



Florida Developmental Education Association

Volume 21, Issue 3

Fall 2005

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The President's Message ...

Dare to Make a Difference: Have the Courage to Leave the Shore

"Man cannot discover the beauty of the oceans until he has the courage to leave the shore."

Anonymous

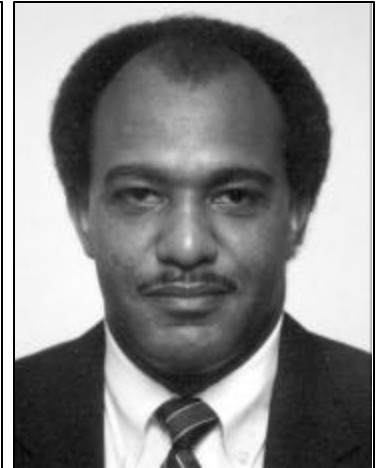
Several months ago, your FDEA officers and board members assembled at Brevard Community College to begin planning for the FDEA year. Among the attendees were representatives from many of Florida's twenty-eight community colleges and from Florida's Department of Education. During the weekend session, the attendees sought to answer three questions: (1) where is the FDEA now; (2) where does it want to go; and, (3) how do we plan to get there? These questions sought to define the status of the FDEA, to determine FDEA's goals for the fiscal year, and to develop a strategic plan for the FDEA to reach its goals.

From the Brevard assemblage emerged a new vision for the FDEA: a vision that the FDEA would become truly representative of Florida's Community Colleges; a vision that the FDEA would become relevant to the needs of Florida's developmental educators; a vision that the FDEA would demonstrate the courage to explore and embrace new approaches to developmental education; a vision that the FDEA would dare to make a difference in the lives of Florida's developmental students.

During the past few months,

many of the FDEA goals set at Brevard have been met; several are still in-progress. Our Institutional Chair reports that several community colleges have joined FDEA for the first time, our Website Chair reports that the new FDEA website is up and running, our Scholarship Chair indicates that the FDEA will present more scholarships than ever before to deserving students, our Nominations Chair reports that an unusually high number of individuals from numerous colleges have expressed an interest in serving on the next FDEA Board. Our editors have explored more efficient ways for developing and mailing the FDEA newsletter. We have begun to explore partnerships with the Florida Department of Education (FLDOE) and with the Florida Two-year College Mathematics Association (FTYCMA) that are expected to improve the outcomes from our mathematics classrooms. Our alliance with the Florida College Reading Council (FCRC) remains alive, vibrant, and well.

We expect the 27th annual FDEA conference, scheduled for October 26-28 in Orlando, to be among FDEA's best. For the first time, the entire conference will be planned and managed by professional conference planners. Dr. Crystal Kuykendall, author, educator, and attorney, will serve as the keynote speaker for the opening session; Dr. Sandy Shugart, President, Valencia Community College, will serve as the keynote speaker for



the luncheon session. The conference will feature twenty-five presentations from faculty and staff within Florida and beyond. Topics of discussion will include mathematics, reading, writing, student disabilities, and assessment. Special attention will focus on the Achieving the Dream Initiative within Florida's Community colleges.

The dream for a bigger, better and a more relevant FDEA began at Brevard. You, the FDEA membership, embraced and accepted the dream, enthusiastically. Your board members and officers demonstrated the perseverance and the work ethic necessary to transform the dream into a reality. We salute them, and you, for having the courage to leave the shore.

Will Johnson

SPOTLIGHT ON STUDENT SUCCESS

Student Success Essay Contest Winner, 2005



Rodolfo
2004

The winner of the Student Success Essay Contest for 2005 is **Rudy Martinez**, a student at Hillsborough Community College, where he has overcome his second language problems by taking developmental courses and is in the process of achieving his goal of getting a degree in business administration and marketing.

Here is his winning essay:

At the age of three my father showed me the hardship of working out in the fields as a migrant worker. I began working at a young age to help out the family. Let me just say that working out in the sun all day is no fun! There would be times that I would cry because my parents left me there alone! I threw up and always would be dehydrated. My hands would have blisters and would bleed because of the rough working conditions. I worked in all types of weather: hot, cold, rain, and hail.

Working out in the fields not only exposed me to the hardships of the real world but also showed me how hard it would be if I were to quit school early. I met people who had it worse than I did, who came to the U.S. to start all over again, who left their wives and kids to find work here in the U.S. with nothing with them: no money, no

place to sleep, and with only the clothes on their backs. Meeting these people made me realize that working out in the fields is not for me, and that I could better myself and have a nice house, a nicer vehicle, and work in a job with a title better than just a field worker.

As a boy growing up, I always had a speech, reading, and writing problem. I would be mad at myself because no matter how hard I tried to keep up with my peers, I always came out second best. But remembering the people I met out in the fields who told me to "Hit the books" gave me the strength to never give up, so I took their advice. Getting my high school diploma was meant for all the people I met out there in the fields and for my parents and sister, without whom I would be lost. My reading, writing, and speech problems have improved. I have taken prep reading and writing classes here at Hillsborough Community College where I hope to pursue a degree in business administration and in marketing.

I no longer work in the fields any more. Dehydration and the rough working conditions are the last of my worries. I now work at Winn-Dixie as a grocery manager. I still live at home supporting my mother and sister both of whom had surgery; my sister had back surgery and my mother knee surgery. Going to school full time and working full time is tiring, but no matter how hard it gets for me, I will never forget my goal: to receive a college degree. Receiving a college degree means so much to me. It would open more advantages than just a regular high school diploma and it would be achievement for me which would state that I strived for the best not only for my family but for myself as well.

2005 Howland Scholarship Winners



FDEA is proud to announce the winners of the Joseph Howland Excellence in Developmental Education Scholarships for 2005. Both students wrote excellent essays and had impressive grade point averages as well as enthusiastic references from their professors.

Alicia Torres from Polk Community College earned one of the two Joseph Howland Scholarships awarded this year with her wonderfully creative essay, "A Mountain and A Butterfly." In the essay, Alicia equates overcoming her extreme math anxiety with climbing a mountain. She be-

lieves her fear of math stems from a traumatic year in elementary school with a teacher who was unkind to Mexican-American children.

It wasn't until Alicia enrolled in developmental classes that she was given the help she needed to master math. Her goal is to become an elementary school teacher who has the same compassion and empathy that the instructors at Polk Community College have shown to her.

David Lara from Hillsborough Community College was also awarded a Howland Scholarship. David's application essay reflects on the difficulties of being a single father and caring for elderly parents. One would think he has enough challenges, yet he finds time to be the Vice-President of the Latin American Students' Association! Unfortunately, we were not able to get a photo of David in time for this newsletter.

Congratulations to Alicia and David!

2005 Presidents' Circle Award Winner



All material for awards and scholarships submitted by Jean Seiffert.

Sabina Woodward from Palm Beach Community College won the first Presidents' Circle Award. In a field of many applicants, Sabina's application stood out because of her excellent grades, recommendation, and essay. Her essay dealt with the challenges of starting college thirty-five years after graduating from high school. She credits her developmental classes at PBCC with giving her the confidence and skills to be successful.

Thanks to FDEA membership for their generous support of this new scholarship!

LONGMAN SCHOLARSHIP WINNER



Raymarie Gomez from Hillsborough Community College won the first Longman Publishing Scholarship awarded

by FDEA. Her essay was a thoughtful reaction to *The Lonely Crossing of Juan Cabrera* by Joseph Fraxedas about a man's terrible journey from Cuba to find freedom in the United States. Raymarie, who is from Puerto Rico, states: "This book taught me about Cuba's people, history, culture, and bravery. This book also changed the way I look at life, and how in a country of freedom, I can do and be anything I want."

Many thanks to Longman Publishing for their generous sponsorship!

CALL FOR BOARD MEMBERS

At the fall conference we will be electing new executive board members. We have had names of several candidates willing to serve, but we are eager to hear of others.

FDEA is seeking the names of individuals who would enjoy serving as executive board members for the next two years. At this time, there are 16 of our community colleges which have no direct representation, and we'd like to have board members come from as broad a spectrum as is possible.

Board members oversee the activities and chart the direction of the Florida Developmental Education Association.

The successful candidate must have been a member of FDEA for at least one year; be able to attend 4 meetings per year, one of which takes place at the annual fall conference; and be a member of a college which is an institutional member of FDEA.

If the board member's college does not reimburse for meeting expenses, FDEA pays the board member a stipend of \$75.00 per board meeting which helps to defray the costs of attending.

There are numerous benefits to being a board member: professional development, professional camaraderie, the chance to influence and impact developmental education in the state of Florida, and interaction with stimulating and creative thinkers.

If you are interested in serving, or if you know of someone who would be a good candidate, please email me with contact information.

Laura Kauffmann/IRCC
Nominations Chair, FDEA

**Road to Reaccreditation:
Miami Dade College's Quality Enhancement Plan
Renewed, Refreshed, and Revitalized**

By Suzanne S. Austin-Hill and Patrick Bibby

Background

Miami Dade College (MDC) has a rich history of formal activities, is faculty-driven, and has a focus on the process of institutional effectiveness. The Mathematics Roundtables (2001-2002) and the first annual college-wide Mathematics Retreat (2003) provided the fertile soil in which the seeds of the *Quality Enhancement Plan* (QEP) were planted and have since begun to germinate, take root, mature and bear fruit.

The actual framework for the development of the QEP was provided as the college developed and reviewed its expanded 21st century learning agenda. As the college prepared to submit its application to the Southern Association of Colleges and Universities Commission on Colleges (SACS) for continued accreditation, the traditional process for reaccreditation was transformed into not only a significant component of the learning agenda but was also the first discipline-based QEP submitted to SACS.

Previous institutional initiatives, processes, and research had already revealed that student success in mathematics was an area of concern. Institutional data indicated that eight of fifteen high-risk courses were in mathematics. In addition, it was observed that the high-risk mathematics courses were obstacles to student graduation and program completion. Typically, four of these eight courses have a total enrollment that is larger than that of the remaining eleven high-risk courses, are needed to meet general education requirements, and are prerequisites for more advanced mathematics and science courses. Consequently, these four courses (MAT0020, College-Prep Mathematics; MAT0024, College-Prep Algebra; MAT1033, Intermediate Algebra; and MAC1105, College Algebra) naturally became the focus of attention. In focus groups, students who had successfully completed these college-prep mathematics courses were asked to identify elements of student success and to recommend study and teaching strategies. In addition, the Learning Innovations Program was initiated to encourage a learning-centered work environment and Learning Innovations Golden Apple Grants were made available on a competitive basis to support projects that focus on student learning and success.

The QEP is a unique and innovative college-wide course of action for institutional improvement. With its focus on the success and retention of mathematics students, it fulfills campus and departmental goals for enhancing overall educational quality with special attention to student learning. The title of the QEP, *Student Success at Miami Dade College: The Mathematics Connection*, emerged from the aforementioned activities, initiatives, and persuasive institutional data.

Planning and Implementation

The QEP Team comprised thirty-eight members of the MDC family nominated by the six campus presidents, the United Faculty of Miami Dade, and the college's student gov-

(Continued on page 4)

(Road to Reaccreditation continued)

ernment associations. The team included faculty from mathematics and other disciplines, personnel from student services, administrators, students, and a member of the Board of Trustees. Under the direction of Dr. Patrick Bibby (Mathematics faculty and QEP Chairperson), the QEP Team began the work to enhance student learning in the four high-risk courses through the development of a wide variety of innovative strategies.

Meetings began in October 2003. At the first meeting, the ten members of the QEP Team who were mathematics faculty explored the strategies that would not only address the issue of low student success but that could also be institutionalized. The ideas that emerged from this meeting were presented at the initial meeting of the entire QEP Team later that month. Presentations were made on the accreditation and QEP processes, the circumstances under which the four high-risk mathematics courses were selected, and a proposed program of frequent assessment. In addition to endorsing the assessment program, members recommended other strategies:

1. Development of a supplemental instruction component.
2. Creation of a program to incorporate mathematics into other disciplines.
3. Enhancement of mathematics support laboratories.
4. Improvement of mathematics advisement.
5. Investigation of best practices in programs, facilities, and strategies.
6. Delivery of student interim progress reports via electronic mail.
7. Dissemination of learning prescriptions for students experiencing difficulty.
8. Implementation of a tutor training program.

Nine committees were established that corresponded with the approved strategies. Each committee conducted its own meetings to determine its charges, which were reviewed and revised periodically by a Steering Committee consisting of the committee chairs.

As charges were assigned, the full team found it advisable to define student learning as it relates to student success in mathematics in terms of improved mastery of course competencies of the four high-risk mathematics courses and a more positive attitude towards learning mathematics. Simultaneously, the full team engaged in the planning and implementation of start-up QEP-related activities, for example, visits to other institutions, dissemination of the plan, interviews with mathematics faculty, surveys of mathematics facilities, and experiments with frequent testing, and multi-discipline faculty participation in the Mathematics-across-the-curriculum Summer Institute (WA). By late April 2004, a report was submitted to the QEP chairperson by each committee. Countless hours of hard work, extensive travel, and diligent collection and analysis of pertinent data resulted in two learning goals and ten strategies to achieve these goals. Mastery of competencies will be achieved via programs of early intervention, frequent testing, focused and personalized advisement, and supplemental instruction was the first learning goal. The incorporation of mathematics into other disciplines, tutor training, success skills

training, interim reports, acquisition of new teaching techniques and strategies, and the improvement of the mathematics support laboratories will be used to foster a positive student attitude towards mathematics was the second learning goal.

In August 2004, a comprehensive and detailed plan of implementation, assessment, evaluation, and documentation of the QEP was submitted to the SACS Commission. The timeline for the implementation of the QEP strategies is summer 2004 to summer 2008. In October 2004, leadership from the QEP Team, MDC faculty, staff, administrators, and students welcomed a visit by the SACS Accreditation Committee. The committee recognized the QEP as a unique model, the end-result of continued, forward, and innovative thinking on the part of a unified educational community.

Where We Are Now

The Frequent Testing Experiment—During the spring semester 2004, four mathematics faculty at the Kendall campus of MDC participated in this experiment having a quasi-experimental two-group design. Each faculty member taught at least two sections of the course, MAT 1033. The course content, grading scale, and final examination were identical in the ten sections. Five of the sections were randomly selected as the experimental group (n=205), and the other five were designated as the control group (n=200). Each faculty participant taught at least one section from each group.

In the experimental group, fifteen pre-constructed half-hour quizzes were administered and the only review that was scheduled was for the final exam. In the control group, four pre-constructed hour-long tests were administered and reviews were scheduled for each test and the final exam. Data analyses yielded results in favor of the experimental group in measurements of pass rates, success rates, withdrawal ratios, and college student feedback results. The control group remained in the high-risk category. It is not unreasonable to assume that these results are attributable to frequent testing.

Continued Committee Work—There is now a 25-member QEP Oversight Committee and five impact committees charged with the responsibility of implementing the various QEP strategies. The Oversight Committee is subdivided into smaller committees for curriculum, instruction, advisement, assessment, support, and research. The impact committees are tutor training and support lab, software/textbook evaluation, mathematics faculty supervisors, advisement, and mathematics in numerous disciplines (MIND).

Closing

The QEP is an exciting “road” that MDC has chosen to travel. It is a road of our own creation. We intend to “enjoy the scenery along the way” as we learn more about our students, our institution, and ourselves. Our desired destination—enhancing student learning in mathematics by improving student mastery and fostering a positive student attitude—is now but three short years away. We are confident that as a result of the QEP, MDC will grow as a whole and will be renewed, refreshed, and revitalized.

For further information, visit the QEP website:
<http://www.mdc.edu/eppa/documents and popups/QEP%20final.pdf>

NADE NEWS



NATIONAL ASSOCIATION
FOR DEVELOPMENTAL EDUCATION
30th ANNUAL CONFERENCE

INDEPENDENCE THROUGH DEVELOPMENTAL EDUCATION
February 15-18, 2006
PHILADELPHIA, PENNSYLVANIA



CALL FOR PROPOSALS
(Postmark submissions by June 13, 2005)
Access proposal information and conference details at
www.NADE2006.com

PROPOSALS	CONFERENCE LEADERSHIP TEAM	
Elisa Cohen	Marguerite MacDonald	Susan Perlis
717-780-3203	717-780-2456	570-348-6211 x. 2318
escohen@hacc.edu	mmmacdon@hacc.edu	perlis@marywood.edu

Photo © Philadelphia Office of the City Representative

means to disperse information among NADE members responsible for peer assistance programs. Be sure to attend this SPIN meeting during the NADE 2006 conference in Philadelphia! For further information please contact **Sally Lipsky**, at sal@iup.edu or Learning Enhancement Center, 202 Pratt Hall, Indiana University of PA, Indiana, PA 15705.

IMPORTANT REMINDERS

- The Cathy Denny Scholarship application deadline has been extended to September 2, 2005.
- The deadline for nominations for the Outstanding Developmental Educator Award has also been extended to September 1, 2005. Nomination forms can be found in the Spring newsletter or on the FDEA website.
- The next meeting of the FDEA Executive Board will be held on September 9-10, 2005 at the Wolfson Campus of Miami Dade College. Should you have items that you wish the board to consider, please email them to Cathy Seyler, FDEA Secretary at seylerc@pbcc.edu.
- The new FDEA website is now operational. Log onto www.fdea.net to explore the new site. Kudos to Chuck Folsom, Pensacola Community College for directing the project.
- Don't forget to renew your FDEA membership and to register for the FDEA fall conference. Forms are available to do both of these on the new website: www.fdea.net, as well as in this newsletter.

NEW NADE SPIN

NADE announces the introduction of a new SPIN: **Peer Assistance Programs**. This SPIN is a revision/expansion of the Supplemental Instruction (SI) SPIN and becomes the 'umbrella' SPIN for the burgeoning number and types of peer assistance models, such as:

- Academic Peer Instruction**
- Accelerated Learning Group**
- Emerging Scholars Program**
- Paraprofessional/Professional Tutors**
- Peer Academic Coaching**
- Peer-Assisted Study Sessions**
- Peer-Led Team Learning**
- Peer Mentors**
- Preceptors**
- Student Learning Assistance**
- Structured Study**
- Supplemental Instruction**
- Teaching Teams**
- Video Supplemental Instruction**

WHY:

These models of peer assistance have commonalities that highlight the potential effectiveness and efficiency of housing them under one SPIN, emphasize the importance of proactively integrating *how to learn* with subject content, and include collaborative and cooperative models of active learning. Thus, this SPIN is a comprehensive

Fdea Individual Membership Data Form

The information below is my request for:

Data Correction Membership Renewal New Membership

Title (check one) Dr. Mr. Mrs. Ms.

Name _____

Institution _____

Mailing Address _____

Telephone _____

Email _____

Area of Expertise/Position _____

Indicate if FDEA may print your above data in the next FDEA Directory:

(check one) Yes No

Annual FDEA Membership Dues:

Faculty/Administrators	\$25
Adjuncts/Retirees	\$15
Full-time Grad Students	\$10

Make checks payable to:

Beverly Moore-Garcia, FDEA Membership Chair
Associate Dean, School of Natural & Social Sciences
Miami Dade College, North Campus
11380 N.W. 27th Avenue
Miami, FL 33167

Disclosure Notice: FDEA may provide the names and addresses of its members to third parties for the sole purpose of facilitating the business of the association. The business would include newsletter mailings, conference registration, and member enrollment. FDEA does not sell or provide its membership list to solicitors or for purposes of solicitation.

GENERAL CONFERENCE INFORMATION



October 26 - 28, 2005

Sheraton World Resort - Orlando, Florida

HOTEL ACCOMMODATIONS

This year's conference is being held at the Sheraton World Resort in Orlando, Florida. Located within walking distance of Sea World, the resort offers excellent service and comfort, and is convenient to all major attractions, restaurants, and premier shopping. The Sheraton is pleased to offer the Florida Developmental Education Association the following room rates through the entire conference:

- *Resort Single/Double: \$89 per night + tax
- *Resort Triple/Quad \$99 per night + tax
- *Tower Single/Double: \$129 per night + tax
- *Tower Triple/Quad: \$139 per night + tax

***Please note:** These rates do not include the resort fee of \$8.00. This fee includes transportation services to theme parks and malls, daily use of the fitness center, newspaper delivery, and miniature golf. Attendees should make their reservations by calling **1-800-325-3535** or visiting the website at www.sheratonworld.com and reference the Florida Developmental Education Association Conference. The special conference rate will be available until **Wednesday, September 28**. Please make your reservations early! After that date, reservations will be accepted on a space available basis at the prevailing rate.

CONFERENCE HIGHLIGHTS

Dr. Crystal Kuykendall has agreed to serve as the keynote speaker for the opening session of the 27th annual FDEA conference in Orlando. Crystal is an educator, an attorney, a businesswoman, an author (*From Rage to Hope*, 1992), and a dynamic speaker. Crystal served as the keynote speaker for the 2004 NADE conference in St. Louis and left her audience motivated, enlightened, excited, and wanting to hear more.

Dr. Sanford Shugart will be the luncheon speaker. Dr. Shugart is president of Valencia Community College and has established himself as one of the most entertaining and personable speakers within higher education. Don't miss the opportunity to hear one of the best.

Among the featured conference presentations will be a panel discussion on the **Florida Achieving the Dream Initiatives**. Representatives from four community colleges (Hillsborough, Valencia, Tallahassee, and Broward) and Dr. Patricia Windham, Associate Vice Chancellor for Evaluation, Florida Department of Education will share details of the Florida plan.

Norma Agras, Dean of Mathematics at Miami Dade will present an overview of the new Florida Developmental Mathematics curriculum at the FDEA conference.

CONFERENCE AGENDA

Wednesday, October 26

- 12:00n-5:30pm Conference Registration
- 6:00pm-7:00pm Town Meeting/Legislators
- 7:00pm-9:00pm Opening Reception

Thursday, October 27

- 7:00am-6:30pm Conference Registration
- 7:00am-8:00pm Health Walk/Run
- 8:00am-8:30am Continental Breakfast
- 8:00am-4:30pm Exhibits Open
- 8:30am-9:30pm Opening General Session
- 9:45am-10:45am Concurrent Sessions I
- 10:45am-11:00am Morning Break
- 11:00am-12:00n Concurrent Sessions II
- 12:15pm-1:45pm General Session Luncheon
- 2:00pm-3:00pm Concurrent Sessions III
- 3:15pm-4:15pm Concurrent Sessions IV
- 4:15pm-4:30pm Afternoon Break
- 4:30pm-6:00pm 3 Share Sessions—Reading, Writing, Math

Friday, October 28

- 8:00am-12:00n Conference Registration
- 8:00am-12:00n Exhibits Open
- 8:00am-8:30am Continental Breakfast
- 8:30am-9:30am Concurrent Session V
- 9:30am-9:45am Morning Break
- 9:45am-10:45am Achieving the Dream Panel Discussion
- 11:00am-12:00n Closing Session and Business Meeting

Through a partnership with Longman Publishers, the FDEA will present a fifth scholarship at the conference. Joyce Nilsen, Vice-President and Director of Customer Relations, Longman Publishers, will present the inaugural **Longman Scholarship** to Raymarie Gomez, Hillsborough Community College.

The 2005 conference will also feature twenty-five presentations to include several sessions on working with students who have documented disabilities within the developmental classroom.

CONFERENCE REGISTRATION INFORMATION



October 26 - 28, 2005
 Sheraton World Resort - Orlando, Florida

CONFERENCE REGISTRATION FORM

Name: _____
 First name for badge: _____
 Title: _____
 College/Org.: _____
 Business address: _____

 Business phone: _____
 Email address: _____
 Dietary /special needs: _____

Conference Registration Fees

Full Conference Registration:

_____ \$140—Member on or before 8/12/05
 _____ \$160—Member after 8/12/05
 _____ \$175—Non-member on or before 8/12/05
 _____ \$195—Non-member after 8/12/05
 _____ No fee for institutional member designee
 Please circle one: 2004 2005

Daily Registration (Members and Non-members)

_____ \$80—Thursday
 _____ \$50—Friday

Event Tickets

_____ \$35—Thursday’s Reception
 _____ \$10—Fun Run/Walk (includes gift and snack)

FDEA Membership

_____ \$25—Faculty/Administrator/Staff
 _____ \$15—Adjuncts/Retirees
 _____ \$10—Full-time Graduate Students

TOTAL AMOUNT ENCLOSED: \$ _____

Payment Information:

Check/Money Order
 Payable to: Valencia Community College,
 EIN#59-1216316

Credit Card (Please check type)
 Visa MasterCard American Express
 Discover

Card number: _____
 Cardholder’s Name (please print) _____

Signature: _____

Mail this form and payment to:

**Valencia Community College
 Conference Management, RE:FDEA
 P.O. Box 3028
 Orlando, FL 32802-3028**

If paying by credit card, registration may be faxed to:
 (407)582-3004 OR register online at www.valenciacc.edu/conference/conferences.cfm

FOR OFFICE USE ONLY:

Check #: _____
 Amount: _____
 Date Received: _____
 Receipt #: _____
 Credit Card Authorization #: _____
 Initials: _____

ADDITIONAL REGISTRATION INFORMATION:

Full conference registration includes all conference materials, general and concurrent sessions, a reception and luncheon. The daily registration fee includes conference materials, general and concurrent sessions, and any refreshment breaks for that day only.

Registrations will be accepted through Wednesday, October 19. After that date, attendees must register on-site, pending space availability. If you have not received registration confirmation by October 14, 2005, please call the Conference Management Office at (407)582-3205 to verify your registration.

Call the Conference Management Office at (407)582-3205 or email conferencing@valenciacc.edu should you have special needs or dietary restrictions. Please notify us of your needs at least two weeks prior to the conference.

Cancellation/Refund Policy:

Full refunds will be given to any registrant who submits a letter of cancellation that is received by September 25, 2005. No refunds will be granted after September 25, and “no shows” will not be refunded; however, a substitute attendee is permitted. “No shows” registered by purchase order will be invoiced for applicable conference fees.



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DAVIE, FL 33314

FLORIDA DEVELOPMENTAL EDUCATION ASSOCIATION NEWSLETTER

The FDEA Newsletter is published three times a year. Articles should be kept to a maximum of 1,000 words in Microsoft Word format. Explicit guidelines are available from the editors, Linda Fields and Janice Stutte.
The FDEA Board Members also encourage news items from affiliates and other organizations.

Submit articles to: Linda Fields, Broward Community College, 3501 Davie Road, Davie, FL 33314 or email lfields@broward.edu.
Janice Stutte, Brevard Community College, 1311 North U.S. 1, Titusville, FL 32796 or email stuttej@brevard.edu.
The Editor and Board Members reserve the right to edit any material submitted.

Deadlines for receiving copy are:

SPRING - March 15 FALL - August 1 WINTER - December 15

VISIT WEBSITES

FDEA: <http://www.fdea.net>

NADE: <http://nade.net>

LEGISLATIVE UPDATES: <http://www.leg.state.fl.us>

THE FOLLOWING CAN BE FOUND ON THE WEB:
FDEA's Next Conference - Executive Board Meeting Dates
FDEA Membership Application - Institutional Members
NADE Membership Application - Future NADE Conferences