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BACKGROUND

- Cuban-American born in Santiago, Cuba. Fluent in Spanish and English.

EDUCATION

- Doctor of Philosophy, Curriculum and Instruction (Major in Multicultural-Multilingual Education and Minor in Special Education). University of Florida, 1990
- Master of Arts, Speech-Language Pathology, University of Florida, 1984
- Bachelor of Arts, Speech-Language Pathology, University of Florida, 1980

HONORS and AWARDS

- *Certificate of Recognition for Special Contribution in Multicultural Affairs of the American Speech-Language-Hearing Association.* November 21, 2008.
- *Completion of the 45 Contact Hour (60 Clock hours) Faculty ESOL Professional Development Training* (University of Central Florida ESOL Strategies Training Program), May 9, 2007.
- *Fellow of the University of Central Florida Academy of Teaching, Learning and Leadership*, 2006 to assist faculty members to complete individual and joint research projects in PreK-12 education, January 2006 to December, 2006.
- *University of Central Florida Senior Faculty Fellow.* Mentor: John Schell, Assistant Vice President of Academic Affairs, Dean of Undergraduate Studies. Project: *Creation of The University of Central Florida Undergraduate Research Journal.* August 2004 to May 2005.
- **Certificate of Appreciation.** *Contributing to the Success of the FLASHA 2002 Annual Convention.* The Florida Association of Speech-Language Pathologists and Audiologists.
- **American Speech-Language-Hearing Association (ASHA) Award for Continuing Education**, November 1992; November 1995; December, 2000; February, 2010.
- **Certificate of Appreciation.** *Changing the Course.* Strategic Plan Roundtable, The University of Central Florida.
- **Nominated for 1996 Language, Speech, and Hearing Services In Schools Article of the Year.**

- **Selected Participant in the 1991 ASHA *Emerging Leaders Institute*.**
- **Awarded ASHA *Certificate of Clinical Competence* June 1, 1989.**

EMPLOYMENT HISTORY

- ***Associate Professor (Tenured* Summer, 2010) in ESOL, College of Education at the University of South Florida St. Petersburg. Fall 2008 to present.**
- ***Associate Professor* in the Department of Communication Disorders, College of Education, at Valdosta State University (Georgia). Fall 2007 to Summer 2008.**
- ***Associate Professor (Tenured* Spring, 2001) in the Department of Communication Sciences and Disorders, College of Health and Public Affairs, at the University of Central Florida. Spring 2001 to Spring 2007.**
- ***Assistant Professor* in the Department of Communication Sciences and Disorders, College of Health and Public Affairs, at the University of Central Florida. Fall 1997 to Spring 2001.**
- ***Visiting Professor* in the Faculty of Education, University of Newcastle, Newcastle, New South Wales, Australia. July to September 1998.**
- ***Assistant Professor* in the Department of Communication Disorders, College of Health, at Mankato State University. Fall 1995 to Summer 1997.**
- ***Adjunct Professor* in Exceptional Student Education/Communication Disorders, College of Education, at Florida Atlantic University, Spring and Summer 1994.**
- ***Bilingual Speech-Language Pathologist* Private Practice, 1993 to 1995. Sites: The Center for Bilingual Speech and Language Disorders; Private schools; Baptist Hospital (Acute, Rehabilitation and Outpatient Care); Green Briar Skilled Nursing Facility; University Medical Center Hospital (Acute Care); Sunrise Rehabilitation Hospital; Home Health Agencies; Parkinson's Outreach Group, United Parkinson's Foundation and Physiotherapy.**
- ***Program Professor* (Non-tenure track position) in the Master's Program in Speech-Language Pathology, College of Education, at Nova University, Fall 1992 to Spring 1993 .**
- ***Assistant Professor* in the Department of Speech Pathology and Audiology, College of Allied Health, at Northern Arizona University, Fall 1990 to Spring 1992.**
- ***Exceptional Student Education/Bilingual Speech-language Diagnostician* for Alachua County Public Schools 1987-1988.**
- ***Exceptional Student Education/Speech-language Pathologist* in the Alachua County School System 1987-1988, 1988-1989.**

RESEARCH

PUBLICATIONS

My publication strategy has always been to submit manuscripts to the top journals in my profession. This strategy has been very successful. I have 50 refereed journal article publications to date. I have published 19 book chapters, two published books, and two monographs.

Top and Major Journal Publications (all are refereed), Book Chapters (all are edited and refereed), and Book(s) (all books are edited and refereed). The following is a list of the top tier journal publications (**118 total: 50 refereed articles total; 18 book chapters; 4 published books and/or monographs; and 46 scholarly publications**). The journal articles have been selected on all of the following criteria: (1) National or International journal, (2) The journal is devoted to the areas of language issues, bilingual language issues, language learning disabilities, bilingual education, school classroom instruction, speech-language pathology, and/or special education issues. My publications have been cited/indexed by ULRICH Periodical Directory database (<http://www.ulrichsweb.com/ulrichsweb/>) or other sources.

50. Brice, A. (invited article; in press). Minority recruitment and retention for universities: Bilingual special education faculty. *Multicultural Learning and Teaching*.
49. Brice, A., Carson, C., & O'Brien, J. (2009). Spanish-English articulation and phonology of four and five year old preschool children: An initial investigation. *Communication Disorders Quarterly*, 31(1), 3-14, doi:10.1177/1525740108327447. **ULRICH Index Citations for Journal: 20**
The 50 most frequently read articles in Communication Disorders Quarterly during November, December 2009 and January, February, March, April, May, June, July, August, October, November, December 2010.
48. Brice, R. & **Brice, A.** (2009). Investigation of phonemic awareness and phonic skills in Spanish-English and English speaking kindergarten students. *Communication Disorders Quarterly*, 30(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, 2011.
47. Brice, A., Franklin, E., & Ratusnik, D. (2008). Hola, Shalom, Hello: Adolescent pragmatics from a cross-cultural examination. *ERIC ED503417*. **ULRICH Index Citations for Journal: 1**
46. Brice, A. (2008). Cuba and intellectual disabilities: A country profile. *Journal of Policy and Practice in Intellectual Disabilities*, 5(2), 118-121. **Index Citations for Journal: 1 (ERIC)**
45. Brice, A., Shaunessy, E., Hughes, C., Mchatton, P. A., & Ratliff, M. A. (2008). What language discourse tells us about bilingual adolescents: A study of students in Gifted programs and students in General Education programs. *Journal for the Education of the Gifted*, 32(1), 7-33. **ULRICH Index Citations for Journal 19**
44. 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**

43. Brice, A., Miller, K., & Brice, R. G. (2007). A study of the English as a second language and general education classrooms. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 10(1&2), 82-93.. **ULRICH Index Citations for Journal: 1**
42. Baker, J., Ryalls, J., **Brice, A.**, & Whiteside, J. (2007). Voice onset time production in speakers with Alzheimer's disease. *Clinical Linguistics and Phonetics*, 21(11 & 12), 859-867. **ULRICH Index Citations for Journal: 20**
41. McHatton, P. A., Shaunessy, E., Hughes, C., **Brice, A.**, & Ratliff, M. A. (2007). You gotta represent: Ethnic identity development among Hispanic adolescents. *Multicultural Perspectives*, 9(3), 12-20. **ULRICH Index Citations for Journal: 1**
40. Shaunessy, E., Mchatton, P. A., Hughes, C., **Brice, A.**, & Ratliff, M. A. (2007). Understanding the experiences of bilingual Hispanic adolescents: Voices from gifted and regular education. *Roeper Review*, 3(29), 174-182. **ULRICH Index Citations for Journal: 21**
39. Brice, A., Miller, K., & Brice, R. G. (2006). Language in the English as a second language and the general education classroom: A tutorial . *Communication Disorders Quarterly*, 27, 240-247. **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, 2011.
38. Hughes, C., Shaunessy, E., **Brice, A.**, Ratliff, M. A., & Alvarez-McHatton, P. (2006). Code switching among bilingual and limited English proficient students: Possible indicators of giftedness. *Journal for the Education of the Gifted*, 30(1), 7-28. **ULRICH Index Citations for Journal 19**
37. Roseberry-McKibbin, C. , **Brice, A.**, & O'Hanlon, L. (2005). Serving English Language Learners in public school settings: A national survey. *Language, Speech and Hearing Services in Schools*, 36, 48-61. **ULRICH Index Citations for Journal: 31**
36. Brice, A., Castellon-Perez, Y., & Ryalls, J. (2004). Speech recognition of code switched words by proficient Spanish-English bilinguals. *Journal of Distinguished Language Studies*, 2, 13-22. **Index Citations for Journal: 15 (Publications of the Modern Language Association)**
35. Brice, A., Chen, Y. Ryalls, J., & Ratusnik, D. (2004). Identification of code mixed words by fluent Taiwanese-English bilinguals. *Asia Pacific Journal of Speech, Language and Hearing*, 9(3), 232-249. **ULRICH Index Citations for Journal: 4**
34. Brice, A., & Brice, R. (2004). Identifying Hispanic gifted children: A screening. *Rural Special Education Quarterly*, 23(1), 8-14. **ULRICH Index Citations for Journal: 2**
33. Nye C, & **Brice A.** (2002). Combined vitamin B6-magnesium treatment in autism spectrum disorder (Cochrane Review). In: The Cochrane Library, Issue 4, 2002. Oxford: Update Software. **ULRICH Index Citations for Journal: 2**

32. Brice, A., & Roseberry-McKibbin, C. (2001). Choice of languages in instruction: One language or two? *Teaching Exceptional Children*, 33(4), 10-16. **ULRICH Index Citations for Journal: 7**
31. Brice, A., & Miller, R. J. (2000). Case studies in inclusion: What works and what doesn't. *Communication Disorders Quarterly*, 21(4), 237-241. **ULRICH Index Citations for Journal: 20**
The 50 most frequently read articles in Communication Disorders Quarterly during July, 2008; October, December, 2008; February, December 2009; March, July 2010.
30. Brice, A., & Brice, R. (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**
29. Brice, A., & Rosa-Lugo, L. (2000). Code switching: A bridge or barrier between two languages? *Multiple Voices for Ethnically Diverse Exceptional Learners*, 4(1), 1-12. **ULRICH Index Citations for Journal: 1**
28. Brice, A. (2000b). Access to health service delivery for Hispanics: A communication issue. *Journal of Multicultural Nursing and Health*, 6(2), 7-17. **ULRICH Index Citations for Journal: 1**
27. Brice, A. (2000a). Code switching and code mixing in the ESL classroom: A study of pragmatic and syntactic features. *Advances in Speech Language Pathology. Journal of the Speech Pathology Association of Australia*, 20(1), 19-28. **ULRICH Index Citations for Journal: 1**
26. Brice, A., & Anderson, R. (1999). Code mixing in a young bilingual child: A longitudinal case study investigation. *Communication Disorders Quarterly*, 21(1), 17-22. **ULRICH Index Citations for Journal: 20**
The 50 most frequently read articles in Communication Disorders Quarterly during July and November, 2008; January, May, 2009 and January, May 2010.
The 50 most frequently cited articles in Communication Disorders Quarterly during August, October, November, and December 2008; January, February, April, May, August, September, October, November, December, 2009 and January, February, March, April, May, June, July, August, September, November, December, 2010 and January, February, March, 2011.
25. Brice, A., & Roseberry-McKibbin, C. (1999). Turning frustration into success for English language learners. *Educational Leadership*, 56 (7), 53-55. **ULRICH Index Citations for Journal: 15**
24. Roseberry-McKibbin, C., & Brice, A. (1999). The perception of vocal cues of emotion by Spanish-speaking limited English proficient children. *Journal of Children's Communication Development*, 20(2), 19-24. **ULRICH Index Citations for Journal: 20**
23. Brice, A., & Kosta, J., C. (1998). Clinical supervision of culturally diverse student clinicians. *Journal of Multicultural Nursing and Health*, 4 (1), 22-26. **ULRICH Index Citations for Journal: 1**

22. Brice, A., Mastin, M., & Perkins, C. (1997b). English, Spanish, and code switching use in the ESL classroom: An ethnographic study. *Journal of Children's Communication Development*, 19(2), 11-20. **ULRICH Index Citations for Journal: 20**
The 50 most frequently read articles in Communication Disorders Quarterly during March, November, 2010
21. Brice, A., & Perkins, C. (1997). What is required for transition from the ESL classroom to the general education classroom? A case study of two classrooms. *Journal of Children's Communication Development*, 19(1), 13-22. **ULRICH Index Citations for Journal: 20**
20. Brice, A. & Absalom, D. (1996). Classroom pragmatics skills: Investigating adolescents learning English as a second language. *Journal of Children's Communication Development*, 18(2), 19-29. **ULRICH Index Citations for Journal: 20**
19. Brice, A. & Rivero, Y. (1996). Language transfer: First (L1) and second (L2) proficiency of bilingual adolescent students. *Per Linguam. The Journal for Language Teaching and Learning*, 12 (2), 1-16. **ULRICH Index Citations for Journal: 3**
18. Brice, A., & Montgomery, J. (1996). Adolescent pragmatic skills: A comparison of Latino students in ESL and speech and language programs. *Language, Speech, and Hearing Services in Schools*, 27, 68-81. **ULRICH Index Citations for Journal: 31**
Nominated for LSHSS Article of the Year for 1996.
17. Brice, A. (1996). A survey of speech-language pathologists serving culturally and linguistically diverse clients. *Journal of Multicultural Nursing and Health*, 2(3), 46-51.
ULRICH Index Citations for Journal: 1
16. Brice, A. (1995). The relationship between reading and syntactic skills among Navajo students. *Per Linguam. The Journal for Language Teaching and Learning*, 11(1), 1-13. **ULRICH Index Citations for Journal: 3**
15. Brice, A. (1992b). The Adolescent Pragmatics Screening Scale: A comparison of language-impaired students, bilingual/Hispanic students, and regular education students. *Howard Journal of Communications*, 4, 143-156. **ULRICH Index Citations for Journal: 25**
14. Brice, A. (1992a). The Adolescent Pragmatics Screening Scale: Rationale and development. *Howard Journal of Communications*, 3, 177-193. **ULRICH Index Citations for Journal: 25**
- Other Journal Publications (all are refereed)**
13. 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.
12. Brice, A., & Wertheim, E. (2004/2005). Language differentiation in young bilingual children. *Tejas. Texas Journal of Audiology and Speech Language Pathology*, 28, 24-31.

11. Brice, A., & Ryalls, J. (2004). Recognition of code-mixed words by Spanish/English bilinguals: A focus on proficiency levels. *Conference Proceedings of the 26th World Congress of the International Association of Logopedics and Phoniatrics*, 6, 53-56.
10. Brice, A. (2003b). Pragmatics in the classroom: Access to appropriate school intervention for bilingual students. *Journal of the New York State Association of Bilingual Education*, 14, 82-102.
9. Brice, A. (2003a). A comparison of language use by a bilingual first-grade teacher and a bilingual speech-language clinician: A case study of their impact for on bilingual learners. *Journal of the New York State Association of Bilingual Education*, 14, 55-81.
8. Brice, A., & Roseberry-McKibbin, C. (1999). A case example of a bilingual evaluation: A tutorial. *Florida Journal of Communication Disorders*, 19, 25-33.
7. Brice, A., & Roseberry-McKibbin, C. (1998). The world wide web as a source of therapy ideas: 20 practical and applied sites for use with culturally and linguistically diverse students. *Florida Journal of Communication Disorders*, 18, 45-46.
6. Absalom, D., & Brice, A. (1997). Sharpening our pragmatic instruments: Additive assessment in ESL. *Current developments and alternatives in language assessment. Conference Proceedings of LTRC 1996*. Jyväskylä, Finland: Centre for Applied Language Studies, 327-338.
5. Brice, A., Mastin, M., & Perkins, C. (1997a). Bilingual classroom discourse skills: An ethnographic study. *Florida Journal of Communication Disorders*, 17, 11-19.
4. Brice, A., & de la Paz, A. (1997). Disordered Cuban Spanish and American English Phonology. *Florida Journal of Communication Disorders*, 17, 20-24.
3. Brice, A. (1996/1997). Code switching and code mixing: Dual language issues affecting the school speech-language pathologist. *Tejas. Texas Journal of Audiology and Speech Pathology*, 22(1), 62-72.
2. Brice, A. (1996). Spanish phonology: A review of the literature. *Florida Journal of Communication Disorders*, 16, 14-17.
1. Brice, A. (1995). Second Language acquisition in adolescent Hispanic students: Guidelines for the school speech-language pathologist. *Florida Journal of Communication Disorders*, 11, 11-15.

Book Chapters (reviewed by editor) (18 chapters total)

18. 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). Old Tappan, NJ: Merrill/Prentice Hall.

17. Brice, A. & Carson, C. (2009). Neurological aspects of language development. In A. Brice & R. Brice (Ed.s), *Language development: Monolingual and bilingual acquisition* (pp. 2-31). Old Tappan, NJ: Merrill/Prentice Hall.
16. Brice, A. & Brice, R. (2009). Second language acquisition. In A. Brice & R. Brice (Ed.s), *Language development: Monolingual and bilingual acquisition* (pp. 112-159). Old Tappan, NJ: Merrill/Prentice Hall.
15. Brice, A., & Brice, R. (2009). Reading and writing development for bilingual children (L1 and L2). In A. Brice & R. Brice (Ed.s), *Language development: Monolingual and bilingual acquisition* (pp. 266-289). Old Tappan, NJ: Merrill/Prentice Hall.
14. Brice, R. & **Brice, A.** (2009). School language and programs for language learning disabled and exceptional needs children. In A. Brice & R. Brice (Ed.s), *Language development: Monolingual and bilingual acquisition* (pp. 340-361). Old Tappan, NJ: Merrill/Prentice Hall.
13. Collier, C., **Brice, A.** Oades-Sese, G., & (2007). Assessment of acculturation. In G. B. Esquivel, E. C. Lopez, & S. Naharo, (Ed.s), *Handbook of multicultural school psychology: An interdisciplinary perspective* (pp. 353-361). Mahwah, NJ: Lawrence Erlbaum Associates.
12. 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.
11. Brice, A. (2002). Use of the world wide web for professional evaluation appropriate for bilingual students: Practical and applied sites. In A. E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 185-196). Boston, MA: Allyn and Bacon.
10. Brice, A. (2002). The pragmatics of bilingual classrooms: A meta-ethnography of qualitative research. In A. E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 130-139). Boston, MA: Allyn and Bacon.
9. Brice, A. (2002). The importance of classroom pragmatics to academic success. In A. E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 105-122). Boston, MA: Allyn and Bacon.
8. Brice, A. (2002). Clinician as a qualitative researcher. In A. E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 85-96). Boston, MA: Allyn and Bacon.
7. Brice, A. (2002). Distinguishing a difference from a disorder. In A. E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 54-65). Boston, MA: Allyn and Bacon.
6. Brice, A. (2002). Second language acquisition. In A. E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 37-48). Boston, MA: Allyn and Bacon.

5. Brice, A. (2002). The Spanish language. In A. E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 21-29). Boston, MA: Allyn and Bacon.
4. Brice, A. (2002). Changes in U.S. schools. In A. E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 12-18). Boston, MA: Allyn and Bacon.
3. Brice, A. (2002). Introduction. In A. E. Brice (Ed.), *The Hispanic child: Speech, language, culture and education* (pp. 1-11). Boston, MA: Allyn and Bacon.
2. Brice, A., & Campbell, L. (1999). Cross-cultural communication. In R. Leavitt (Ed.), *Cross-cultural health care: An international perspective for rehabilitation professionals* (pp. 83-94). London, England: W. B. Saunders.
1. Brice, A. (1994). Spanish or English for language impaired Hispanic children? In D. Ripich & N. Creaghead (Eds.), *School Discourse Problems* (2nd ed.). San Diego, CA: Singular Publishing.

Books and monographs (4 total)

4. Brice, A. & Brice, R. (2009). (Ed.s). *Language development: Monolingual and bilingual acquisition*. Old Tappan, NJ: Merrill/Prentice Hall. **Book. Available at 55 Libraries Worldwide. WorldCat List of Records.**
3. Brice, A. (2002). An introduction to Cuban culture for rehabilitation service providers. In J. Stone (Ed.). *The Center for International Rehabilitation Research Information and Exchange monograph series*. Buffalo, NY: CIRRIE. **Monograph.**
2. Brice, A. (2002). *The Hispanic child: Speech, language, culture and education*. Boston, MA: Allyn and Bacon. **Book. Available at 313 Libraries Worldwide. WorldCat List of Records.**
1. Brice, A. (1993). *Understanding the Cuban refugees*. San Diego, CA: Los Amigos Research Associates. **Monograph.**

Scholarly Publications on Teaching (46 total)

46. 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>
45. Kester, E., S., & Brice, A. (2011, January). Why do children code switch? Retrieved February 24, 2011 from <http://www.pediastaff.com/resources-why-do-children-code-switch--featured-january-24-2011>
44. Brice, A., Brice, R., & Kester, E. (2010, December). The importance of family. Pediastaff. Retrieved January 6, 2011 from <http://www.pediastaff.com/resources-the-importance-of-family--featured-december-31-2010>

43. Brice, A., Kester, E. (2010, October). Communication is key. Pediastaff. Retrieved November 15 from <http://www.pediastaff.com/resources-communication-is-key--featured-october-29-2010>
42. Kester, E., & Brice, A. (2010, July). Test reliability and validity: What SLPs should know. Pediastaff. Retrieved July 30 from <http://www.pediastaff.com/resources-test-reliability-and-validity-what-slps-should-know--featured-july-30-2010>
41. Brice, A., Kester, E., & Brice, R. (2010, June). Summer reading programs for English language learners, low SES, and underserved students. Pediastaff. Retrieved June 28, 2010 from <http://www.pediastaff.com/resources-summer-reading-programs-for-english-language-learners-low-ses-and-underserved-students--featured-june-25-2010>
40. Kester, E., & Brice, A., (2010, May). Q&A - What Language Proficiency and Language Dominance Mean to the SLP. Pediastaff. Retrieved June 20, 2010 from <http://www.pediastaff.com/resources-qa--what-language-proficiency-and-language-dominance-mean-to-the-slp--featured-may-28-2010>
39. Brice, A., Kester, E., & Brice, R. (2010, April). ESOL placement and assessment of English language learners. Pediastaff. Retrieved May 17, 2010 from <http://www.pediastaff.com/resources-esol-placement-and-assessment-of-english-language-learners--featured-april-30-2010>
38. Prath, S. Kester, E., & Brice, A. (2010, March). The perils and value of home language survey and language dominance information. Pediastaff. Retrieved March 29, 2010 from <http://www.pediastaff.com/resources-the-perils-and-value-of-home-language-survey-and-language-dominance-information--march-26-2010>
37. Brice, A., Brice, R., & Kester, E. (2010, February). Language loss in English language learners (Ells). Pediastaff. Retrieved March 2, 2010 from <http://www.pediastaff.com/resources-language-loss-in-english-language-learners-ells--february-2010>
36. Brice, A., Kester, E., & Brice, R. (2009, December). Bilingualism as a first language. Pediastaff, Retrieved February 10, 2010 from <http://www.pediastaff.com/resources-bilingualism-as-a-first-language--december-2009>
35. Kester, E., & **Brice, A.** (2009, November). Speech assessment of Spanish-English bilinguals. Pediastaff. Retrieved November 23, 2009 from <http://www.pediastaff.com/resources-speech-assessment-of-spanish-english-bilinguals--november-2009>
34. Brice, A., Kester, E., & Brice, R. (2009, September). But we wish to speak our home language. Pediastaff. Retrieved September 23, 2009 from <http://www.pediastaff.com/resources-but-we-wish-to-speak-our-language-in-the-home--september-2009>

33. Kester, E., & **Brice, A.** (2009, August). Typical developmental errors in the narratives of bilingual children. *Pediastaff*. Retrieved September 1, 2009 from <http://www.pediastaff.com/resources-typical-developmental-errors-in-the-narratives-of-bilingual-children--august-2009>
32. Brice, A., Brice, R., & Kester, E. (2009, July). What does it mean to be bilingual? *Pediastaff*. Retrieved August 14, 2009 from <http://www.pediastaff.com/resources-what-does-it-mean-to-be-bilingual--july-2009>
31. Brice, A. (2010, January). IDEA Mandates: Articulation skills for an ESL student. *Ask the expert SpeechPathology.Com*. Retrieved January 21, 2010 from http://www.speechpathology.com/askexpert/display_question.asp?question_id=385
30. Brice, A. (2009, February). Articulation differences that reduce intelligibility. *Ask the expert SpeechPathology.Com*. Retrieved February 9, 2009 from http://www.SpeechPathology.com/askexpert/display_question.asp?question_id=315
29. Brice, A. & Brice, R. (2007, September). A tale of two languages. *The ASHA Leader*, 12(13), 14-16, 39.
28. Brice, A. (2004). Common myths affecting second language learning: Some truths revealed. *American Council of Teachers of Russian Newsletter*, 31(2), 1-4, 29.
27. Roseberry-McKibbin, C., O'Hanlon, L., & **Brice, A.** (2004). Service delivery to English language learners in the public schools. A national survey. *ASHA Leader*, 9(17), pp. 8, 34-35.
26. Brice, A. (2002). Resource for clinicians who treat multicultural students. A book review. *Advance for Speech-Language Pathologists and Audiologists*, 12(48), 15.
25. Brice, A. (2001). Children with communication disorders. *Eric Clearinghouse on Disabilities and Gifted Education*. Reston, VA: Eric Digest. Available at: <http://ericec.org/digests/e617.html>
24. Roseberry-McKibbin, C. & Brice, A. (2000, August). Thematic redundancy. Vocabulary teaching strategy for ELL students with LLD. *Advance for Speech-Language Pathologists*, 10(33), 4.
23. Roseberry-McKibbin, C., & **Brice, A.** (2000). Acquiring English as a second language. What's normal, what's not. *ASHA Leader*, 15(12), 4-7.
22. Brice, A. (2000, March). Which language for bilingual speakers? Factors to consider. *Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations Newsletter*, 6(1), 1-8.

21. Kosta, J., & **Brice, A.** (1999, October). The sensitivity awareness supervision model. *Administration and Supervision Newsletter*, 9(3), 18-20.
20. Brice, A. (1999). Research and funding on the web. *FLASHA Forum*, July-August, 14.
19. Brice, A. (1998). Seek international connections through technology. *FLASHA Forum*, November-December, 9-10.
18. Brice, A. (1998). Research in communication disorders and sciences: Web connections. *FLASHA Forum*, May-June, 10-11.
17. Brice, A. (1998). Autism and related disorders: Sources on the web. *FLASHA Forum*, March, 20-21.
16. Brice, A. (1998). Book review of "Preschool children with inadequate communication". *ASHA Leader*, 3(8), 9.
15. Brice, A. (1998). Ten web based solutions for working with culturally and linguistically diverse students. *FLASHA Forum*, January-February, 14-15.
14. Roseberry-McKibbin, C., & **Brice, A.** (1997). Strategies for LLD. *Advance for Speech-Language Pathologists*, 7(48), 26-29.
13. Brice, A. (1997). C.C.C.- The Computer Clearinghouse Corner: Beginning Tutorial. *FLASHA Forum*, September-October, 14-15.
12. Brice, A. (1997, February). Code switching: A primer for speech-language pathologists. *Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations Newsletter*, 3(1), 8-10.
11. Brice, A. (1997, January). Book review of "Early lexical development". *Advance for Speech-Language Pathologists and Audiologists*, 13(2), 15.
10. Brice, A. (1996, August). Book review of "Auditory-verbal therapy for parents and professionals". *ASHA Leader*, 1(17), 15.
9. Brice, A. (1996, July). Book review of "Integrating language and learning for inclusion. An Asian-Pacific focus". *Advance for Speech-Language Pathologists and Audiologists*, 6(29), 15.
8. Brice, A., & Miller, R., J. (1996, March). MCEC study on inclusion: Teachers not adequately involved in developing inclusion programs. *Minnesota Council for Exceptional Children Newsletter*, 7(3), 7.
7. Brice, A. (1996, January). Book review of "Bilingual Speech-Language pathology: An Hispanic focus". *Advance for Speech-Language Pathologists and Audiologists*, 6 (1), 14.

6. Brice, A. (1994,). Diversity in the schools: Suggestions for audiologists and speech-language pathologists. *FLASHA Forum, March-April*, 28-30.
5. Brice, A. (1993). Reflections on the Cuban-American Hispanic population. *The Miami Association of Communication Specialists, 3*, 2-3.
4. Brice, A. (1993, February). Book review of "Hispanic children and adults with communication disorders". *Advance for Speech-Language Pathologists and Audiologists, 3*(3), 15.
3. Brice, A. (1992). *Activity booklet for the question collection*. Tucson, AZ: Communication Skill Builders/Therapy Skill Builders.
2. Norman-Murch, T., McPherson, L., Lenz, D., **Brice, A.**, Moeller, S., & Bourbouse, J. (1992). *Preschool screening guidelines: How to get there from here*. Arizona Department of Education Special Education Section: Phoenix, AZ.
1. Brice, A. (1991). Evaluating language skills of limited English proficient students: Some recommendations. *Clinical Connection, 1*, 13-19.

Submitted Publications or manuscript preparation (3 total)

3. Berger, S., **Brice, A.**, Capone, N., Fujiki, M., & Timler, G. (submitted). Language use in social interactions of school-age children with language impairments: An evidence-based systematic review of treatment. *Language, Speech, and Hearing Services in Schools*.
2. Leung, C., & **Brice, A.** (submitted). An analysis of phonological processes involved in spoken English of Hong Kong primary pre-service teachers. *RELC Journal*.
1. Carson, C., & **Brice, A.** (manuscript preparation). Spanish protocol for the assessment of cleft speech.

In Progress (1 total)

1. Brice, A., & Leung, C. (study in progress). *Study 1: Form Versus Meaning Errors in Vocabulary Recognition of Spanish/English Bilingual Students & Study 2: Speech Sound and Word Identification in Bilingual Students*.

Thesis and Dissertation:

2. Brice, A. (1990). Pragmatic skills in limited English proficient/non-English speaking students, speech and language students, and regular education students. *Dissertation Abstracts International University Microfilms International, U.S. July 1991, 52*(1-A), 97-98. Available from: <http://ia360707.us.archive.org/17/items/pragmaticskillsi00bric/pragmaticskillsi00bric.pdf>
1. Brice, A. (1984). *Laryngeal timing relations in the fluent speech of stutterers: An extended examination*. Unpublished masters thesis, University of Florida, Gainesville, FL.

Standardized Tests (3):

3. Brice, A., Carson, C., O'Brien, J., & Brice, R. (2011; submitted). The Comprehensive Assessment of Spanish Articulation-Phonology (CASA-P). *PsycTESTS*.
2. Brice, A. (2011; submitted). The Adolescent Pragmatics Screening Scale (APSS). *PsycTESTS*.
1. Brice, A. & Brice, R. (2011; submitted). The Multicultural Multilingual Assessment Form. *PsycTESTS*.

World Wide Web Publications (3):

3. Brice, A. (2000). *Educational Resources located at the Toni Jennings Exceptional Education Institute Grant Site: Serving Bilingual Students in Special Education Classrooms and Speech-Language Programs: A Cross Disciplinary Investigation*.
<http://www.asha.ucf.edu> [June 1, 2000 to May, 2007].
2. Brice, A. (1998). Providing speech-language pathologists materials and research: Issues of cultural and linguistic diversity, <http://www.asha.ucf.edu> [October 1, 1998 to May, 2007].
1. Brice, A. (1996). *The Journal of Children's Communication Development Abstracts Web Page*, <http://pegasus.cc.ucf.edu/~abrice/jccd.html> [From November 5, 1996 to September, 2004].

PRESENTATIONS (140 total presentations)

Note: All are refereed presentations. Invited and keynote presentations are also refereed by a selection committee.

Invited Presentations (62 total)

62. Brice, A. (2010, April). *Spanish-English phonology: Research to practice and empowerment through knowledge*. **Invited paper** presented at the National Black Association of Speech, Language, and Hearing, Tampa, FL.
61. Brice, A., & Brice, R. (2010, January). *Phonemic awareness and phonological skills among Spanish-English speakers*. **Invited paper** presented at the Metro Speech-Language Symposium, Denver, Colorado.
60. Brice, R., & **Brice, A.** (2010, January). *Therapy and assessment for bilingual children: What is a monolingual SLP to do?* **Invited Keynote** presented at the Metro Speech-Language Symposium, Denver, Colorado.
59. Brice, A. (2009, October). Spanish-English articulation and phonology: Issues of assessment and treatment. **Invited paper** presented at the New Mexico Speech-Language-Hearing Association Convention, Albuquerque, New Mexico.
58. Brice, A. (2009, June). *Response to Intervention applications for English language learners*. **Invited paper** presented at the Sanibel Leadership Conference, Sanibel, Florida.
57. Brice, A. (2009, April). *Multilingual and multicultural speech and language issues*. **Invited On-line chat** with Northern Arizona University, SST 350 Communication Development in Children, April 15, 2009.

56. Brice, A. (2009, March). *Intervention strategies for bilingual language delayed children*. **Invited paper** presented at the Ohio Speech-Language Hearing Association Annual Convention. Columbus, OH.
55. Brice, A. Diaz, R., Saad, C., & Tuleta, E. (2009, March). *Intervention strategies for bilingual delayed children: A panel discussion*. **Invited paper** presented at the Ohio Speech-Language Hearing Association Annual Convention. Columbus, OH.
54. Brice, A. (2008, July). *Language and reading assessment of bilingual ELL students*. **Invited seminar** presented at the Psychology of Bilingual Students: Evidence-Based Multicultural Consultation, Assessment, and Interventions Summer Institute, New York, NY.
53. Brice, A., Daniel, M., Goldstein, B., & Hwa-Froelich, D. (2007, November). Assessment practices: What we know today for linguistically diverse learners. **Invited paper** presented at the American Speech-Language Hearing Association Annual Convention, Boston, MA.
52. Brice, A. (2006, November). *Bilingual assessment and intervention: Practical strategies*. **Invited paper** presented at the Elizabeth City-Pasquotank Public Schools, Elizabeth City, North Carolina.
51. Brice, A. (2006, November). *Bridging the bilingual communication gap: Best practices for Hispanic students*. **Invited paper** presented at the American Speech-Language Hearing Association Annual Convention, Miami Beach, FL.
50. Brice, A. (2006, October). *Speech-language intervention services for English language learners: A focus on Hispanic children*. **Invited paper** presented at the University of North Carolina, at Chapel Hill, Chapel Hill, NC.
49. Brice, A. (2006, June). *Bilingualism and second language acquisition: Issues for psychometric assessment*. **Invited paper** presented at the Fordham University Summer 2006 Bilingual Institute. New York, NY.
48. Brice, A. (2006, April). *Assessment for culturally and linguistically diverse children: Evidenced based practices*. **Invited in-service** presented at the Missouri Speech-Language Hearing Association Annual Convention.
47. Brice, A. (2006, April). *Intervention for culturally and linguistically diverse children: Evidenced based practices*. **Invited in-service** presented at the Missouri Speech-Language Hearing Association Annual Convention.
46. Brice, A. (2006, March). *Alternative assessment for bilingual individuals with communication disorders*. **Invited in-service** presented at the California State University, Sacramento National Student Speech Language and Hearing Association.

45. Brice, A. (2006, March). *Alternative assessment for monolingual and bilingual individuals with communication disorders*. **Invited in-service** presented at the California Speech-Language Hearing Association Annual Convention.
44. Brice, A. (2006, February). *Assessing communication disorders in culturally and linguistically diverse populations: A focus on Hispanic children*. **Invited paper** presented at the 36th Annual East Carolina National Student Speech Language and Hearing Association Conference, Greenville, NC.
43. Brice, A. (2005, November). *Qualitative research in multicultural populations and the connection to evidence based practice*. **Invited paper** presented at the American Speech-Language-Hearing Association Annual Convention, San Diego, CA.
42. Brice, A. (2005, June). *Bilingualism, second language acquisition, and language assessment methods for school age students*. **Invited paper** presented at the Fordham University Summer 2005 Bilingual Institute. New York, NY.
41. Brice, A. (2005, June). *Acculturation process and measures of acculturation in children and adolescents*. **Invited paper** presented at the Fordham University Summer 2005 Bilingual Institute. New York, NY.
40. Brice, A. (2005, June). *Socialization issues of culturally and linguistically diverse children and adolescents*. **Invited paper** presented at the Fordham University Summer 2005 Bilingual Institute. New York, NY.
39. Brice, A. (2005, January). *Approaches to assessing the speech-language skills of English language learners*. **Invited in-service** presented at the Pasco County School District, New Port Ritchey, FL.
38. Brice, A. (2004, October). *Difference vs. disorder: Effective assessment practices for bilingual children*. **Invited in-service** presented at the New Jersey Speech-Language-Hearing Association Northern-Southern Conference, Kendall Park, NJ.
37. Brice, A. (2004, March). *Speech and language transference issues in Spanish and English. Strategies from research to practice*. **Keynote** presented at the 27th New York State Association of Bilingual Education Bilingual Special Education Summit Conference, Melville, NY.
36. Brice, A. (2003, August). *Language disorders versus differences: Assessment and treatment of Hispanic school age children*. **Invited in-service** presented to the Dekalb County School District, Dekalb, GA.
35. Brice, A. Layton, T, & Chavez, V. (2003, June). *Assessment and treatment issues of bilingual students*. **Invited in-service** presented at the North Carolina Central University Summer Institute, Durham, NC.

34. Brice, A. (2003, April). *Bilingual students and the monolingual SLP*. **Invited short course** presented at the North Carolina Speech, Hearing and Language Association 49th Annual Convention, Research Triangle Park, NC.
33. Brice, A. (2003, March). *Second language learners: Distinguishing language disabilities from language differences*. **Keynote** presented at the North Carolina Exceptional Children Director's Meeting, Durham, NC.
32. Brice, A. (2002, November). *New directions for speech-language pathology services: Issues and directions for schools*. **Invited paper** presented at the Council of Language, Speech and Hearing Consultants in State Education Agencies, Atlanta, GA.
31. Anderson, A., **Brice, A.**, de la Paz, A., Goldstein, B., Kayser, H., Langdon, H., & Nett, K. (2002, November). *Bilingual treatment institute: Update for monolingual and bilingual SLPs*. **Institute** presented at the American Speech-Language-Hearing Annual Convention, Atlanta, GA.
30. Brice, A. (2002, June). *Working with children and families with limited English proficiency: Role of the speech-language pathologist. Assessment and intervention*. **Invited in-service** presented at the North Carolina Central University Summer Institute, Durham, NC.
29. Brice, A. (2002, March). *Bilingual evaluations: Case studies in review*. **Invited in-service** presented at the 2002 Nevada Speech-Language-Hearing Annual Convention, Las Vegas, NV.
28. Brice, A. (2000, July). Specific approaches for the speech-language pathologist with students with limited English proficiency. **Invited paper** presented at the Conference on Exceptional Children, Charlotte, NC.
27. Brice, A. (2000, April). *Latinos and language in the classroom: Ten years of pragmatics research*. **Keynote** Speech at the New York State Association of Bilingual Education, Long Island, NY.
26. Brice, A. (2000, May). *Educational issues in the assessment of bilingual children with language disorders and other special needs*. **Invited in-service** presented at the Buffalo State College Better Speech and Hearing Month Conference, Buffalo, NY.
25. Brice, A. (2000, February). *Language needs of culturally and linguistically diverse students*. **Invited in-service** presented at the weekend with the experts, Jacksonville, FL.
24. Brice, A. (1999, October). *Assessment strategies for use with bilingual and multicultural students: Implementable solutions*. **Invited in-service** presented to the 1999 Fall All City Special Education Conference, Chicago, IL.

23. Brice, A., & Brice, R. (1999, September). *Assessment and intervention with bilingual students: A collaborative effort*. **Invited in-service** presented to the Henrico County School District, Richmond, VA.
22. Brice, A. (1999, April). *Code switching and code mixing in child directed language*. **Invited paper** presented at the Fourth Annual Communicative Disorders Multicultural Conference, Fullerton, CA.
21. Brice, A. (1999, March). *Assessment of bilingual preschoolers*. **Invited paper** at the Speech, Language Hearing Association of Virginia Annual Conference, Williamsburg, VA.
20. Brice, A. (1998, December). *Speaking the same language: Professionals working for the best needs of the child*. **Keynote** Address for the Instructional Resource Center Conference, Chicago, IL.
19. Brice, A., de la Paz, A., Harris, V., Arias, C., & Bettancourt, L. (1998, November). *Serving the Hispanic population: Creative solutions for therapy*. **Invited short course** presented for the American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.
18. Brice, A. (1998, February). *The language needs of culturally and linguistically diverse students: Clinical and research implications*. **Invited in-service** presented at the Florida State University NSSHLA Conference, Tallahassee, FL.
17. Brice, A. (1998, October). *Concurrent use of Spanish and English: Implications for speech-language pathologists*. **Invited paper** presented at the Journée d'échange en orthophonie, Orlando, FL.
16. Brice, A., Roseberry-McKibbin, C., & Kayser, H. (1997, November). *Special language needs of linguistically and culturally diverse students*. **Invited paper** presented for the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
15. Moss, S., Kayser, H., **Brice, A.**, Davis-McFarland, E., & Muñoz-Dustin, E. (1997, November). *Research issues for culturally and linguistically diverse populations*. **Invited short course** presented for the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
14. Brice, A. (1997, May). *Assessment of culturally and linguistically diverse children. An Interactive Television (ITV) Workshop*. **Invited in-service** at the Mankato State University Continuing Education Series, Mankato, MN.
13. Brice, A. (1997, May). *What's a SLP to do? Second language issues in school classrooms*. **Invited in-service** for the Alaska Speech-Language-Hearing Association Annual Convention.

12. Brice, A. (1997, May). *Current assessment practices for use with culturally and linguistically diverse clients, patients, and students*. **Invited in-service** for the Alaska Speech-Language-Hearing Association Annual Convention.
11. Brice, A. (1997, March). *Limited English proficient students and special education*. **Invited in-service** for the Minnesota Department of Children, Families, and Learning.
10. Brice, A., Goldstein, B. Anderson, R. & So, L. (1996, November). *Phonological patterns in Spanish-and Chinese-speaking children*. **Invited paper** presented for the American Speech-Language-Hearing Association Annual Convention, Seattle, WA.
9. Brice, A. (1996, July). *Spanish and English Phonology; Some similarities and contrasts*. **Invited in-service** at the Northern Arizona University Department of Speech Pathology and Audiology, Flagstaff, AZ.
8. Brice, A. (1996, April). *Speech, language, and hearing development*. **Invited in-service** at the Minnesota Foundation for Better Hearing and Speech Workshop, Mankato, MN.
7. Brice, A. (1996, January). *Communication disorders in culturally and linguistically diverse populations*. **Invited in-service** at the Mankato State University Continuing Education Series, Mankato, MN.
6. Brice, A. (1995, December). *Convention Career Awareness Day*. **Invited paper** for the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
5. Brice, A. (1995, January). *Differences in learning styles. Institute on multicultural literacy in communication sciences and disorders*. **Invited in-service** for the American Speech-Language-Hearing Association, Sea Island, GA.
4. Brice, A. (1994, November). *Communication Disorders in Multicultural/multilingual Populations: What's a Speech-Language Pathologist To Do?* **Invited in-service** at the University of Maryland Continuing Education Series.
3. Brice, A., de la Paz, A., & Harris, V. (1994, October). *Communication disorders in the Hispanic population*. **Invited in-service** presented at the Miami Association of Communication Specialists Multicultural Conference.
2. Brice, A. (1994, September). *Delivery of clinical services to linguistically and culturally diverse populations utilizing interpreters*. **Invited in-service** for the American Speech-Language-Hearing Association.
1. Brice, A. (1991, October). *Multicultural imperatives for the speech-language pathologist and audiologist*. **Invited paper** presented at Arizona State University

International Presentations (15 total)

15. 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 presented at the 28th World Congress of the International Association of Logopedics and Phoniatics (IALP), Athens, Greece.
14. Brice, A. & Brice, R. (2009, January). *The special education assessment dilemma: Best practices for English language learners*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
13. Brice, A. & Brice, R. (2009, January). *Critical periods versus sensitive periods: Results from two speech studies*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
12. Brice, R., & **Brice, A.** (2009, January). *Phonemic awareness and phonics: Instructional practices to teach English language learners fundamental reading skills*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
11. Brice, A., & Ryalls, J. (2004, September). *Age of arrival factors in recognizing code-mixed words in Spanish and English*. Paper presented at the 26th World Congress of the International Association of Logopedics and Phoniatics, Brisbane, Australia.
10. Brice, A., & Brice, R. (2000, July). *Language in the classroom: Comparisons of four bilingual environments*. Paper presented to the Second International Symposium on Communication Disorders in Multicultural Populations, Johannesburg, South Africa.
9. 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.
8. Brice, A., & Absalom, D. (1998, July). *Code switching and code mixing in the ESL classroom: A study of pragmatic and syntactic features*. Paper presented at the Australian Linguistics Society, Brisbane, Australia.
7. Absalom, D., & **Brice, A.** (1998, July). *Problems with pragmatics*. Paper presented at the Applied Linguistic Association of Australia, Brisbane, Australia.
6. Brice, A., & Montgomery, J. (1998, July). *Assessment of bilingual/bicultural school age students for possible language disorders*. Workshop presented at the Australian Linguistics Institute, Brisbane, Australia.
5. Brice, A. (March, 1998). *Listening comprehension, critical and classroom discourse: Development of a new measure*. Paper presented at the LTRC 1998 Colloquium, Monterey, CA.

4. Brice, A. (1997, March). *The bilingual classroom protocol: Its development and use*. Paper presented at the LTRC 1997 Colloquium. Fairness in Language Testing, Orlando, FL.
3. Absalom, D., & **Brice, A.** (1996, August). *Sharpening our pragmatic instruments: Additive assessment in ESL*. Paper presented at the LTRC 1996 Colloquium. New Contexts, Goals and Alternatives in Language Assessment, Tampere, Finland.
2. Rivero, Y., & **Brice, A.** (1995, March). *The interdependence of native language competence on second language achievement: Implications for second language teaching*. Paper presented at the Third International Conference in Second Language Teaching, Hong Kong.
1. Rivero, Y., & **Brice, A.** (1994, June). *Native language competence and second language acquisition: An evaluation of Hispanic adolescents*. Paper presented at the 1994 International Child and Youth Conference, Milwaukee, WI.

National Presentations (35 total)

35. Carson, C., & **Brice, A.** (2009, November). *Oral peripheral examination protocol for cleft palate/velopharyngeal dysfunction*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.
34. Brice, A., Brice, R., & Carson, C. (2009, November). *Spanish-English articulation and phonology: Assessment and treatment issues*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.
33. Butler, M., & **Brice, A.** (2009, October). *Who wants to be a professor?* Paper presented at the Kappa Delta Pi Annual Convention, Orlando, FL.
32. Carson, C. & **Brice, A.** (2008, November). *Spanish protocol for the assessment of cleft speech*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
31. Brice, A. & Brice, R. (2007, November). *Speech perception in bilinguals: Sensitive periods and ultimate attainment*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
30. Brice, R. & **Brice, A.** (2007, November). *How Spanish-English kindergartners identify English speech sounds and letters*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
29. Carson, C., Curtiss, C., & **Brice, A.** (2007, November). *The CAPES Spanish-influenced filter: A test of validity*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.

28. Gill, M. G., Vitanova, G., Chew, L., & **Brice, A.** (2007, February). *Examining the beliefs and identity of professionals transitioning to teaching math*. Paper presented at the American Association of Teachers for College Education (AACTE) National Conference, New York, NY.
27. 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 Annual Convention, San Diego, CA.
26. Brice, R. & **Brice, A.** (2005, April). *Phonemic awareness and phonics skills in Spanish-English speaking students: Research to practice*. Paper presented at the Council for Exceptional Children Annual Convention, Baltimore, MD.
25. Brice, R., & **Brice, A.** (2004, November). *Preparing teachers in phonemic awareness and phonics skills for Spanish-English speaking students*. Paper presented at the Teacher Education Division Conference, Albuquerque, NM.
24. Roseberry-McKibbin, C., **Brice, A.**, & Roy, M. (2003, November). *Service delivery to multicultural public school students: A national survey*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Chicago, IL.
23. 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, DC.
22. Anderson, R., **Brice, A.**, Jackson-Maldonado, D., Goldstein, B., Restrepo, A., & Gutierrez-Clellen, V. (2000, November). *Clinical linguistic studies of Spanish speakers: Child language*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Washington, DC.
21. Centeno, J., **Brice, A.**, & Muñoz, E. (2000, November). *Bilingual speech-language pathology: Is specialty recognition really necessary?* Paper presented at the American Speech-Language-Hearing Association Annual Convention, Washington, DC.
20. Roseberry-McKibbin, C., & **Brice, A.** (1999, November). *Teacher referrals of students for SLP services: A case study*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, San Francisco, CA.
19. Roseberry-McKibbin, C., & **Brice, A.** (1999, November). *Serving Native American children: Sociocultural considerations in assessment and intervention*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, San Francisco, CA.
18. Kosta, J., & **Brice, A.** (1999, November). *A culturally sensitivity awareness model of clinical supervision*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, San Francisco, CA.

17. Roseberry-McKibbin, C., & **Brice, A.** (1998, November). *Service delivery issues. Serving clients from low income backgrounds.* Paper presented at the American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.
16. Brice, A., & So., L., K. (1997, November). *Language and phonological transference of bilingual speakers.* Paper presented at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
15. Brice, A. (1997, November). *Code switching no es sintoma of language confusion.* Paper presented at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
14. Madding, C., C., & **Brice, A.** (1997, November). *Culturally sensitive counseling for parents of Latino/Hispanic children.* Paper presented at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
13. Kosta, J., & **Brice, A.** (1997, November). *Supervision of culturally and linguistically diverse student clinicians: The challenge.* Paper presented at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
12. Brice, A., & Mastin, M. (1997, January). *Code switching: An ethnographic study of language use.* Paper presented at the Council for Exceptional Children Symposium on Culturally and Linguistically Diverse Exceptional Learners, New Orleans, LA.
11. Kosta, J., & **Brice, A.** (1996, November). *Culturally and linguistically diverse learning styles and clinical supervision.* Paper presented at the American Speech-Language-Hearing Association Annual Convention, Seattle, WA.
10. Brice, A., & Coccaro, M. (1996, March). *What you see is not what you may get: A case study of a mistaken bilingual evaluation.* Paper presented at Theory and Research on Communication and Cultures, California State University at Fullerton, Fullerton, CA.
9. Brice, A. (1996, March). *Code switching, pragmatics, and the classroom: Meeting the everyday needs of SLPs.* Paper presented at Theory and Research on Communication and Cultures, California State University at Fullerton, Fullerton, CA.
8. Brice, A. (1995, December). *Working with culturally and linguistically diverse parents: A survey.* Paper presented at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
7. Brice, A., Campbell, L., & Matsuda, M. (1995, December). *Professional issues for culturally and linguistically diverse clinicians.* Paper presented at the American Speech-Language-Hearing Association Annual Convention, Orlando, FL.

6. Brice, A., & de la Paz, A. (1994, November). *Disordered phonological skills in Spanish/English bilingual children*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.
5. Brice, A. & Rivero, Y. (1994, November). *Language transference in bilingual adolescent students*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, New Orleans, LA.
4. Brice, A., & Montgomery, J. (1993, November). *The Adolescent Pragmatics Screening Scale: Assessing Asian, Hispanic, and Middle-Eastern students*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Anaheim, CA.
3. Brice, A., Nye, C., & Marshall, J. (1992, November). *Improving oral language through reading and writing in Navajo children*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.
2. Nye, C., **Brice, A.**, Parker, V., & Schneider, J. (1991, November). *Comparing morphological acquisition of Anglo, Hispanic, and Native American Children*. Paper presented at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
1. Fradd, S., **Brice, A.**, Gard, R., & Mitchell, E. (1988, April). *A model for personnel training in meeting the needs of limited English proficient special needs students*. Paper presented at the Council for Exceptional Children 66th Annual Convention, Washington, D.C.

State Presentations (28 total)

28. Brice, A. (2011, February). *Speech perception in bilingual, Spanish-English speaking populations: Adults vs. Children*. Paper presented at the USF St. Petersburg Experiences for USF Foundation Board, St. Petersburg, FL.
27. Owens, H. E., **Brice, A.**, & Noll, K. R. (2008, April). *A modified cycles approach to reducing phonological processes*. Paper presented at the Georgia Speech-Language Hearing Association Annual Convention, Athens, GA.
26. Page, K. C., **Brice A.**, & Backes, L. (2008, April). *Using ACHIEV with a preschooler with a phonological process disorder*. Paper presented at the Georgia Speech-Language Hearing Association Annual Convention, Athens, GA.
25. Shaunessy, E., Alvarez-McHatton, P., Hughes, C., **Brice, A.**, & Ratliff, M. (2005, October). *You gotta represent! Ethnic identity development and language use among Hispanic adolescents*. Paper presented at the Florida Association for the Gifted Annual Conference, Orlando, Florida.

24. Brice, R. & **Brice, A.** (2005, January). *Phonemic awareness and phonic skills for English and Spanish-English speaking students with and without learning disabilities: What teachers should know*. Paper presented at the Florida Division of Learning Disabilities Annual Conference, Orlando, FL.
23. Dennis, J., & **Brice, A.** (2004, April). *Language disruptions associated with word retrieval deficiencies in Alzheimer's disease patients*. The 2003-2004 Showcase of Undergraduate Research Excellence (SURE), Orlando, Florida.
22. Roseberry-McKibbin, C., Enos, L, Carlburg, P., Wesley, L., Rojas-Wilson, G., & **Brice, A.** (2003, April). *Service delivery practices with multicultural school students: A national survey*. Paper presented at the California Speech-Language-Hearing Association Annual Convention, Monterey, CA.
21. Franklin, E., **Brice, A.**, & Ratusnik, D. (2002, May). *Shalom, hola, hello: Pragmatics performance across three adolescent groups*. Paper presented at the Florida Language-Speech and Hearing Association 44th Annual Spring Convention.
20. Roseberry-McKibbin, C., & **Brice, A.** (2000, March). *Collaboration in public school: Teacher referrals and practical implementable strategies*. Paper presented at the California Speech-Language-Hearing Association Annual Convention, San Diego, CA.
19. Brice, A. (1999, May). *Tutorial of a bilingual evaluation: A case study*. Paper presented at the Florida Language-Speech and Hearing Association 41st Annual Spring Convention, Marcos Island, FL.
18. Brice, A., & de la Paz, A. (1999, May). *Speech and language considerations for Hispanic populations*. Paper presented at the Florida Language-Speech and Hearing Association 41st Annual Spring Convention, Marcos Island, FL.
17. Morris, R., Abbott, S., **Brice, A.**, & Huntley-Barr, R. (1999, May). *Clinical competency perceptions of senior and graduate speech-language pathology students*. Paper presented at the Florida Language-Speech and Hearing Association 41st Annual Spring Convention, West Palm Beach, FL.
16. Brice, A. (1998, October). *Concurrent use of Spanish and English: Implications for speech-language pathologists*. Faculty Colloquium Series. Diversity Week at the University of Central Florida.
15. Brice, A., & Rosa-Lugo, L. (1998, May). *Mi estudiante code switches. What do I do?* Paper presented at the Florida Language-Speech and Hearing Association 40th Annual Spring Convention, Marcos Island, FL.
14. Roseberry-McKibbin, C., & **Brice, A.** (1998, March). *The culture of poverty: Implications for speech-language pathologists*. Paper presented at the California Speech-Language-Hearing Association Annual Convention, San Jose, CA.

13. Brice, A., Jacques, J., & Neely, M. (1997, April). *Code switching and code-mixing: A qualitative study of classroom language functions*. Paper presented at the Minnesota Speech-Language-Hearing Association Spring Convention, Minneapolis, MN.
12. Brice, A. (1997, April). *Code switching in an English as a second language classroom*. Paper presented at the California Speech Language Hearing Association, Palm Springs, CA.
11. Brice, A. (1996, December). *The nature of communication and its disorders*. Paper presented to the Mankato Clinic Continuing Education Workshop Series.
10. Brice, A. (1996, April). *Guidelines for assessment of bilingual children: Case study presentations*. Paper presented at the Minnesota Speech-Language-Hearing Association Spring Convention, St. Cloud, MN.
9. Brice, A., & Coccaro, M. (1993, May). *Non-traditional bilingual language assessment: Issues concerning a 12 year old bilingual student*. Paper presented at the Florida Language-Speech and Hearing Association 35th Annual Spring Convention, Marcos Island, FL.
8. Brice, A. (1993, March). *Lenguaje y su uso: Hispanic students' pragmatics skills*. Paper presented at the California Speech-Language-Hearing Association Annual Convention, Palm Springs, CA.
7. Brice, A. (1992, May). *Language of adolescent learning disabled students*. Paper presented at the Communication Skill Builders Focus, Group Session, Tucson, AZ.
6. Brice, A., Palcich, W., & Masayeva, A. (1992, February). *Language assessment of Native-American students*. Paper presented at the Arizona Speech-Language-Hearing Association Convention, Tucson, AZ.
5. Lenz, D. & **Brice, A.** (1992, January). *Quality preschool screening: How to get there from here*. Paper presented at the 3rd Annual Child Find Conference, Arizona Department of Education, Governor's Council on Developmental Disabilities, Phoenix, AZ.
4. Brice, A. (1991, March). *The Adolescent Pragmatics Screening Scale: A comparison of language impaired students, bilingual/Hispanic students, and regular education students*. Paper presented at the Arizona Speech-Language-Hearing Association Conference, Tucson, AZ.
3. Paez, D. & **Brice, A.** (1989, November). *The limited English proficient/bilingual student dilemma: Language assessment strategies*. Paper presented at the Florida Association of School Psychologists Convention, Daytona Beach, FL.
2. Mcgee, P. & **Brice, A.** (1988, November). *The LEP Haitian student in Florida: Dual language assessment*. Paper presented at the Florida Association of School Psychologists Convention, Tampa, FL.

1. Brice, A. (1988, July). *Language assessment and language sampling with culturally and linguistically different students*. Paper presented at the Summer Infusion Institute Department of Special Education, University of Florida, Gainesville, FL.

Non-Refereed (2 total):

2. Brice, A. (2005, April). *From thesis to article*. Paper presented to the Honors in the Major Cohort, University of Central Florida, Orlando, FL.
1. Brice, A. (2005, March). *The University of Central Florida Undergraduate Research Journal*. Paper presented to the Research and Mentoring Program (RAMP) Senior Cohorts, University of Central Florida, Orlando, FL.

FUNDED RESEARCH (15 total):

Total Overall Research and Contract Funded Dollars to Date \$110,369.18.

Externally Funded Research (\$19,695.00)

2. Funded Grant, American Speech-Language-Hearing Association Office of Multicultural Affairs, *Phonological Characteristics of 4-5 year old Spanish and Spanish-English Speakers*. August 23, 1999. Amount of Grant **\$9,800.00**
1. Funded Grant, American Speech-Language-Hearing Association Office of Multicultural Affairs, *Providing speech-language pathologists materials and research: Issues of cultural and linguistic diversity*. August 26, 1997. Amount of Grant **\$9,895.00**

Internally Funded Research (\$63,666.18)

12. University of South Florida St. Petersburg On-Line Course Development for FLE 5345 Teaching LEP Students. Amount Funded: \$7,334.96
11. 2007. Funded Grant. The Center for Faculty Development and Instructional Improvement, Valdosta State University. Amount Funded: \$750.00.
10. 2006. Funded Research. Fellow of the University of Central Florida Academy of Teaching, Learning and Leadership Award *Examining the beliefs, identity, and discourse patterns of professionals transitioning to teaching math and science*. Amount Funded **\$19,000.00**
9. 2005. Funded Grant, the University of Central Florida Research and Mentoring Program (RAMP), *English speech perception and lexical retrieval among older adults*, September 20, 2005. Student: July Gaskins. Amount of Award **\$2,800.00**
8. 2005. Funded Grant, the University of Central Florida Research and Mentoring Program (RAMP), *Spanish speech perception and lexical retrieval among older adults*, September 20, 2005. Student: Vinalisa Jimenez. Amount of Award **\$2,800.00**

7. 2004. Funded Grant, the University of Central Florida Graduate Research and Mentoring Program (RAMP), *Phonological systems of Spanish-English speaking four year olds*, September 10, 2004. Student: Jennifer Dennis. Amount of Award **\$18,000.00**
6. 2004. Funded Grant, the University of Central Florida Research and Mentoring Program (RAMP), *Pragmatic skills in gifted and non-gifted Spanish-English speaking middle school students*, September 10, 2004. Student: Gladys Benites. Amount of Award **\$2,800.00**
5. 2003. Funded Grant, the University of Central Florida Research and Mentoring Program-UP (RAMP-UP), *Speech Perception and Word Retrieval in Alzheimer's Dementia*, October 7, 2003. Student: Jennifer Dennis. Amount of Award **\$2,800.00**
4. 2002. Funded Grant, Toni Jennings Exceptional Education Institute Award, University of Central Florida, *Serving English Language Learners with Exceptional Needs: A National Needs Survey*, January 22, 2002. Amount of Grant **\$1,999.00**.
3. 2001. Funded Grant, Toni Jennings Exceptional Education Institute Award, University of Central Florida, *Serving Bilingual Students in Special Education Classrooms and Speech-Language Programs: A Cross Disciplinary Investigation*, February 27, 2001. Amount of Grant **\$3,981.93**.
2. 1997. Funded Grant, *Mankato State University Faculty Improvement Grant*. February 28, 1997. Amount of Grant **\$326.00**.
1. 1996. Funded Grant, *Communication disorders of bilingual students*. Mankato State University Faculty Research Grant. February 12, 1996. **\$1,074.29**

Grant Contracts: (2 total) \$27,008.00

2. 1997-2000. External consultant from 1997 to 2000 for the U.S. D.O.E. Grant *Providing mandated speech-language pathology and audiology services to linguistically and culturally diverse students in California: A project to prepare bilingual professionals*. Amount for Consulting **\$6,400.00**. (Grant awarded to Carolyn C. Madding, Ph.D., Communication Disorders, California State University at Long Beach, from September, 1996 to August, 2000. Grant amount awarded \$539,000.00)
1. 1996-1997. Training of Interpreters and Translators September 1996 to 1997. Amount for Training **\$20,608.00**. **(Funded Grant to the Region Nine Development Commission *Saludando Salud*. Grant Amount, \$711,295.00.)**

Grants Submitted:

7. Project iTeach (Literacy). Submitted May to the Florida Department of Education. Grant Amount **\$336,681.00 (Not Funded)**.
6. Cognitive processes in language learning of Spanish-English bilingual adolescents applied to literacy curriculum development. Submitted April to the Spencer Foundation. Grant Amount **\$30,735.50 (Not Funded)**.

5. Cultural Connections in Communication Sciences and Disorders. Submitted April 5, 2008 to the American Speech-Language Hearing Association Multicultural Awards. Grant Amount **\$8,399.00 (Not Funded)**.
4. Highly qualified multicultural education and experience for therapists (Project MEET) (CFDA 84.325K Focus Area C). Submitted January 11, 2008. Grant Amount **\$762,980.00 (Not Funded)**.
3. Early Identification of Autism Spectrum Disorder in Hispanic Children. Submitted April 5, 2006 to the American Speech-Language Hearing Association Multicultural Awards. Grant Amount **\$9,450.00 (Not Funded)**.
2. Adelante: Moving bilingual children forward. Submitted May 4, 2005 to the Department of Education Preparation of Personnel in Related Services (CFDA 84.325K Focus Area D). Grant Amount: **\$ 778, 718.00 (Not Funded)**.
1. Serving Hispanic students: A project to prepare and certify currently employed speech-language pathologists in Florida. Submitted March 21, 2003 to the Department of Education Preparation of Personnel in Minority Institutions (CFDA 84.325E). Grant Amount: **\$787,520.00 (Not Funded)**

Grant Reviewing (6 total)

6. *Kuwait University. Metadiscourse markers of hedging and boosting in the English-written scientific articles composed by Arab academics*, June 2010.
5. *Kuwait University. Mediating punctuation in translation*, April 2010.
4. *The University of Wisconsin, Milwaukee, Research Growth Initiative*, April, 2006.
3. *American Speech-Language-Hearing Association Grant Projects on Multicultural Activities*. April 24, 2002.
2. *U.S. Department of Health and Human Services Bureau of Health Professions Grant Reviewer*. April 17-20, 2001.
1. *U.S. Public Health Service Bureau of Health Professions Grant Reviewer*, April, 1994.

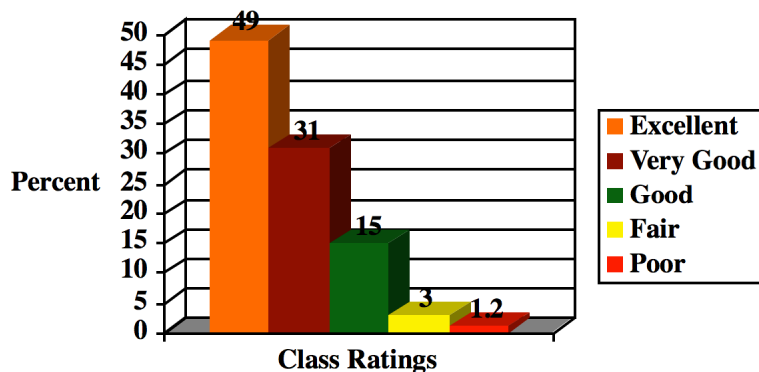
External Reviewer for Promotion and Tenure (5 total)

5. Maria Diana Gonzales for Tenure and Promotion to Associate Professor (10-26-02) at Southwest Texas State University, San Marcos, Texas.
4. Mona Griffer for Tenure and Promotion to Associate Professor (5-25-02) at Marywood University in Scranton, Pennsylvania.
3. Carolyn Conway Madding for Promotion to Professor (10-9-02) at California State University at Long Beach, Long Beach, California.
2. Terry Irvine Saenz for Tenure and Promotion to Associate Professor (9-22-98) at California State University at Fullerton, Los Angeles, California.
1. Carolyn Conway Madding for Tenure and Promotion to Associate Professor (10-13-97) at California State University at Long Beach, Long Beach, California.

TEACHING

My philosophy of teaching has been constructivist in that I believe that teaching should actively engage students in the learning process and that students should be encouraged to adapt and modify their learning via their experiences. My goal is for students to be able to analyze, synthesize, and evaluate information in becoming independent thinkers. In order to achieve this, I seek active classroom participation with discussion of material during and at the end of each class session. Information from chapter readings is incorporated by students answering assigned questions and discussing these questions in class. Application of theories to classroom practice is achieved through discussion of case studies regarding diagnostic and language teaching of bilingual students with and without disabilities. In order to maximize learning, my classes have utilized multiple modes of learning (e.g., lecture, interactive in-class assignments, class discussions, or out-of-class assignments). As a teacher I have used the following: use of PowerPoint lectures, use of in-class videos, didactic (Socratic) interactions, and use of mixed mode live instruction and use of the web. Use of technology has also been achieved through posting entire course packets (for every class) on the web; including on-line assignments; providing article readings, on-line videos, and discussions via e-mail. The web course packets have also included the class syllabus, an outline of the lecture notes, appropriate links, and assignments. In addition, students have e-mailed and communicated with the instructor on a regular basis to clarify content information and assignment information.

New Course, Lab Preparations or Development: (21 courses in 8 years)



Average Rating for 44 Graduate and Undergraduate Level Classes (n= 1082 students) at the University of Central Florida

Excellent	Very Good	Good	Fair	Poor	Number Responding
534/1082= 49%	339/1082= 31%	165/1082= 15%	30/1082= 3%	13/1082= 1.2%	1082

**TEACHING EXPERIENCES AT THE UNIVERSITY OF SOUTH FLORIDA
ST. PETERSBURG**

4. EDG 4909 Literacy (co-taught; Dr. Gwyn Senokossoff; Dr. Alejandro Brice; Dr. Bonnie Braun)
3. FLE 5145 Language Principles, Acquisition and Teaching
2. FLE 5345 Teaching English Language Learners K-12
1. FLE 5940 ESOL Practicum

TEACHING EXPERIENCES AT VALDOSTA STATE UNIVERSITY

8. COMD 4140 Cultural and Dialectical Issues
7. COMD 5090 Aural Rehabilitation
6. COMD 5060 Language Disorders in School Age Children
5. COMD 5100 Science and Research in Communication Disorders
Special Course Requirements at Valdosta State University
4. COMD 4140/4140 Cultural and Dialectical Issues (On-line course packet; On-Line case studies; Web/e-mail assignments; In class videos).
3. COMD 5090 Aural Rehabilitation (On-line course packet; On-Line case studies; Web/e-mail assignments; In class videos).
2. COMD 5060 Language disorders in school age children (On-line course packet; On-Line case studies; Web/e-mail assignments; In class videos).
1. COMD 5100 Science and Research in Communication Disorders (On-line course packet; Web/e-mail assignments; In class videos).

TEACHING EXPERIENCES AT THE UNIVERSITY OF CENTRAL FLORIDA:

14. SPA 6805 Research in Communication Disorders
- 13: SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations
12. SPA 5473 Multicultural Aspects of Communication Disorders and Differences
11. SPA 4400 Language Across the Life-span
10. SPA 4711 Language Analysis
9. SPA 6475 Management of Culturally and Linguistically Diverse Populations
8. SPA 6474 Assessment of Culturally and Linguistically Diverse Populations
7. LIN 3717 Language Development 9-18
6. SPA 5404 Preschool Language
5. SPA 4402 Language Disorders
4. SPA 6403 Language Disorders: School Age Language
3. SPA 6407 Seminar: Assessment of bilingual/bicultural school age students for possible language disorders
2. SPA 6553 Differential Diagnosis
1. SPA 6918 Directed Research

Special Course Requirements at the University of Central Florida:

8. SPA 6474 Assessment of Culturally and Linguistically Diverse Populations (On-line course packet; On-Line case studies; Web/e-mail assignments; In class videos)
7. SPA 5404 Preschool Language (On-line course packet; On-Line Case Studies; Web/e-mail assignments, In class videos)
6. SPA 6805 Research in Communicative Disorders (On-line course packet; Web/e-mail assignments, In class videos)

5. LIN 3717 Language Acquisition: 9-18 (On-line course packet; Web/e-mail assignments; In class videos)
4. SPA 4402 Language Disorders (On-line course packet; Web/e-mail assignments; In class videos)
3. SPA 6403 Language Disorders: School Age Language (On-Line Case studies; On-line course packet; Web/e-mail assignments; In class videos)
2. SPA 6553 Differential Diagnosis (On-line course packet; On-Line Case Studies; Web/e-mail assignments; In class videos)
1. SPA 6918 Directed Research (E-mail, voice mail and regular mail communications)

Teaching Enhancement Activities: *(have you done anything to improve your quality of teaching)*

1. Extensive use of the world wide web, on-line streaming videos, in class videos, and e-mail dialogue with students.

Distance Learning Activities at the University of Central Florida:

SPA 4402, 6403 and 6407 during the Fall Semester 1998 were initially taught via distance learning utilizing a course packet with lecture and reading assignments. Students were instructed to complete the assignments and to contact the instructor via e-mail for questions and clarifications regarding the content and nature of the assignments. The instructor was a Visiting Professor to the University of Newcastle in New South Wales, Australia during the 1st two weeks of the semester.

SPA 4400, 4402, 5473, 6403, 6474 and 6805 during the Fall, Spring and Summer Semesters from 1999-2006 made extensive use of the web. The entire course packet was on the web including the class syllabus, outline lecture notes, appropriate links, and assignments. In addition, students had e-mailed and communicated with the instructor on a regular basis to clarify content information and assignment information.

TEACHING EXPERIENCES AT MANKATO STATE UNIVERSITY

10. CDIS 212 Speech and Language Development
9. CDIS 495 Clinical practicum
8. CDIS 510 Neurological bases of speech
7. CDIS 4/536 Multicultural issues for health and human service professionals.
6. CDIS 4/591 Issues: Assessment and intervention of bilingual/bicultural students
5. CDIS 610 Introduction to research
4. CDIS 614 Language therapy
3. CDIS 621 Motor speech disorders
2. CDIS 640 Organization and management
1. HP 190 Sport activity: Karate

TEACHING EXPERIENCES AT FLORIDA ATLANTIC UNIVERSITY (Adjunct)

2. SPA 6409 Language disorders: School age and adolescent
1. SPA 6558 Evaluation and treatment of linguistically and culturally different populations

TEACHING EXPERIENCES AT NOVA UNIVERSITY

3. SLP 6010 Childhood Language Disorders

2. SLP 6040 Fluency Disorders
1. SLP 6070 Research Methods

TEACHING EXPERIENCES AT NORTHERN ARIZONA UNIVERSITY

8. SPH 453 Speech and Language Assessment
7. SPH 454 Administration of School Speech and Language Programs
6. SPH 450 Childhood Language Disorders
5. SPH 476 Communication Disorders in Multicultural Populations
4. SPH 553 Limited English Proficient Language Assessment and Remediation
3. SPH 554 Advanced Evaluation
2. SPH 602 Clinical Practicum and Diagnostics
1. SPH 651 Stuttering

MENTORED STUDENT RESEARCH PROJECTS AT VALDOSTA STATE UNIVERSITY AND THE UNIVERSITY OF CENTRAL FLORIDA

Student Mentoring (41 total: 39 undergraduate; 2 graduate)

As part of my mentoring process I have involved undergraduate students in my research projects through independent study. In addition, I have supervised students (as chairperson) in their thesis research.

41. Name: K. D.

Status: Undergraduate student

Project Title: Cultural and linguistic issues

Semester: Spring, 2008

40. Name: T. S.

Status: Undergraduate student

Project Title: Assessment of Spanish speaking children for Autism and related disabilities.

Semester: Spring, 2006

39. Name: B. D.

Status: Undergraduate student

Project Title: Alzheimer's disease and bilingualism

Semester: Spring, 2005

38. Name: L. G.

Status: Undergraduate student

Project Title: Two way bilingual assessment and therapy techniques: Critique and review of the current literature

Semester: Fall, 2004

37. Name: A. M.

Status: Graduate student

Project Title: Bilingual Speech-language pathology

Semester: Summer, 2004

36. Name: J. R.

Status: Graduate student

Project Title: Bilingual Speech-language pathology

Semester: Spring, 2004

35. Name: K. S.
Status: Undergraduate Senior
Project Title: Speech Perception and production in Spanish-English speaking bilinguals with Alzheimer's dementia
Semester: Spring, 2004
34. Name: J. D.
Status: Undergraduate Junior
Project Title: Speech perception and word retrieval in Alzheimer's dementia
Semester: Fall 2003; Spring 2004.
33. Name: R. W.
Status: Undergraduate Senior
Project Title: Speech perception of monolingual and bilingual adults
Semester: Spring 2003
32. Name: J. R.
Status; Undergraduate Senior
Project Title: Speech perception of monolingual and bilingual adults
Semester: Spring 2003
31. Name: T. P.
Status: Undergraduate Senior
Project Title: Alzheimers' disease and word recall
Semester: Summer 2002
30. Name: K. L.
Status: Undergraduate Senior
Project Title: Bilingual survey
Semester: Spring 2002
29. Name: D. G.
Status: Undergraduate Senior
Project Title: Bilingual survey
Semester: Spring 2002
28. Name: A. G.
Status: Undergraduate Senior
Project Title: Spanish language gender agreement with specific language impaired children
Semester: Spring 2001
27. Name: J. L.
Status: Undergraduate Senior
Project Title: Spanish language gender agreement with specific language impaired children
Semester: Spring 2001
26. Name: M. T.
Status: Undergraduate Senior
Project Title: Spanish language gender agreement with specific language impaired children
Semester: Spring 2001
25. Name: B. C.
Status: Undergraduate Senior
Project Title: Spanish language gender agreement with specific language impaired children
Semester: Spring 2001

24. Name: A. B.
Status: Undergraduate Senior
Project Title: Nueroanatomical correlates of autism
Semester: Spring 2001
23. Name: N. P.
Status: Undergraduate Senior
Project Title: Nueroanatomical correlates of autism
Semester: Spring 2001
22. Name: K. R.
Status: Undergraduate Senior
Project Title: Nueroanatomical correlates of autism
Semester: Spring 2001
21. Name: K. J.
Status: Undergraduate Senior
Project Title: Nueroanatomical correlates of autism
Semester: Spring 2001
20. Name: M. C.
Status: Undergraduate Senior
Project Title: Nueroanatomical correlates of autism
Semester: Spring 2001
19. Name: C. K.
Status: Undergraduate Senior
Project Title: Nueroanatomical correlates of autism
Semester: Spring 2001
18. Name: W. A.
Status: Undergraduate Senior
Project Title: Play and language skills of autistic children
Semester: Spring 2001
17. Name: B. O.
Status: Undergraduate Senior
Project Title: Meta-analysis of adult stroke patients. A Pharamacological perspective.
Semester: Spring 2001
16. Name: B. O.
Status: Undergraduate Senior
Project Title: Meta-analysis of adult stroke patients. A Pharamacological perspective.
Semester: Fall 2000
15. Name: W. A.
Status: Undergraduate Senior
Project Title: Spanish language gender agreement with specific language impaired children.
Semester: Fall 2000
14. Name: B. O.
Status: Undergraduate Senior
Project Title: The preschool pragmatics scale: Autism
Semester: Summer 2000

13. Name: M. L.
Status: Undergraduate Senior
Project Title: The preschool pragmatics scale: Autism
Semester: Summer 2000
12. Name: A. T.
Status: Undergraduate Senior
Project Title: The preschool pragmatics scale: Autism
Semester: Summer 2000
11. Name: J. A.
Status: Undergraduate Senior
Project Title: Speech, language, learning and the Hispanic child.
Semester: Spring 1999
10. Name: Y. C.
Status: Undergraduate Senior
Project Title: Classroom discourse skills of bilingual students
Semester: Spring 1999
9. Name: L. R.
Status: Undergraduate Senior
Project Title: Classroom discourse skills of bilingual students
Semester: Spring 1999
8. Name: M. O.
Status: Undergraduate Senior
Project Title: Classroom discourse skills of bilingual students
Semester: Spring 1999
7. Name: E. P.
Status: Undergraduate Senior
Project Title: Classroom discourse skills of bilingual students
Semester: Spring 1999
6. Name: A. R.
Status: Undergraduate Senior
Project Title: Classroom discourse skills of bilingual students
Semester: Spring 1999
5. Name: D. M. M.
Status: Undergraduate Senior
Project Title: Classroom discourse skills of bilingual students
Semester: Spring 1999
4. Name: C. L.
Status: Undergraduate Senior
Project Title: Classroom discourse skills of bilingual students
Semester: Spring 1999
3. Name: J. M.
Status: Undergraduate Senior
Project Title: Classroom discourse skills of bilingual students
Semester: Spring 1999

2. Name: E. W.
 Status: Undergraduate Senior
 Project Title: Classroom discourse skills of bilingual students
 Semester: Spring 1999
1. Name: C. W.
 Status: Undergraduate Senior
 Project Title: Perception and production abilities of Spanish-English
 bilinguals
 Semester: Spring 1998

Theses Supervised/Chaired (8): (Name, Thesis Title, Status)

8. Amanda Hoehn, Topic: Speech perception and word retrieval in Alzheimer's dementia.
 Institution: Valdosta State University. **Finished** Summer 2009.
7. Jennifer Dennis, Topic: Phonological systems of Spanish-English speaking Florida four year
 Olds. Institution: University of Central Florida. **Finished:** Summer, 2006.
6. Amy Gladwell, Topic: Recognition of code-mixed words by bilinguals and monolinguals: An extended
 investigation of proficiency levels. Institution: University of Central Florida. **Finished:** Spring 2004.
5. Amy Gladwell, Topic: Language differentiation in young Spanish-English bilinguals: A pilot study.
 Honors Thesis. Institution: University of Central Florida. **Finished** Spring 2002. **Awarded:** COHPA
 Honors in the Major Thesis Scholarship.
4. Erika Wertheim, Topic: Language differentiation in young bilinguals. **Finished** Summer 2002.
3. Yea-Tzy Chen, Topic: Recognition of code switched words by Taiwanese/English bilinguals.
 Institution: University of Central Florida. **Finished** Summer 2002. **Awarded:** ASHA 2002 Annual
 Research Symposium Minority Student Travel Fellowship. **Completed her Ph.D.** at the University of
 Queensland, Brisbane, Australia under the mentorship of Professor Bruce Murdoch.
2. Mirthia Otero, Topic: : Recognition of code switched words by Spanish/English
 bilinguals. Institution: University of Central Florida. **Finished** Summer 2002. **Pursuing Sp.D.** at Nova-
 Southeastern University.
1. Yvonne Castellon, Topic: Recognition of code switched words by Spanish/English
 bilinguals. Institution: University of Central Florida. **Finished** Summer 2001.

Research Reports Supervised (6):

6. Gaskins, J. (2006, April). *English speech perception and lexical retrieval among older adults* Paper
 presented at the University of Central Florida Showcase for Undergraduate Research Excellence,
 Orlando, FL.
5. Jiminez, V. (2006, April). *Spanish speech perception and lexical retrieval among older adults*. Paper
 presented at the University of Central Florida Showcase for Undergraduate Research Excellence,
 Orlando, FL.
4. Benites, G. (2005, April). *Bilingual language abilities in gifted and non-gifted Hispanic
 students*. Paper presented at the University of Central Florida Showcase for Undergraduate
 Research Excellence, Orlando, FL.
3. Dennis, J. (2005). Speech perception and word retrieval in Alzheimer's disease (AD): A
 pilot study. *The University of Central Florida Undergraduate Research Journal, 1*, available
 at:<http://www.ejournal.ucf.edu/spring2005/index.php>
2. Gingold, S. (1992). *Immediate echolalic language functions in autistic children: Familiar and
 unfamiliar contexts*. Unpublished master's research project, Nova University, Ft. Lauderdale, FL.

1. Marshall, J. (1991). *The relationship between reading comprehension and syntactic skills: An intervention model*. Unpublished master's research project, Northern Arizona University, Flagstaff, AZ.

Intern Supervision:

Supervision of clinic practicum at Northern Arizona University, Mankato State University (Minnesota), the University of Central Florida, and Valdosta State University at 3-4 class hours per semester/quarter.

Advising Activities: (4 total)

4. Advising graduate students regarding plan of studies at Valdosta State University (2007-2008).
3. Chair of the Undergraduate Committee, University of Central Florida Department of Communicative Disorders, 1999 to 2001.
2. Advising graduate and undergraduate students regarding plan of studies at Mankato State University (Minnesota)
1. Advising graduate and undergraduate students regarding plan of studies at Northern Arizona University.

PROFESSIONAL SERVICE

I have been involved in numerous service activities. These activities have included service to my department, the college, the university, the community, the state, and the nation.

University Service, University of South Florida St. Petersburg

8. USFSP Enrollment Management Committee, Fall 2010 to present.
7. USFSP Planning and Effective Budget Committee, Fall 2010 to present
6. USFSP Quality Enhancement Program Committee, Fall 2009 to present.
5. USFSP Faculty and Staff Campaign, Fall 2009 to present.
4. University of South Florida St. Petersburg Awards Committee, June 2009 to present.
3. Dean of Poynter Library Search Committee, Fall 2008 to present.
2. University Research Council, Fall 2008 to present.
1. Conduct and Awards, Fall 2008 to 2010.

College of Education, University of South Florida St. Petersburg

11. College Council Chair, Fall 2010 to present.
10. Kappa Delta Pi Chapter Co-Founder and Co-Counselor, Spring 2009 to present.
9. College Council Vice Chair, Fall 2009 to Summer 2010.
8. Professional development for Pinellas Park ES and Blanton ES, June 2009.
7. ESOL Program and ESOL Endorsement Coordinator, Fall 2008 to present.
6. Assessment Committee, Fall 2008 to present.
5. Childhood Education, Spring 2009 to present.
4. By-laws Committee, Fall 2008 to 2009.
3. Educational Leadership Search Committee, Fall 2008.
2. Annual Review Committee, Fall 2008 to 2010.
1. Curriculum and Program Committee, Fall 2008 to 2010.

College of Education Service, Valdosta State University:

1. The College of Education Research Committee, Fall 2007 to Summer 2008.

Department Service, Communication Sciences and Disorders, Valdosta State University:

6. Livetext departmental data manager, Fall 2007 to Summer 2008.
5. Moderator for Departmental Guest Speaker (Dr. Francis Smith), September 21, 2007.
4. Doctoral Committee, Fall 2007 to Summer 2008.
3. Library Liason, Fall 2007 to Summer 2008.
2. Chair, Diversity Committee, Fall 2007 to Summer 2008.
1. Research and Technology Integration, Fall 2007 to Summer 2008.

University Service, University of Central Florida:

8. The University of Central Florida Undergraduate Research Journal Executive Board, Fall 2005 to 2007.
7. McNair Advisory Board, September, 2005 to May 2006.
6. Showcase for Undergraduate Research Excellence (SURE) Judge, April 15, 2005.
5. University of Central Florida Undergraduate Research Committee, 2003 to 2007.
4. University of Central Florida Undergraduate Experience Task Force, 2004 to 2005.
3. Undergraduate Research Council, November, 2003 to Spring 2007.
2. University Library Acquisitions Committee, August 2002 to 2003.
1. University Strategic Plan Workshop, January, 1998.

College of Health and Public Affairs Service, University of Central Florida:

3. COHPA Academic Affairs Committee Chairperson, 2001 to 2002.
2. COHPA Academic Affairs Committee, 1998 to 2002.
1. COHPA Metropolitan and Urban Center Committee, 1997 to 1998.

Committee Chair responsibilities delineated: As chair of the Curriculum Committee I was responsible for organizing the graduate and undergraduate curriculum into a track sequence and coordinating course and catalog descriptions; As chair of the Undergraduate Assessment Committee I was responsible for coordinating mission statements, objectives, establishing means of measuring outcomes and establishing assessment criteria for University accreditation; As chair of the Visiting Line Search Committee I was responsible for establishing the advertisements, collecting the applications and organizing the interviews; As chair of the Undergraduate Committee I was responsible for all matters pertaining to undergraduate education including establishing a track and sequence of UG course, dealing with student entry and graduation requirements and meeting with the departmental Program Advisor.

Department Service, Communication Sciences and Disorders, University of Central Florida:

13. Communication Sciences and Disorders Faculty Evaluation Committee, July, 2005 to 2007.
12. Communication Sciences and Disorders Student Issues Ad Hoc Committee Chair, 2005.
11. Communication Sciences and Disorders Undergraduate Curriculum Committee, 2003 to 2007.
10. Communication Sciences and Disorders Journal Ranking Committee, 2002 to 2004.
9. Communication Sciences and Disorders Tenure and Promotion Committee, 2002 to 2004.
8. Communication Sciences and Disorders Curriculum Committee 1998 to 2001.
7. Communication Sciences and Disorders Undergraduate Committee Chair, 1999 to 2001.
6. Chair of the Communication Sciences and Disorders Department Visiting Faculty Search Committee, February, 2000 to March, 2000.
5. Communication Sciences and Disorders Department Assessment Committee Chair, February, 2000 to 2001.

4. Communication Sciences and Disorders Department-Chair Search Committee, 1999-2000.
3. Communication Sciences and Disorders Post Hoc Merit Committee, 1999.
2. Chair of the Communication Sciences and Disorders Curriculum Committee, September, 1997 to 1998.
1. Communication Sciences and Disorders World Wide Web Coordinator, 1997 to 1999.

Public Service:

39. Editorial Board Member and Reviewer for the American Speech-Language-Hearing Association Special Interest Division 17 *Perspectives Journal*, November, 2010 to present.
38. Reviewer for the *Bilingual Research Journal*, September 2009.
37. Editorial Board Member for *TESOL Journal*, May 2009 to present.
36. Reviewer for the *American Speech-Language-Hearing Association Minority Student Leadership Program*, July, 2009.
35. Consultant for SpeechPathology.Com, September 2008 to present, *Ask the Expert A Question*.
34. Peer Reviewer for Pearson Clinical Assessment, September 2008, *The Developmental Indicators for the Assessment of Learning-4*.
33. Peer Reviewer for Pearson Assessment, September 2008, *The Preschool Language Scale- 5th Edition, Spanish*.
32. Peer Reviewer for the Psychological Corporation, March 2008, *The Preschool Language Scale- 4 Spanish*.
31. Peer Reviewer for the American Speech-Language-Hearing Association, March, 2008, *Second language acquisition in children: Considerations in assessment*.
30. Reviewer for *SpeechPathology.Com*, January, 2008, *Expanding our view: Assessment procedures, interpretations and interventions with bilingual, school aged populations*.
29. Reviewer for *Communication Disorders Quarterly*, January, 2008 to present.
28. Peer reviewer for the American Speech-Language-Hearing Association, *Social Communication in Preschoolers and School-Age Children*, November, 2007.
27. *American Speech-Language Association Ad Hoc Committee on Social Communication Disorders*, November 2006 to 2011.
26. Reviewer for Harcourt PsychCorp, *Clinical Evaluations of Language Fundamentals (CELF) Preschool 2 Spanish*, 2007
25. Reviewer for *Language Learning*, 2007
24. Reviewer for *Linguistics and Education*, 2006.
23. Reviewer for the *American Journal of Speech-Language Pathology*, 2006
22. Reviewer for *Topics in Language Disorders*, 2006.
21. Peer reviewer for the *American Speech-Language-Hearing Association, Multicultural Literacy Continuing Education Project*, Summer 2005.
20. Reviewer for *Advances in Speech in Speech-language Pathology. The Journal of the Speech Pathology Association of Australia*, 2005.
19. Reviewer for *Thomson Delmar Learning*, 2004-2005.
18. Reviewer for *Communication Disorders Quarterly*, 2004-2005.
17. *UCF Toni Jennings Exceptional Education Institute State/Local Advisory Board*, 2002-2003.
16. American-Speech-Language-Hearing Association Division Coordinator for Division 14, "Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations", 1999 to 2001.

15. Vice-President for Speech-Language Pathology for the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA), 1999-2000.
14. American Speech-Language-Hearing Association Steering Committee Special Interest Division 14 Research and Publications Committees, 1996 to 1998.
13. Florida Language Speech and Hearing Association (FLASHA) Technology Committee July 1997 to 1999.
12. American-Speech-Language-Hearing Association Ad Hoc Committee Member for Professional Practice Patterns (PPPs), 1996.
11. American-Speech-Language-Hearing Association Co-coordinator for Division 14 Special Interest Division, "Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations", 1996 to 1998.
10. American Speech-Language-Hearing Association Steering Committee Member for Division 14 Special Interest Division, "Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations", 1994 to 1998.
9. American Speech-Language-Hearing Association Steering Committee Member for the "Adelante" National Forum on the Communication Needs of the Hispanic Population, 1991.
8. Miami Association of Communication Specialists (MACS) Membership Chair, 1993 to 1994.
7. Consultant for the Florida Department of Education, Bureau of Education Video Training Project Speech-Language Pathology Paraprofessionals June 1993.
6. FLASHA Convention Exhibits Coordinator June 1992 to May, 1993.
5. FLASHA Multicultural Committee Chair, June 1993 to 1994.
4. Member and Consultant for the Arizona Department of Education Early Childhood Technical Assistance Support Cadre, 1991 to 1992.
3. Arizona Speech-Language-Hearing Association Special Committee Chair on Multicultural/multilingual Issues, 1990 to 1992.
2. Principal Editor for Special Interest Division 14 Newsletter, *Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 1995 to 1997.
1. Editor for the *Miami Association of Communication Specialists (MACS) Newsletter* 1993 to 1994.

Reviewer of Conferences:

15. Review panel member for the *ASHA Minority Student leadership Program: Class of 2004*, 2004.
14. Reviewer for the *American Speech-Language-Hearing Association 2002 Conference, Cultural and Linguistic Diversity*.
13. Reviewer for the *Multilingual and Cross-National Perspectives on Dyslexia, 2002 International Dyslexia Association (IDA) Conference*.
12. Reviewer for the *American Speech-Language-Hearing Association 2001 Conference, Language, Learning in School-Age Children and Adolescents*.
11. Reviewer for the *American Speech-Language-Hearing Association 2000 Conference, Cultural and Linguistic Diversity*.
10. Review panel member for the *ASHA Young Scholars Award for Minority Students*, 1999.
9. Reviewer for the *American Speech-Language-Hearing Association 1998 Conference, Cultural and Linguistic Diversity*.

8. Reviewer for the *American Speech-Language-Hearing Association 1997 Conference, Cultural and Linguistic Diversity*.
7. Reviewer for the *American Speech-Language-Hearing Association 1996 Conference, Phonology*.
6. Reviewer for the California Speech-Language-Hearing Association Task Force *Assessment of Multicultural/Multilingual Clients Position Paper*, May, 1995.
5. Reviewer for the *American Speech-Language-Hearing Association Multicultural Issues Board*, March 1995; April 1996, November 1996.
4. Reviewer for the *American Speech-Language-Hearing Association 1995 Conference, Language Assessment: Children and Adolescents*.
3. Reviewer for *Communication Skill Builders/Therapy Skill Builders Materials*, 1992.
2. Review panel member for the *ASHA Young Scholars Award for Minority Students*, 1992.
1. Review panel member for the *ASHA Young Scholars Award for Minority Students*, 1991.

Editorship

Founding Editor for the University of South Florida St. Petersburg Student Research Journal (2011-present). The journal is available at: <http://www.stpt.usf.edu/srj/>.

Founding Editor for the *University of Central Florida Undergraduate Research Journal (2004-2005)*;

Executive Editor, 2005-2006. The journal is available at: <http://www.urj.ucf.edu/>. Developed the first refereed journal of undergraduate research at the University of Central Florida. This on-line electronic journal is a scientific, discipline wide journal representing undergraduate research at UCF.

Former Editor for *Communication Disorders Quarterly*, (formerly the Journal of Children's Communication Development) a scientific, professional, peer reviewed international journal from 1995-2001. In addition, I have served as an editorial reviewer for other journals.

Founding and Former Editor of the *Multicultural Electronic Journal of Communication Disorders*. This journal was published for two years (1998 and 1999), <http://www.asha.ucf.edu/MEJCD.html>.

Reviewer of Professional and Scientific Journals/Tests/Books:

27. Editorial Consultant for *Journal of Languages and Culture*, March, 2011.
26. Editorial Board Member and Reviewer for the American Speech-Language-Hearing Association Special Interest Division 17 *Perspectives Journal*, November, 2010 to present.
25. Editorial Consultant for *Psychorp*, Clinical Evaluation of Language Fundamentals, CELF-5, January 2011 to present.
24. Editorial Board Member for *TESOL Journal*, May 2009 to present.
23. Editorial Member of *SpeechPathology.com*, January, 2008 to present.
22. Editorial Board Member for *Communication Disorders Quarterly*, January, 2008 to present.
21. Peer Reviewer for the *American Speech-Language-Hearing Association*, November, 2007.
20. Editorial Consultant for the *Asia Pacific Journal of Speech, Language, and Hearing*, September, 2006; August, 2007; July, 2009; January, 2010.
19. Peer Reviewer for the *American Speech-Language-Hearing Association*, August, 2007.
18. Editorial Consultant for *Linguistics, Inc.*, February-March, 2007.
17. Editorial Consultant for *Harcourt PsychCorp*, January-February, 2007.
16. Editorial Consultant for *Language Learning*, January-February, 2007.
15. Editorial Consultant for *Linguistics and Education*, November, 2006.

14. Editorial Consultant for the *Asia Pacific Journal of Speech, Language, and Hearing*, August, 2006.
13. Editorial Consultant for the *American Journal of Speech-Language Pathology*, August, 2006.
12. Editorial Consultant for *Topics in Language Disorders*, July, 2006.
11. Editorial Consultant for *Multicultural Perspectives*, 2006 to 2007.
10. Editorial Consultant for *Multilingual Communication Disorders*, 2001 to 2006.
9. Editorial Consultant for *Advances in Speech in Speech-language Pathology. The Journal of the Speech Pathology Association of Australia*, February, 2004 to present.
8. Editorial Consultant for Thomson Delmar Learning, January, 2005 to present.
7. Editorial Consultant for *Communication Disorders Quarterly*, January 2001 to present.
6. Editorial Consultant for *The Psychological Corporation, WISC-IV Spanish*, October 2003.
5. Editorial Consultant for *Teaching Exceptional Children*, January 1997 to 2001.
4. Editorial Consultant for *Language, Speech, and Hearing Services in Schools*, October 1996 to 1998; 2002-present.
3. Editorial Consultant for the *International Journal of Disability, Development and Education*, January 1999.
2. Principal Editor for Special Interest Division 14 Newsletter, *Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 1995 to 1997.
1. Editor for the *Miami Association of Communication Specialists (MACS) Newsletter* 1993 to 1994.

Consultant:

18. Consultant to Middleton Cross Plains School District, WI, “Language difference or language disorder? A manual for bilingual speech/language assessment”, February, 2008.
17. Consultant to the University of Wisconsin-Milwaukee Vice Chancellor for Research reviewing extramural proposal summaries and advising UWM regarding the quality, associated risks, and potential rewards of the proposals. The goal is to provide impartial advice for the Chancellor, Provost, and Vice Chancellor for Research in compiling a portfolio of investments, March 2006.
16. Consultant to the Durham, North Carolina County School Districts (Assessment of bilingual students), April, 2003.
15. Consultant to the Durham and Wake, North Carolina County School Districts (Assessment of bilingual students), March, 2003.
14. Consultant to the Okeechobee County School District, Florida (Bilingual Communication Evaluation), March, 1999.
13. Consultant to the Okeechobee County School District, Florida (Bilingual Communication Evaluation), October, 1999.
12. Consultant to the North Intermediate School, St. Peter, Minnesota (Bilingual Communication Evaluation) November 14, 1996.
11. Consultant to the Developmental Learning Center, North Mankato, Minnesota. (Bilingual Communication Evaluation and IFSP Team Meeting) February 23, 1996; March 8, 1996.
10. Consultant to the Developmental Learning Center, St. James, Minnesota (Bilingual Communication Evaluation) February 16, 1996.
9. Consultant to the Minnesota Valley Headstart Program (Intervention with Vietnamese, Laotian, Hmong, and Cambodian Families and Children) December 28, 1995.
8. Consultant to Independent School District 837, Minnesota (Elementary Aged Children, Bilingual Speech and Language Evaluation) December 5, 1995.
7. Consultant to Florida Bureau of Education Department of Education (Paraprofessional Video Training Project) 1993.

6. Consultant to Cedar Public School District Kaems Canyon, Arizona (Multicultural/ multilingual Issues Affecting Preschoolers and School Age Students) February 1992.
5. Consultant to Caring Center Daycare Preschool, Casa Grande, Arizona (Multicultural/multilingual Issues Affecting Preschoolers) January 1992.
4. Arizona Department of Education Early Childhood Technical Assistance Support Cadre Consultant, 1991 to 1992.
3. Consultant to Yavapai County Public Schools, Arizona (Elementary Aged Children Bilingual Speech and Language Evaluations), 1990 to 1992.
2. Consultant to the Coconino County Department of Health, Arizona (Preschool and Elementary Aged Children Bilingual Language Evaluations), 1991.
1. Consultant to Gilchrist County Public Schools, Florida (Elementary Aged Children Bilingual Language Evaluation) 1988.

Current Professional Association Memberships

American Speech-Language-Hearing Association (ASHA)
 Teachers of English to Speakers of Other Languages (TESOL)
 Council for Exceptional Children (CEC)
 Kappa Delta Pi

Previous Professional Association Memberships

Teacher Education Division/Council for Exceptional Children (TED/CEC)
 Division for Culturally & Linguistically Diverse Exceptional Learners (DDEL)/CEC
 Division for Communicative Disabilities and Deafness (DCDD/CEC)
 Florida Council for Exceptional Children (FCEC)
 International Language Testing Association (ILTA)
 Australian Linguistic Society (ALS)
 Phi Delta Kappan (PDK)
 Minnesota Council for Exceptional Children (MCEC)
 Texas Speech-Language-Hearing Association (TSHA)
 California Speech-Language-Hearing Association (CSHA)
 Florida Association of Speech-Language Pathologists and Audiologists (FLASHA)

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