

Cornelia Lively Izen
Lecturer, Educational Psychology Department
College of Education
University of North Texas
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Areas of Expertise

- Education and training of individuals with moderate and severe disabilities
- Pre-service and in-service teacher training
- Design and implementation of online university courses
- Coordination of teacher training programs

Education

Ph.D. University of Illinois at Urbana-Champaign, Champaign, Illinois. 1988.
Major: Special Education, Moderate and Severe Disabilities. (Advisor: Adelle Renzaglia)

University of Virginia, Charlottesville, Virginia. August 1983-July 1984.
Major: Special Education, Severe and Profound Disabilities, Ph.D. program. (Advisor: Adelle Renzaglia)

Post M.S. State University of New York at Buffalo, Buffalo, New York. January- May 1983.
Major: Educational Administration.

Post M.S. Canisius College, Buffalo, New York. September-December 1981.
Major: Educational Administration.

M.S. State University College at Buffalo, Buffalo, New York, 1981.
Major: Exceptional Education: Physical Disabilities.

B.S. State University College at Buffalo, Buffalo, New York. May 1977.
Majors: Elementary Education; Exceptional Education: Intellectual Disabilities

Professional Experience

2014–present: Educational Psychology Department, University of North Texas, Denton, Texas

Lecturer, Undergraduate Teacher Certification Program Coordinator, Special Education Program. Coordinator of Undergraduate Minor in Special Education. Will be Coordinator of Special Education Bachelor's plus Master's in Educational Psychology beginning in fall 2017.

2011-2014: Division of Special Education and disAbilities Research, George Mason University, Fairfax, Virginia

Assistant Professor. Affiliated with On-Campus Program in Mild Disabilities, the Cohort Outreach Program in Mild Disabilities, and the Virginia Consortium for Teacher Preparation in Severe Disabilities and Autism. Full-time teaching faculty position included instruction primarily at the graduate level as well as program support and development.

2011 Division of Special Education and disAbilities Research, George Mason University, Fairfax, Virginia

Adjunct Professor. Supervisor of master's level full time student interns in the Virginia Consortium for Teacher Preparation in Severe Disabilities and Autism. Supervision included on-site observation and feedback and instruction in best practices as it pertained to applied projects linked to coursework at the university.

2005-2009 Lively Language, Plano, Texas

English as a Second or Other Language (ESOL) Teacher. Private instructor of English for small groups and individuals who speak English as a second language at the beginning, intermediate, and advanced levels. Areas of instruction included: conversation, accent reduction/pronunciation, writing, reading comprehension, and public speaking. University students, faculty, adults working in the community, and youth at the upper elementary and secondary level were taught. This was a self-owned, self-operated business.

2006 University of Texas at Austin, Department of Special Education, Austin, Texas

Visiting Lecturer. Instructor of graduate level course focusing on the physical and developmental characteristics of individuals with cerebral palsy and other multiple disabilities. Methods of educational intervention and physical management procedures were taught in class and in a field-based setting.

1998-1999 Plano Independent School District, Plano, Texas.

Special Education Team Leader, Special Education Teacher. 09/98-12/98: As Team Leader in a public elementary school, responsible for acting as liaison with district, supervising staff, scheduling programming, and teaching students with emotional and behavior disorders, intellectual disabilities, and multiple disabilities. 01/99 to 12/99: As teacher in elementary school, taught Strategic Reading and Strategic Math to individuals and small groups in self-contained classroom as well as writing, reading, instructional support in mainstream setting.

1998 Tsukuba College of Technology, Hearing Impairment Division, General Education Department, Tsukuba, Japan.

Visiting Lecturer. Instructor of English in 3-year college for students with hearing impairments. Students were majors in Electrical Engineering, Architecture, and Design and were starting their second year in college. English was taught as part of their general education requirements.

1998 Tsukuba, Japan

ESL Teacher. Instructor for class in conversational English in a community center. Also gave private English lessons in the community.

1988-1991 Univ. of Illinois at Urbana-Champaign, Dept. of Special Education, Champaign, Illinois.

Visiting Assistant Professor. 08/89 to 05/91: Full-time faculty member in moderate and severe disabilities area. Responsibilities included coordination of extensive field-based training for undergraduate and master's students preparing to be teachers of individuals with moderate and severe disabilities. Other responsibilities included: coordination of a teacher/supervisor taskforce that acted as an advocacy organization in the community, teaching courses, and assisting in advisement of students.

08/88 to 07/89: Full-time faculty member in early childhood special education. Duties included coordination of doctoral level interdisciplinary leadership program in infancy as well as training master's students specializing in infancy via course instruction and supervision in practicum sites.

1987-1988 Bowling Green State University, Department of Special Education, Bowling Green, Ohio.

Assistant Professor. Full-time faculty member in intellectual disabilities /moderate and severe disabilities. Work included teacher training via course instruction, student teacher supervision, as well as coordination of a personnel preparation grant in the moderate and severe disabilities area.

1983 State University College at Buffalo, Buffalo, New York.

Visiting Lecturer. Instructor for course on techniques for teaching students with moderate to severe disabilities in Exceptional Education Department.

1981-1982 Our Lady of Victory Infant Home School Programs, Lackawanna, New York.

Assistant Director of Education. School for residents with severe disabilities and nursery school for day students with emotional disorders. Duties included supervision and evaluation of school staff, consulting to staff in educational areas, presentation of inservice lectures, hiring of staff, supervision of ancillary personnel, and acting as interdepartmental liaison within agency and as liaison with community.

1979-1981 Our Lady of Victory Infant Home School for Handicapped Residents, Lackawanna, New York.

Special Education Teacher. Classes for residents with profound intellectual disabilities, physical disabilities, ages 5-13.

1978 Preschool Learning Center, Springville, New York.

Special Education Teacher. Classes for preschoolers with mild to profound disabilities.

1978 West Seneca Development Center, West Seneca, New York.

Special Education Teacher. Summer Session. Class for residents with profound intellectual disabilities, severe physical disabilities, ages 6-17.

1978 United Cerebral Palsy Association of Western New York and Buffalo Public Schools, Buffalo, New York.

Substitute Teacher. Special classes for persons with mild to severe disabilities, grades K-12 and elementary classes, grades K-6.

1977 Jeffersontown Special Education Center, Louisville, Kentucky.

Special Education Teacher. Public school students with severe, intellectual disabilities and physical disabilities, ages 12-18.

Instructional Activities

Areas of Expertise

- Systematic Instruction
- Community-Referenced Instruction
- Classroom and Behavior Management
- Handling, Positioning, and Programming for Individuals with Multiple Disabilities or Medically Fragile Conditions
- Design and Implementation of Online Hybrid, Asynchronous, and Asynchronous On-Demand Courses that Engage Students in the Online Community

University of North Texas, Denton, Texas

EDSP 3210 Educational Aspects of Exceptional Learners, Fall 2016 (N=50), Summer 2016 (N=54 online section)**, Spring 2016 (two sections: N=45, N=53 online section), Fall 2015 (N=49), Spring 2015 (N=69)

EDSP 3240 Family Communication and Collaboration for Exceptional Learners, Fall 2016 (N=37), Spring 2016 (N=35), Fall 2015 (N=41), Fall 2014 (two sections: N=14, N=20)

EDSP 4340 Classroom & Behavioral Management Strategies for Exceptional Learners, Fall 2105 (N=37), Spring 2015 (N=31), Fall 2014 (two sections: N=7, N=18)

EDSP 4350 Strategies to Support Diverse Learners in General Education, Spring 2015 (N=19)

EDSP 5240 Collaboration with Parents, Paraeducators and Professionals, Spring 2016 (N=11 online course)

EDSP 5330 Classroom & Behavior Management for Exceptional Learners, Fall 2016 (N=21 online course)

EDSP 5370 Autism Across the Lifespan, Summer 2016 (N=31 online course)

EDSP 5630 Field Experience with Children/Youth with Emotional and Behavioral Disorders I (Field Experience in Autism), Spring 2015 (N=3)

George Mason University, Fairfax, Virginia*

**EDSE 501 Introduction to Special Education, Summer 2014, Spring 2014 (N=28), Summer 2013 (two sections: N=33, N=28), Spring 2013 (N=27), Fall 2012 (N=19) (on-line, asynchronous, on-demand course)

EDSE 402 Classroom Management and Applied Behavior Analysis (undergraduate), Fall 2011 (N=15)

EDSE 502 Classroom Management and Applied Behavior Analysis (graduate), Spring 2014 (N=30), Spring 2013 (two sections N=20, N=17), Spring 2012 (N=27)

EDSE 661 Curriculum and Methods: Severe Disabilities, Spring 2014 (N=17), Spring 2012 (N=16)

**EDSE 447/547 Medical and Developmental Risk Factors for Children with Disabilities, Spring 2014 (N=16, Fall 2013 (N=21), Summer 2013 (N=38) (Spring 2014 section was face-to-face, Fall and Summer 2013 sections were on-line, asynchronous courses with synchronous webinars) (designed on-line version)

EDSE 669 Interdisciplinary Approach for Children with Sensory and Motor Disabilities (Severe Disabilities/Autism Consortium course taught to students in multiple universities face-to-face and via video conference), Fall 2013 (N=30), Fall 2012 (N=27), Fall 2011 (N=26)

EDSE 434/534 Communication and Severe Disabilities, Fall 2012 (N=23)

EDSE 532 Positive Behavior Supports, Fall 2012 (N=26) (Severe Disabilities/Autism Consortium course taught to students in multiple universities face-to-face and via video conference)

EDSE 662 Consultation and Collaboration, Fall 2013 (two sections: N=22, N=18), Spring 2012 (N=7)

EDSE 544 Adapted Instructional Methods and Transition for Secondary Learners, Fall 2011 (N=18)

BIS 489 Directed Readings and Research for Bachelor of Interdisciplinary Studies, Fall 2013 (N=1), Summer 2013 (N=1), Spring 2013 (N=1),

EDSE 490 Internship in Special Education: Severe Disabilities, Spring 2011 (N=3)

*Spring 2011: Adjunct Professor; Fall 2011 to Spring 2014 Full time assistant professor. Classes with two course numbers included undergraduates who were taking credit toward a pass-through masters program.

**On-line course designed by Cornelia Izen.

Online Course Development and Training

Summer 2015 Institute Participant, Transformative Instructional Initiative (TII), Center for Learning Enhancement, Assessment, and Redesign (CLEAR), University of North Texas, Denton, TX. Attended the Clear Course Design Institute for online course redesign.

Spring 2013 and Summer 2013: attended Sloan-C classes funded by the Office of Distance Education, Office of the Provost, George Mason University. Sloan-C was a leading professional society for e-Education. It is now called the Online Learning Consortium (OLC). Completed five online courses on aspects of online instruction including student engagement and course design.

Fall 2011 Introduction to Special Education: developed online hybrid version of previously taught face-to-face course, as the first online course to be offered by the department. This course was then modified to become an online asynchronous, on-demand course that is offered spring, summer, and fall as an online option. Course development was funded by a grant from the Office of Distance Education, Office of the Provost, George Mason University, Fairfax, VA.

Other Professional Activities

Ally 101 Training, University of North Texas, Denton, Texas.

August 2015, completed 4 hour training provided by the UNT Pride Alliance, Division of Institutional Equity and Diversity that was aimed at providing information about and support for people in the LGBTQ community on campus.

Safe Zone Training, George Mason University, Fairfax, VA.

October 2013, completed daylong training on providing support to members of the LBGT university community.

Movement Specialist Training, Kent State University, Kent, Ohio.

August 1981, completed 6-week teacher training course in Neurodevelopmental Treatment.

Field Test Validator, Tawney, J. W. (1979). Programmed environments curriculum. Columbus, OH: Charles E. Merrill Publishing Company. September–December 1977, field-tested components of curriculum in Louisville Public Schools following a 4-week training session.

Publications

Data-based Refereed Papers

O'Reilly, M.F., Renzaglia, A., Hutchins, M., Koterba-buss, L., Clayton, M., Halle, J.W., & **Izen, C.** (1992). Teaching systematic instruction competencies to special education student teachers: An applied behavioral supervision model. *The Journal of the Association for Persons with Severe Handicaps*, 17, 104-111.

Lively, C., & Brown, F. (1991). Education and treatment needs of persons with profound, multiply handicapping, or medically fragile conditions: A survey of teachers' perceptions. *The Journal of the Association for Persons with Severe Handicaps*, 16,94-103.

Aveno, A., Renzaglia, A., & **Lively, C. (1987).** Surveying community-training sites to insure that instructional decisions accommodate the site as well as the trainees. *Education and Training in Mental Retardation*, 22, 167-175.

Other Scholarly Work

Izen, C. & Lojkovic, D. (2014, 4th ed.). In Reynolds, C.R, Fletcher-Janzen, E. & Vannest, K. (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals*. Hoboken, NJ: Wiley. Contributed the following entries:

- Community-based instruction
- Functional instruction
- Model programs for individuals with severe disabilities
- Neurodevelopmental treatment
- Orthopedic impairment
- Partial participation
- Zero inference

Lively, C. (1988). *An investigation of attitudes and receptivity of managers in community facilities toward integration and instruction of persons with severe handicaps*. Unpublished doctoral dissertation, University of Illinois, Urbana-Champaign.

Grants

External Grants

Practicum Coordinator, University of Illinois Personnel Preparation Program for Teachers of Students with Moderate and Severe Handicaps, University of Illinois at Urbana-Champaign, Champaign, Illinois. Grant funded by US Office of Education, Special Education Programs. Award: \$236,808/year for 3 years. The purpose of this grant was to provide pre-service training at the undergraduate level for teachers of students K-12 with moderate and severe disabilities. (August 1989 to May 1990) (Project Director: Adelle Renzaglia)

Project Coordinator, Interdisciplinary Leadership Project in Infancy, University of Illinois at Urbana-Champaign, Champaign, Illinois. Grant funded by US Office of Education, Special Education Program. Award: \$86,000/year for 3 years. The purpose of this grant was to provide interdisciplinary training at the doctoral level to leadership personnel from different disciplines concerned with infants having special needs and the infants' families. A team of faculty from different disciplines participated in the program and doctoral students enrolled in a series of core courses. Students could also complete an internship pertaining to leadership concentrations. (August 1988 to July 1989) (Project Director: Jeanette McCollum, Ph.D.)

Internal Grants

Transformative Instructional Initiative (TII), Center for Learning Enhancement, Assessment, and Redesign (CLEAR), University of North Texas, Denton, TX. Award: \$500. (June 2015).

Online Course Developer, Distance Education, Office of the Provost, George Mason University, Fairfax, VA. Award: \$3500 to be shared with co-applicants, Drs. Margaret Weiss and Anya Evmenova. (September 2011).

Presentations

Diversity in the Classroom: Creating a Welcoming Environment for Transgender Students. Teacher Education Division of the Council for Exceptional Children Annual Conference, Indianapolis, Indiana, November 2014.

Virginia Severe Disabilities and Autism Consortium: Statewide Collaboration Through Innovative Distance Education. Council for Exceptional Children Annual Conference, Philadelphia, Pennsylvania, April 2014.

Restraint and Seclusion: Hear Our Stories. Kellar Annex, Fairfax, VA. Film screening and discussion for community advocates interested in promoting best practices and legislation in schools regarding intervention for students with behavioral issues, October 2013.

*The Life and Times of an American in Tsukuba. Tsukuba College of Technology, Tsukuba, Japan. General lecture for college-wide audience of faculty, students with hearing or vision impairments, and guests. Overview of education in U.S. and comparison with Japanese education system, April 1998.

*School Age Children with Severe Health Impairments: The Need for a Collaborative Effort (Chair of Panel Presentation). The Association for Persons with Severe Handicaps Annual Conference, Chicago, Illinois, December 1990.

*Infants with Medically Fragile Conditions and Their Families: An Overview of Intervention in Hospitals, at Home, and in the Community (Chair of Panel Presentation). The Association for Persons with Severe Handicaps Annual Conference, Chicago, Illinois, December 1990.

Education and Treatment Needs of Persons with Profound Mental Retardation, Multiple Disabilities, or Medically Fragile Conditions: Final Report on a National Survey, The Association for Persons with Severe Handicaps Annual Conference, San Francisco, CA.

*Integration Considerations for People with Developmental Disabilities, Guardianship and Advocacy Commission Annual Advocate Training Conference, Champaign, Illinois, September 1989.

*Functional Age Appropriate Curriculum for Individuals with Severe and Profound Disabilities, Education and Training Program of the American Association on Mental Retardation: Illinois Chapter and the Institute for the Study of Developmental Disabilities, the University of Illinois at Chicago, Homewood, Illinois, March 1989.

Community-Based Instruction: Considerations for Effective Interaction with Community Training Site Staff, The Association for Persons with Severe Handicaps Annual Conference, Washington, D.C., December 1988.

Ecological Assessment: Building a Successful Future for Special Education Students, Ohio Federation for Exceptional Children Conference, Toledo, Ohio, November 1988.

*Qualitative Research in Education: Possible Directions for the Future, Bowling Green State University, College of Education and Allied Professions, Bowling Green, Ohio, April 1988.

*Community-Based Instruction for Persons with Severe Handicaps: Are We Meeting the Needs of Staff in Potential Community Training Sites as Well as the Trainees? Bowling Green State University, College of Education and Allied Professions, Bowling Green, Ohio, November 1987.

Community-Based Instruction for Persons with Severe Handicaps: Are We Meeting the Needs of Staff in Potential Community Training Sites as Well as the Trainees? The Association for Persons with Severe Handicaps Annual Conference, Chicago, Illinois, October 1987.

*Moving and Feeding Students with Severe Motor Impairments, Northwest Ohio Special Education Regional Resource Center Annual Low Incidence Conference, Toledo, Ohio, October 1987.

Community-Based Instruction for Students with Moderate and Severe Handicaps: What are the Issues and How Can Teachers Make it Work? The Council for Exceptional Children Annual Convention, Chicago, Illinois, April 1987.

Domestic and Social Skills Training in the Community: Use of a Public Laundromat by a Young Adult with Severe Physical Disabilities, The Association for Persons with Severe Handicaps Annual Conference, San Francisco, California, November 1986.

Methods of Validating Curricula and Instructional Strategies for Persons with Moderate to Severe Handicaps: Surveying Community Training Sites to Insure that Instructional Decisions Accommodate the Site as well as the Trainees, Association of Behavior Analysis Annual Convention, Milwaukee, Wisconsin, May 1986.

*An Overview of Neurodevelopmental Therapy for the Classroom Teacher, Vermillion County Institute, Danville, Illinois, October 1985.

Teaching Individuals with Profound Mental Retardation and Physical Disabilities: A Review of Recent Literature and Implications for Future Research, The Association for Persons with Severe Handicaps Annual Conference, Boston, Massachusetts, December 1985.

*Physical Management of Special Education Students, Champaign Community Schools Annual Conference, Champaign, Illinois, March 1985.

*A Model for Educational Programming for Private Residential Facilities
Serving Severely Handicapped Individuals, Champaign Children's Home Staff
Conference, Champaign, Illinois, January 1985.

*Invited presentations

Honors and Awards

Instructor Recognition by Sydney Sanchez, Honors Student, as source of support and inspiration
at Honors Day Convocation, April 2016.

Instructor Recognition by Galen Hoffert, Honors Student, as source of support and inspiration at
Honors Day Convocation, April 2015.

Lucretia Walsh Outstanding Doctoral Student Award, University of Illinois at Urbana-
Champaign, Champaign Illinois, December 1988.

Media Coverage

Cozzens, L. (2013). CEHD professor Izen utilizes support network for innovative online
instruction. Retrieved from <http://masononline.gmu.edu/news/story22/>

Professional Memberships

Council for Exceptional Children (CEC), full membership and these chapters and divisions:

- University of North Texas, Denton Chapter
- Texas Council for Exceptional Children
- Council for Children with Behavioral Disorders
- Division for Research
- Division of Autism and Developmental Disabilities
- Division for Physical, Health and Multiple Disabilities
- Teacher Education Division

TASH (formerly known as The Association for Persons with Severe Handicaps)

- Board Vice President, Virginia TASH, Spring 2012 to Spring 2013
- Board Member Spring 2013 to Spring 2014
- National Committee Member, Critical Issues Subcommittee on Individuals with Special Health Care Needs, May 1988 to June 1991
- Founder and Chairperson, Buffalo Association for the Individuals with Severe Handicaps (BASH), First Chapter of TASH in 1980, Chairperson September 1979 to August 1980 and January to June 1981

American Association on Intellectual and Developmental Disabilities (AIDD)

Team-Based Learning Collaborative (TBLC)

Workshops/Consultation

- March to April 2011, Field Test Validator, Wallace, G. and Hammill, D. (2010). Comprehensive Receptive and Expressive Vocabulary Test (CREVT-3), Norming Edition. Austin, TX: Pro-Ed Inc. Collaborated with Dr. Gerry Wallace to individually test elementary and middle school students to obtain normative data for updated edition of CREVT. Students in grades one through eight were tested at Corpus Christi School, Falls Church, VA. **For fee.**
- December 1990, Co-coordinated daylong preconference seminar: Children Affected by Drugs, Alcohol and HIV. The Association for Persons with Severe Handicaps Annual Conference, Chicago, Illinois. Service.
- November-May 1989-90, Consultation (8 days on-site, ongoing follow-up): Bismarck and Grafton, North Dakota. Provided on-site consultation to public school staff regarding the integration of individuals with severe disabilities into age appropriate school settings. Consultation under the auspices of The Association for Persons with Severe Handicaps Technical Assistance Project and North Dakota Department of Public Instruction. **For fee.**
- 1986, Editorial Consultant, The Journal of the Association for Persons with Severe Handicaps. Reviewed manuscripts submitted for publication providing detailed evaluation of papers, constructive comments, and recommendation regarding the publication decision. Service.
- September-November 1989, Workshop (3 days): Individualized Program Planning and the Changing Role of the Professional: The Philosophy and Fundamentals of Individual Program Planning; Age-Appropriate Leisure Skills; Training in the Community. Jacksonville Developmental Center, Jacksonville, Illinois. Part of 9-day community workshop sponsored by the Illinois Institute for the Study of Developmental Disabilities. **For fee.**
- August 1989, Consultation (3 days): Revised module: Integration (parent training manual) for Technical Assistance Project for Single State and Multi-State Deaf-Blind Centers and the Association for Persons with Severe Handicaps. **For fee.**
- April 1989, In-service Presentation (1 day): Great Lakes Area Regional Center for Deaf-Blind Education and The Association for Persons with Severe Handicaps Technical Assistance Project, Chicago, Illinois. Presented information to parents from a tri-state area on the topic of integration of persons with dual-sensory impairments. After attending this workshop, parents returned to their home states to implement integration strategies with other parent groups. **For fee.**
- March 1989, Workshop (1/2 day): Positioning and Handling Children with Physical Disabilities: Advanced Methods, Champaign Children's Home, Champaign, Illinois. Service.
- March 1988, Technical Assistance (1 day): Brookhill Center, Putnam County Board of Mental Retardation, Ottawa, Ohio. School program for individuals with moderate to severe disabilities. Provided information, hands-on demonstration, and feedback regarding feeding students with atypical muscle tone. Participants in workshop included teachers,

administrators, therapists (O.T., P.T.), classroom aides, parents, and students in program. Service.

June-October 1986, Technical Assistance (3 days/month): Project Life, Developmental Services Center, and Colonel Wolfe School, all in Champaign, Illinois. Project designed to develop training manual and curriculum materials for trainers throughout Illinois to use in workshops to teach life skills to adults with developmental disabilities. Acted as a consultant and curriculum writer. Modules written include Understanding Exploitation and Avoiding Exploitation: Dealing with Salespersons. **For fee.**

April-August 1986, Technical Assistance (3 days/month): Project Deflect, Developmental Services Center, Champaign, Illinois. Federally funded project designed to train home/school to independent and semi-independent living in post-school residential settings to secondary students with moderate to severe disabilities. Acted as consultant to project director and training staff. Curriculum development, ecological assessment, and training methods in domestic, leisure/recreation, and community-based curriculum domains were emphasized. **For fee.**

March 1986, Workshop (1 day): Teaching Strategies Utilizing a Community- Based Program for Moderately Handicapped Students: Longitudinally in Community-Based, Functional Programming for Moderately Handicapped Learners, Champaign Community Schools Annual Winter Conference, Champaign, Illinois. **For fee.**

October 1984, Technical Assistance (1 day): Laurel School, Lynchburg, Virginia. Private school for students with severe disabilities. Observed and advised staff as to most effective teaching practices and behavior management strategies. **For fee.**

Certification

Texas Lifetime Professional Certificate for Mid-Management Administrator Grades PK-12 (1999).

Texas Lifetime Provisional Certificate for Elementary Self-Contained Grades 01-08, Early Childhood Education Grades PK-KG, and Generic Special Education Grades PK-12 (1999).

New York Permanent Teacher Certificate for Elementary Education N-6 and Special Education K-12 (1981).

Neurodevelopmental Treatment Certificate (NDT) for Teachers from the Neurodevelopmental Treatment Association (1981). Verifies expertise in working with individuals with physical disabilities assisting in utilization of normalized movement through application of hands-on intervention and use of adaptive equipment. Pertains to mobility, eating /drinking, and use of upper limbs and torso for daily activities.

Service

University Service

University Level

Best Buddies Faculty Advisor, University of North Texas, Denton, Texas.

Spring 2016 to present, advise student group that provides social support for individuals with developmental disabilities in the greater community of north central Texas.

Mental Health Task Force at UNT, University of North Texas, Denton, Texas.

Spring 2015 to present, member of university task force that was formed to raise awareness about mental health resources and to encourage people in the university community to seek assistance. Speak Out UNT, part of this initiative, is a mental health awareness campaign aimed at removing the stigma that surrounds mental illness and suicide.

MasonCARES Task Force, Counseling and Psychological Services (CAPS), George Mason University, Fairfax, VA

Spring 2013 to Spring 2014, member of a university wide task force administered by Counseling and Psychological Services (CAPS) and federally funded by the Substance Abuse and Health Administration (SAMHSA). Purpose of Task Force is to promote mental health awareness and suicide prevention in the university community, especially among students. Tasks include assessment of faculty needs and knowledge, development of faculty training modules and student support materials to be infused into curricula throughout the university.

College Level

Special Education Representative, Teacher Education Council, College of Education, University of North Texas, Denton, Texas.

Fall 2015 to present, attend meetings pertaining to SACs Accreditation, CAEP, and overall coordination of teacher preparation activities throughout the College of Education.

Special Education Representative, Council for the Accreditation of Educator Preparation (CAEP) Writing Group, College of Education, University of North Texas, Denton, Texas.

Fall 2014 to Spring 2015, attended meetings in which representatives from Teacher Education Programs in the College of Education planned components of CAEP report to be submitted for review. Coordinator: Associate Dean Lisbeth Dixon-Krauss.

Faculty Liaison, Office of Student and Academic Affairs, College of Education and Human Development, George Mason University, Fairfax, VA.

Spring 2013 to Spring 2014, liaison between Ellen Rogers, Associate Dean of Academic and Student Affairs and MasonCARES Task Force. Represented faculty in Task Force and

met with Dr. Rogers regularly to address student mental health concerns and promote faculty support regarding those concerns.

Clinical Practices Placement Visionary Committee Member, College of Education and Human Development, George Mason University.

Fall 2012, participated in working group of teacher trainers, field placement office staff, and administrators who analyzed design of internship programs and worked on optimization and alignment of goals and internship experiences for each of the teacher training programs in the College of Education and Human Development.

Departmental Level

Undergraduate Program Committee (UPC), Department of Educational Psychology, University of North Texas, Denton, Texas.

Fall 2014 to present, participate on committee with faculty who work in undergraduate education in Human Development and Family Science and special education. Tasks have included reviewing course and program changes, design of lecturer teacher line teaching evaluation protocol, and assessment of needs in undergraduate programs.

Search Committee, Senior Lecturer in Family Studies, Multiple-Year Appointment.

Spring 2015 to Summer 2015, committee member in group that designed job description and candidate evaluation protocol, will review candidate applications, interview candidates, and analyze results to make recommendation of top candidates to be considered for position.

Search Committee, Senior Lecturer in Family Studies, One-Year Appointment.

Spring 2015 to Summer 2015, committee member in group that designed job description and candidate evaluation protocol, reviewed candidate applications, interviewed candidates by phone and in person, and analyzed results to make recommendation of top candidates to be considered for position. Resulted in hiring of a senior lecturer for the position.

Internship Workgroup, Mild Disabilities Program, Division of Special Education and disAbilities Research, George Mason University, Fairfax, VA.

Spring 2012, committee member in working group of faculty members in master's program preparing teacher internships pertaining to students with disabilities who access the general curriculum. Tasks included redesign of internship handbooks and alignment of teacher training goals with scope and sequence of internship requirements.

University Leadership

Undergraduate Program Coordinator for Special Education Certification Program, Coordinator of Minor in Special Education and upcoming Coordinator of Special Education Accelerated Bachelor's plus Master's in Educational Psychology (beginning Fall 2017), University of North Texas, Denton, Texas.

Fall 2014 to present, coordinate undergraduate course changes, Title II, SACS, and CAEP reports re: undergraduate program, attend recruitment events to represent undergraduate

certification program, act as contact when issues occur regarding undergraduates in special education certification program. Also coordinator of minor in special education for undergraduates throughout the university. Fall 2017, will coordinate accelerated bachelor's plus master's in Educational Psychology for minors in special education.

Community Service and Recruitment

UNT Preview Days.

Fall and Spring 2014-2015, 2015-2016, represented Special Education Teacher Certification Program in COE open house for high school students considering coming to UNT as freshmen.

UNT Transfer Orientation.

Spring and Summer 2015, represented Special Education Teacher Certification Program at orientation for incoming transfer students interested in COE majors.

UNT-Live! Grapevine, TX.

Spring 2015, represented Special Education Teacher Certification Program at UNT information session for high school students considering enrolling in UNT as freshmen.

VAAP (Virginia Alternate Assessment Program) Stakeholders Group Member, Virginia Department of Education, Richmond, Virginia.

Spring 2012, attended initial stakeholders meeting for overview of planned changes to alternative assessment for students with more significant disabilities. Follow-up communication continued re: assessment changes anticipated.

Human Rights Authority Member, Guardianship and Advocacy Commission of East Central Illinois.

January 1989 to March 1991, appointed to investigate complaints of alleged violations against the rights of individuals with disabilities. Included on-site investigations in educational, residential, or treatment facilities serving children and adults with intellectual disabilities, physical disabilities, or the diagnosis of mental illness.

Advisory Board Member, Community Employment Services, Bowling Green, Ohio.

November 1987 to June 1988, elected to serve on Community Employment Services (CES) advisory board. CES provided competitive employment training, placement, and follow-up for adolescents and adults with severe disabilities in the Bowling Green area.