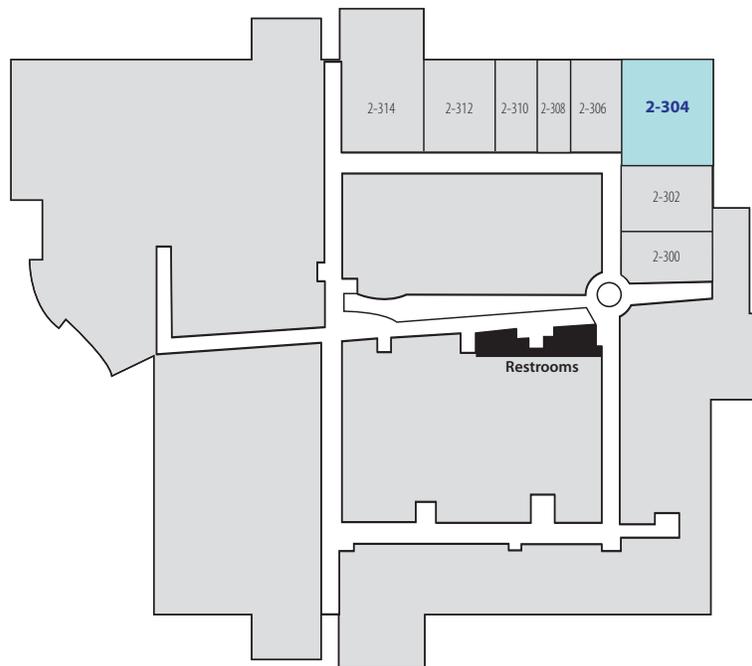
Friday, April 6, 2017

Time	1-451	2-304	Beach	Water	Tropics	Forest
8:30-9:30 a.m.		Create Instant Student Engagement <i>Larry Ducey</i>	Proven Strategies for Math Success: Study Skill, Accommodations and Substitutions <i>Paul Nolting</i>	Serving Today's Veteran Students <i>Jeff Cavanagh</i>	How To Create Accessible Documents and Contribute to a Barrier-Free Education <i>Tanja Stevns Dr. Lars Christensen</i>	Why Are We Doing This? Strategies for Increasing Student Engagement <i>Shyam Seetharaman Anthony Valentine</i>
9:30-10 a.m.	BREAK					
10 a.m.-Noon	Closing Keynote Speaker <i>Deborah Grassman</i>					

EpiCenter floor plan



EpiCenter - 1st floor



EpiCenter - 2nd floor

CONFERENCE SCHEDULE

Thursday, April 5, 2018

9:55-10:55 a.m.

Room 1-451

Teaching and Developing Accessible Online Math Content for Students Who Are Blind

Anastasia Charalambakos, St. Petersburg College

For many years, creating accessible online math content for students with blindness has presented many challenges to college instructors. This presentation will define accessible course content in relation to math and give instructor's options to consider when developing online math content for use with screen reading software. It will also discuss some of the current tools and applications available to help make math more accessible to learners with blindness. Finally, this presentation will provide instructors with insight into teaching math to students who are blind in the classroom.

Room 2-304

Alternative Media

Brad Held, University of Central Florida (UCF)

Request for electronic text have you overwhelmed? In this presentation, the audience will learn the basic advantages of e-text, how to incorporate policy, best places to obtain e-text, different production tools and best practices for delivering quality e-text files to your students.

Beach

Understanding Student Veterans: Retention and Success Strategies

Patricia and Brad Jenkins, St. Petersburg College

Research shows veterans experience a reconstruction process from military life to civilian and campus life, unique only to this group. It is important for faculty and counselors to understand the psychological and physical impact of military and combat experiences that can affect their success and retention in college. They currently average a 80% dropout rate in the first semester. The challenge for faculty is to provide the best learning environment adapted to the veteran's special needs.

Water

Be the Difference to Make One, It Takes All Kinds

Francine Fuentes, St. Petersburg College

Bring awareness to administrators, faculty, advisors and all staff in colleges regarding pre-conceived notions we may have in regards to our students entering the college system. Do we look

at them fairly? Do we regard them equally? Do we believe they can be successful? Are we willing to nudge them to fulfill their potential? Do we choose to stifle them because of our differences? Do we judge? How can we see inside the student? Come to this introspective presentation and make the difference.

Tropics

Recruitment and Retention Strategies Harnessing The Power (BI): Effective Tracking of Strategic Initiatives

Aaron Distler, Stephanie Potthoff, Stetson University

What if the data you needed was right at your fingertips? What if you could ask questions of that data in order to make real-time decisions or support the request for additional resources? Academic Success at Stetson University has begun utilizing Microsoft Power BI to track and report real-time data of student service usage (e.g. tutoring, writing center, advising), faculty concerns for students, and outreach initiatives. This new way of visualizing our data has allowed us to identify gaps and make a concerted effort to address those gaps in the moment rather than having to wait. Come learn about this incredible data visualization tool and how it could help you quickly address areas of concern and report needed information to your decision makers.

Forest

The Use of Art-Based Learning in Higher Education Classrooms from the African American Perspective

Dr. Michele Mont, St. Petersburg College

Educators throughout the years have mainly focused on cognitive thinking and practices (Gardner, 2004). Some research has linked this focus to the disengagement of some students and their dwindling interest in remaining in these settings (Gardner, 1983, 1999, & 2004; Banks, 1993). Some educators have disputed the prevalent singular reliance on cognitive approaches. Instead, they support a combined experience that includes cognitive approaches and multiple ways of knowing, such as artistic ways of knowing (Eisner, 1972; Greene, 1995; Lawrence, 2005). They suggest that artistic expression broadens cultural perspectives by allowing and honoring diverse ways of knowing and learning. This research considers the perspectives of African American higher education learners on the use of arts-based activities within the classroom.

CONFERENCE SCHEDULE

Thursday, April 5, 2018

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

Room 1-451

Expanding Access: Florida Center for Students with Unique Abilities

Paula Koehler, Florida Center for Students with Unique Abilities

We will provide an update on implementation of the Florida Postsecondary Comprehensive Transition Program (FPCTP) Act and resources available through the FCSUA. Grants of \$300,000 are available to postsecondary education institutions across Florida to start a FPCTP; scholarships for students with intellectual disabilities to attend these programs can help cover tuition and unique program costs. We will also provide information from program annual reports regarding student characteristics, student services, credentials, and data collection regarding student success. Information will include strategies to build inclusive programs, recruit students, and address equity issues (such as underrepresentation of African American students in current FPCTPs).

Room 2-304

Impact of Social Media on Accessibility and Student Success

Brad Held, University of Central Florida (UCF)

Ever wondered if your followers for social media are getting your communication? Are you being inclusive in your posts? This presentation will provide an overview of the accessibility features of popular social media platforms, such as Facebook, Twitter, Instagram, LinkedIn, Pinterest and YouTube.

Beach

Collaboration between Faculty, Accessibility Services and Assistive Technology

Lisa Gould, Kim Jackson, Regina Miller

Present the importance of the initial, continual and positive communication between faculty and accessibility services. Teaching techniques presented by Professor Kim Jackson - highlighting Inclusion and Universal Design. Accessibility Coordinator Lisa Gould discusses accommodations/services that are provided by accessibility/disability offices. Assistive Technology (AT) will be displayed and explained by AT Specialist Regina Miller, benefits to the students and faculty awareness about assistive technology.

Water

The Future of Employment and Autism

Christine Hugh, Scott Fonechia, Learning Academy at the University of Southern Florida (USF)

Despite the increasing numbers of individuals diagnosed with Autism Spectrum Disorder (ASD) who attend and graduate from college, the employment outcomes for this population continues to be poor. However, in recent years numerous initiatives from the private sector have been popping up around the country offering opportunity for employment as well as acknowledging some of the unique skills and talents this population can bring to the corporate table. These companies are seeing the value of embracing autism in the workplace, especially for the repetitive and structured tasks that are less dependent on social graces than a detail-oriented and focused mind. This presentation will describe some of these initiatives and the process companies are implementing to get these individuals on board. The presenters will describe the important steps in providing effective workplace supports for these individuals and how higher education professionals can help their students with an autism diagnosis access these opportunities and improve their job placement outcomes. Examples of statewide support systems will be described along with information on how to access them.

Tropics

Animals on Campus: Developing and Implementing Campus wide Policy

Aaron Distler, Stephanie Potthoff, Stetson University

As the number of requests for animals on campus continue to increase, it is important to develop a policy that creates a welcoming and inclusive campus while mitigating some of the potential hazards. In this presentation, we will walk through the "alphabet soup" of different types of animals. We will discuss valuable constituents to have at the table during the development of a campus-wide policy. We will share insight from the policy and procedures development process, as well as, the policy implementation and campus education.

CONFERENCE SCHEDULE

Thursday, April 5, 2018

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

Forest

Strategies for Active Learning in Developmental Classes,

Barbara Gentry, Ringling College of Art

Engage students with active learning strategies that promote higher order thinking and long-term retention. Students who are not actively engaged are liable to be overtaken with Zombie Brain. Don't let that happen in your classroom.

1:45-2:45 p.m.

Room 1-451

Hidden Disabilities in the Classroom

Kendra Leska, Aspire Advising

Are you seeing an increase of students with hidden disabilities in your classroom? In this session, we will discuss some of the hidden disabilities that are on the rise, the implications it may have on teaching, behaviors you may see in the classroom, as well as helpful tips in creating a positive learning environment for all. Your questions and cases scenarios are welcomed.

Room 2-304

Security on Campus, De-Escalation Techniques

Dan Barto, St. Petersburg College

In today's ever changing environment, our faculty and staff are facing a more diverse popular with ever increasing challenges. Good interpersonal skills can play an important role in calming situations before they ignite. Here, attendees will be provided several key tips and processes to assist them in de-escalating situations in the future.

Beach

How We Talk About It Matters

Dr. Susan Colaric, St. Petersburg College

College student diversity has increased in recent decades, most noticeably in the enrollment of students with disabilities. College and university faculty attitudes and practices naturally contribute to the success or failures of these students. As with many social issues, faculty attitudes can be guided using a number of lenses or perspectives. This presentation will provide a way to approach the topic from four perspectives: legal, economic, learning success, and civil rights. The goal is to approach the receiver of the communication with a view that resonates with him/her.

Water

Autism vs. Title IX, Is This A True Fight?

Vanessa Lloyd, Embry Riddle Aeronautical University

Misinterpreted Behavior: How do we separate the two? How do we separate awkwardness behavior from harassment? Better yet, how does a student with this type of behavior understand? How do we prevent the student from being misunderstood? Better yet, how do we prevent the Title IX complaint?

Tropics

Project Access / Universal Design in Learning - Part A

Matthews Simmons, Denise Giarrusso, Florida State College of Jacksonville

This presentation will cover the Universal Design in Learning (UDL) theory and how to put it into practice for students. Whether teaching online, face-to-face or hybrid courses, this training will provide resources to make educational materials accessible and engaging for all – especially for deaf and hard-of-hearing students. UDL emphasizes multiple modalities for content mastery and academic performance. Even slight adjustments in classroom presentations can yield significant increases in accessibility. Videos of students and educators sharing insights on UDL are highly informative. UDL is an educational framework based on research in the learning sciences, including cognitive neuroscience that guides the development of flexible learning environments that can accommodate individual learning differences. UDL provides the opportunity for all students to access, participate in, and progress by reducing barriers to instruction. Learn more about how UDL offers options for how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in the learning process. Rather than providing accommodations for a specific student, UDL benefits all students. UDL is not a dumbing down of the curriculum, but a better means of access. Simply put it is just good teaching.

CONFERENCE SCHEDULE

Thursday, April 5, 2018

3-4 p.m.

1-451

The Mindset of Success – Getting To The Heart Of The Matter Supporting Academic Success of Underrepresented Students

Janice Kicklighter, St. Petersburg College

There are four qualities that have been identified as critical to supporting student self-motivation: autonomy, competence, relatedness, and relevance. Among the many factors that influence these attributes, self-talk is a common factor that supports or detracts from student's success. During this presentation, participants will engage in an exploration of the literature and an in-depth "table" conversations. Topics discussed include: barriers and contributors to academic success, effective use of student-affirming lesson planning, and creative strategies for student engagement. Learners will have (1) an enhanced understanding of the experiences of under-represented college students; (2) strengthened capacity to identify student risk, resiliency, and motivation factors; (3) increased capacity to integrate student-affirming exercises (promoting positive self-talk) into lessons; (4) enhanced confidence in using creative strategies to engage underrepresented students in the learning process.

2-304

ALICE – Crisis Training Program

Joey Fernandez, Ryan Crowder, St. Petersburg College

ALICE is a crisis training program that stands for Alert, Lockdown, Information, Counter and Evacuation. Participants will learn safety preparedness, insight and response options when encountering an active shooter or a threat of extreme violence. "It's all about Survival".

Beach

Mental Health, Awareness, Suicide Prevention and Resources

Sarah Miller, Brendan Robertson, NAMI Pinellas

NAMI Ending the Silence helps raise awareness and change perceptions around mental health conditions. Through this free classroom presentation, students get to see the reality of living with a mental health condition. During the 50-minute presentation, a young adult living with mental illness and a family member tell their stories about mental health challenges, including what hurt and what helped. See link for YouTube promotional video:

<https://www.youtube.com/watch?v=c68zZikPhqc>

Water

Strategies for Motivating African American Women to Pursuing Higher Education

Dr. Nikki Hall, Belinthia Berry, St. Petersburg College

This session will discuss the importance of seeking mentorship and professional development opportunities while pursuing higher education.

Tropics

Project Access / Universal Design in Learning - Part B

Matthews Simmons, Denise Giarrusso, Florida State College of Jacksonville

This presentation will cover the Universal Design in Learning (UDL) theory and how to put it into practice for students. Whether teaching online, face-to-face or hybrid courses, this training will provide resources to make educational materials accessible and engaging for all – especially for Deaf and hard-of-hearing students. UDL emphasizes multiple modalities for content mastery and academic performance. Even slight adjustments in classroom presentations can yield significant increases in accessibility. Videos of students and educators sharing insights on UDL are highly informative. UDL is an educational framework based on research in the learning sciences, including cognitive neuroscience that guides the development of flexible learning environments that can accommodate individual learning differences. UDL provides the opportunity for all students to access, participate in, and progress by reducing barriers to instruction. Learn more about how UDL offers options for how information is presented, how students respond or demonstrate their knowledge and skills, and how students are engaged in the learning process. Rather than providing accommodations for a specific student, UDL benefits all students. UDL is not a dumbing down of the curriculum, but a better means of access. Simply put it is just good teaching.

CONFERENCE SCHEDULE

Thursday, April 5, 2018

3-4 p.m.

Forest

ADA, FHA, Title IX, Oh My! The Ever-expanding Role of the Accessibility Coordinator

Mike Ritter, Missouri Western State University

If you have worked in the post-secondary environment for any length of time, you may have noticed a trend: increasing responsibilities and diminishing resources. In addition, because accessibility professionals do a great job of trouble shooting and problem solving, we are being asked to take on additional duties with regard to providing accommodations for everything from pregnancy to puppies! Historically, Title IX, HUD/FHA/ESA were not the domain of the access office but we are increasingly being asked to play a role in coordinating accommodations for students who are protected under these guidelines. However, providing accommodations that are well beyond the domain of equity and inclusion has the very real possibility of undermining the social justice paradigm we have all worked so hard to achieve over the last few decades. This session will help accessibility professionals understand their new and changing role while clarifying the differences between accommodations for students with disabilities and accommodating students beyond the scope of the ADA.

4:15-5:15 p.m.

1-451

Department of Education, Florida Updates

Stephanie Leland, Florida Department of Education

Discussion for Florida Disability Services providers to learn what is happening at the state level regarding the issues that affect students with disabilities.

Friday, April 6, 2018

8:30-9:30 a.m.

Room 2-304

Create Instant Student Engagement, and Build Self-Efficacy With Easy To Use Technology Tools.

Larry Ducey, St. Petersburg College

The level of disadvantaged student success and achievement can be accentuated by adding the component of student self-efficacy to the classroom. External, yet powerful, and influential allies, await the creative faculty professor while building rich engagement filled curriculum content. Through the use of common technology tools, I will show faculty how they can build connections with student achievement, by incorporating the external motivational factors all students possess. Experience some time proven effective strategies to build student self-efficacy, or create new ones of your own to share and create high levels of student success.

Beach

Math Success Strategies: Study Skills, Accommodations and Substitutions

Dr. Paul Nolting, Hillsborough Community College

Math is the most difficult college course to pass. Recent research indicates that math and math text anxiety are major causes in math failures leading to reduced STEM majors. This is especially true for developmental and first college credit math courses including students with disabilities. The national math redesign movement is a response to low math success rates. Many states have mandated new math redesigns/curriculum that has some students with disabilities not being allowed to take math courses while other may be allowed to skip a math course leading to failure. However, some students can bypass algebra and take successfully complete higher level courses. So advisement is a concern with the new redesign. Disabilities services staff nor do the math instructors know which type of course (modular, Emporium Model, accelerated, contextual, co-requisite, online) has the best outcome for different types of disabilities. Also they don't know which study skills and accommodations would be best for the different types of redesigned math courses. Disabilities offices are facing a major math success problem that even the math departments need assistance. Disability offices must develop their own strategies to improve math success that include anxiety reduction, math study skills, appropriate accommodations, appropriate advisement and course substitution processes.

Continued on page 13

CONFERENCE SCHEDULE

Friday, April 6, 2018

8:30-9:30 a.m.

Math Success Strategies: Study Skills, Accommodations and Substitutions

CONTINUED

However, with the new students coming in under SB 850 additional strategies must be developed.

Participants will then have the opportunity to put all these skills together in the form of reviewing individual math success plans. Last, the presenter will suggest how to developing joint disabled student and veterans math study skills workshops and math summits which will include all aspects of the college/university working together to improve math success.

Water

Serving Today's Veteran Students

Jeff Cavanagh, St. Petersburg College

The issues impacting our veteran students and the steps being taken to assist with their transition to civilian life

Tropics

How to Create Accessible Documents and Contribute To a Barrier-Free Education

Tanja Stevns, Dr. Lars Ballieu Christensen, SensusAccess (Denmark)

If documents are designed and created in an accessible way, we can ensure that they can be used by as many people as possible with and without the use of assistive technology. Although doing just that is quite simple, few people do.

The presenters would like to share their vast experience and offer tips, tricks and resources to ease the process of creating such accessible educational material. Working as an accessibility expert for the government of Denmark, the European Commission and private companies for more than 30 years, Dr. Lars Christensen has a good understanding of what goes usually goes wrong and also a very simple way to address it. Tanja Stevns, a special education teacher has worked 27 years with students with print impairments, parents, teachers, educators, administrators and knows hands on the issues related to having to deal with inaccessible teaching material.

Forest

Why are we doing this? Strategies for Increasing Student Engagement and Retention Through Enhancing Classroom Activity Rationale

Dr. Shyam Seetharaman, Dr. Anthony Valentine, College of Southern Nevada, St. Petersburg College

In this presentation, we will present strategies to enhance student engagement and retention by providing students with rationales for completing activities, both in and out of the classroom. By promoting an understanding of the underlying meaning for students asked to complete tasks, this will serve to both enhance overall comprehension and engagement in the classroom and at the college in general. In this talk, examples will be provided as well as how these strategies can be utilized to increase assessment techniques.

WORKSHOP PRESENTERS

Anastasia Charalambakos has been blind since birth due to retinopathy of prematurity, Anastasia Charalambakos was born in New York City to Greek immigrant parents. In New York City, she began receiving lessons in the reading and writing of Braille in her first grade special education classroom. This instruction would be the beginning to a life-long experience in the use of computer access applications, including screen reading and scanning and reading software.

Anastasia has used the access programs to help her meet the required coursework to earn her bachelor's degree from Converse College and her Master of Arts in Applied Linguistics from the University of South Florida, Tampa. She has also used the applications to help her teach English as a second language in the classroom at the English Language Institute at the University of South Florida and privately in the online environment. In 2002, Anastasia worked for Freedom Scientific, a company specializing in the development of access technology for the blind and visually impaired, in St Petersburg, Florida. In 2013, Anastasia again used the access technology to write her memoir, *From Darkness to Triumph*, where she highlights the impact that computer access technology has had on her life in college and beyond. Today, Anastasia serves as Course Accessibility Consultant at St Petersburg College. As part of her work, she dedicates a portion of her time to give presentations on the impact of access technology and accessible course design on students who are blind.

Daniel Barto works for Saint Petersburg College as the Director of Security Risk Management and Safety Operations, overseeing over 40 college employees. Prior to joining the Saint Petersburg College in 2005, he served as the Director of Campus Safety and Security at Eckerd College. Barto received a BA in Sociology and received his MA in Criminal Justice with an area of concentration in Law Enforcement Administration from the University of South Florida in 1995. Barto has also held numerous leadership positions in professional organizations and has participated in numerous governmental committees.

Belinthia Berry is a Program Director for St. Petersburg College where she manages Global Corporate College and handles employee development training programs to meet the needs of local business, industry and individual training. Global Corporate College provides the highest quality training and performance improvement support to employers worldwide by providing access to innovative and flexible education programs, and highly qualified and competent educators. A native of Tampa, FL she attended Howard W. Blake H.S. for the Performing Arts where she graduated with her diploma and a certification in Television Production. She

received her Bachelor of Science degree in Public Relations with a minor in Human Resources from Florida A & M University in 2006. After college she attended the Media Sales Institute and was certified in Sales. She is a graduate from Springfield College with her Masters in Organizational Leadership and Management.

As Ms. Berry continues to provide service to her community as the elected First Vice President for Programs, former Third Vice President of Membership, Public Relations Coordinator and the past Public Policy Chair for the National Coalition of 100 Black Women, Inc. Tampa Chapter (NCBW). She was also the past co-chair of their mentoring group Career Explorations which is now JUST GIRLS. Her role in mentoring the girls extends beyond the organization by helping them with school issues, attitude issues and resolving dilemmas with their parents. Her role as Public Policy chair has taken her to Washington DC and Tallahassee to advocate on behalf of issues pertaining to women and young girls. She has worked on projects such as the Teen Pregnancy Prevention Project, NCBW AARP Cares project, Political Forums and much more.

Jeff Cavanagh spent his freshman year at St. Petersburg Junior College back in the early 70s before enlisting in the United States Navy. Soon after, he attended Jacksonville University on a Navy ROTC scholarship. After college, he was commissioned and became a qualified Surface Warfare Officer spending the next 22 years honing his skills as a ship-handler and expert recruiter before retiring in 1994. Jeff expresses a deep sense of pride in St. Petersburg College due to connections that go back many years. His father, Tom Cavanagh, was a career Air Force fighter pilot and combat veteran who taught Geography and Western Civilization at St. Petersburg Junior College in the 60's and 70's.

Dr. Lars Ballieu Christensen works with technology and design for people with special needs. He advises government, organizations, academic institutions and companies on accessibility and inclusive design. Furthermore, he is the inventor of a range of innovative technologies that support inclusion and self-sufficiency amongst people with special needs. Lars holds master degrees in computer science and journalism, as well as a Ph.D. degree in computer science.

Dr. Susan Colaric is the Associate Vice President, Online Learning and Services at St. Petersburg College in St. Petersburg Florida. The Online Learning and Services team includes Academic Technologies, Instructional Design & Development, and Student Support Services. Dr. Colaric earned her doctorate in Instructional Systems from The Pennsylvania State University; she holds a masters degree in

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Library Science from The University of North Carolina, Chapel Hill and completed her undergraduate degree at The College of William and Mary in Williamsburg, VA. She has been a faculty member and working in faculty development, instructional design and online learning since 1998.

Aaron Distler attended the University of Central Florida where he earned his Bachelor's degree in Psychology with a minor in Sociology. Aaron continued his education at UCF obtaining his Master's degree in mental health counseling and a certificate in marriage and family therapy. Throughout Aaron's college and professional careers, he gained a plethora of experiences within higher education including orientation, Greek life, student conduct, and housing and residence life. Aaron currently serves as the Associate Director of Academic Success and Accessibility at Stetson University, a small private liberal arts university, in DeLand, Florida. Aaron serves as the Section 504 coordinator for students establishing accommodations for students with disabilities. Aaron is also responsible for the success coaching program providing student support in the development of more global academic skills. Recently, Aaron chaired the university's animal policy committee comprised of various campus stakeholders. The animal policy was officially implemented during the 2016-17 academic year.

Larry Ducey has been a Pinellas County District instructor for Online Course integration for more than four years. His background includes fourteen years of classroom instruction with content certifications in both Science, Social Science, and Behavioral Science. Larry was a recipient of the Teacher Leadership for School Improvement Lastinger Grant in 2011. Larry is a presenter at the Florida Sunshine State Teaching and Learning Conference on student engagement. Larry served in the Marine Corps as a Captain, holds three United States Patents in water technology, and is a member of the Aztec Club of 1847, a military ancestral society. Larry holds: Ed.S. Curriculum and Instruction, University of Florida, M.Ed. Online Instruction and Learning, North Central University, Bachelor of Arts, Philosophy. Texas Lutheran College.

Scott Fontechia graduated from the University of South Florida with a Bachelor of Arts degree in Psychology and is pursuant of a Masters of Arts degree in Applied Behavior Analysis. He became a board certified Assistant Behavior Analyst in 2013 and has over 6 years of experience providing services to individuals with development disabilities in school, clinic, group home, community, and private home settings. Scott is an Employment Specialist for The Learning Academy and assists with job development for current students, graduated students, and individuals diagnosed

with Autism Spectrum Disorder in the Florida Division of Vocational Rehabilitation.

Francine Fuentes is employed at St. Petersburg College in the Office of School Partnerships, College of Education. She is actively involved with the Association of Florida Colleges and the Region IV Director for 2017. Additionally, Francine is a co-counselor for the International Honor society, Kappa Delta Pi as well as the 2018 Vice Chair for the Diversity, Inclusion Committee within AFC as well as a representative of CSEC at the St. Petersburg College Gibbs Campus. She earned her certificate of Business Entrepreneurship in 2015 at St. Petersburg College. Presenting Customer Service workshops is a passion of Francine's. She is currently writing a book of poetry on the effects of growing up in a household with a family member afflicted with Paranoid Schizophrenia. Her book will be self-published, 2018.

Barbara Gentry is currently a Learning Specialist in the Academic Resource Center at Ringling College of Art and Design in Sarasota, Florida. Over the past twenty years as an educator, she has worked in various educational settings with diverse student populations, including students with disabilities, economically disadvantaged, at-risk students, veterans, internationals, athletes, and those who are under-prepared for the rigors of academic course work. Her passion is helping students develop the skills necessary to unlock their potential for academic success, and she has developed strategies and best practices to accomplish this goal. Barbara has shared these strategies with educators in professional development conferences in ten states and looks forward to sharing them with many more.

Denise Giarrusso is the Associate Director of Student Support Services at Florida State College at Jacksonville. She has a Master of Arts degree in Rehabilitation and Mental Health Counseling, and more than thirty years' experience working with Floridians with disabilities in a variety of settings. In her current position, she collaborates with administrators, faculty, staff, and student to navigate accommodation to reduce or eliminate barriers and insure access within the college community. In addition, she works closely with local county school personnel, Project 10: Transition Education Networks, state, federal and local nonprofit agencies to promote awareness of accessibility services available to postsecondary students and coordinates referrals to meet individual student needs.

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Lisa Gould is the Accessibility Services Coordinator for St. Petersburg College at the Midtown and Allstate Campuses. She currently works with college students to help provide equal access to educational opportunities. She is a former elementary school teacher and a guidance counselor. She worked as a Learning Disability Specialist at Hillsborough Community College prior to joining St. Petersburg College in 2015.

Dr. Nikki Hall serves as the Student Support Manager for the Downtown/Midtown Campus at St. Petersburg College. In her role she oversees the Career & Academic Advising team on the Downtown/Midtown campuses. She currently serves on several committees for student success initiatives at the institution. She leads several campus initiatives such as Mycroschool Partnership and College-Wide Training Manual. She has presented on the College Experience and Academic Pathways. Dr. Hall earned a Bachelor's degree in International Business from St. Petersburg College, a Master's in Adult Education and Graduate Certificate in Human Resources Development from University of South Florida. She earned her Doctorate degree in Higher Education Leadership at Nova Southeastern University. In 2004 she came to SPC as a student assistant, and since 2006, she has worked at St. Petersburg College in several roles. She currently serves on a number of boards including Mycroschool and the Florida Career Pathways Network board as Region Vice President collaborating with educators in K-12 to prepare students for college and careers. She works closely with high school administration teams to help bridge students to college. She started the Operation Graduation initiative at Largo High to help support seniors who struggle with meeting the graduation requirements. Dr. Hall has been honored as a community educator for helping to build relationships between her community and the local high school. Her passion is working with women and helping them gain access to education and to build a strong foundation at home with their children after experiencing acts of domestic violence.

Brad Held has been the Accessible Technology Coordinator for the Student Accessibility Services office at University of Central Florida (UCF) for the past five years. He earned his Bachelor's degree in Applied Biotechnology at the University of Georgia in 2006. Prior to arriving at UCF, Brad worked in Assistive Technology for almost ten years: four years in a public school K-12 setting with Gwinnett County Public Schools in Georgia and five years in higher-education at The University of Georgia and The University of South Carolina. He is certified in Assistive Technology Applications. Aside from helping UCF students receive academic supports, Brad also has a learning disability. Brad uses his personal experience to aid students in being active participants in their education and life.

Christine Hugh is a Job Coach for The Learning Academy at USF. In this role, she assists clients to be successful in meeting job expectations by using individualized job coaching strategies and supports before job seeking and after being hired. She partners with employers to provide training and consultation that encourages successful onboarding, long-term productivity, and ADA compliance. Prior to joining TLA, Christine provided person-centered job coaching, counseling, placement and retention services to adults with histories mental illness, substance abuse, and incarceration.

Kimberly Jackson, is the Academic Department Chair Social and Behavioral Sciences for St Petersburg College at the Downtown and Midtown Campuses. She currently teaches American Government and the College Experience course. She is an avid community leader and is involved in many civic organizations to include Junior League of St. Petersburg, St Petersburg Free Clinic, and South Pinellas Autism Project. Kimberly has been with St. Petersburg College since 2012.

Janice Kicklighter is a full-time faculty member at Ultimate Medical Academy and is an Adjunct instructor at St. Petersburg College. She has served in Human Services positions for over 30 years. Positions include; Social Services Director for a skilled nursing facility; an Adoptions Supervisor, all levels of the Child Welfare system under the Department of Children & Families and Directions for Mental Health, and as a Health Care Coordinator with Humana. Ms. Kicklighter has Master's Degrees in Forensic Psychology from Argosy University, and in Mental Health Counseling from Webster University. She is currently a registered Mental Health Counseling Intern. She is most proud of her lifelong learner status, and encourages her students to be the same.

Brad Jenkins is an educational consultant with expertise in Engineering Technology program development. Brad retired, after 40 years, as Associate Dean for Engineering Technology & Building Arts at St. Petersburg College (SPC) and planned and developed the Collaborative Center for Emerging Technologies at SPC. Prior to joining the college, he was in private industry involved in OEM electronics and distribution. He has developed numerous certificate and degree programs in engineering technology as well as for manufacturing, CAD, and biomedical Systems. He founded the Florida Engineering Technology Leadership Council (FETLC) and currently chairs the Florida Engineering Technology Forum. He has written and received state and national educational grants including the \$15M Department of Labor Grant (DOL) in 2012, for manufacturing education. He is also a national reviewer of grant

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proposals for the National Science Foundation (NSF) and is the Co-Principal Investigator (CO-PI) for the Florida Advanced Technological Education Center (FLATE), the NSF Center of Excellence in high-technology manufacturing. Brad has also served as the CO-PI for the National Center of Excellence, the Center for Advancing Technological Education for the Deaf (DeafTEC). The National Technical Institute for the Deaf (NTID), one of the eight colleges of the Rochester Institute of Technology (RIT) was awarded this grant that served as a resource for high schools and community colleges that educate deaf/hard of hearing (deaf/hh) students in STEM-related programs and for employers hiring deaf/hh individuals. He is a registered Florida Energy Auditor and holds professional memberships in the Institute of Electrical and Electronics Engineers (IEEE) and the American Society of Engineering Education (ASEE). He was awarded the 2012 Educator of the Year, by the National Science Foundation (NSF) High Impact Technology Exchange Conference. He is a U.S. Army Vietnam combat veteran and worked as a tactical communications chief in both the artillery and mechanized infantry. Brad also serves as a mentor for the Student Veterans group at SPC. He has memberships in the DAV, VVA, VFW, and American Legion veteran organizations. He has an Associate of Science degree from St. Petersburg Junior College, a Bachelor of Engineering Technology and Master of Education degree, both from the University of South Florida (USF).

Patricia Jenkins presently is an adjunct professor at St. Petersburg College (SPC), teaching in the areas of continuing nursing education, applied ethics, religious studies and holistic health. Her nursing experience includes hospital and community health nursing, nursing research and education. She worked as a nursing continuing education instructor at Bay Pines Veterans' Hospital. Her graduate research was in coping strategies in mental and physical chronic illness at the University of South Florida (USF) College of Nursing. Other academic work included health grant researcher for the Biomolecular Identification of Targeted Therapeutics (BITT) grant with USF and Hillsborough Community College. Current Professional Projects Include: Delivery of "Humor and Laughter Therapy for PTSD - VA Out Patients", Readjustment Counseling Service, St. Petersburg Vet Center. She presented "The Therapeutic Power of Humor" at the 18th Annual VA Psychiatric Update Conference, hosted by the VA and SPC, in February, 2017. She developed the "Veterans Transition from Military to College: Classroom Strategies for Student Success and Retention" to educate faculty on student veterans' health issues. This project was a result of teaching student veterans' disabled with PTSD and other health issues and the need for creating a model for classroom strategies-retention specific to veteran's needs and disabilities.

Additionally, she has been a researcher in the mental and physical health benefits related to adaptive sports and ocean/underwater therapy for amputees and disabled veterans. This is a new body of research in its infancy resulting in positive outcomes for the physical and PTSD disabled veterans and is hopeful that a research center will be funded in the future. She served on the Florida American Nursing Association (ANA) Ethics Committee, the Pinellas County School Adolescent Healthcare Committee, and developed healthcare legislation for women's health. Her husband of 43 years is a retired associated dean of Engineering Technology at St. Petersburg College (2015) who proudly served his country as a Vietnam Veteran. She is also the daughter of a military veteran of WWII, Korea, Vietnam and volunteers her time and expertise in assisting injured combat Iraq and Afghanistan veterans with their disability claims.

Paula D. Kohler is a Professor and Executive Director of the Florida Center for Students with Unique Abilities at UCF. She also serves as co-director of the National Technical Assistance Center on Transition (NTACT) funded by the U. S. Department of Education. Dr. Kohler conducts research regarding effective transition education and services for youth with disabilities across a range of topics, including college and career readiness. She has received support from the U.S. Department of Education, the National Science Foundation, and state departments of education. Her Taxonomy for Transition Programming is recognized as an effective model for planning, implementing, and evaluating transition-focused education, and has influenced the implementation of transition education across the U. S. The Taxonomy provides a heuristic for organizing the evidence-based and promising practices at the core of NTACT's work. Dr. Kohler has a background in business administration, educational leadership, career and technical education, and special education. In 2001, 2006, and 2016, Kohler was recognized by the Council for Exceptional Children's Division on Career Development and Transition, WMU College of Education, and the Association on Career and Technical Education Research. In 2017, Dr. Kohler received the Research to Practice award from the American Education Research Association.

Kendra Leska is a Certified Rehabilitation Counselor who has been working with individuals and families who have disabilities for over 20 years. During that time she has been actively involved in the disability and autism communities; serving on many local and State boards, advocating for person-centered planning and services. Kendra has experience as an adjunct professor, teaching the "Sensitivity to Disability" course at Minnesota State University, Mankato. She has extensive experience working with high school

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and college systems as a transition counselor, and also as a parent of a child with a disability. Being both a parent and a professional has given her the unique opportunity to learn the system(s) while advocating for individual's needs and desires.

Stephanie H. Leland serves as the Director for Equity and Civil Rights Compliance. In this role, Stephanie provides technical support to the twenty (28) state colleges of Florida, provides oversight of policies and procedures that enforce Florida statutes and federal government regulations related to civil rights and accessibility; conduct reviews of colleges to ensure compliance with state and federal civil rights laws; provide technical assistance to colleges regarding implementation of statutes, rules, and federal laws; provide information to students, employees, and general public related to civil rights. Stephanie has 27 years of experiences with equity and civil rights matters. Stephanie has a master's degree in Educational Leadership and a master's degree in Horticultural Science from Florida Agricultural and Mechanical University (FAMU). She has received numerous citations and awards from FAMU during the many years of which she served this great institution.

Vanessa Lloyd is a past president of FL-AHEAD. She officially began her post-secondary educational career with Embry-Riddle Aeronautical University (ERAU) back in 1985 and became a disability service provider in 2002. She holds the position of Director of Disability Services at Embry-Riddle serving both the Daytona Beach campus and the World-Wide campus with 181 teaching sites. She also serves as a consultant for the Prescott, AZ campus. She is well-known in the disability provider network for her accommodations of disability services and often called on for her user friendly advice. She earned her Bachelor of Science degree from Bethune-Cookman College in Elementary Education and her Master of Science degree from ERAU in Technical Management.

Regina Miller is the Assistive Technology Specialist for St. Petersburg College. She provides support for Accessibility Services; working closely with students, faculty and staff. Regina holds BAS in Technology Management and a Master in Education with Concentration in Assistive Technology. Regina spends her time working with youth groups teaching sign language/dance to gospel music. Regina has been with St. Petersburg College since 1998.

Sarah Miller is a passionate advocate for mental health awareness and linking individuals to resources in the community. Employed as the Contract Manager of the National Alliance of Mental Illness

(NAMI), Pinellas County, her duties are to manage the non-profit, 501 © 3 organization, establish mental health programs, offer training opportunities and secure funding for these programs to ensure they are at no cost to the participant, and overall assist in coordinating efforts to improve the lives of individuals effected by mental illness. Additionally, Sarah is trained in the NAMI Signature programs as a Family Support Group facilitator, Program Coordinator/ Presenter for NAMI Ending the Silence, and Presenter for NAMI Faith Net.

Dr. Michele Mont has worked in the human resources field for over twenty years as an adult educator for several Commonwealth of Pennsylvania (Commonwealth) agencies and academic institutions. Most of her practitioner experience involved designing, developing and facilitating training programs for all levels of Commonwealth employees. She has also served as a training leader for several Commonwealth agencies. While her academic experience includes adjunct faculty assignments at Pennsylvania State University, Harrisburg University of Science and Technology, Eastern University, and St. Petersburg College. Currently, as a member of St. Petersburg College's Adjunct Faculty, Dr. Mont teaches a public speaking for the undergraduate program.

Dr. Mont earned a Master of Public Administration degree from the University of Pittsburgh, with a specialization in human resource development. She is also a graduate of the Adult Education Program, Pennsylvania State University, where she earned a Doctor of Education degree.

Dr. Paul Nolting is a national expert in assessing math learning problems, developing effective student learning strategies, assessing variables that affect math success and helping students with disabilities and Wounded Warriors become successful in math. He was a disability coordinator and consults on disability issues. He has been the key note speaker at several state disabilities conferences and has presented at numerous national disability and math conference. He was the main consultant for developing the state of Georgia course substitution policy that was implemented last year. He has consulted with 150 campuses and has helped thousands of students become successful in math. As a national expert he was interviewed in the Journal of Developmental Education and U.S. News and World Report. He is the author Math and Disabilities Handbook and two math study skills texts Winning at Math and My Math Success Plan which the latter is for students with disabilities. Finally he was the major facilitator of the first two National Math Summits and has a math success blog.

Stephanie Potthoff graduated from the University of South Florida with her bachelor's degree in Psychology and English Literature. She recently earned her master's degree at Rollins College in Clinical Mental Health Counseling. In her current role, Stephanie assists students in navigating the process of establishing accommodations to ensure equal access to education for all students. She also connects students to resources on campus to aid in student success. Stephanie believes that students' development in college is an important transition in the narrative of their lives. Her work is guided by the desire to help students realize and strive for personal goals as they begin to explore and define who and what they want to be in the world.

Mike Ritter has served as the Accessibility Resources Coordinator at Missouri Western State University since 2004. He earned his bachelor's degree in psychology from Missouri Western State College and his ADA Coordinator certification through the University of Missouri-Columbia in 2015. Mike is a frequent presenter on topics such as access, inclusion and social justice. He is the co-founder of the Tree House for Everyone, a fully accessible treehouse in his hometown of St. Joseph. Mike's professional philosophy is grounded in universal design and minimizing the need for retroactive accommodations.

Matthew Simmons is a Professor of Mathematics at Florida State College at Jacksonville (FSCJ). He earned both his Bachelor of Arts Degree in Mathematics with a minor in Professional Education and his Master of Science Degree in Mathematics from the University of North Florida. During his undergraduate studies, Matthew worked for Tallahassee Community College as a Gear-Up tutor where he provided tutoring services to schools in Nassau County, FL. While in graduate school, he worked as a graduate teaching assistant who provided grading and instructional support to math professors. His areas of interest include interactive learning and open educational resources. Currently, he is pursuing his Doctorate Degree in Higher Education Administration at the University of Florida.

Tanja Stevens works with education and technology to support inclusion of people with disabilities. With more than twenty five years of experience working at the Danish National Center for Blind and Partially Sighted Children and Youth, Tanja is a special education teacher and speech therapist, specializing in visual impairment and general learning disorders.

Dr. Shyam Seetharaman is currently an Assistant Professor of Psychology at the College of Southern Nevada in Las Vegas, NV. He also serves as an adjunct professor at St. Petersburg College. Previous to his current position, Dr. Seetharaman was a full-time faculty member at SPC from 2012-2015. He received his doctorate from the University of South Florida in Psychology, with an emphasis in Cognition & Neuroscience. He has presented research at numerous national and international conferences and has published several articles in peer-reviewed scientific journals. His research interests are focused on stress effects on learning and memory and metabolic dysfunction influences on cognitive aging. In the classroom, Dr. Seetharaman is interested in studying assessment techniques and pedagogy. He has also previously presented on the psychology of stereotyping and other diversity issues.

Dr. Anthony Valentine holds a PhD in Fine Art/Theatre from Texas Tech, an M.A. in Communication/Performance, and a B.A. in Mass Communications, both from The University of South Florida. Mr. Valentine currently teaches Introduction to Speech Communication, Public Speaking, Introduction to Theatre Arts, and Acting for the stage and for the camera. In addition, he has over 30 years' experience as a professional actor and as an acting coach. Some of his acting appearances include *Days of Our Lives*, *Murder, She Wrote*, *Miami Vice*, *Night Court*, and *Cybill*, in addition to numerous professional plays. Dr. Valentine's research includes Acting for the Camera Based on a Model of Interpersonal Communication, Public Speaking as Performance, and Teaching Diversity in the Classroom. He likes to incorporate his performance experience into public speaking courses by demonstrating to students that speaking in public is a performance much like acting on a stage. Students soon realize that they are just playing a role when they perform a speech. He also creates a community within the classroom whereby all students collaborate to help each other achieve their goals.

Co-sponsored by St. Petersburg College's Accessibility Services, Retention Services Department, Florida Association on Higher Education and Disability (FL-AHEAD), and the Center for Excellence in Teaching and Learning (CETL)

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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, pregnancy, 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 at eaao_director@spcollege.edu.