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*Objective: Online Adjunct Instructor*  
*Education*

Boston College	B. A. in Math, 1975-1977
Boston University	M. A. in Physics and Astronomy, 1977 - 1981
University of Maryland	M. Ed. in Special Education, 1998 - 2001
Loyola University	M.S. in Clinical Psychology, 2009
Grand Canyon University	Ph. D. in Psychology with an emphasis in Cognition and Instruction, 2019
Non-Degree Graduate School Programs	
Johns Hopkins University	Physics 1981-1982
Towson University	School Psychology, 2004 – 2006
Liberty University	Counseling, 2010 - 2012

*Certification*

MSDE certification in Special Education and School Psychology  
ASCI certification in Special Education and School Counseling  
Licensed Clinical Professional Counselor Lic# LC6053

*Employment*

Adjunct Faculty, Regent University, 2021- current

- Guide doctoral students working on their doctoral dissertations. This includes providing face to face feedback using zoom and written feedback on their dissertations. The aim of these meetings is to help the doctoral student complete scholarly research and along with encouragement to complete the task. Each dissertation includes a section on spiritual integration that is applicable to their research topic.

Adjunct Faculty, Columbia International University, 2020-current

- Facilitate learning through an online learning platform (Canvas). The class curriculum includes weekly devotions, online discussion forums, responses and papers. Interaction with students includes encouraging, motivating and challenging to help them digest and apply their learning.

School Psychologist, Annapolis Area Christian School, 2007 - 2022

- Counseled academically at-risk middle and high school students, helping them to set goals, monitor their progress and edit their approach resulting in better outcomes. Sessions included helping students identify biblical principles that applied to their areas of challenge including depression, anxiety, and off-task behavior. Students were prayed with at most sessions.
- Weekly counseling sessions with elementary school children with challenging behaviors included play therapy, biblio therapy and cognitive behavioral therapy. In addition to meeting with the children, parental and teacher communication was an essential part of helping the student make progress.
- Identified student strengths and weaknesses through administration and interpretation of IQ tests, behavior surveys, memory tests, achievement tests, tests of visual motor skills, student history, interviews and first hand data from teachers. This information allowed educators to build individualized programs for students and give classroom teachers information for implementing appropriate classroom accommodations. Implemented a social skills class for middle students on the autism spectrum, which helped students interact with their peers and develop friendships. Initiated and provided in-class interventions to help students increase their on-task behavior.

Licensed Clinical Professional Counselor, Christian Counseling Center of Annapolis, 2013-2015

- Implemented varied therapies (cognitive, behavioral, play and family systems) to help clients make changes, giving them hope for the future. The reasons that individuals came for counseling varied. Marriage counseling, grief counseling, occupation counseling, work related challenges, parenting skills, anxiety, depression, school refusal, and off task behaviors were some of the areas covered in the sessions according to client needs. Many individuals were willing to address their challenges using a

biblical foundation. They processed the truth that they were made in God's image, while working to acknowledge that they were of great value and loved by God. There was a wide range in age of the individuals who sought help, where the youngest was three years old and the oldest was in the fifties.

- Completed assessments for clients with various needs that helped identify supports for the client.

School Psychologist intern in Baltimore, Washington, D.C. and Anne Arundel County, 9/2007 – 5/2009

- Counseled and provided psycho-educational assessments to K - 12 students. This required flexibility as well as stamina to come alongside the children who were struggling in the public schools. Implemented and offered in-class interventions, reported assessment findings to parents and teachers in IEP meetings, and maintained appropriate records in the county database systems.

Educational Support Director, Annapolis Area Christian School -2006 - 2010

- Facilitated 100% increase in number of students enrolled in kindergarten through twelfth grade Educational Support programs during five years serving as director. This increase came from an expanded academic program using an RTI model, targeting reading, writing and math. Compiled data using SPSS and Excel that was used to look at student progress. The information gathered focused on math scores of rising 9<sup>th</sup> grade students and pre-reading skills of kindergarten students. Implemented weekly news update for Educational Support staff; held bi-weekly department meetings reporting from journal articles; compiled handbooks; initiated use of school database to track student accommodations; wrote and sent monthly teaching tips to the school faculty; coordinated parent meetings. Speakers for parent meetings included experts in the field of learning disabilities along with alumni of the Educational Support programs.

Educational Therapist and Tutor, Private Practice and Annapolis Area Christian School, 1998 - current

- Developed confident, competent elementary, middle and high school learners through intentional intervention that strengthened student deficits in math, reading, and/or writing.

Directed Studies Teacher, Annapolis Area Christian School, 2002-2006

- Modeled, demonstrated and encouraged organization and planning in a small group setting for students with executive functioning difficulties. After one year of teaching, the enrollment increased from one class with one or two students to four classes with six students. Developed and maintained a web site listing upcoming assignments, tests and quizzes for parents and their children enrolled in Directed Studies four years before the school began using the Veracross database. Ongoing and regular communication with parents and teachers helped students fulfill the curriculum requirements.

Senior Programmer/Programmer Analyst, 1980 – 1981; 1983 - 1984

Strategic Planning Institute (SPI), Cambridge, Massachusetts  
Bendix Corporation, Greenbelt, Maryland

- These positions involved writing computer programs that were used for business planning at SPI and satellite positioning at Bendix, a subcontractor for NASA.

High School Math and Physics Teacher, Iona High School, Jamaica, West Indies, 1982 - 1983

- Creatively taught high school students at a national boarding school, resulting in an increased passing rate on "O" level exams despite limited teaching resources.

Adjunct College Professor in Physics and Astronomy, Bentley College, Waltham, Massachusetts, 1980 - 1982

- Demonstrated experiments, provided laboratory activities, and operated an observatory throughout this regular teaching assignment.

Research Assistant, Johns Hopkins University, Maryland, and Boston University, Massachusetts, 1981-1982

- Led and participated in ongoing research projects using satellite data to determine the chemical make-up of objects in the solar system. A scientific journal published the results of one project.

Teaching Assistant in Physics and Astronomy, Boston University, Boston, Massachusetts, 1977 - 1980

- Worked with professors to ensure student understanding; graded tests and quizzes; developed teaching skills.

### *Volunteer Experience*

- Facilitate a Bible study at my church
- Set up accounting systems at a family-owned boat building business
- Served as the Children's Supervisor for Bible Study Fellowship International for 5 years, providing training for children's leaders and general supervision of over 100 children

- Taught Children's Church and Sunday School for over 25 years, teaching young children and mentoring co-teachers