

Douglas E. Carothers, Ed.D.

Florida Gulf Coast University
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EDUCATIONAL EXPERIENCE

2002	Ed.D.	Florida Atlantic University Boca Raton, Florida Major: Exceptional Student Education Dissertation Title: Social-Cognitive Processing in 6- to 12-Year-Old Students with Asperger’s Disorder
1994	M.Ed.	Florida Atlantic University Boca Raton, Florida Major: Exceptional Student Education
1992		University of Florida Gainesville, Florida 32 Semester Hours of ESE Coursework
1982	B.S.	Ohio Northern University Ada, Ohio Major: Business Administration

PROFESSIONAL EXPERIENCE

2020 – Present	Professor, Special Education, Florida Gulf Coast University
2016 – 2019	Program Coordinator for Special Education (B.A. and M.Ed.)
2017	Chair, Department of Teacher Education Chair, Department of Curriculum, Instruction, and Culture
Fall 2016	Interim Chair, Department of Teacher Education Interim Chair, Department of Curriculum, Instruction, and Culture
2014 – 2015	Program Coordinator for Special Education (B.A. and M.Ed.).
2009 – Present	Associate Professor, Special Education, Florida Gulf Coast University

2008 – 2009	Assistant Professor, Special Education, Florida Gulf Coast University
2007-2008	Assistant Professor, Special Education, University of Hawaii at Hilo.
2003-2007	Assistant Professor, Special Education, Florida Gulf Coast University.
2006 - 2007	Adjunct Professor, Florida Atlantic University
2002-2003	Assistant Professor, Special Education, Radford University.
1999-2002	Adjunct Professor, Exceptional Student Education, Florida Atlantic University.
2000-2002	Doctoral Fellow, Center for Autism and Related Disabilities, Exceptional Student Education, Florida Atlantic University.
1998-2000	Behavioral Specialist, Ed Venture Charter School, Hypoluxo, Florida.
1997-1998	Crisis Intervention Teacher, Christa McAulliffe Middle School, Boynton Beach, Florida.
1996-1997	Resource Specialist, San Bernardino City Unified School District, San Bernardino, California.
1993-1996	Crisis Intervention Teacher, Department Chair, Ed Venture Program, Hypoluxo, Florida.
1992-1993	Varying Exceptionalities Teacher, Palm Beach Youth Center, Lantana, Florida.
1990-1992	Unit Treatment and Rehabilitation Specialist, North Florida Evaluation and Treatment Center, Gainesville, Florida.

Scholarship

Publications

Referred publications.

Houdyshell, M., Sughrue, J. A., Aydin, H., & Carothers, D. (under review). Is Boyer's

- Scholarship Reconsidered* still relevant? A case study of a college-wide professional learning community. *Journal of Scholarship of Teaching and Learning*.
- Carothers, D., Aydin, H., & Houdyshell, M. (2019). Teacher shortages and cultural mismatch: District and university collaboration for recruiting. *Journal of Social Studies Education Research*, (10)3, 39 - 63.
- Carothers, D. E. (2018). A culture of equality? Equitable access to education as viewed through academic scholarship. *Journal of Culture and Values in Education*, 1(2), 42 – 57.
- Carothers, D. & Parfitt, C. (2017). Disability or language difference: How do we decide? *American Journal of Qualitative Research*, 1 (1), 1 - 12.
- Aydin, H., Ozfidan, B., & Carothers, D. (2017). Meeting the challenges of curriculum and instruction in school settings in the United States. *Journal of Social Studies Education Research*, 8(3), 76 - 92.
- Misewisc, J. & Carothers, D. E. (2014). Supplemental Educational Services (SES): Effects of SES tutoring on student achievement. *Journal of Contemporary Research in Education*, 3, 28 - 36.
- Carothers, D. E., & Taylor, R. L. (2013). Differential effect of features of autism on IQs reported by Wechsler Scales. *Focus on Autism and Other Developmental Disabilities*, 28, 51 – 56.
- Bianco, M., Carothers, D. E., Smiley, L. (2009). Gifted students with Asperger syndrome: Strategies for strength-based programming. *Intervention in School and Clinic*, 44(4), 206 – 215.
- Carothers, D. E. (2006). A survey of Florida School Superintendents concerning improving teaching conditions for special educators, *Florida Educational Leadership* 6, 60 - 63.
- Carothers, D. E., & Taylor, R. L. (2005). Using portfolio assessment to develop transition programs for students with mental retardation. *Assessment for Effective Intervention*, 30, 33 – 39.
- Carothers, D. E., & Taylor, R. L. (2004). Social-Cognitive processing in children with Asperger syndrome. *Education and Training in Mental Retardation and Developmental Disabilities*, 39, 177 - 187.
- Carothers, D. E., & Taylor, R. L. (2004). How teachers and parents can work together to teach daily living skills to students with autism. *Focus on Autism and Other Developmental Disabilities*, 19, 102 – 104.

Carothers, D. E. & Taylor, R. L. (2003). The use of portfolios for students with autism. *Focus on Autism and Other Developmental Disabilities, 18*, 125 - 128.

Philosophical Fiction.

Carothers, D. (2019). *The other road to Zenith: A tale of possibility*. Beau Bassin, Mauritius: OmniScriptum Publishing Group.

Presentations

Referred presentations.

Sughrue, J., Carothers, D., Houdyshell, M. & Aydin, H. (2020). *Is Boyer's Scholarship Reconsidered still relevant? A case study of a college-wide professional learning community*. Eastern Educational Research Association Annual Conference, Orlando, FL.

Carothers, D. E. (2018, November). *Attracting demographically representative teacher candidates: Approaches that make sense*. Conference of the Teacher Education Division (TED) of the Council for Exceptional Children, Las Vegas, NV.

Carothers, D. E. (2018, September). *Disability or language difference: How do we decide?* Conference of the Council for Educational Diagnostic Services (CEDS), a Division of the Council for Exceptional Children, New Orleans, LA.

Carothers, D. E., Aydin, H., & Houdyshell, M. (2017, March). *Attracting demographically representative teacher candidates: Approaches that make sense*. Conference of the National Association of Professional Development Schools, Jacksonville, FL.

Aydin, H. & Carothers, D. E. (2017, March). *What we know about greatest demographic shifts in US public schools: Future solutions*. Conference of the National Association of Professional Development Schools, Jacksonville, FL.

Carothers, D. E. (2015, October). *Use of Smart Phones to Promote Transitions for Students with Developmental Disabilities*. Conference of the Florida Federation of the Council for Exceptional Children, Orlando, FL.

Carothers, D. E. (2015, April). *Home/school collaboration: Teaching daily living skills to children with ASD*. Conference of the Council for Exceptional Children, San Diego, CA.

- Carothers, D. E. (2013, November). *Incorporating empathy building and perspective-taking activities in a teacher education curriculum*. Conference of the Teacher Education Division of the Council for Exceptional Children, Fort Lauderdale, FL.
- Carothers, D. E., & Taylor, R. L (2013, April). *RtI implementation in Florida: Teacher perceptions and implications*. Conference of the Council for Exceptional Children, San Antonio, Texas.
- Carothers, D. E. & Taylor, R. L (2012, April). *Differential effect of features of autism on IQs Reported by Wechsler Scales*. Conference of the Council for Exceptional Children, Denver, Colorado.
- Carothers, D. E. & Gischel, C. (2010, April). *How various states are implementing the RtI Model*. Conference of the Council for Exceptional Children, Nashville, Tennessee.
- Carothers, D. E., & Fitz, B. (2010, April). *Ed Venture Charter School: The school that "Works" to make a difference*. Conference of the Council for Exceptional Children, Nashville, Tennessee.
- Gischel, C. K., Hibbard, S., & Carothers, D. E. (2010, April). *General educator training in functional behavior analysis to address problematic student behaviors*. Conference of the Council for Exceptional Children, Nashville, Tennessee.
- Carothers, D. E., Gischel, C., & Wilder, L. K. (2009, November). *Embedding Response to Intervention into an integrated program of study for all teachers*. Conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, North Carolina.
- Gischel, C., Carothers, D. E., & Wilder, L. K. (2009, November). *Establishing university-school partnerships to teach general educators how to meet the needs of students with EBD*. Conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, North Carolina.
- Carothers, D. E., Bianco, M., Taylor, R. L., & Zeigler, E. (2009, April). *Portfolio assessment and response to intervention: Are they compatible?* Conference of the Council for Exceptional Children, Seattle, Washington.
- Carothers, D. E., & Taylor, R. L. (2008, April). *Using portfolios to measure career preparedness for individuals with disabilities*. Conference of the Council for Exceptional Children, Boston, Massachusetts.
- Carothers, D. E. (2007, April). *Standardized intelligence testing of students with autism: Is it justifiable?* Conference of the Council for Exceptional Children, Louisville, Kentucky.

- Carothers, D. E. (2006, April). *Using portfolio assessment to develop transition programs for students with mental retardation*. Conference of the Council for Exceptional Children, Salt Lake City, Utah.
- Carothers, D. E. & Taylor, R. L. (2005, October). *The use of portfolios to measure Response to Instruction*. International Conference of the Council for Learning Disabilities, Fort Lauderdale, FL.
- Carothers, D. E., Greene, M., Wachholz, P., & Ray, L. (2004, November). *Innovation in personnel preparation: Restructuring pre-service programs to ensure high quality teaching*. 2004 Conference of the Teacher Education Division of the Council for Exceptional Children. Albuquerque, New Mexico.
- Carothers, D. E. (2004, October). *A survey of school superintendents concerning teaching conditions for special educators*. 2004 Conference of the Florida Federation of the Council for Exceptional Children, Jacksonville, FL.
- Richards, S., Taylor, R. L., Carothers, D. E., & Bianco, M. (2004, April). *School personnel attitudes toward CEC points for improving special educator teaching conditions*. 2004 Conference of the Council for Exceptional Children, New Orleans, LA.
- Carothers, D. E. (2003, November). *Alternate practicum experiences for in-service Master's Degree students*. 2003 Conference of the Teacher Education Division of the Council for Exceptional Children, Biloxi, MS.
- Cornish, M., Carothers, D. E., & Taylor, R. L. (2003, November). *Legal liability issues for administrators of inclusive schools*. 2003 Conference of the Teacher Education Division of the Council for Exceptional Children, Biloxi, MS.
- Carothers, D. E., & Taylor, R. L. (2003, April). *Social-cognitive processing in six- to twelve-year-old children with Asperger's Disorder*. 2003 Conference of the Council for Exceptional Children, Seattle, WA.
- Carothers, D. E., Taylor, R. L., & Cornish, M. (2002, October). *Using portfolios to assess student teachers' readiness to teach students with autism*. 2002 Conference of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Cornish, M., & Carothers, D. E. (2002, October). *Teacher liability: Issues for the general education teacher and special education teacher to consider*. 2002 Conference of the Council for Learning Disabilities, Denver, CO.
- Oliver, P., Dukes, C., Carothers, D. E., Scott, J., Hayes-Bachrach, J., & Santimarinna, M. (2002, May). *Generalization of prerequisite skills in children with autism: From a self-contained to a typical art class*. 2002 Conference of the

Association for Behavior Analysis, Toronto, Ontario, Canada.

Carothers, D.E. & Taylor, R.L. (2001, October). *Assessment of autism for prescriptive educational programming*. 2001 Conference of the Council for Educational Diagnostic Services, a division of the Council for Exceptional Children, New Orleans, LA.

Invited presentations.

Carothers, D. E. (2015, November). *Everyone wins: Replacing behavioral challenges with goal-oriented partnerships*. Children and Youth Conference, Fort Myers, FL.

Carothers, D. E. (2014, October). *Everything you always wanted to know about special education but were afraid to ask*. Eagles Educate Mini-Conference, Fort Myers, FL.

Carothers, D. E. (2011, April). *Specific Learning Disabilities: Definition, characteristics, and instructional techniques*. The Heritage Institute, Fort Myers, FL.

Carothers, D. E. (2011, January). *That kid's misbehaving: How to view and respond to unwanted behaviors*. Ed Venture Charter School, Hypoluxo, FL.

Carothers, D. E. (2009, August). *Ed Venture Charter School: A conceptual overview*. Ed Venture Charter School, Hypoluxo, FL.

Carothers, D. E. (2008, October). *Classroom management for general educators*. Riviera Beach Maritime Academy, Riviera Beach, FL.

Carothers, D. E. (2006, November). *Using portfolios for assessment*. Bureau Nascholing, Willemstad, Curacao, Netherlands Antilles.

Carothers, D. E. (2005, March). *Fundamentals of classroom management*. Santa Cruz Cooperative School, Santa Cruz, Bolivia.

Carothers, D. E. (2005, January). *Classroom management: What everyone needs to know*. Comprehensive System of Personnel Development's Educator's Resource and Recruitment Forum, Fort Myers, FL.

Carothers, D. E. (2001, November). *Intelligence testing and students with autism*. Center for Autism and Related Disabilities, Boca Raton, FL.

Phillips, B. & Carothers, D.E. (2001, August). *The pre-K transition and students with disabilities*. 2001 Conference of the Southeastern Regional Comprehensive System for Professional Development, Jupiter, FL.

Carothers, D.E. (2001, August). *The use of portfolios for students with autism*. Center for Autism and Related Disabilities, Boca Raton, FL.

Carothers, D.E. (2001, March). *Service coordination across the lifespan*. Center for Autism and Related Disabilities, Boca Raton, FL.

Carothers, D.E. (2001, February). *An overview of IEPs and the Florida Education Finance Program*. Florida Atlantic University and the School District of Palm Beach County, Lantana, FL.

Carothers, D.E. (2000, February). *An Overview of IEPs and the Florida Education Finance Program*. Florida Atlantic University and the School District of Palm Beach County, Lantana, FL.

Grants

Carothers, D. E., Aydin, H., Bright-Kerrigan, C., Kelley, L., Shipton, R., & Sullivan, M. (2020). *Florida Postsecondary Comprehensive Transition Program Start-up Grant*. Funded for \$889,940.

Carothers, D. E., Greene, M., & Wachholz, P. (2004). *State Improvement Grant/Faculty Innovation Institute II*. Funded for \$22,640 by the Florida Department of Education.

Teaching

Florida Gulf Coast University

EdS and EdD Committees.

2020 – present	Chair, EdD Committee, Rob Gamache The impact of school leaders on special education teacher retention
2019 -present	Chair, EdD Committee, Jennifer Valliere The preparation needs of special education teacher candidates for the 21 st century classroom
2012 – 2014	Chair, EdD Committee, Jennifer Misewicz Supplemental Educational Services: The effect of SES on student achievement in Title 1 elementary schools.
2012 - 2013	Member, EdD Committee, Robin Kring A growth study of one Southwest Florida school district's

performance on the Florida Alternate Assessment

2010 Member, EdS Committee, Jennifer Misewicz
Supplemental Educational Services (SES): Effects of SES
tutoring on student achievement.

Graduate Level Courses.

Curricular Perspectives on Exceptionality (EDG 7635): Critical issues in the field of special education, nationally and internationally; a seminar format with an in-depth assignment that requires extensive school/agency-based experiences.

Advanced Seminar (EEX 6939): Critical examination of the field of special education and evaluation of controversies and ethical dilemmas confronting the field. Skills to systematically evaluate the conceptual, practical, and ethical challenges they encounter and critically assess the impact of changes on their professional practices.

Independent Study: Special Educ (EEX 6906): Independent study in which students must have a contract with an instructor.

Interpersonal Interaction and Skills Development (EEX 6775), Florida Gulf Coast University, University of Florida, and Florida International University. (This course was conducted through a distance learning partnership between the three universities): An understanding of methods of providing instruction in interpersonal and intrapersonal skills including personal care, self-advocacy, self-determination, workplace skills, family life skills, social skills, and adaptive life skills.

Consultation and Collaboration in Special Education (EEX 6732): Collaborative/consultative models for special education majors including theories and research pertaining to consultation, working with teams of other professionals, and collaborating with parents and professionals.

Capstone Seminar (EDG 6363): Students will design a scholarly project that integrates the principles, theories, and concepts of the core courses and concentration areas in their degree programs.

Instructional Approaches for Exceptional Populations (EEX 6248): In-depth study of instructional strategies that are effective when teaching students with behavior disorders, mental retardation (developmental disabilities) and learning disabilities. Content includes techniques for curriculum adaptation, IEP development, direct, database and metacognitive strategy instruction, and technology applications.

Management and Motivation of Exceptional and At-Risk Students (EEX 6612): A critical look at the conceptual and research bases of disciplinary approaches commonly seen in classrooms for exceptional students, with particular attention to those systems that

support the inclusion and success of students with disabilities. Understanding and dealing with challenging student behaviors, reviewing theories commonly used, critiquing intervention research, and examining teacher beliefs that underlie teacher interventions.

Capstone Seminar (EDG 6363): Students will design a scholarly project that integrates the principles, theories, and concepts of the core courses and concentration areas in their degree programs.

Classroom Management and Organization (EDF 6259): Development of instructional, organizational, and management knowledge and skills integrating components of classroom organization and school safety, professional ethics, and educational law necessary to create a positive learning environment.

Transition Programming-Adolescent & Young Exceptional Students (EEX 6245): Designed to provide teachers of individuals with disabilities with skills to enhance opportunities for successful transitions. Specific skill areas addressed include strategy, social skill and career/vocational instruction.

Advanced Psycho-Educational Assessment-Exceptional Students (EEX 6222): Primary goals are to review and critique a variety of assessment procedures that are commonly used in special education programs and to examine the assessment process and the attendant policies and legal issues in special education. Preferred courses in Measurement and Introductory Special Ed.

Advanced Theories and Practices in Behavioral Disorders (EED/EBD 6215): An understanding of the theoretical bases for explaining, preventing and treating emotional and behavioral disorders, and in implementing myriad techniques to effectively meet the needs of children and youth with behavioral and emotional disorders. The course is designed for Master's level students who plan to teach students with emotional and behavioral disorders in school and clinical settings. The focus is on etiological theories and their associated interventions relative to emotional and behavioral disabilities observed in educational settings. This course will help students integrate theoretical concepts with specific culturally sensitive approaches for identifying, classifying and intervening with students with behavior disorders and their families.

Programming Exceptional Individuals at the Secondary Level (EEX 6065): Prepares secondary educators of students with disabilities to transition these students to adult settings including work, community and home living, self-care, self-advocacy, and leisure.

Advanced Theories and Practices in Mental Retardation (EMR 6052): An in-depth study of the complex social and biological aspects of mental retardation with a particular theoretical emphasis on the education of individuals with mental retardation, as well as the philosophical and ethical underpinnings of the field of mental retardation.

Foundations of Special Education (EEX 6025): Current state of the art trends as well as issues related to the education of exceptional students are addressed. In addition to the specific exceptional student populations, including the culturally diverse attention will be directed to the issues of definitions, identification and assessment practices.

Advanced Theories and Practices in Specific Learning Disabilities (ELD 6015): A review of the role of theory in the development of the field of learning disabilities. Students will be given the opportunity to study the major theories that have shaped the field and should acquire information about multicultural issues in relationship to historical perspectives, current trends and future directions.

Undergraduate Level Courses.

Senior Seminar (EEX 4936): Capstone course taken concurrently with the final internship. Trends and issues within the field of special education are examined from the perspective of the final internship experience and an action research project.

Teaching Students with Mild and Moderate Disabilities (EEX 4846/4254): Special instructional strategies, accommodations, and modifications needed for students with exceptionalities so they can succeed in general education settings, and achieve standard high school diplomas.

Behavior Management of Special Needs and At-Risk Students (EEX 4604): Establishing and maintaining order in the classroom, teaching children requisite social skills, helping children learn how to solve problems, teaching children self-control and dealing with behavioral crises when they arise in the classroom.

Teaching Students with Moderate and Severe Disabilities (EEX 4255/4474): Teaching students who are earning a specialized diploma II option. Particular emphasis will be given to school to career plans, community-based instruction, inclusion, and functional curriculums.

Educational Assessment of Exceptional Students (EEX 4221): Introduction to the complex policies, procedures, and legal mandates that guide the assessment of children for services in programs for exceptional children and to the techniques and methods commonly used in the assessment process. This course is linked to a practicum that requires students to apply concepts learned in the course. This course is required of all special education majors. Florida Department of Education standards and the Council for Exceptional Children standards both require this content.

Young Children with Special Needs (EEX 4201): Comprehensive overview of the field of early childhood special education (ECSE), and in-depth information on state of the art practices which facilitates both teacher and child competencies. Focus on "application," with an emphasis on "hands on" experience.

Theories and Practices in Special Education (EEX 4050): An overview of the fields of learning disabilities, behavior disorders, mental retardation and physically impaired that focuses on the theories, issues, trends, philosophies, historical perspectives, analysis of viewpoints, definitions, and characteristics of a disability are highlighted. Types of evaluation methods for eligibility criteria, IEP development and current best teaching practices are also covered.

Professional Teaching Practice (EDG 3323): An exploration of the fundamental elements of the teaching profession, including an introduction to social, cultural, historical, political, economic, legal, ethical and philosophical foundations of American education, schooling, the teaching profession, learning theory, and foundations of instruction.

Emphasis is placed on principles of state standards, instructional methods, and instructional design to address the needs of diverse student populations.

Professional Studies (EDG 3201): An exploration of the fundamental elements of professional studies in teacher education including an introduction to the field of curriculum and instruction. Emphasis is social, cultural, historical, political, economic, legal and philosophical foundations of American education, schooling, and the profession of teaching.

Diversity of Human Experience (EDF 3201): The complexity and variety of opportunities in early childhood, elementary and special education are explored. Each field, including ESOL will be addressed within the context of human diversity. Students should reserve at least three clock hours per week during the regular public school day for field experience.

Prerequisite to Admission to College of Education.

Introduction to the Teaching Profession (EDF 2005): Survey course to orient students to the profession of Education. Focus on current issues in Education and their relationship to the disciplines social, philosophical and historical foundations. Fifteen hours of field experience in Pre-K - 12 schools required as part of this course.

University of Hawai'i at Hilo

Special Topics: Introduction to Special Education (ED 494): An elective course for general education majors. Focused on the history and legal basis for special education and the characteristics of individuals with a variety of disabilities.

Portfolio (ED 384): Guided students through the development of a professional portfolio that highlights their competencies related to the standards of the Hawai'i Department of Education.

Developmental Concepts of Learning (ED 350): Theories of development focusing on the integration of physical, social, emotional and cognitive development during the school-aged years, children (grades K-6) and adolescents (grades 7 - 12). Systematic observation and analysis of the behavior of school-aged children at home, in the community and at school. 20 field hours in schools required.

Individual Differences in Learners (ED 620): Systematic study of the conceptual framework of inclusive education which consists of special education, gifted and talented education and compensatory programs. Emphasis will be placed upon individual student characteristics and strategies for effective instruction.

Psychological Concepts of Learning (ED 470): An examination of individual differences related to intelligence, achievement, and school success. Legal, ethical and professional responsibilities and strategies for meeting the needs of diverse student in regular

education classrooms under IDEA and Section 504. Focus on elementary age children or adolescents.

Radford University

Current Trends in the Education of Exceptional Individuals (EDSP 361): Examines children and youth with one or more of the following conditions: Learning disabilities, mental retardation, emotional disturbance, speech, auditory, visual, health and orthopedic impairments, autism, traumatic brain injury or gifted. Curricular and instructional modifications and current trends and legal issues.

Behavior Management for Exceptional Learners (EDSP 462): For future teachers, administrators, guidance counselors, and support personnel concerned with classroom behavior management and school-wide discipline in public schools. Emphasis will be on eclectic, research-based models and application of behavior management, discipline strategies, and legal issues for exceptional learners.

Student Teaching for Mental Retardation (EDSP 453): Supervision and feedback of a student serving in a classroom for students with mental retardation.

Alternative Practicum for Elementary School Emotional Disorders (EDSP 684): Guided portfolio development focusing on understanding of special education process, design and delivery of effective instruction, establishment of student relationships, and professional growth and development for in-service teachers of students with emotional disorders.

Alternative Practicum for Secondary School Emotional Disorders (EDSP 685): Guided portfolio development focusing on understanding of special education process, design and delivery of effective instruction, establishment of student relationships, and professional growth and development for in-service teachers of students with emotional disorders.

Alternative Practicum for Elementary School Learning Disabilities (EDSP 686): Guided portfolio development focusing on understanding of special education process, design and delivery of effective instruction, establishment of student relationships, and professional growth and development for in-service teachers of students with specific learning disabilities.

Alternative Practicum for Secondary School Learning Disabilities (EDSP 687): Guided portfolio development focusing on understanding of special education process, design and delivery of effective instruction, establishment of student relationships, and professional growth and development for in-service teachers of students with specific learning disabilities.

Florida Atlantic University

Survey of Exceptionalities (EEX 2010): A basic course in the study of the major areas of exceptional student education. Emphasis is on etiology, terminology, classification, prevalence, history and philosophy of education, educational approaches, legal and medical implications, and personal and social growth and adjustment of students labeled exceptional.

Inclusive Education for the General Educator (EEX 4070): This course offers education majors the opportunity to understand their roles and responsibilities in teaching students with special needs. Students will explore communication skills necessary for effective collaboration among students, parents and other school professionals.

Behavior Management for Students with Emotional Handicaps (EEX 5215): An in-depth look at classroom and behavioral management techniques for individuals with emotional/behavioral disorders, including cognitive behavior modification, functional assessment of behavior, and the provision of positive behavioral supports.

Theories and Characteristics of Emotional Handicaps (EEX 5050): An overview of behavior disorders which will include categorical disorders and etiology, contemporary views of emotionally handicapping conditions, social and emotional maladjustment in school settings, and teacher responsibilities. Examination of behavioral, ecological, and psychosocial positions regarding intervention will be presented.

Programming Exceptional Individuals at the Secondary Level (EEX 6065), (co-taught with Michael P. Brady): A comprehensive course covering development and implementation of curricula (social, vocational, academic, and daily living) for individuals with disabilities.

Behavior Change Strategies (EEX 4601): This course focuses on applied behavior analysis procedures as used in instructional settings. Emphasis is on designing programs for academic, behavior, and social changes.

Service

Service to the Profession

Published works for hire.

Sadker, D. & Zittleman, K. R. (2015). *Teachers, Schools, and Society* (Florida Edition, 10th ed.). New York: McGraw Hill.

I updated/corrected 27 pages of content related to education in Florida. My work was completed in 2014 and included in the text published in 2015.

Cushner, K. H., McClelland, A., & Safford, P. (2014). *Human Diversity in Education* (8th ed.). New York: McGraw Hill.

I created the instructors' materials to supplement the textbook. My work was performed in 2013 and was published along with the text in 2014.

Cushner, K. H., McClelland, A., & Safford, P. (2014). *Human Diversity in Education* (8th ed. Florida edition). New York: McGraw Hill.

I updated/corrected 27 pages of content related to education in Florida. My work was completed in 2013 and included in the text published in 2014.

Grant reviewer.

2012 – Present Reviewer, Short-term Intensive Dissemination Grants, Office of Independent Education and Parent Choice, Charter School Program, Florida Department of Education. Attended trainings and scored competitive grants on a state-provided rubric. Scores were averaged with other scorers to determine grant allocations for start-up grants for charter schools.

2011 Reviewer, School Improvement Grant 1—3(g) Competitive Three Year Grant 2011 – 2014, Bureau of Federal Programs. Florida Department of Education. Attended training and scored competitive grants on a state-provided rubric for a federal flow-through grant. Scores were averaged with other scorers to determine grant allocations for continuation grants for charter schools.

2011 - Present Reviewer, Public Charter Schools Grant Program, Office of Independent Education and Parent Choice, Florida Department of Education. Attended trainings and scored competitive grants on a state-provided rubric. Scores were averaged with other scorers to determine grant allocations for continuation grants for charter schools.

Peer reviewer textbooks.

2016 Text Review: Vaughn, S. R. & Bos, C. S. (2015). *Strategies for Teaching Students with Learning and Behavior Problems*, (9th ed.). Boston: Pearson.

2014 Text Review: Kauffman, J. M. & Landrum, T. J (2013). *Characteristics of Emotional and Behavioral Disorders of Children and Youth* (10th ed.). Boston: Pearson.

- 2013 Text Review: Gargiulo, R. M. (2012). *Special Education in Contemporary Society: An Introduction to Exceptionality*. (4th edition reviewed to prepare for 5th edition revisions). Los Angeles: Sage.
- 2011 Text Review: Duffy, M. L. & Wilson, C. *Organizing and Managing Instruction, Curriculum, and Behavior in Today's Learning Environments* (1st ed.). Florence, KY: Cengage.
- 2011 Text Review: Klein, M.D., Cook, R. E., & Richardson-Gibbs, A. M. *Strategies for including young children with special needs in early childhood settings*. (2nd ed.). Belmont, CA: Wadsworth.
- 2011 Text Review: Deiner, P. L. (2010). *Inclusive early childhood education: Development, Resources, and Practice* (5th ed.). Belmont, CA: Wadsworth.
- 2011 Text Review: Howard, V., Williams, B., & Lepper, C. E. *Very young children with special needs: A Foundation for Educators, Families, and Service Providers* (4th ed.). Boston: Pearson.
- 2007 Text review of Bos, C.S.,& Vaughn, S. (2007). *Strategies for teaching students with learning and behavior problems* (6th ed.). Boston: Allyn & Bacon.
- 2005 Text review of an autism text (title not disclosed). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- 2005 Text review of *Autism Spectrum Disorders: A Guide for Educators*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- 2004 Text review of Drew, C. J. & Hardman, M. L. (2004). *Mental retardation: A lifespan approach to people with intellectual disabilities* (8th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- 2002 Text review of Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems* (5th ed.). Boston: Allyn & Bacon.
- 2000 Text review of Peterson, J.M., & Hittie, M. M. (2003). *Inclusive teaching: Creating effective schools for all learners*. Boston: Allyn & Bacon.

Peer reviewer manuscripts.

- 2018 Guest Reviewer, *Teacher Education Quarterly*
- 2018 Guest Reviewer, *American Journal of Qualitative Research*
- 2012 – Present Member, Editorial Board, *Journal of Special Education Apprenticeship*
- 2012 – Present Guest Reviewer on multiple occasions, *Teaching and Teacher Education*
- 2011 - Present Guest Reviewer on multiple occasions, *Journal of Autism and Developmental Disorders*
- 2005 - Present Consulting Editor for *Remedial and Special Education*.

Peer reviewer conferences.

- 2013 Presentation proposal reviewer, National Conference of the Teacher Education Division (TED) of the Council for Exceptional Children.
- 2002 Reviewed proposals for Division of Developmental Disabilities for Council for Exceptional Children's 2003 National Conference.

Program review.

- 2008 Member, State Approval of Teacher Education Committee (SATE), Honolulu, HI. Reviewed State of Hawai'i Alternative Licensure Program.

External promotion reviews.

- 2016 External Reviewer for Promotion and Tenure, Penn State Berks.
- 2015 External Reviewer for Promotion and Tenure, City College of New York.

Service to the University

Florida Gulf Coast University.

2017 – 2018	Alternate member, Faculty Senate
2017 – Present	Member, University Admissions Appeals Committee
2015	Faculty representative to the Proposal Review Team for University Food Service Contract
2014 – 2016	University Americans With Disabilities Act Committee
2014 – 2015	Alternate member, Faculty Senate
2013 – 2014	Member, University Library Committee
2013 – 2014	Member, University Pouring Rights Committee
2012 – 2014	Member, Faculty Senate.
2012 – 2016	Faculty representative to the University Food Group
2012 – 2013	Member, Faculty Senate Leadership Team.
2011 – 2016	Member, University Student Affairs Team.
2009 – 2013	Member, University Professional Development Fund Committee. Committee chair in 2012 – 2013.
2009 – 2012	Alternate Member, University Faculty Senate.
2011 – 2012	Member, University Academic Integrity Committee.
2009 – 2011	Member, University Service Excellence Award Committee.
2008 -2009	Member, CLAST Waiver Committee
2008 – 2009	Vice President, Florida Gulf Coast University chapter of United Faculty of Florida
2005 – 2007	Member, Service Learning Transition Committee
2005 – 2007	Vice President, Florida Gulf Coast University chapter of United Faculty of Florida

2004 – 2007	State Senator, United Faculty of Florida
2004 – 2007	Member, University Admissions Appeals Committee
2003 – 2007	Member, CSPD Steering Committee
2003 – 2007	Member, Academic Standards Committee
2003 – 2005	Advisor for the Student Council for Exceptional Children
2003 – 2007	Member, CLAST Waiver Committee
2003- 2004	Alternate Member, Florida Gulf Coast University Faculty Senate

University of Hawai'i at Hilo.

2007 – 2008	Developed courses and successful program proposal for M.Ed. in Special Education at the University of Hawai'i at Hilo
2007 – 2008	Member, search committees for Elementary Education Math/Science and Secondary Education Math/Science tenure track faculty positions

Radford University.

2003	College of Education Member-at-Large, Radford University Faculty Senate; Member, Committee on Faculty Issues
2002-2003	Chair, Faculty Awards Committee, Radford University
2002-2003	Member, Radford University Special Interest Group on Diversity:

Service to the College

2018 – Present	Member, College of Education Faculty Council
2018 – Present	Member, College of Education Doctoral Admissions and Policy Committee
2018 – Present	College of Education Student Affairs Committee
2013	Chair, Curriculum and Instruction Faculty Search Committee

2012 – 2016	Member, Academic and Admissions Regulations Committee/Student Affairs Committee. Committee Chair 2014 - 2016
2009 – 2013	Member, College of Education Peer Support Committee. Committee Chair in 2011 – 2012, 2012 – 2013.
2006 – 2007	Chair, Special Education faculty search committee
2004 – 2005	NCATE Steering Committee/Chair of the Standard Five Committee
2004 – 2006	Member, College of Education Graduate Affairs Committee:
2004 – 2006	Member, College of Education Curriculum Committee
2003 – 2005	Member, Undergraduate Handbook Committee

Service to the Community

2014 – 2016	Member, Board of Directors, LARC Lee County.
2011 – Present	Lee County School District Autism Roundtable.
2009 – 2012	Member, Promising Pathways Autism Conference Planning Committee.
2008	Member, State Approval of Teacher Education (SATE) team, Honolulu, Hawaii.
2006 – 2007	Member, Share the Commitment (Collier County School District Special Education Advisory Panel).
2003-2007	Chair, District 8B Severe Emotional Disturbance Network:
2001-2002	President, Board of Directors, Renaissance Learning Center, Palm Beach Gardens, Florida.
1999-2001	Member, Palm Beach County School District Exceptional Student Education Advisory Panel, West Palm Beach, Florida.
2000	Evaluation of Twin Palms Center for the Disabled.
1998	Member, Board of Directors, South Florida Consortium of Charter Schools, Fort Lauderdale, Florida.

Consulting

- 2000-2001 ESE Coordinator, Palm Beach Maritime Academy, West Palm Beach, Florida. Provided all ESE services to a charter school serving students in grades K – 8 including development of IEPs, diagnostic testing for evaluation and reevaluation for eligibility for special education services, and staff development.
- 2000-2001 Educational Consultant, Renaissance Learning Center, Palm Beach Gardens, Florida. Provided staff development and served on reevaluation and IEP teams at a charter school for 3- to 9- year-old children with autism.
- 2000-2001 Educational Consultant, Charter School Institute, Fort Lauderdale, Florida. Provided staff development and served on reevaluation and IEP teams at a charter elementary school.
- 1997-1998 Educational Consultant, Ed Venture Charter School, Hypoluxo, Florida. Collaborated on foundation grant writing and assisted in contract and program development during the formation of a charter school.

Professional Affiliations

- 1997-Present Council for Exceptional Children, CEC Teacher Education Division
- 1997-2009 Council for Children with Behavioral Disorders
- 2002-2008 Council for Learning Disabilities
- 2000-2009 Division on Mental Retardation and Developmental Disabilities
Council for Educational Diagnostic Services
Division for Learning Disabilities
- 1998-2002 South Florida Council on Learning Disabilities