

Gina L. Grogan, Ed.D

### **Education**

#### **Doctor of Education** Curriculum and Instruction: Special Education

August 2007-August 2010

Tennessee State University

Dissertation: General Education Teachers' Perceptions of Their Role in Developing Individual Education Programs and Their Use of IEPs to Develop Instructional Plans for Students with Disabilities

#### **Specialist in Education** Instructional Leadership

August 2006-August 2007

Tennessee Technological University

Thesis: The Adverse Effects of NCLB on Instructional Leadership

#### **Master of Arts** Exceptional Education

August 2004-December 2005

Western Kentucky University

#### **Bachelor of Science** Social Work

August 1994-December 1998

University of Tennessee, Martin

### **Professional Qualifications**

Professional: area of endorsement: 460 sped modified k-12; Tennessee License # 5558240; expires Aug. 31, 2027

Highly Qualified K-6 reading, English, science, social studies, and math; 7-8 Reading and English

Professional: area of endorsement: KLB learning and behavior disorders, Grades primary-12; Kentucky EPSB ID 000064537; expired June 30, 2014

### **Professional Experience in Higher Education**

#### **Austin Peay State University**

Clarksville, TN 37044

Employment Dates: August 2012 to present

Position: Associate Professor, Tenure Track 2016-present

Position: Assistant Professor, Tenure Track 2012-2016

**Courses:**

**EDUC 3070- Instructional Strategies**

Description: addresses competencies in selected generic teaching skills such as mastery learning, questioning strategies, positive reinforcement and pupil assessment/evaluation.

**EDUC 4080- Classroom Management**

Description: Theories of classroom organization and management and their application.

**SPED 3000- Introduction to Special Education**

Description: Identification of handicapping conditions, programs for educating the individuals with disabilities and public laws specifying responsibilities of school personnel.

**SPED 3350- Diagnostic Assessment**

Description: Techniques used to evaluate a variety of disabling conditions, on an individual basis, in special education classrooms. The student will be required to administer an array of evaluative instruments to special children in public school classrooms.

**SPED 4330- Behavior Management for Exceptional Students**

Description: Techniques of managing classroom and all other behaviors at all levels and types of exceptionalities.

**SPED 4340- Effective Inclusion Strategies**

Description: Provides instructional strategies and techniques for teachers of the mild and moderately disabled.

**SPED 5550- Trends and Issues in Special Education**

Description: A research-oriented course concerned with recent ideas, current trends and developments in special education. All areas of exceptionality will be covered.

**SPED 6550- Special Education Law**

Description: Provides and review of current laws and court cases and relevant due process hearings. The course focuses on what the law says and how courts are interpreting the law.

**TEAS 4003/5003- Assessment Procedures in Special Education**

Includes characteristics of special learners and assessment and evaluations of exceptional children;

**Middle Tennessee State University**

Murfreesboro, TN 37132

Employment Dates: August 2010 to August 2012

Position: Assistant Professor, Temporary

**Courses:****SPED 3010- Characteristics and Teaching of Diverse Learners**

Description: A study of diverse learners and learners with disabilities as they deviate from the norm in physical, emotional, cognitive, or social characteristics. This course includes instruction in the areas of differentiated instruction, least restrictive environment, positive behavior support, and response to intervention.

**ELED 3050- Creating Learning Environments K-6**

Description: Provides an overview of the design, instruction, and evaluation of an integrated reflective curriculum in the elementary grades.

**ELED 3070- Creating Learning Environments 5-8**

Description: Provides an overview of the design, instruction, and evaluation of an integrated middle school curriculum with particular attention to the effect of physical, social, and emotional needs of a middle school student as they relate to middle school instruction.

**SPED 4120- Curriculum, Methods, and Materials for Special Education**

Description: Provides students with the ability to apply their knowledge of techniques and strategies in practical applications. Students will develop skills in planning and implementing programs for students with severe/profound disabilities.

**SPED 4260- Problems in Special Education**

Resource setting

Description: Responsible for supervisory field evaluation for current teachers who are seeking additional endorsements in the area of special education. Evaluation includes the student teacher's use of curriculum standards, classroom management techniques, use of instructional theory, use of research based methods, professional conduct, and ability to plan and deliver instruction.

**SPED 4350- Directed Teaching in Special Education**

Resource and behavior settings

Description: Responsible for supervisory field evaluation for students who have been placed in schools for their student teaching field experiences. Evaluation includes the student teacher's use of curriculum standards, classroom management techniques, use of instructional theory, use of research based methods, professional conduct, and ability to plan and deliver instruction.

**SPED 6380- Collaboration and Consultation Skills in Special Education**

Description: Assistance in developing skills needed for consulting with parents, students, teachers, administrators, and others in the development and implementation of individualized education programs for students with disabilities.

**SPED 6800- Exceptional Children and Youth**

Description: Introduction to problems in identification, etiology, and educational treatment of students diagnosed as mentally retarded, gifted, physically and emotionally challenged, learning disabled, and culturally disadvantaged.

**Nashville State Community College**

Nashville, TN 37209

Employment Dates: January 2010 to August 2010

Position: Online Instructor, Adjunct

**Courses:**

**EDUC 2120- Introduction to Special Education**

Description: A study of the characteristics and needs of children (PreK-elementary level) with special needs and/or disabilities with an emphasis on federal laws, programs, services, and best instructional theories and practices in the educational setting.

**Liberty University**

Lynchburg, VA 24502

Employment Dates: January 2010 to January 2015

Position: Online Instructor, Adjunct

**Courses:**

**EDUC 307- Instructional Practices for Differentiated Instruction**

Description: Provides an overview of differentiated instruction for prospective and current teachers. Emphasis is placed on instructional approaches and their adaptation in relation to individual and diverse students in the classroom.

**EDUC 360- Learning and Behavior Problems**

The characteristics of children and adolescents with disabilities in the area of learning and behavior is explored with the goal of remediation. This course includes techniques for dealing with these diverse learners in a variety of settings.

**EDUC 410- Instructional Adaptation for Special Education**

Teacher candidates apply intervention strategies for adapting curriculum materials and methods to fit individual needs in various school, church and community settings. Focus is on students with mild and moderate disabilities.

**EDUC 420- Current Trends in Special Education**

This course is designed to expose teacher candidates to a variety of special education related topics including legal/ethical issues, documentation procedures, development of Individual Education Plan (IEP) and IFSP (Individualized Family Service Plans) as well as models of service delivery and collaboration that can be used in school, church, and community settings.

**EDUC 524-Collaborating for Successful Inclusive Classrooms**

Description: A study of the types and characteristics of students with learning disabilities and how they can be best served in the general education classroom using research based techniques and learning strategies.

**EDUC 525- Collaborating for Successful Transitions**

Description: A study of students with intellectual disabilities and the transition services and curriculum development involved in working with a variety of students with disabilities as they transition within the school system and into adulthood.

**EDUC 521- Foundations of Exceptionality**

Description: A comprehensive course dealing with the characteristics of children and youth with disabilities and topics related to models of service delivery, documentation, procedures, and legal/ethical issues.

**EDUC 530- Teaching Mathematics**

Description: An in depth study of the theory and processes of teaching mathematics to students in preschool through eighth grade, the course includes the instructional process in the area of numeration, operations and computations, geometry and logic.

**EDUC 624- Classroom Management**

Description: An exploration of research for instructional approaches and methods for classroom management. Emphasis is placed on management styles and the various methods associated with those styles.

**EDUC 721- Issues and Trends in Exceptionality**

A research oriented course that focuses on issues and trends that face the discipline of special education. The course utilizes research to analyze and examine through written discussions controversial issues in various areas of exceptionalities.

**University of Phoenix**

Phoenix, AZ 85034

Employment Dates: July 2009 to July 2012

Position: Online Instructor, Adjunct

**Courses:**

**SPE 514- Survey of Special Populations**

Description: Provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiate methods and techniques used for identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.

**Ottawa University**

Ottawa, KS 66067

Employment Dates: July 2009 to July 2012

Position: Online Instructor, Adjunct

**DF 7203- Diverse Community of Learners**

Description: This course is an in-depth study of variability among students in schools and other educational settings from preschool to adult learning. Special focus is on the identification of and programming for at-risk students.

**Professional Experience in K-12 Education**

**Shwab Elementary**

Nashville, TN 37207

Dates of Employment: July 2008 to May 2009

Position: Special Education Teacher, Emotional and Behavioral Disturbances

Job Description: Classroom teacher for students identified as emotionally disturbed participating in a moderate intervention program for behavior. Teaching responsibilities included instructing first through fourth grade students in the areas of reading, English, math, social studies, and science according to state curriculum standards. Responsibilities also included developing behavior intervention plans and functional behavior assessments as well as integrating test data and research based methods to provide a high quality education to students in the classroom.

**Springfield Middle School**

Springfield, TN 37172

Dates of Employment: June 2007 to August 2008

Position: Special Education Teacher, Resource Mathematics

Job Description: Teaching eighth grade curriculum standards in the area of math to eighth grade students with mild/moderate disabilities and behavior issues. Responsibilities also included developing behavior intervention plans and functional behavior assessments as well as integrating test data and research based methods to provide a high quality education to students in the classroom.

**Portland Middle School**

Portland, TN 37148

Dates of Employment: August 2004 to June 2007

Position: Special Education Teacher, Resource English and Mathematics

Job Description: Teaching sixth through eighth grade curriculum standards in the area of math, English, and reading to eighth grade students with mild/moderate disabilities and behavior issues. Responsibilities also included developing behavior intervention plans and functional behavior assessments as well as integrating test data and research based methods to provide a high quality education to students in the classroom.

### **Publications**

- Grogan, G.** (2015). Supporting students with autism in higher education through teacher education programs. *Journal of the Southeastern Regional Association for Teacher Educators*. 24(2).
- Grogan, G., & Kennedy, D.** (2013). Evaluating the effectiveness of national assessment scores as a tool for comparison with other nations. *Journal of Interdisciplinary Education*, 12(1), 1-19.
- Nelms, C., Lowrance, L., **Grogan, G.**, & Whitten, L. (2013). A longitudinal study of the relationship of recreational social media use to state mandated writing exam scores, high school English grades, school attendance, and discipline referrals. Proceedings of the 11<sup>th</sup> Annual Hawaii International Conference on Education (HICE). (pp. 2038-2147), Honolulu, Hawaii, ISSN# 1541-5880

### **Presentations**

- Grogan, G., Orellana, K.** (2016). *A change of perspective: How students with ASD impacted their peers*. Session presented at the Council for Exceptional Children Teacher Education Division Conference, Lexington, KY.
- Orellana, K., **Grogan, G.** (2016). *Engaging the online learner: Using internet technology as a means for generating student interest and success in online courses*. The Council for Exceptional Children Teacher Education Division Conference, Lexington, KY.
- Grogan, G.** (2016). *The full spectrum of learning: Autism spectrum disorder in higher education*. Session presented at the Council of Exceptional Children 2016 Convention and Expo, St. Louis, MO.
- Grogan, G., McConnell, J., & Stewart G.** (2015). *Reaching the full spectrum of learners: A student-driven, research-based, and results-oriented approach to helping students with autism spectrum disorder*. North American Chapter- World Council for Curriculum and Instruction, Nashville, TN.
- Grogan, G., & Grogan, J.** (2015). *Motivating students to learn: Strategies that work*. Session presented at the International Reading Conference, Quetzaltenango, Guatemala.
- Orellana, K. & **Grogan, G.** (2014). *I'm so excited! Innovative and creative ideas for a engaging online classroom experience*. Session presented at the Teacher Education Division Council of Exceptional Children, Indianapolis, IN.
- Grogan, G., & Orellana, K.** (2013). *The role of general education teachers in IEP development. General education teacher perspectives and recommendations for improvement*. Session presented at the Tennessee Council of Exceptional Children Fall Conference, Nashville, TN.

Orellana, K., & **Grogan, G.** (2013). *Web-based tools for designing engaging video presentations & assignments*. Session presented at the Teacher Education Division CEC Conference, Ft. Lauderdale, FL.

Whitten, L., **Grogan, G.**, Lowrance, L., & Nelms, C. (2013). *A longitudinal study of the relationship of recreational social media use to state mandated writing exam scores, high school English grades, school attendance, and discipline referrals*. Session presented at the Hawaii International Conference on Education, Honolulu, HI

**Grogan, G.** (2012). *Manageable solutions for providing accommodations for students with disabilities in the inclusive classroom*. Session presented at the Southeastern Regional Association of Teacher Educators, Little Rock, AR.

### **Invited Presentations**

**Grogan, G.** (January, 2017), *Working with students with autism as a Graduate Teaching Assistant*. Session presented at Austin Peay State University.

**Grogan, G.** (December, 2016), *Working with students with autism as a Graduate Teaching Assistant*. Session presented at Austin Peay State University.

**Grogan, G.**, McConnell, J., Gordon, A., & Mejeun, E. (October, 2016). *Mentoring and tutoring students with ASD: Self-efficacy and student perspectives*. Session presented at the Tennessee Association for Student Success and Retention Conference, Chattanooga, TN.

**Grogan, G.** (July, 2016). *Social Skills for Adults with ASD*. Session presented at Autism Tennessee, Clarksville, TN.

**Grogan, G.** (February, 2016). *Full Spectrum Learning: Supporting students with ASD in higher education*. Session presented at the Tennessee Alliance for Postsecondary Opportunities for Students with Intellectual and Developmental Disabilities. Vanderbilt University, Nashville, TN.

**Grogan G.** (October, 2015). *Full spectrum learning: A new initiative at APSU*. Session Presented at the Ability of Disability Conference, Dickson, TN.

McConnell, J., & **Grogan, G.** (October, 2015). *Full spectrum learning: Supporting students with autism spectrum disorder in higher education*. Session presented at the Tennessee Association for Student Success and Retention, Dickson, TN.

**Grogan, G.** (April, 2013). *Special Needs in the Classroom*. Session presented at Grandmama's House, Clarksville, TN



**Grogan, G.** (November, 2012). *An Introduction to IEPs*. Session presented at Austin Peay State University, Clarksville, TN.

**Grogan, G.** (August, 2011). *Teaching Students with Disabilities in the Inclusive Classroom*. Session presented at Lincoln County Schools, Fayetteville, TN.

**Grogan, G.** (June, 2011). *Teaching Students with Disabilities in the Inclusive Classroom*. Session presented at Lincoln County Schools, Fayetteville, TN.

**Grogan, G.** (February, 2011). *Special Education: An Introduction*. Session presented at Tennessee State University, Gallatin, TN.

**Grogan, G.** (March, 2010). *Special Education: An Introduction*. Session presented at Tennessee State University, Gallatin, TN.

### **Grants Awarded**

McConnell, J. R., **Grogan, G.**, & Golson, M. (2015, March). *Establishing and sustaining an autism-friendly culture of engagement, reflection, and reciprocal learning through the specialized mentoring and tutoring of students with autism spectrum disorder*. E<sup>3</sup> Experience Opportunities Grant offered by Austin Peay State University, Clarksville, TN. \$30,000.

**Grogan, G.**, Taylor L., McConnell, J. R., & Golson, M. (2015, April). *APSU autism initiative: Improving the engagement, success, and retention of students with Autism Spectrum Disorder through specialized tutoring*. Student Engagement, Retention, and Success Grant offered by the Tennessee Board of Regents, Nashville, TN. \$20,000

**Grogan, G.** (2015, February). *Course revitalization for SPED 4340*. Revitalize Academic Success Initiative Grant offered by Austin Peay State University. Clarksville, TN. \$4400.

**Grogan, G.**, & Bullock, A. (2015, January). *Improving student outcomes through professional development using rigorous non-routine problems in the domains of algebra and geometry and measurement for mathematics and special education teachers for grades 6-8*. Improving Teacher Quality Grant Program offered by Tennessee Higher Education Commission, Nashville, TN. \$67,881.

**Grogan, G.**, & Norman, J. (2015, January). *Autism initiative part I*. E<sup>3</sup> Explore Activities Grant offered by Austin Peay State University. Clarksville, TN. \$5000.

**Grogan, G.** (2014, May). *Preparing special education students for successful completion of the edTPA evaluation system*. Student Academic Success Initiative Grant offered by Austin Peay State University. Clarksville, TN. \$3300.

### **Non-Funded Grant Submissions**

Taylor, J. R., **Grogan, G.**, McConnell, J. R., & Norman, J. (2014, December). *APSU autism initiative: Improving the efficacy of faculty teaching students with autism spectrum disorder*. Faculty Research Grant offered by the Tennessee Board of Regents' Office of Academic Affairs and Office of Organizational Effectiveness and Strategic Initiatives, Nashville, TN. \$40,000

**Grogan, G.**, & McConnell, J. (2015, September) *Improving the quality of teachers of students with disabilities in STEM subjects*. Improving Teacher Quality Grant Program offered by Tennessee Higher Education Commission, Nashville, TN. \$72,822.

**Grogan, G.** (2013, September). *Measuring the effectiveness of wrap-around support services to participants in the federally funded troops to teachers program as a means to significantly increase utilization, retention, and completion*. Education Research Grant offered by the U.S. Department of Education Institute of Education Sciences, Washington, D.C. \$1,065,872.

### **Congressional Grant Funding Presentations**

**Grogan, G.**, & Whitten, L. (2013, Feb). *Academic Support for Soldiers and Spouses Entering Teacher Education Programs*. Meeting Conducted at The Department of Education Office of the Secretary, Washington, D.C.

**Grogan, G.**, & Whitten, L. (2013, Feb). *Academic Support for Soldiers and Spouses Entering Teacher Education Programs*. Conducted at the meeting of The Department of Defense and Department of Education, Washington, D.C.

**Grogan, G.**, & Whitten, L. (2013, Feb). *Academic Support for Soldiers and Spouses Entering Teacher Education Programs*. Meeting Conducted at The Legislative Assistant Office of Senator Bob Corker, Washington, D.C.

**Grogan, G.**, & Whitten, L. (2013, Feb). *Academic Support for Soldiers and Spouses Entering Teacher Education Programs*. Meeting Conducted at The Legislative Assistant Office of Senator Lamar Alexander, Washington, D.C.

**Grogan, G.**, & Whitten, L. (2013, Feb). *Academic Support for Soldiers and Spouses Entering Teacher Education Programs*. Meeting Conducted at The Correspondent Office of Congressman Marsha Blackburn, Washington, D.C.

### **Scholarly Service**

Presentation Proposal Review (2015). TED-CEC Convention and Expo. Proposal reviewer for the 2015 TED-CEC conference, Phoenix, AZ.

Presentation Proposal Review (2014). AACTE 67<sup>th</sup> Annual Meeting. Proposal Reviewer for the 67<sup>th</sup> Annual Meeting, Atlanta, GA.

Presentation Proposal Review (2014). CEC Convention and Expo. Proposal reviewer for the 2015 CEC conference. San Diego, CA.

Presentation Proposal Reviewer (2014). TED-CEC Convention and Expo. Proposal reviewer for the 2014 TED-CEC conference, Indianapolis, IN.

Presentation Proposal Reviewer (2013). TED-CEC Convention and Expo. Proposal reviewer for the 2013 TED-CEC conference, Ft. Lauderdale, FL.

Tennessee Academic Decathlon (2013). Austin Peay State University. Communication Event Judge.

Presentation Proposal Review (2012). CEC Convention and Expo. Proposal reviewer for the 2013 CEC conference. San Antonio, TX.

### **Service to University**

2017-2018 Faculty Advisor for APSU's Baptist Collegiate Ministry.

Austin Peay State University 2013-present, Developed and implemented Full Spectrum Learning, which is a program for students with an Autism Spectrum Disorder attending APSU. The program is now self sustaining, has a full time coordinator, and I serve as the APSU Faculty Advisor for this program.

Coordinated Exhibit at the Autism Tennessee Conference to recruit students, September 2016

Austin Peay State University Organization Dimension Committee, 2016-2017.

Member of the 2016 search committee for the Director of the Office of Grants and Sponsored Programs.

One of eight chosen to serve in the spring of 2016 in the Faculty Leadership Program.

Training Certificate earned with President Alisa White on Change Leadership, April, 2016.

Member of the APSU Accessibility Committee 2015-2016.

Austin Peay State University: 2014. Head committee member of the Autism initiative at APSU to develop a more “Autism friendly” environment on campus. Appointed by Jaime Taylor, Interim Provost and Vice President of Academic Affairs

### **Service to Martha Dickerson Eriksson College of Education**

Council for the Accreditation of Educator Preparation (CAEP) coordinator for the 2021 accreditation process. 2014- present.

Participated in the Back to School Bash on September 22, 2016 at the APSU campus at Fort Campbell.

Chair of MDECOE Scholarship Committee 2014-2016.

Participated in APSU AP Day to recruit students to the MDECOE, Spring 2016.  
Participated in Family Resource Night on October 27, 2015 for Sumner County Schools at Gallatin High School. Information was distributed on Full Spectrum Learning and the College of Education.

Completed the State Report by gathering syllabi for every course in all programs offered by the Martha Dickerson Eriksson College of Education for the 2014 NCATE accreditation visit.

Martha Dickerson Eriksson College of Education, Austin Peay State University: 2014-2015.  
Served on Ed.S Field Study Committees for thirteen students.

Martha Dickerson Eriksson College of Education, Austin Peay State University: April 2014.  
Conducted Milestone II Interviews for students progressing in the teacher education program.

Martha Dickerson Eriksson College of Education, Austin Peay State University: November 2013.  
Conducted Milestone II Interviews for students progressing in the teacher education program.

Martha Dickerson Eriksson College of Education, Austin Peay State University: April 2013.  
Conducted Milestone II Interviews for students progressing in the teacher education program.

College of Education, Austin Peay State University: November 2012. Conducted Milestone II Interviews for students progressing in the teacher education program.

### **Service to One’s Profession**

Certified CAEP-TN Site Visitor; Certificate of Completion for CAEP-TN Site Visitor Training: An Introduction to Council for Accreditation of Educator Preparation & Tennessee State Standards for Educator Preparation, November 14-16, 2016.

Ed.S. Field Study Committee Chair for Synthia M. Strattman, 2016, Austin Peay State University. *The Impact of RTI Presentation: Is Pullout or In-Class the Better Method?*

Ed.S Field Study Committee Chair for Eric Foister, 2016, Austin Peay State University. *The Effect of the Full Spectrum Learning Program on Students with Autism.*

Assisted students in the Clarksville Montgomery County School System gifted program at Northeast Middle School by participating in an interview on how headphones can impact the learning of students with Attention Deficit Hyperactivity Disorder and Autism, 2015-2016 Academic Year.

Assisted students in the Clarksville Montgomery County School System gifted program at North East Middle School by participating in an interview on Dyslexia for their project of creating an app to assist students with Dyslexia, 2014-2105 Academic Year.

Dissertation Committee Chair for James Royal Barr, December 2012-March 2014, Liberty University. *A Phenomenological Study of Inclusive Environments from the Perspective of Rural Middle School General Education Teachers of Students with Emotional and Behavioral Disorders*

Dissertation Committee Chair for Sherrie Robbins, January 2013-March 2014, Liberty University. *Experiences of General Education Inclusion Co-Teachers in Successful Schools as Defined by Adequate Yearly Progress with Students with Disabilities.*

Dissertation Committee Chair for Daphne Sarrell, February 2013- July 2014. Liberty University. *The Effects of Reflex Math as a Response to Intervention Strategy to Improve Math Automaticity Among Male and Female At-Risk Middle School Students.*

### ***Professional Memberships***

Council of Exceptional Children

Council of Exceptional Children Teacher Education Division

Small Special Education Program Caucus

North American Chapter of Word Council for Curriculum and Instruction

Tennessee Association for Student Success and Retention

Tennessee Council for Exceptional Children

American Association of Colleges for Teacher Education

Association of Supervision and Curriculum Development

American Association of Teaching and Curriculum

Council on Undergraduate Research

Kappa Delta Pi

### **Service to the Community**

Conducted Mock Interviews for Northwest High School, April 2016

Member of the Clarksville Montgomery county Exceptional Children Business Advisory Council: October 2015-present.

Participation in Going Blue for Autism Awareness in Cheatham County, April 2015 and 2016. This program was organized by Cheatham County Kids.

Room in the Inn, Clarksville, TN: November 2013-Present. Serve as a volunteer at First Baptist of Clarksville serving and socializing with adult males, females, and their children facing homelessness. Provide free advocacy to individuals and their children with special needs in the school system and community.

Special Buddies, Clarksville, TN: September 2013-Present. Served as a teacher volunteer for a class at First Baptist Clarksville for students with disabilities.

Burt Elementary School, Clarksville, TN: October 2012. Served as a reading partner for children whose parents could not attend at the Burt School Family Picnic Read and Feed.

Rutherford County Transition Academy Advisory Council Member: August 2010 to May 2012. Served as MTSU faculty liaison for program serving students with disabilities (ages 18-22) in a college campus, transition program.

### **Honors**

2016 Outstanding Advisor Award, Martha Dickerson Eriksson College of Education  
Martha Dickerson Eriksson STEA Chapter Professor of the Semester Award, Spring 2014  
Summa Cum Laude, TSU class of 2010  
Summa Cum Laude, TTU class of 2007  
Summa Cum Laude, WKU class of 2005