

Roanne G. Brice, Ph.D., CCC-SLP
Curriculum Vitae

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Professional Contact Information:

University of Central Florida
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PROFESSIONAL OBJECTIVES

To continue to serve in a higher education position that utilizes my leadership qualities.
To apply my knowledge and skills related to teaching, curricular, assessment, accreditation, and certification aspects of professional career preparation programs in higher education.
To collaborate with colleagues in local, national, and international higher education and community organizations to facilitate positive educational and research partnerships.

EDUCATION: ACADEMIC DEGREES & POST DOCTORAL STUDIES

- 2005- **Post-Doctoral Studies - Educational Leadership**; Completed the Core Program (24
2006 graduate credit hours beyond doctoral studies) / obtained FLDOE Educational Leadership Certification; College of Education; University of Central Florida; Orlando, Florida.
- 2004 **Doctor of Philosophy in Education - Exceptional Education specialization**; College of Education; University of Central Florida; Orlando, Florida.
Dissertation Title: *Identification of phonemes and graphemes in Spanish-English and English-speaking kindergarten students.* ProQuest. ISBN: 0496041630 (233 pages).
- 1998 **Master of Arts - Communicative Disorders**; College of Health and Public Affairs; University of Central Florida; Orlando, Florida.
- 1995 **Bachelor of Arts - Communicative Disorders**; College of Health and Public Affairs; University of Central Florida; Orlando, Florida; President's List; Summa Cum Laude.
- 1993 **Associate of Arts - Education**; Indian River Community College (now Indian River State College); Ft. Pierce, Florida; Dean's List; Magna Cum Laude.

NOTE: I am academically qualified to teach at the undergraduate and graduate levels in higher education institutions in the following disciplines: 1) Communication Sciences and Disorders; Education, general; Exceptional Education; and Educational Leadership.

PROFESSIONAL EXPERIENCES:

Higher Education Academic Administrative Experience:

Current Administrative Position:

Director for Accreditation, Assessment and Data Management: University of Central Florida; College of Education and Human Performance; Dean's Office. **April 2013 to present.** **Responsibilities:**

- Provide leadership for the College of Education and Human Performance in all aspects related to college and program accreditations (e.g., NCATE/CAEP; CACREP; NASP) and state program approval of educator preparation programs (EPP).
- Provide ongoing feedback to Deans and Chairs regarding data collection and analysis to help inform continuous quality improvement of programs and unit operations.
- Compile and submit to state and national agencies all institutional reports related to program approval, accreditation, and accountability including IPEP, Title II, and AACTE, and NCATE/CAEP.
- Oversee the unit assessment system and work with Department Chairs, Program Coordinators, and Program Faculty to ensure continuity in assessment conducted at program and unit level.
- College of Education and Human Performance representative, University Assessment Committee.
- Chair, College of Education and Human Performance Divisional Review Committee
- Member, College of Education Clinical Experiences Advisory Committee
- Coordinate data collection, maintenance, and analysis in support of state program approval, NCATE/CAEP accreditation, SACS accreditation, program evaluation, and compliance with Academic Learning Compacts
- Coordinate the development and submission of program approval folios to the Florida Department of Education (FLDOE)
- Administer employer and alumni surveys and assist departments and programs with the collection and use of student survey data, including the development of program-specific surveys
- Oversee the use of technological resources, including LiveText, in support of assessment activities and data management and analysis
- Develop and update the Office of Accreditation, Assessment and Data Management website which houses publicly accessible accreditation and assessment data.
- Manage collection of survey data related to candidate and alumni performance, employer satisfaction, and other data collection needs that may arise
- Supervise and manage staff and doctoral level graduate assistants in the Office of Accreditation, Assessment and Data Management.
- Serve as the primary liaison between the College of Education and Human Performance and the UCF offices of Institutional Research, Operational Excellence and Assessment Support, and University Analysis and Planning Support regarding:
 - Institutional Effectiveness (IE)
 - Academic Learning Compacts (ALC)

- Strategic planning
- Academic Program Review (APR)
- SACS accreditation
- State program approval
- NCATE to CAEP accreditation transition
- Teacher Education Program data reporting to the Florida Board of Governors

Prior Administrative Positions

Faculty / Academic Administrator: University of Central Florida; College of Education; Department of Child, Family, and Community Sciences (CFCS). Throughout the 9 years in this position, the Department has included following programs: Counselor Education; Early Childhood Development and Education; Exceptional Education; School Psychology; and Sport & Exercise Science. **May 2004 to April 2013.**

Responsibilities: Administrative position facilitating management and leadership for the Academic Program Units. Extensive experience in the following administrative areas:

- 1) **General experiences in University, College, Departmental Administrative Duties:**
 - a. Participated in a one-year scholarly mentorship working with Dr. Rick Schell, UCF Vice President and Chief of Staff as a UCF Leadership Enhancement Scholar.
 - b. Serve as the departmental point of contact for data and compliance initiatives within the College of Education and university.
 - c. Development and support of the visions and missions at the University, Departmental and Program levels.
 - d. Participation in the development of Strategic Planning at University, Departmental, and Program levels.
 - e. Knowledge and application of University and College Policies and Procedures.
 - f. Assist with the collection and analysis of data for continuous program area evaluations in the College of Education (i.e., Performance Incentive Model).
 - g. Hiring official that preapproves all faculty hires in CFCS. I review and submit documentation for the approval process of instructional faculty qualifications (i.e., via Faculty Qualifications Management System (FQMS). Careful review of transcripts and curriculum vitas/resumes assure new faculty meet SACS and university faculty teaching qualifications.
 - h. Use data to develop adjunct faculty annual evaluations with established policies and procedures. Review statistical data and student comments from Student Perception of Instruction (SPoI) Course Surveys for all adjunct faculty and complete annual evaluations.
 - i. Assist programs in maintaining instructional quality standards via application of national, state and programmatic standards to curricular decisions.
 - j. Develop and distribute program surveys; compile and analyze data to make program decisions (i.e., continuous quality improvements of programs; discontinuation of programs, etc.).
 - k. Support promotion and tenure procedures.
 - l. Write Departmental Annual Reports: I collect and analyze data to write yearly report that presents the faculty, program and departmental productivity. The data includes the program enrollment and productivity for all programs in the department.

- m. Chair all faculty searches for hiring Professors and Instructors in all departmental programs (90+ full-time faculty hire search committees in the past eight years). Develop forms and departmental hiring policies and procedures.
- n. Development of Annual Faculty Assignments (i.e., FTE for each area).
- o. Develop and provide trainings and workshops for College of Education faculty (e.g., NCATE/CAEP preparation presentations, LiveText trainings, Development of Impact Performance Data Plans, etc.).
- p. Assist program coordinators with Scheduling decisions.
- q. Regulate departmental and program release of information enforcing policies of the Family Educational Rights and Privacy Act (FERPA).
- r. Management of the Departmental and Program websites adhering to FERPA regulations as well as university and college website policies.
- s. Mentor all departments' faculty and staff in administrative positions across the college (i.e., other Academic Administrators, Academic Support Coordinators, & Administrative Assistants). Examples of mentoring activities: Institutional Effectiveness DRC tasks; conducting searches; data locations and methods; university/college governance, policies and procedures; managing student academic and disciplinary issues, etc.
- t. Serve as Departmental Elections Administrator: Facilitate and conduct all departmental and college level committee elections according to designated policies and procedures. Election results for the 1-20 elections held each year are submitted to the Director of Assessment, Accreditation, and Data Management.

2) Facilitation and Support of Unit and Program Accreditation, Assessment, Certification, and Data Management Activities:

- a. Oversee and coordinate departmental data efforts for the College's Impact, Performance and Visibility Initiative. Assist program faculty with the development of their Program Impact Performance Plan (i.e., metrics, criteria, data collection methodology, rubrics, data management, etc.).
- b. Assure that program faculty are updated in regard to accreditation standard revisions, teacher preparation proposed bills/laws, FDOE state rule, etc.
- c. Facilitate Institutional Effectiveness: Serve on the Institutional Effectiveness (IE) Assessment and Review Committees (i.e., OEAS Divisional Review Committee Member, Serve as University Assessment Committee (UAC) Alternate as needed, and Program Assessment Coordinator).
- d. Collect and compile program data within the department to be submitted for the annual US News & World Report Survey.
- e. Assist with the coordination of CAEP/FDOE onsite continuing accreditation/program approval visits (Experience during three site visits: 2005, 2007 & 2012).
- f. Conduct informational sessions for departmental/program faculty and candidates to prepare for NCATE (CAEP)/FDOE onsite continuing accreditation and program approval site visits.
- g. Inform departmental faculty and staff regarding updates for the CAEP/FDOE review processes (i.e., Accreditation Standards, Program Review in eIPEP, etc.)
- h. Assisted the Director of Assessment, Accreditation and Data Management to compile and submit to state and national agencies institutional reports related to program approval and accreditation [i.e. FDOE Institutional Program Evaluation Plan (eIPEP), state program approval self studies, annual AACTE/CAEP

Professional Education Data System (PEDS) report, and NCATE/CAEP Institutional Report.

- i. Serve on the National Council for Accreditation of Teacher Education (NCATE) [Current name: CAEP] Steering Committee for the CED. Write sections of the Institutional Report and provide critical reviews of the complete report to be submitted for continued accreditation.
- j. Oversee LiveText implementation at the departmental level by ensuring course documents (e.g., assessment rubrics, syllabi, etc.) and the exhibit center are maintained at both the program and departmental levels.
- k. Collaborate with and assist College of Education/CFCS program faculty to prepare LiveText documents for the LiveText assessment system such as: key course assignments; assessment rubrics, Curriculum and Assessment Maps, etc. Inform/assist faculty and staff regarding the location of data, resources and training materials.
- l. Provide guidance and assistance to program coordinators to resolve student electronic portfolio verification issues in LiveText (often issues that could prohibit the student from graduating in expected semester).
- m. Provide support and guidance to programs to maintain data/documentation and prepare for accreditation site visits.
- n. Assessment and Evaluation: Development of program assessment instruments (e.g., surveys, Institutional Effectiveness Outcomes and Measures) and rubrics related to multiple standards for accreditation and certification. Ensure that both direct and indirect measures used are measureable, meaningful, and manageable.
- o. Assist program faculty with the development of program exit surveys; administer surveys and analyze data for reporting to various aspects of continuous quality improvements, student or employer satisfaction, etc.
- p. Facilitate Academic Program Review (APR) for all programs in CFCS. Pursuant to Florida Statute, UCF conducts in-depth reviews of programs at least every seven years. In the past, I have also completed the report for, and participated in APR during my tenure as the Early Childhood Program Coordinator.
- q. Locate and use FELE/FTCE data and UCF student exit surveys to assist multiple CED programs to report Institutional Effectiveness data results each academic year for Institutional Effectiveness.
- r. Assist programs with the development and submission requirements of program approval folios for new/updated programs to the FDOE.
- s. Assist program coordinators with eIPEP submissions to the FDOE. Florida Educator Accomplished Practices (FEAPs) Reviewer for the FDOE.

3) Demonstrated Faculty/Administrative Professional Responsibilities/Abilities:

- a. Demonstration of strong leadership, management, and organizational skills.
- b. High proficiency in oral interpersonal and written communication skills as well as negotiating difficult situations.
- c. Ability to effectively communicate and collaborate with diverse students, faculty, administrators, stakeholders, policy and decision-makers.
- d. Ability to collaborate with agencies and community partners at regional, state, national and international levels as demonstrated by professional and research activities.
- e. Presentation of research at national and international professional conferences.

- f. Produce professional writing and publishing (i.e., research journals, book, book chapters, etc.).
- g. Experience as the Early Childhood Program Administrator/Coordinator.
- h. Experienced in higher education teaching and internship supervision, as well as the administrative oversight of these educational areas.
- i. Proficient/competent abilities in multiple data management/analysis technological systems: PeopleSoft/Pegasus Mine Portal; LiveText; eIPEP Florida Department of Education Data Management System used for yearly reporting of program continuing program approval data and Title II contextual data; Parts A, B & C of the Professional Education Data System (PEDS); Institutional Effectiveness (IE) Assessment (UCF IE online data/assessment management system); Online Degree Program Approval Process (ODAP) used to input program and catalog revisions; Faculty Qualifications Management System (FQMS); Blackboard; Canvas; Microsoft Office (Word, PowerPoint, Excel, etc.); & SPSS, etc.

4) Management and facilitation of Curriculum Development and Program Revisions:

- a. Very experienced in procedures regarding college and university undergraduate and graduate curriculum committees. Work with various program areas to provide guidance in curriculum/program development and revisions based on data as well as accreditation, and certification standards. Assure that forms submitted meet committee expectations for approval.
- b. Collaborate with programs to develop and submit program revision folios to the Florida Department of Education for Program Approval/Certification;
- c. Mine data from PeopleSoft/Mine Portal for use by administrators and faculty;
- d. Facilitate and manage the discontinuation of academic courses or programs: Oversee programs that are discontinued to prevent and/or resolve serious issues as a result of the discontinuation. Experience in working with coordinators, faculty, and students to assure adequate support and advising.
- e. Develop and maintain various advising forms for special circumstances related to curriculum (e.g., *Teach out Plans* and various types of advising forms for students in inactivated programs)

5) Collaboration with the Offices of Student Affairs and Clinical Experiences in:

- a. Outreach for diverse student recruitment, retention, advising, and mentoring activities.
- b. Review/revision of Clinical Internship Handbooks;
- c. Develop plans for remediation of academic or behavioral student issues;
- d. Development and monitoring of student progression/action plans for success;
- e. Review and approve student internship applications; and
- f. Assist faculty in making administrative decisions to academically council students in areas of career decisions, FTCE/FELE testing.

6) Resolve student concern issues or student academic/disciplinary issues:

- a. Developed a "Faculty Council" system at the program level for student academic/disciplinary issues. The program Faculty Council meets regularly to monitor students who are academically or behaviorally at-risk.
- b. Assist faculty to locate the Incident Reporting Form with the Office of Student Conduct. Continue to support faculty in the process.

- c. Use information from multiple sources (e.g., student; Code of Conduct document; course syllabi; online course information; instructor documentation; Disability Services information, UCF Catalog, etc.) to determine next steps in
- d. Facilitate meetings and work to resolve student issues presented.

Early Childhood Education (ECE) Program Administrator/Coordinator: University of Central Florida; College of Education; Department of Child, Family, and Community Sciences-CFCS; **July 2006 to July 2007.**

Responsibilities: Administrator/Coordinator of the ECE Program; facilitated and organized: course scheduling; program development; program accreditation and certification; undergraduate and graduate student advisement and mentoring; student recruitment into all ECE programs; student academic issues; orientation presentations; internship placements; hired tenure earning and adjunct faculty hires; Early Childhood Education website development and management; Institutional Effectiveness (IE); Continuous Quality Improvement (CQI) of ECE Program Academic Program Review Self-Study that is required every seven years.

Graduate and Undergraduate Teaching and Mentoring Experiences:

Academically qualified as **Graduate Faculty** at the University of Central Florida.

University Graduate and Undergraduate Teaching: University of Central Florida; College of Education; Department of Child, Family, and Community Sciences; 2002 to present.

Responsibilities: Teaching face-to-face and online undergraduate and graduate level courses. Preparation of course syllabus that included alignment with the following accreditation, certification, and endorsement competencies:

- Florida Educator Accomplished Practices (FEAP)
- Florida Professional Education Competencies (PEC)
- Council for Exceptional Children (CEC) Education Competencies
- Florida Reading Endorsement Competencies (RDG)
- English for Speakers of Other Languages (ESOL)
- Florida Sunshine State Standards (SSS)
- Florida's State Standards (SS)

Courses taught multiple times at the University of Central Florida over 10 years (Taught courses in addition to my full-time faculty/academic administrator position):

EEX 6107 – Teaching Spoken and Written Language. Diagnosis and remediation of spoken and written language problems found in the exceptional populations. Overview of alternative methods of communication.

EEX 5051 – Exceptional Children in Schools. Characteristics, definitions, educational problems, and appropriate educational programs for the exceptional children in schools.

EEX 4070 – Teaching Exceptional Students. Development and practice of effective teaching and management strategies for elementary regular classroom teachers to use in working with mild disabilities.

EEX 3450 – Young Children with Special Needs. Provides an overview of the unique field of early childhood special education, its mission, and approaches to helping young children and their families.

Guest Lecturer: Communication Sciences and Disorders expertise: University of Central Florida; College of Education; 2002 to present. Several times per year I guest lecture in undergraduate and graduate classes on the topic of teaching or providing services to individuals with speech-language disorders and/or disabilities.

Doctoral Student Mentoring: Students in the Education, Ph.D.; Exceptional Education specialization meet with me to assist with the development and revision of their: 1) dissertation timelines; 2) curriculum vitas 3) letters of intent for faculty position applications; 4) advice regarding applying and interviewing for faculty positions; and 5) other documents as needed.

Clinical Supervision Experiences:

University Clinical Supervision/Remediation of candidates completing student teaching internships: University of Central Florida; Department of Child, Family and Community Sciences; 2001 to 2013.

Responsibilities: As the CFCS departmental Academic Administrator, one of my responsibilities is to oversee and evaluate, and analyze student conduct issues in teacher education programs in the College of Education. These student concerns may be academic, behavioral, or ethical in nature. I develop “Code of Professional Conduct” Contracts and Remediation Plans for student teacher interns who are not performing at the expected level and monitor their progress. The purpose is twofold: (1) to provide support to the student to facilitate their professional growth; and (2) to maintain documentation for analysis (i.e., students must meet established academic and professional standards). Subsequently, if the student is not successful in demonstrating the required Florida Educator Accomplished Practices (FEAP) competencies, I advise the student toward an alternative professional goal. Academic, professional, and ethical standards are held to the highest level for all programs.

University Exceptional Education Intern Coordinator: University of Central Florida Department of Child, Family and Community Sciences; 2001 to 2013.

Responsibilities: Supervising, evaluating, and mentoring student teacher interns in public school settings (PK-12).

Speech-Language Pathology Clinical Fellowship Supervisor: Okeechobee County School District: Exceptional Student Education; 1998-2001.

Responsibilities: Mentored and supervised newly hired/graduated speech-language pathologists. I supervised/assessed SLPs during their Clinical Fellowship Year (CFY) (requirement for SLPs to earn national American Speech-Language Hearing Association (ASHA) certification). Reports were submitted following the CFY.

Public School Speech-Language Pathologist Clinical and Teaching Experiences:

Speech Language Pathologist and Exceptional Education Teacher: Self-Contained ESE/Speech-Language Classroom; Exceptional Student Education Department; Orange County Public Schools; Little River Elementary School; August 2001 to May 2003.

Responsibilities: Taught all academic subjects in a speech-language self-contained setting (grades 4 & 5). Provided intensive speech-language therapy services with all students with severe disabilities in a diverse (67% Hispanic) classroom setting.

Speech-Language Pathologist; Exceptional Student Education Department; Okeechobee County School District; 1996 to 2001.

Responsibilities: Implementation and documentation of speech and language therapy services, caseload management; administration and interpretation of speech, language, and reading evaluations; used of ESOL strategies and modifications in therapy.

Language Arts Teacher-8th Grade: Okeechobee County School Board; 1995 to 1996.

Responsibilities: Taught English language arts through differentiated instruction with students in the general education classroom. The classes consisted of a wide range of student ability levels from exceptional education, general education and gifted education classifications.

Speech-Language Pathology Clinical Experiences in Various Settings:

Columbia Raulerson Hospital & Rehabilitation Center; Okeechobee, FL; 1998

Hospital Responsibilities: Assisted during grand rounds; bedside speech and language evaluations; assisted with videofluoroscopic swallow studies (patients with progressive neurological diseases or strokes); communication with families; family support plans; assistive technology recommendations; clinical documentation and reports.

Rehabilitation Center Responsibilities: Implementation of therapy, caseload management; administration and interpretation of speech and language evaluations; clinical documentation and reports.

Bertlyn Health Care, Inc.; Palm City, Florida; 1998

Responsibilities: Speech-Language therapy evaluation and therapy services provided to clients (adults and children) in the home setting. Collaborated with spouses and families after sudden onset of stroke or traumatic brain injury (TBI). Clinical therapy documentation and reports. Clients ranged in age from young children to geriatrics.

Okeechobee County School District, Okeechobee, Florida; 1997 to 1998

Responsibilities: Provided Early Intervention speech-language evaluation and therapy services for infants and toddlers (Birth to 3 years old). Play-based assessment and therapy utilized. Collaboration with teachers, physical/occupational therapists. Parent education provided regarding developmentally appropriate practices in the home environment. Intervention services included home visits.

St. Lucie/Martin Otolaryngology; Offices in St. Lucie, Martin and Okeechobee Counties; 1997 Rehabilitative Audiology for Children and Adults

Responsibilities: Assisted with various types of assessment of auditory function in children and adults with hearing impairments (HI): pure-tone audiometry; speech recognition threshold; and tympanometry. Additional experiences included: advising, fitting, and maintaining hearing aids; collaboration with parents and families.

RESEARCH INTERESTS

- Higher Education Program Curriculum Development and Assessment
 - Speech and language disorders
 - Learning disabilities
 - Teaching and assessing culturally and linguistically diverse (CLD) students/clients
 - Phonemic awareness and reading disabilities
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REFERRED JOURNAL PUBLICATIONS (International, National & Regional)

- 10) Brice, A.E., Wallace, S., & **Brice, R. G.** (2014). Alzheimer's Dementia from a bilingual/bicultural perspective: A case study. *Communication Disorders Quarterly* 36(1), 55-64. 1525740114524435, first published on March 6, 2014 doi:10.1177/1525740114524435
- 9) Brice, A., & **Brice, R.** (2010). Initial field trial development of the comprehensive assessment of Spanish articulation-phonology (CASA-P): Cultural and linguistic validity. *Conference Proceedings of the 28th World Congress of the International Association of Logopedics and Phoniatrics*, 720-723.
- 8) **Brice, R. G.**, & Brice, A.E. (2009). Investigation of phonemic awareness and phonic skills in Spanish-English and English-speaking kindergarten students. *Communication Disorders Quarterly* 3(4), 208-225. doi: 10.1177/1525740108327448.
ULRICH Index Citations for Journal: 20.
The 50 most frequently read articles in *Communication Disorders Quarterly* during: August, September, November, December 2009. January, February, March, April, May, June, July, August, October, November, December 2010. January, February, March, April, May, June, July, August, September, October, November, December 2011. January, February, March, April, May, June, July 2012.
- 7) Brice, A. & **Brice, R.** (2008). Examination of the critical period hypothesis and ultimate attainment among Spanish-English bilinguals and English-speaking monolinguals. *Asia Pacific Journal of Speech, Language and Hearing* 11(3), 143-160.
ULRICH Index Citations for Journal: 4
- 6) Brice, A., Miller, K., & **Brice, R. G.** (2007). A study of English as a second language in general education classrooms. *Multiple Voices*, 10 (1 & 2), 82-93.
ULRICH Index Citations for Journal: 1
- 5) Brice, A., & **Brice, R. G.** (2007). A tale of two languages. *The ASHA Leader*. (Sept., 25, 2007), 14-16, 39.

- 4) Brice, A.E., Miller, K., & **Brice, R. G.** (2006). Language in the English as a second language and general education classrooms: A tutorial. *Communication Disorders Quarterly*, 27 (4), 240-244. . **ULRICH Index Citations for Journal: 20**
The 50 most frequently read articles in *Communication Disorders Quarterly* during: June, August, September, October, and November 2008; April, August, December 2009 and January, February, March, May, July, August 2010 and February, December, 2011 and February, 2012.
 - 3) **Brice, R.G.** (2004). Connecting oral and written language through applied writing strategies. *Intervention in School and Clinic*, 40(1), 38-47.
 - 2) Brice A., & **Brice, R.G.** (2004). Identifying Hispanic gifted children: A screening. *Rural Special Education Quarterly*, 23 (1), 8-14.
ULRICH Index Citations for Journal: 2
 - 1) Brice A., & **Brice, R.G.** (2000). Language in the classroom: Comparison of four bilingual environments. *South African Journal of Communication Disorders*, 47, 91-98. **ULRICH Index Citations for Journal: 2**
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BOOK CHAPTERS (5)

- 5) **Brice, R., & Brice, A.** (2009). School language and programs for language learning disabled and exceptional needs children. In A. Brice & R. Brice (Eds.), *Language development: Monolingual and bilingual acquisition*. (pp. 340-361). Columbus, OH: Pearson Education, Inc.
- 4) Brice, A., & **Brice R.** (2009). Reading and writing development for bilingual children (L1 and L2). In A. Brice & **R. Brice** (Eds.), *Language development: Monolingual and bilingual acquisition*. (pp. 266-288). Columbus, OH: Pearson Education, Inc.
- 3) Brice, A., & **Brice, R.** (2009). Second language acquisition. In A. Brice & R. Brice (Eds.), *Language development: Monolingual and bilingual acquisition*. (pp. 112-159). Columbus, OH: Pearson Education, Inc.
- 2) Brice, A., & **Brice, R.** (2009). Preface. *Language development: Monolingual and bilingual acquisition*. In A. Brice & R. **Brice** (Ed.s), *Language development: Monolingual and bilingual acquisition* (pp. v-x). Columbus, OH: Pearson Education, Inc.
- 1) Brice, A. & **Brice, R.** (2007). School language and classroom programs for children with language impairments: Collaborating with parents and school personnel. In C. Roseberry-McKibbin (Ed.). *Language disorders in children. A multicultural and case perspective* (pp. 439-464). Boston, MA: Allyn and Bacon.

BOOK

Brice, A., & **Brice, R.** (Ed.s.). (2009). *Language development: Monolingual and bilingual acquisition*. Columbus, OH: Pearson Education, Inc. **Available at 61 Libraries Worldwide** (WorldCat List of Records).

MANUSCRIPTS IN PREPARATION

Brice, R., Brice, A., & Wallace, S. (Manuscript in preparation). Recovery from a sub-arachnoid hemorrhage from the patient and caregiver perspectives.

Brice, R. (Manuscript in preparation). Phonemic awareness and phonics skills: A detailed analysis of monolingual and bilingual kindergarten students with and without disabilities.

DISSERTATION

Brice, R. (2004). Identification of phonemes and graphemes in Spanish-English and English speaking kindergarten students. ProQuest. ISBN: 0496041630 (Dissertation Study; 233 pages).

ASSESSMENT INSTRUMENTS (5)

- 5) Brice, A. & **Brice, R.** (2013). The Multicultural Multilingual Assessment Form.
- 4) **Brice, R.** (2011). *Sport and Exercise Science Program Survey*. University of Central Florida; College of Education; Department of Child, Family and Community Sciences.
- 3) **Brice, R.,** Archer, S., & Green, S. (2009). *Leadership Enhancement Program: Soaring to New Heights Conference Evaluations*. Developed and administered three (3) evaluations to assess the effectiveness of the conference.
- 2) Brice, A., Carson, C., O'Brien, J., & **Brice, R.** (2008). The Comprehensive Assessment of Spanish Articulation-Phonology (CASA-P). *PsycTESTS* [Database record]. doi: 10.1037/t02752-000.
- 1) **Brice, R.** (2004). Dissertation study assessment instrument used to determine phoneme and grapheme identification abilities in Spanish-English and English-speaking kindergarten students.

JURIED PUBLICATIONS (13)

- 13) Brice, A., Kester, E., & **Brice, R.** (2012, August). What is Clinical Cultural Competence? Article located at <http://www.pediastaff.com/blog/focus-on-bilingualism-what-is-clinical-cultural-competence-10166#>
- 12) Brice, A., Kester, E., & **Brice, R.** (2012, April). Focus on bilingualism: Bilingualism is more than the sum of its parts. Article located at <http://www.pediastaff.com/blog/focus-on-bilingualism-bilingualism-is-more-than-the-sum-of-its-parts-8863>
- 11) Brice, A., Kester, E., & **Brice, R.** (2012, January). Focus on Bilingualism: What is Typical Development in a bilingual child? Article located at <http://www.pediastaff.com/blog/focus-on-bilingualism-what-is-typical-development-in-a-bilingual-child-6806>
- 10) Brice, A., Kester, E., & **Brice, R.** (2011, October). English language learner characteristics: An overview of assessment issues. Article located at <http://www.pediastaff.com/blog/english-language-learner-characteristics-an-overview-of-assessment-issues-5338>
- 9) Brice, A., **Brice, R.**, & Kester, E. (2011, June). Alzheimer's Dementia. A Cuban-American Story. Article located at <http://www.pediastaff.com/blog/alzheimers-dementia-a-cuban-american-story-4343>
- 8) Brice, A., Kester, E., & **Brice, R.** (2011, June). Bilingual speech-language pathology: Where are we today? Article located at <http://www.pediastaff.com/blog/bilingual-speech-language-pathology-where-are-we-today-3838>
- 7) Brice, A., Kester, E., & **Brice, R.** (2011, April). The complexities of being bilingual. Article located at <http://www.pediastaff.com/resources-the-complexities-of-being-bilingual--featured-april-29-2011>
- 6) Brice, A., Kester, E., & **Brice, R.** (2011, February). What's in a name? Retrieved February 24, 2011 from <http://www.pediastaff.com/resources-whats-in-a-name--featured-february-21-2011>
- 5) Brice, A., **Brice, R.**, & Kester, E., (2010, December). The importance of family. PediaStaff. Located at <http://www.pediastaff.com/blog/focus-on-bilingualism-the-importance-of-family-2397>

- 4) Brice, A., Kester, E., & **Brice, R.** (2010, June). Summer reading programs for English language learners, low SES, and underserved students. Article located at <http://www.pediastaff.com/resources-summer-reading-programs-for-english-language-learners-low-ses-and-underserved-students--featured-june-25-2010>
- 3) Brice, A., Kester, E., & **Brice, R.** (2010, April). ESOL placement and assessment of English language learners. Pediastaff. Article located at <http://www.pediastaff.com/resources-esol-placement-and-assessment-of-english-language-learners--featured-april-30-2010>
- 2) Brice, A., Kester, E., & **Brice, R.** (2009, September). But we wish to speak our home language. Pediastaff. Located at: <http://www.pediastaff.com/resources-but-we-wish-to-speak-our-language-in-the-home--september-2009>
- 1) Brice, A., **Brice, R.**, & Kester, E. (2009, July). What does it mean to be bilingual? Pediastaff. Located at <http://www.pediastaff.com/resources-what-does-it-mean-to-be-bilingual--july-2009>

SELECT PROFESSIONAL WRITING ***(Associated with higher education administrative positions)***

Brice, R. (2013, 2014). Annually compile and submit institutional reports state and national agencies related to program approval, accreditation, and accountability including FLDOE IPEP, Title II, AACTE PEDS, and NCATE/CAEP EPP Annual Report.

Brice, R. (2012). *NCATE Institutional Report (IR)*: Provided a comprehensive review of all sections of the NCATE Institutional Report (IR) provided potential revisions for the final version of the *NCATE Institutional Report* for submission.

Brice, R. & Alexander, L. (2012). *NCATE Institutional Report (IR): Standard 6*. Co-wrote the NCATE Standard 6 of the Institutional Report submitted to NCATE for reaccreditation.

Brice, R. (Annually from 2004-present). *Annual Report for the Department of Child, Family and Community Sciences*. Each year I collect the data and report all aspects of the faculty, programs, and departmental accomplishments. College of Education; University of Central Florida.

Brice, R. (Annually from 2004-2013). Coordinated and collaborated with program faculty to revise program curriculum, develop documents, folios, and forms as needed. Presented proposed revisions or additions to college and university committees for approval. College of Education; University of Central Florida.

Brice, R. (2011). *Sport and Exercise Science Program Survey Results Report*. Developed survey instrument, collected/analyzed the data, and compiled the results into a report for distribution to departmental, college and university administrators. University of Central Florida, College of Education.

Duke, J. & **Brice, R.** (2010). *Coaching Accreditation Rejoinder*. National Council for the Accreditation of Coaching Education (NCACE). Accreditation approved upon submission of this rejoinder.

Brice, R. (2004-2013). Tenured and tenure-earning faculty search announcements written to align with specific program needs as well as meet University and SACS criteria (95+ searches).

PRESENTATIONS (Keynote, Invited, International, National, State and Regional)

- 40) Brice, R., & Brice, A. (2015, November). Therapeutic and emotional recovery after a sub-arachnoid hemorrhage: Patient and Caregiver perspectives and strategies. **Invited** paper presented at the South Africa Speech-Language Hearing Association National Convention, Durban, South Africa.
- 39) Brice, A., & Brice, R. (2015, October). *Dementia from a bilingual/bicultural perspective: A case study*. **Invited** to present at the University of Stellenbosch, Cape Town, South Africa.
- 38) Brice, A., & Brice, R. (2015, October). *Localization of brain function during a neuroimaging task: Bilingual and monolingual individuals*. **Invited** to present to the Health Communication Research Unit, University of Witwatersrand, Johannesburg, South Africa.
- 37) **Brice, R.** & Hutchinson, C. (2015, January). *Advocacy and Letter-Writing Workshop*. A workshop to encourage teacher preparation program advocacy in regard to writing letters to respond to the USDOE proposed amendments to the Higher Education Act released in the Federal Register on December 3, 2014. College of Education and Human Performance, Orlando, FL.
- 36) **Brice, R.**, & Hayes, B.G. (2015, January 9). *Teacher Preparation program new and revised regulations proposed by the U.S. Department of Education*. An advocacy presentation provided at the College of Education and Human Performance, Orlando, FL.
- 35) **Brice, R.** (2015, January 9). *Transitioning from NCATE to CAEP*. Standards, guidelines, and next steps presented at the College of Education and Human Performance, Orlando, FL.
- 34) Brice, A., & **Brice, R.** (2014, November). *Speech perception and bilingual speakers: Five studies across 10 years*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.

- 33) **Brice, R.** (2013, October). *Institutional Effectiveness (IE) Support Workshop. Education.* (Presentation, handouts, and IE Assessment assistance). Presented to UCF Institutional Effectiveness Assessment Coordinators in the College of Education and Human Performance; University of Central Florida.
- Brice, R., & Brice, A.** (accepted; unable to attend/present due to accepting a new Director position with time conflict job responsibilities). *Managing demands after a medical trauma: Caregiver perspectives and strategies.* Paper accepted for the 29th World Congress of the International Association of Logopedics and Phoniatics (IALP) held in Torino, Italy.
- Brice, A., & **Brice, R.** (accepted; unable to attend/present due to accepting a new Director position with time conflict job responsibilities). *A first person account of recovery from a sub-arachnoid hemorrhage.* Paper accepted for the 29th World Congress of the International Association of Logopedics and Phoniatics (IALP) held in Torino, Italy.
- 32) Brice, A., & **Brice, R.** (2012, November). *Bilingual vocabulary acquisition among 3rd, 4th, & 5th grade students.* Paper presented at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- 31) **Brice, R., & Brice, A.** (2012, November). *Caregiver strategies: Managing demands after a medical crisis.* Paper presented at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- 30) Brice, A., & **Brice, R.** (2012, November). *Dementia from a Cuban perspective: A case study.* Paper **to be presented** at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- 29) Brice, A. & **Brice, R.** (2011, November). *Recovery from a subarachnoid hemorrhage: A first-person account.* Paper presented at the 2011 American Speech-Language-Hearing Association Convention, San Diego, CA (National Conference).
- 28) Brice, A. & **Brice, R.** (2011, November). *Speech perception in bilingual, Spanish-speaking populations: Developmental Trends.* Paper presented at the 2011 American Speech-Language-Hearing Association Convention, San Diego, CA (National Conference).
- 27) Brice, A. & **Brice, R.** (2010, August). *Initial field trial development of the Comprehensive Assessment of Spanish Articulation-Phonology (CASA-P): Cultural and linguistic validity.* Paper to be presented at the 28th World Congress of the International Association of Logopedics and Phoniatics (IALP), Athens, Greece. (International Conference).
- 26) **Brice, R.** (2010, April). **Invited** Master of Ceremonies Leadership Enhancement Program (LEP) Graduation. University of Central Florida, Orlando, FL.

- 25) **Brice, R.** & Brice A. (2010, January). *Therapy and Assessment for Bilingual Children: What is a Monolingual SLP To Do?* **Invited Keynote speech** at the Colorado 24th Annual Metro Speech-Language Network Symposium, Littleton, CO. (State Conference: four-state consortium).
- 24) Brice, A. & **Brice, R.** (2010, January). *Phonemic Awareness and Phonological Skills Among Spanish-English Speakers.* **Invited paper presentation** at the Colorado 24th Annual Metro Speech-Language Network Symposium, Littleton, CO.
- 23) **Brice, R.** (2009). *A Higher Education Partnership in Leadership Development: Program Scholars' Perspectives of the Leadership Enhancement Program (LEP).* Paper presented at the LEP Leadership Conference: Soaring to New Heights, Embry-Riddle Aeronautical University, Daytona, Florida (Regional Conference).
- 22) Brice, A., & **Brice, R.** (2009). *The Special Education Dilemma: Spanish-English articulation and phonology: Assessment and treatment issues.* Paper presented at the 2009 American Speech-Language-Hearing Association Convention, New Orleans, LA (National Conference).
- 21) **Brice, R.** (2009). *A Higher Education Partnership in Leadership Development: Program Scholars' Perspectives of the Leadership Enhancement Program (LEP).* Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii (International Conference).
- 20) Brice, R., & Brice, A. (2009). *Phonemic Awareness and Phonics: Instructional Practices to Teach English Language Learners Fundamental Reading Skills.* Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii (International Conference).
- 19) Brice, A., & **Brice, R.** (2009). *The Special Education Dilemma: Best Practices for English Language Learners.* Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii (International Conference).
- 18) Brice, A., & **Brice, R.** (2009). *Critical Periods Versus Sensitive Periods: Results from two Speech Studies.* Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii (International Conference).
- 17) **Brice, R.** (2012, 2011, 2010, 2009, 2008, 2007, 2006, 2005, 2004). *College of Education First Time In College (FTIC) Parent Orientation.* I present Parent Orientations several times each year at the University of Central Florida (21 Regional Presentations).
- 16) **Brice, R.,** & Brice, A. (2007, November). *How Spanish/English Speaking Kindergarten Students Identify English Speech Sounds and Letters.* Paper presented at the American Speech-Language-Hearing Association Convention, Boston, MA (National Conference).

- 15) Brice, A. & **Brice, R.** (2007, November). *Speech Perception in Bilinguals: Sensitive Periods and Ultimate Attainment*. Paper presented at the American Speech-Language-Hearing Association Convention, Boston, MA (National Conference).
- 14) **Brice, R.**, & Brice, A. (2005, November). *Phonemic Awareness Evidence-Based Clinical Practice: Focus on Multilingual Students*. Paper presented at the American Speech-Language-Hearing Association Convention, San Diego, CA (National Conference).
- 13) **Brice, R.**, Laureano, G., & Lee, J. (2005, April). *What to Expect: Florida Department of Education and NCATE [Current name: CAEP] Site Visit*. Presentation and handouts presented to the Department of Teaching and Learning Principles, College of Education, University of Central Florida.
- 12) **Brice, R.**, & Brice, A. (2005, April). *Preparing Teachers in Phonemic Awareness and Phonics Skills for Spanish-English Speaking Students*. Paper presented at 2005 Council for Exceptional Children (CEC) Convention and Expo, Baltimore, MD. (National Conference).
- 11) **Brice, R.**, (2005, January). Program Evaluation at the University and College Levels: Standards, Rubrics, and Indicators. Invited speaker in Exceptional Education Doctoral Course, EEX 7320: Program Planning and Evaluation. UCF.
- 10) **Brice, R.**, & Brice, A. (2005, January). *Phonemic Awareness and Phonics Skills for English and Spanish-English Speaking Students With and Without Learning Disabilities: What Teachers Need to Know*. Paper presented at the Florida Federation Division for Learning Disabilities Conference, Orlando, FL.
- 9) **Brice, R.** (2005, January). *Narrowing Your Dissertation Focus: Stay on Target with a Dissertation Timeline*. Paper presented at the Multi-University (UCF, UF, & USF) Exceptional Education Doctoral Student Conference, Orlando, FL (State University/Regional Conference).
- 8) **Brice, R.**, & Brice, A. (2004, November). *Preparing Teachers in Phonemic Awareness and Phonics Skills for Spanish-English Speaking Students*. Paper presented at the 2004 Teacher Education Division of Council for Exceptional Children (CEC) 27th Annual Convention, Albuquerque, NM (National Conference).
- 7) Cross, L., Thomas-Richmond, J., **Brice, R.**, & Fuller, D. (2003, November). *A Saturday School: Pathways to Success*. Paper presented at the 2003 Teacher Education Div. of Council for Exceptional Children (CEC) Annual Convention, Biloxi, MS. (National Conference).
- 6) Fuller, D., Thomas-Richmond, J., **Brice, R.**, & Cross, L. (2003). Field experiences: A successful partnership with Mollie Ray Elementary School. Paper presented at the 2003 Teacher Education Div. of Council for Exceptional Children (CEC) Annual Convention, Biloxi, MS. (National Conference).

- 5) **Brice, R.**, Pearl, C., Lin, C.H., & Richmond, J. (2002, April). *The Ph.D. Journey: Getting Started*. Paper presented at the 2002 Council of Exceptional Children (CEC) Annual Convention, New York, NY. (National Conference).
- 4) Brice, A., & **Brice, R.** (2000, November). *Language in the school: Four bilingual environments*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Washington D.C. (National Conference).
- 3) Brice, A., & **Brice, R.** (2000, July). *Language in the classroom: Comparisons of four bilingual environments*. Paper presented at the Second International Symposium on Communication Disorders in Multicultural Populations, Johannesburg, South Africa (International Conference).
- 2) Brice, A., & **Brice, R.** (1999, September). *Assessment and intervention with bilingual students: A collaborative effort*. **Invited speaker** for a day-long workshop presented to the Henrico County School District, Richmond, VA (Regional Conference).
- 1) Brice, A., & **Brice, R.** (1999, August). *Code-switching and code-mixing in child directed language environments: Two field-based studies*. Paper presented at the 12th World Congress of Applied Linguistics (AILA), Tokyo, Japan (International Conference).

RESEARCH SUBMITTED

Little, M., **Brice, R.**, Doyle, J., & King, L. (2004, August). *Review of current research, programs, and strategies in language and reading development*. This project was developed by the Effective Instructional Practice Project (Project Central) in response to Senate Bill 364 (CS/SB-Reading Deficiencies (s. 1008.2591), F.S.) and a request from Lezlie Cline, Bureau of Exceptional Education and Student Services, **Florida Department of Education**. The purpose was to complete a thorough review of recent scientific research-based programs, methods and strategies, aligned to the reading components, for use by speech language pathologists when providing language and reading instruction and intervention. This project led to statewide professional development for school-based speech-language pathologists in Florida.

Brice, R. (2002-2004). *Identification of phonemes and graphemes in Spanish-English and English-speaking kindergarten students*. Dissertation Research; University of Central Florida, Orlando, FL.

Brice, R. (2002, Fall). *Pairing field-based experiences with combined coursework in exceptional education teacher preparation*. Doctoral research project in Qualitative Research. University of Central Florida, Orlando, FL.

Pearl, C., **Brice, R.G.**, Lin, C.H., & Richmond, J. (2002, April). *The Ph.D. Journey: Getting Started*. Doctoral research project.

Cross, L., Fuller, D., **Brice, R.**, & Richmond, J. (2002). *UCF / Mollie E. Ray Elementary School Collaborative Project*. UCF/Mollie E. Ray Elementary School Collaborative Project was a coordinated and collaborative effort between UCF's Exceptional Education Department and the Mollie Ray Elementary School (a low performing urban school). Mollie Ray Elementary School Project Objectives:

- To enhance the literacy skills of 3rd through 5th grade students.
- To increase the skills of families in supporting literacy activities at home.
- To provide university graduate students with the opportunity to implement strategies and workshops with parents and students to enhance literacy skills.

Brice, R. (1998). *Generalization of trained sentences on spontaneous speech in a traumatically brain injured patient: A single subject study*. Master's research project, University of Central Florida, Orlando, FL.

Brice, R. (1997). *An overview of speech measures in traumatically brain injured patients*. Master's research project, University of Central Florida, Orlando, FL.

Online Course Development

Brice, R. (2013, 2012, 2011, 2010). *EEX 3450 – Young Children with Special Needs* online course. Developed in various UCF distributed learning platforms: WebCT; Blackboard; and Canvas.

Brice, R. (2008). *EEX 4003 – Teaching Exceptional Students* online course.

Brice, R. (2003). Assistive Technology (AT) Module developed for WebCT.

Brice, R. (2003). Autism Spectrum Disorders Module developed for WebCT.

Brice, R. (2003). Traumatic Brain Injury (TBI) Module developed for WebCT.

Brice, R. (2003). Assistive Technology and Augmentative and Alternative Communication. Course development for an exceptional education course.

Brice, R. (2002). *Hear what the experts have to say!* Three (3) video interviews with Dr. Judy Montgomery, Dr. Alba Ortiz, and Dr. James Yates at the 2002 CEC Annual Conference (April 2002). New York, NY.

Brice, R. (2002). *Identification of Minority Gifted and Talented Students*. Course modules development for multicultural issues and exceptional education.

Brice, R. (2001). *Education Grant Resources Webpage*. Created for a doctoral presentation and for a faculty resource for grant writing.

GRANTS AWARDED

Brice, R.G., Carper, K., Lin, M., & Pearl, C. (2002). OSEP Personnel Preparation Federal Grant: *Preparing Special Educators to Teach Students with Autism*. I participated with a team of doctoral students to develop the grant concept and write the initial draft sections of the grant application. **This grant project was further developed by CFCS exceptional education faculty members and submitted for funding. The \$800,000. OSEP grant was first funded 2003-04 and has been renewed in subsequent submissions.**

Eleven (11) IDEA Sub-Grants Awarded (U.S. D.O.E. grant awarded to Okeechobee County School District: *Mini Grants for Individuals with Disabilities Education n Act*). **(Total Amount Awarded to R. Brice from 1997 to 2000: \$5,476.)**

- *Music Fusion! Inclusion of Music In Language Therapy.*
- *Improving Literacy and Language Skills in the Kindergarten Classroom.*
- *Improving Literacy and Language Skills in the 1st Grade Classroom.*
- *Improving Literacy and Language Skills in the 2nd Grade Classroom.*
- *Improving Literacy and Language Skills in the 3rd Grade Classroom.*
- *Improving Literacy and Language Skills in the 4th Grade Classroom.*
- *Improving Literacy and Language Skills in the 5th Grade Classroom.*
- *The Use Of a Califone Audiocard Reader and Listening Center to Improve Speech and Language Skills.*
- *The Use of a Califone Audiocard Reader to Improve Speech and Language Skills.*
- *Speech and Language Skills Improved By Using a Variety of Therapy Materials.*
- *Speech and Language Skills Improved By Using a Variety of Therapy Materials.*

SERVICE: (University Governance, Professional, and Community Service)

University, College, and Departmental Governance

- **University Assessment Committee (UAC) Member;** University of Central Florida; 2013 to present.
- **University Assessment Committee (UAC);** (Alternate for Dr. Lance Tomei); University of Central Florida; University level committee; March 2006 to 2013.
- **Institutional Effectiveness (IE) Divisional Review Committee (DRC); Chair;** College of Education and Human Performance; 2013 to present.
- **Institutional Effectiveness (IE) Divisional Review Committee (DRC); Member;** University of Central Florida; College of Education and Human Performance; Assessment/review of 60 CED Programs' Institutional Effectiveness and Quality Continuous Improvement Assessment data results and plans for the following years; 2004 to 2013.

- **Assessment & Institutional Effectiveness Committee; Ex Officio.** College of Education and Human Performance; 2013 to present.
- **Unit Assessment and Institutional Effectiveness Committee; Member;** University of Central Florida; College of Education and Human Performance Committee; 2008 to 2013.
- **Council for the Accreditation of Educator Preparation (CAEP) Steering Committee; Chair.** University of Central Florida; College of Education and Human Performance; April 2013 to present.
- **FTCE/FELE Steering Committee;** Member; Florida Department of Education & Pearson. Steering committee provides feedback to improve services and resources related to teacher certification testing in Florida. March 2014 to present (will be ongoing).
- **NCATE Task Force Committee: Member/CFCS Administrative Liaison;** In collaboration with Dr. Lance Tomei, the NCATE Task Force Committee writes the NCATE Institutional Report (IR); Advise programs and faculty on all aspects of developing and maintaining accreditation requirements; University of Central Florida; College of Education; 2005 to 2013.
- **Impact and Visibility Task Force;** Departmental Representative Member; University of Central Florida; College of Education; March 2010 to present.
- **Virtual Teaching and Learning Special Interest Group (SIG) Member;** College of Education; January 2011 to present.
- **Clinical Experiences Advisory Committee;** Member; University of Central Florida; College of Education; August 2007 to present.
- **CFCS Departmental Elections Administrator.** I facilitate and conduct all departmental and college level committee elections according to designated policies and procedures. Election results for the 1-20 elections held each year are submitted to the Director of Assessment, Accreditation, and Data Management; May 2004 to 2013.
- **Morgridge International Reading Center Planning and Development Committee;** Member; University of Central Florida; College of Education; January 2008 to 2010.
- **Clinical Experiences Task Force Committee;** Member; University of Central Florida; College of Education; April 2008 to 2010.
- **Fingerprinting Procedures Review Sub-Committee;** UCF College of Education; 2009 to 2010.

- **Hiring Manager and Search Committee Chair** for the majority of the CFCS Departmental tenure/tenure-earning faculty, adjunct faculty, A&P, and USPS position searches; UCF College of Education, May 2004 to 2013 (90+ searches).
- **Standards Based Performance Assessment Task Force Committee**; Member; University of Central Florida; College of Education; May 2004 to July 2007.
- **NCATE Committee**; Member/CFCS Administrative Liaison; University of Central Florida; College of Education; August 2004 to July 2007.

Service: Professional and Community

- **Education Student College Council (ESCC) Mentor** for graduate students who have demonstrated excellence in scholarship and are actively involved in college and/or university organizations. The goal is to provide the members of ESCC with opportunities to interact with senior administrators, serve as ambassadors, and engage in activities that will help them develop, enhance, and refine their leadership skills. University of Central Florida; 2014 to present.
- **eIPEP Florida Educator Accomplished Practices (FEAPs) Team Leader & Reviewer**; Florida Department of Education; Spring 2013.
- ***Journal of Literacy Research*; Reviewer**; 2011 to present.
- ***Linguistics and Education Journal*; Reviewer**; 2009 to present.
- ***Communication Disorders Quarterly* Editorial Board; Consulting Editor, Reviewer, and Member**; 1999 to present.
- ***Leadership: Soaring to New Heights Conference; Assessment Coordinator and Conference Organizer*** (2009, April). Developed Conference Evaluations (i.e., participants rating conference; participants rating session presenters; conference organizers rating conference success/areas for improvement). This conference was a Collaborative Leadership Conference between the University of Central Florida (UCF), Bethune-Cookman University (BCU), and Embry-Riddle University (ERAU).
- **UCF Office of Diversity Initiatives** (2009 to present). **Reviewer/Committee Member**; Yearly review and rating of applications for applicants to the Leadership Enhancement Program (LEP); Conduct interviews with LEP candidates; Provide recommendations for admittance into LEP.
- **Florida Department of Health; Registered Medical Professional Volunteer**. Registered to serve as a Speech-Language Pathologist during disaster relief efforts; May 2007 to present.

- **YMCA of Central Florida.** Education Initiative wherein educational leaders from the Central Florida area, meet to discuss and develop educational programs for children and youth in the community; 2011 to 2013.
- **Orange County School District; Researcher and Volunteer;** Little River Elementary School; 2003 to 2015.
- **Florida State Employees Charitable Campaign (FSECC); Departmental Coordinator;** 2005 to 2013.
- **University of Central Florida Undergraduate Research Journal; Associate Editor;** (located at <http://www.ejournal.ucf.edu>); June 2004 to June 2005.
- **College of Education 40th Anniversary Events Committee; Member;** University of Central Florida; College of Education; August 2006 to 2007.
- **Association for Doctoral Students in Exceptional Education (ADSEE):** As a UCF doctoral student, my cohort formed/organized an association in order to serve the community, interact with local school districts, provide professional developments, and access conference funding. ADSEE is still active in the Education PhD/Exceptional Education program; 2001 to 2004.

Recent Journal Manuscript Reviews Conducted

- 2014: A longitudinal study of English speech sound development of a Korean-English bilingual child with autism. *Communication Disorders Quarterly*.
- 2013: A Phonologically-based Intervention for School-Age Children with Language Impairment: Implications for Reading Achievement. *Journal of Literacy Research*.
- 2012: Phonological awareness intervention for school-age children with language impairment: How much is enough? *Journal of Literacy Research*.
- 2011: Diversity among Spanish-speaking English language learners: Profiles of early literacy skills in kindergarten. *Journal of Literacy Research*.
- 2011: Effects of ethnically-diverse photographic stimuli on preference and discourse tasks in African-American and Caucasian-American adults. *Communication Disorders Quarterly* (Reviewed twice in 2011).
- 2010: Speech-Language Pathologists' preparation, practices and perspectives on serving culturally and linguistically diverse children. *Communication Disorders Quarterly*.

- 2009: Phonemic categorization of residual stop segments after word initial /s/ by monolingual and bilingual children. *Linguistics and Education*.
- 2009: Serving culturally and linguistically diverse children: How far have we come? *Communication Disorders Quarterly* (Reviewed twice in 2009).
- 2009: Adapted Assessment of Phonological Sensitivity Skills: A Preliminary Investigation. *Communication Disorders Quarterly* (Reviewed three times during 2009).
- 2008: *Exceptional rule learning in a child with Williams syndrome: The acquisition of regular and irregular past tense*. *Communication Disorders Quarterly*.
- 2008: Evaluation of the Efficacy of Communication-Based Treatments for Autism Spectrum Disorders: A Literature Review. *Communication Disorders Quarterly* (Reviewed twice).
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CURRENT CERTIFICATIONS & LICENSURE

- Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) American Speech-Language-Hearing Association (ASHA). 1999 to present. Cert.# 09135407. Renewal Due: Annually by Dec. 30th.
 - Florida Department of Health Licensure in Speech-Language Pathology; 1999 to present. License # SA 5698. Renewal Due: Dec. 31st of odd numbered years.
 - Professional Educator's Certificate in Speech-Language Impaired K-12 State of Florida Department of Education. Issued 7/1/1995 to present. Cert.# 750000. Renewal Due: June 30, 2017
 - Florida Educational Leadership Certification (Admin. leadership at all academic levels) State of Florida Department of Education. Issued 7/1/2007 to present. Cert.# 750000 Renewal Due: June 30, 2017.
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CURRENT PROFESSIONAL ASSOCIATION MEMBERSHIPS

- American Association of Colleges for Teacher Education (AACTE); 2013 to present.
- American Speech-Language-Hearing Association (ASHA); 1995 to present.
Special Interest Group (SIG) Affiliations:
 - SIG 10: Issues in Higher Education
 - SIG 14: CSD in Culturally and Linguistically Diverse Populations
 - SIG 17: Global Issues in Communication Sciences & Related Disorders
- Florida Association of Colleges for Teacher Education (FACTE); 2013 to present
- Florida LiveText Users Group (FLUG); 2005 to present

AWARDS, HONORS & ACADEMIC SCHOLARSHIPS AWARDED

- 2010 **Outstanding Divisional Review Committee (DRC) Member.** University Assessment Committee (UAC); University of Central Florida.
- 2009 **ASHA Award for Continuing Education (ACE).** American Speech-Language-Hearing Association.
- 2008-2009 ***UCF Leadership Scholar*** (*Mentor: Dr. John “Rick” Schell, Vice President and Chief of Staff*). Selected through an application and interview process to participate in the University of Central Florida Leadership Enhancement Program (LEP) from August 14, 2008 to April 30, 2009. *The LEP is sponsored by the UCF Office of the President and the UCF Office of Diversity Initiatives to further develop faculty for administrative position advancement.*
- 2008 Invited to participate as a **People to People Citizen Ambassador Delegate.** Professionals serve as ambassadors from fields such as education, health/medicine, agriculture, and science/technology.
- 2006 **ASHA Award for Continuing Education (ACE).** American Speech-Language-Hearing Association.
- 1994-95 **Award:** University of Central Florida; Orlando, Florida; **President’s List;** Summa Cum Laude
- 1993-94 **Award:** Indian River Community College; Ft. Pierce, Florida; **Dean’s List;** Magna Cum Laude

Academic Scholarships Received: I personally sought out, applied for, and received seven (7) academic scholarships and/or funded opportunities to support my educational endeavors:

- 2001-2004 **PhD Scholarship Awarded:** *Leadership in Exceptional Education Accenting Diversity (LEAD) Scholarship*, University of Central Florida Federal Grant Funded Project from Office of Special Education Programs (OSEP). Awarded full tuition and a \$17,000. yearly stipend for three years (\$51,000. Over three years).
- 1997-1998 **M.A. Scholarship Awarded:** *Adrian Sample Scholarship Trust.* Regional scholarship based on merit. Received \$6,500.
- 1994-1995 **B.A. Scholarship Awarded:** *University of Central Florida Dean’s Merit Scholarship.* Statewide scholarship competition of community colleges A.A. graduates with a minimum GPA of 3.75. Received \$1,000.

- 1994-1995 **B.A. Scholarship Awarded:** *Scholarships Foundation, Inc.* Nationwide scholarship based on merit. Received \$1,500.
- 1994-95 **B.A. Scholarship Awarded:** *James and Virginia Merrill Foundation Scholarship.* Indian River Community College scholarship based on merit. Received \$1,000.
- 1994-95 **B.A. Scholarship Awarded:** *International Order of Alhambra.* Nationwide scholarship based on merit and field of study in special education. Received \$1200.
- 1994-95 **B.A. Scholarship Awarded:** *American Business Women's Association Scholarship.* Local scholarship based on merit and financial need. Received \$250.
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INTERNATIONAL TRAVEL

- Australia
 - Japan
 - South Africa (2nd visit scheduled for Oct.-Nov. 2015)
 - Italy (2 visits)
 - Greece
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TECHNOLOGY KNOWLEDGE & SKILLS

My ability to use technology and learn new technology skills is above average. I continually seek to learn new and more efficient ways of obtaining and managing data. I am proficient/competent in my abilities in multiple data management/analysis technological systems: PeopleSoft/Pegasus Mine Portal; LiveText; eIPEP Florida Department of Education Data Management System used for yearly reporting of program continuing program approval data and Title II data; Professional Education Data System (PEDS); Institutional Effectiveness (IE) Assessment (UCF IE online data/assessment management system); Online Degree Program Approval Process (ODAP) used to input program and catalog revisions; Faculty Qualifications Management System (FQMS); Blackboard; Canvas; Microsoft Office (Word, PowerPoint, Excel, etc.); & SPSS.

RECENT PROFESSIONAL DEVELOPMENT

I am committed to being a life-long learner. I believe that as professionals, and individuals, we continue to develop and learn our entire lives. My goal is to continually seek new opportunities to expand my knowledge, skills, and dispositions in all facets of my professional and personal lives.

Professional Development Activity	Hours	Location	Date/Semester
Designing Quality Assessment Rubrics	1 hr.	LiveText Online Webinar	Aug. 25, 2015
Update on the Proposed Teacher Preparation Program Regulations: August 2015	1 hr.	AACTE Online Webinar	Aug. 13, 2015
LiveText Assessment Conference	3 days	Nashville, TN	July 13-15, 2015
Using Technology to Implement QEP Reporting and Continuous Improvement Plans	1 hr.	LiveText Online Webinar	June 9, 2015
Three Years Out: What to Send, What to Expect	1 hr.	CAEP Online Webinar	April, 21, 2015
Florida Association of Colleges for Teacher Education (FACTE) 2015 Spring Conference	2 Days	Tallahassee, FL	March 16-17, 2015
FLDOE Performance Metrics for Continued Program Approval Training	1.5 hrs.	Florida Dept. of Education Online Webinar	March 13, 2015
FLDOE Continued Program Approval Training	1.5 hrs.	Florida Dept. of Education Online Webinar	March 10, 2015
FLDOE Reporting Institutional Program Evaluation Plans Training	1 hr.	Florida Dept. of Education Online Webinar	March 9, 2015
FLDOE Modified Initial Program Approval Training	1 hr.	Florida Dept. of Education Online Webinar	March 4, 2015
American Association of Colleges for Teacher Education (AACTE) Conference	3 days	Atlanta, GA	Feb. 27, 2015 to March 1, 2015
Introduction to Rubric Norming	1 hr.	Online Webinar	Jan 27, 2015
LiveText Rubric Development Workshop	6 hrs.	Orlando, FL	Dec. 4, 2014
American Speech-Language Hearing Assoc. Convention	18 hrs.	Orlando, FL	Nov. 20-22, 2014
LiveText: Implementation of the Field Experience Management System	2 hrs.	Online WebEx	Nov. 10, 2014
LiveText: Customer Insights on Field Experience Management	1 hr.	Online Webinar	Nov. 5, 2014
LiveText: Field Experience Management (FEM)	1 hr.	Online Webinar	Oct. 22, 2014
Florida Association of Colleges for Teacher Education (FACTE) 2014 Fall Conference	2 days	Tampa, FL	Oct. 8-9, 2014
Florida LiveText Users Group Collaboration Meeting (FLUG)	5 hrs.	Tampa, FL	Oct. 9, 2014
Information, Strategies, and Resources for Transitioning from NCATE to CAEP	1 hr.	LiveText Webinar	May 21, 2014