

CANDACE A. MULCAHY

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DEPARTMENT OF TEACHING, LEARNING AND EDUCATIONAL LEADERSHIP
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PROFESSIONAL EXPERIENCE

Associate Professor, Special Education, 2014-present

Department Chair, 2017-2019

Department of Teaching, Learning and Educational Leadership
College of Community and Public Affairs
Binghamton University – State University of New York

Doctoral Coordinator, Educational Theory, Research and Practice, 2016-2017

Research Professor, 2012-2013

Assistant Professor, Special Education, 2007-2012

Program Coordinator, Special Education, 2011-2014

Graduate School of Education
Binghamton University – State University of New York

Faculty Research Assistant/Graduate Assistant, 2003-2007

National Center on Education, Disability, and Juvenile Justice (EDJJ),
Department of Special Education
University of Maryland, College Park

University Field Supervisor, 2006-2007

Department of Special Education
University of Maryland, College Park

Project Coordinator, 2005-2007

Preparation of Leadership Personnel in Behavior Disorders and Learning Disabilities.
Grant from U.S. Department of Education, Research to Practice Division.

Middle School Special Educator, 2001-2003

Elementary Emotional Disabilities Special Educator, 1999-2001

Montgomery County Public Schools, Bethesda, MD

EDUCATION

University of Maryland, College Park, MD

Ph.D.	Special Education, Behavioral Disorders, 2007
M.Ed.	Special Education, Behavioral Disorders, 1999
B.S.	Special Education, 1998

PUBLICATIONS

Impact¹ to date (December 15, 2025)

h-index = 21

i10-index = 26

Most cited work = 252

Total citations = 1559

#Data-based, *With Graduate/Undergraduate Student(s)

Refereed Journal Articles:

Buchanan, K.A., **Mulcahy, C.A., & Gillis-Mattson, J.G. (2025, online first). An examination of autism and inclusion knowledge in a sample of New York educators. *Inclusion*. <https://doi.org/10.1080/23266988.2025.2574828>

Krezmien, M.P., & **Mulcahy, C.A.** (2025, online first). A call for an end of school seclusion. *Education and Treatment of Children*, 47, 381–391. <https://doi.org/10.1007/s43494-024-00144-x> (Impact Factor: 1.7 /5-Year Impact Factor: 1.6)

Granieri, J., **Mulcahy, C.A., Grosso, M., & Gillis-Mattson, J. (2025). A systematic review of inclusive practices for elementary students with autism. *Inclusion*, 13 (2), 63-86. <https://doi.org/10.1352/2326-6988-13.2.63>

*Wertz, J., & **Mulcahy, C.A.** (2024). Project-based learning for all? An examination of the approach for students with disabilities. *Preventing School Failure*. DOI: 10.1080/1045988X.2024.2353030 (Impact Factor: .9 / 5-Year Impact Factor: 1.2)

¹ Source. Google Scholar (see https://scholar.google.com/citations?user=W_PcNg4AAAAJ&hl=en&oi=ao)

- #Camacho, K.A., Krezmien, M.P., Duchemin, A.P., Nickerson, A.T., Wallace, R.E., & **Mulcahy, C.A.** (2024). Out-of-school suspension and school discipline policies: A 6-year analysis of change. *Preventing School Failure*, 68(1), 26-36. DOI: [10.1080/1045988X.2022.2138252](https://doi.org/10.1080/1045988X.2022.2138252) (Impact Factor: .9 / 5-Year Impact Factor: 1.2)
- #**Mulcahy, C.A.**, Camacho, K.A., & Fenty, N. (2023). A systematic review of research on technology use among students with high incidence disabilities. *Exceptionality*. DOI: [10.1080/09362835.2023.2285272](https://doi.org/10.1080/09362835.2023.2285272) (Impact Factor: 1.3 / 5-Year Impact Factor: 1.6)
- Mulcahy, C.A.**, Gagnon, J.C., Atkinson, V.S., & Miller, J. A. (2023, online first). Self-regulated strategy development for mathematics problem solving instruction. *Teaching Exceptional Children*. DOI: [10.1177/00400599231167816](https://doi.org/10.1177/00400599231167816) (Impact Factor: 1.0 / 5-Year Impact Factor: 1.3)
- #Washburn, E. K., Abdullah, S., & **Mulcahy, C. A.** (2021). Effects of a paraphrasing strategy on the text comprehension of fourth grade striving readers. *The Elementary School Journal*. DOI: [10.1086/714035](https://doi.org/10.1086/714035) (Impact Factor: 2.5)
- ***Mulcahy, C.A.**, & Wertz, J. (2021). Using project-based learning to build college and career readiness among diverse learners. *Teaching Exceptional Children*, 53(5)341-349. DOI: [10.1177/0040059920964833](https://doi.org/10.1177/0040059920964833) (Impact Factor: 1.0 / 5-Year Impact Factor: 1.3)
- #Washburn, E. K., & **Mulcahy, C.A.** (2019). Morphology matters, but what do special and general education teachers know about it? *Teacher Education and Special Education*, 42(3), 246-262. DOI: [10.1177/0888406418806649](https://doi.org/10.1177/0888406418806649) (Impact Factor: 2.9 / 5-Year Impact Factor: 3.0)
- Krezmien, M., Camacho, K.A., **Mulcahy, C.**, & Ugurlu, H. (2018). Suspension and students with high incidence disabilities: Implications of trends over time. *Empirische Sonderpädagogik*, 7, 121-133. DOI: [10.25656/01:16001](https://doi.org/10.25656/01:16001)
- #Washburn, E.K., **Mulcahy, C.A.**, Musante, G., & Joshi, R.M. (2017). Novice teachers' knowledge of dyslexia and reading disability. *Learning Disabilities: A Contemporary Journal*, 15, 169-192.
- Blitz, L.V., & **Mulcahy, C.A.** (2017). From permission to partnership: Participatory research to engage school personnel in systems change. *Preventing School Failure: Alternative Education for Children and Youth*, 61(2), 170-180. DOI: [10.1080/1045988X.2016.1242061](https://doi.org/10.1080/1045988X.2016.1242061) (Impact Factor: .9 / 5-Year Impact Factor: 1.2)

- #Washburn, E.K., **Mulcahy, C.A.**, Joshi, R.M., & Binks-Cantrell, E. (2016). Teacher knowledge of dyslexia. *Perspectives on Language and Literacy*, 42(4), 9-13. <https://app.box.com/s/6a4v1pxxm5kraagnwjy3i410ff9gxtdp>
- #**Mulcahy, C.A.**, Krezmien, M. P., & Travers, J. (2016). Improving mathematics performance among secondary students with EBD: A methodological review. *Remedial and Special Education*, 37(2), 113-128. DOI: [10.1177/07419325155579275](https://doi.org/10.1177/07419325155579275) (Impact Factor: 2.4 / 5-Year Impact Factor: 3.8)
- #Fenty, N., **Mulcahy, C.**, & Washburn, E. (2015). Effects of computer-assisted and teacher-led fluency instruction on students at risk for reading failure. *Learning Disabilities: A Contemporary Journal*, 13(2), 141-156.
- *Mason-Williams, L., Frederick, J.R., & **Mulcahy, C.A.** (2014). Building adaptive expertise and practice-based evidence: Applying the implementation stages framework to special education teacher preparation. *Teacher Education and Special Education*. DOI: [10.1177/0888406414551285](https://doi.org/10.1177/0888406414551285) (Impact Factor: 2.9 / 5-Year Impact Factor: 3.0)
- #Travers, J., Krezmien, M., **Mulcahy, C.**, & Tincani, M. (2014). Racial disparity in administrative autism identification across the United States during 2000 and 2007. *The Journal of Special Education*, 48(3), 155-166. DOI: [10.1177/0022466912454014](https://doi.org/10.1177/0022466912454014). (Impact Factor: 2.0 / 5-Year Impact Factor: 2.6)
- #***Mulcahy, C.A.**, Maccini, P., Wright, K., & Miller, J. (2014). An examination of intervention research in light of Common Core State Standards and mathematics instruction for secondary students with EBD. *Behavioral Disorders*, 39(3), 146-164. DOI: [10.1080/09362835.2013.865536](https://doi.org/10.1080/09362835.2013.865536) (Impact Factor: 1.7 / 5-Year Impact Factor: 2.4)
- Mulcahy, C.**, Krezmien, M., & Maccini, P. (2014). Teaching mathematics to secondary students with emotional and behavioral disorders: Challenges and practical suggestions for teachers. *Preventing School Failure*, 58(2), 69-79. DOI: [10.1080/1045988X.2013.770727](https://doi.org/10.1080/1045988X.2013.770727) (Impact Factor: .9 / 5-Year Impact Factor: 1.2)
- Washburn, E., & **Mulcahy, C.** (2014). Expanding teachers' knowledge of the English language: Principles and practices for teacher-educators. *Reading and Writing Quarterly*, 30(4), 328-347. DOI: [10.1080/10573569.2013.819180](https://doi.org/10.1080/10573569.2013.819180) (Impact Factor: 1.9 / 5-Year Impact Factor: 1.7)
- #Gagnon, J.C., Maccini, P., **Mulcahy, C.A.**, & Mason-Williams, L. (2014). Mathematics in secondary psychiatric schools: Curricular and assessment policies and practices. *Exceptionality*, 22(1), 1-17. DOI:

[10.1080/09362835.2013.865536](https://doi.org/10.1080/09362835.2013.865536) (Impact Factor: 1.3 / 5-Year Impact Factor: 1.6)

- #*Maccini, P., Gagnon, J.C., **Mulcahy, C.A.** & Wright, K. (2013). Mathematics instruction in psychiatric schools for secondary students with high incidence disabilities. *International Journal on School Disaffection*, 10(1), 47-71.
- #Krezmien, M.P., **Mulcahy, C.**, Travers, J., Wilson, M., & Wells, C. (2013). Reading performance of incarcerated youth: Understanding and responding to a unique population of readers. *Journal of Special Education Leadership*, 26(2), 71-81.
- #**Mulcahy, C.**, & Krezmien, M. (2009). Effects of a contextualized instructional package on the mathematics performance of secondary students with EBD. *Behavioral Disorders*, 34(3), 136-150. DOI: [10.1080/10573560701808635](https://doi.org/10.1080/10573560701808635) (Impact Factor: 1.7 / 5-Year Impact Factor: 2.4)
- #Harris, P.J., Baltodano, H.M., Bal, A., Jolivette, K., **Mulcahy, C.** (2009). Reading achievement of incarcerated youth in three regions. *Journal of Correctional Education*, 60(2), 120-145. <https://www.jstor.org/stable/23282721>
- Mulcahy, C.A.**, Leone, P.E., Krezmien, M.P., Houchins, D., & Baltodano, H. (2008). Lessons learned: Barriers and solutions for conducting reading investigations in juvenile corrections settings. *Reading and Writing Quarterly*, 24(2), 239-252. DOI: [10.1080/10573560701808635](https://doi.org/10.1080/10573560701808635) (Impact Factor: 1.9 / 5-Year Impact Factor: 1.7)
- #Krezmien, M.P., & **Mulcahy, C.A.** (2008). Literacy and delinquency: Current status of reading achievement and reading interventions among detained and incarcerated youth. *Reading and Writing Quarterly*, 24(2) 219-238. DOI: [10.1080/10573560701808601](https://doi.org/10.1080/10573560701808601) (Impact Factor: 1.9 / 5-Year Impact Factor: 1.7)
- #Krezmien, M.P., **Mulcahy, C.**, & Leone, P.E., (2008). Detained and committed youth: Examining differences in achievement, mental health needs, and special education status. *Education and Treatment of Children*, 31(4), 445-464. <https://www.jstor.org/stable/42899991>
- #Maccini, P., **Mulcahy, C.A.**, & Wilson, M.G. (2007). A follow-up of mathematics interventions for secondary students with learning disabilities. *Learning Disabilities Research and Practice*. 22(1), 58-74. DOI: [10.1111/j.1540-5826.2007.00231.x](https://doi.org/10.1111/j.1540-5826.2007.00231.x) (Impact Factor: 1.8)
- #Maccini, P., Gagnon, J.C., **Mulcahy, C.A.**, & Leone, P.E. (2006). Math instruction for committed youth within juvenile correctional schools. *The Journal of Correctional Education*, 57(3), 230-249. <https://www.jstor.org/stable/23282721>

Leone, P. E. & Cutting (Mulcahy), C. A. (2004). Appropriate education, juvenile corrections, and No Child Left Behind. *Behavioral Disorders*, 29(3), 260-265. DOI: [10.1080/09362835.2013.865536](https://doi.org/10.1080/09362835.2013.865536) (Impact Factor: 1.7 / 5-Year Impact Factor: 2.4)

Book Chapters:

Mulcahy, C.A., Decker, A.N., & McConn, M. (2023). Teaching internship in the United States. In G S Prakasha (Ed.) *Teacher education: An analytical approach to internship practices around the world*. New York: Routledge.

#Washburn, E.K., & **Mulcahy, C.A.** (2020). Exploration of American general and special education teacher candidates' self-efficacy to teach reading and reading-related constructs. In T. L. Gallagher & K. Ciampa (Eds.), *Teaching Literacy in the Twenty-First Century Classroom: Teacher Knowledge, Self-Efficacy, and Minding the Gap*. Cham, Switzerland: Palgrave MacMillan.

Blitz, L.V., Anderson, E.M., **Mulcahy, C.**, & Bronstein, L. (2018). The heart of our community: Developing university-assisted community schools in rural places. In R. Reardon & J. Leonard (Eds.), *Making a Positive Impact in Rural Places: Change Agency in the Context of School-University-Community Collaboration in Education*. Charlotte, NC: Information Age Publishing.

Krezmien, M.P., Travers, J.C., Valdivia, M., **Mulcahy, C.**, Zablocki, M., & Nunes, L. (2015). Disparate disciplinary confinement of diverse students in juvenile corrections. In B.G. Cook, M. Tankersley, & T.J. Landrum, (Eds.), *Advances in Learning and Behavior Disorders* (pp.273-290). Bingley, West Yorkshire: Emerald. DOI: [10.1108/S0735-004X20150000028011](https://doi.org/10.1108/S0735-004X20150000028011).

Mulcahy, C.A., & Leone, P.E. (2012). Ensuring that they learn. In E. Grigorenko (Ed.), *Handbook of juvenile forensic psychology and psychiatry* (pp. 541-566). New York: Springer. DOI: [10.1007/978-1-4614-0905-2_34](https://doi.org/10.1007/978-1-4614-0905-2_34)

Krezmien, M.P. & **Mulcahy, C.** (2006). School disciplinary exclusion in the United States public schools. In G. Schulze, M. Wittrock, B. Lütgenau (Eds.), *Children at risk in family and school* (pp. 95-103). Oldenburg, Germany: University of Oldenburg.

Monographs/Training Manuals/Non-Refereed Journals:

Leone, P., Wilson, M., Fink, C. & **Mulcahy, C.** (2018). *Making it count: A numeracy toolkit designed to guide and support instruction in short-term facilities* (2nd

ed.). Washington, DC: Neglected and Delinquent Technical Assistance Center (NDTAC), American Institutes for Research.

Leone, P., Wilson, M., & **Mulcahy, C.** (2010). *Making it count: A numeracy toolkit designed to guide and support instruction in short-term facilities*. Washington, DC: Neglected and Delinquent Technical Assistance Center (NDTAC), American Institutes for Research.

Leone, P., Zablocki, M., Wilson, M., **Mulcahy, C.**, & Krezmien, M. (2009). Special education and disability rights: Module 3. In *Toward developmentally appropriate practice: A juvenile court training curriculum*. Washington, DC: National Juvenile Defender Center.

Mulcahy, C.A., & Gagnon, J.C. (2007). Teaching mathematics to secondary students with emotional/behavioral disorders. In L.M. Bullock & R.A. Gable (Eds.) *Seventh CCBD mini-library series: Ensuring a brighter future for troubled children/youth: Challenges and solutions*. Arlington, VA: Council for Children with Behavioral Disorders.

Cutting (Mulcahy), C., Krezmien, M., & McLaughlin, M.J. (2005, April). *Manejando problemas emocionales y problemas de comportamiento en las aulas: Una guia practica para directores y docentes*. San Salvador, El Salvador: United States Agency for International Development.

Cutting (Mulcahy), C. & Leone, P. (2003). The effects of school and class size on students: Implications for the design of correctional facilities. *EDJJ Notes*, 3(1), 1-3.

Works in Review:

#Larmon, A., Krezmien, M.P., **Mulcahy, C.A.**, & Camacho, K. (2024, under review). Educator perspectives of school inclusion. *Journal of International Special Needs Education*.

#***Mulcahy, C.A.**, Krezmien, M.P., & Buchanan, K.A. (2025, under review). New York educator knowledge and perceptions of inclusion: A replication study. *International Journal of Inclusive Education*.

Works in Progress:

#***Mulcahy, C.A.**, Krezmien, M.P., Salerni, A., & Camacho, K. (2025, in progress). Educator knowledge and perceptions of evidence-based practices for students with EBD. Plans to submit to *Remedial and Special Education*.

- #***Mulcahy, C.A.**, Buchanan, K.A., & Krezmien, M.P. (2025, in progress). Educator knowledge and perceptions of evidence-based practices for autistic students. Plans to submit to *Inclusion*.
- #***Mulcahy, C.A.**, Abdulah, S., & Krezmien, M.P. (2025, in progress). Educator knowledge and perceptions of evidence-based practices for students with reading disabilities. Plans to submit to *Learning Disabilities: A Contemporary Journal*.
- #* **Mulcahy, C.A.**, Krezmien, M.P., & Daniel, S. (2025, in progress). Defining inclusion: An investigation of educators' knowledge in one state. Plans to submit to *Exceptionality*.

PEER REVIEWED CONFERENCE PRESENTATIONS

International and National

- Krezmien, M.P., **Mulcahy, C.A.**, Eichner, J., & Gillespie, M. (2024, November 20). *Seclusion and its Harms: A Legal Analysis*. Teacher Educators of Children with Behavioral Disorders Conference, Tempe AZ.
- Mulcahy, C.A.** (2024, July). *Select Results of an International Survey on Inclusion*. 11th Annual International Conference and Symposium on Inclusion, Amherst, MA.
- Camacho, K.A., Krezmien, M.P., & **Mulcahy, C.A.** (2023, November 16). *Administrator Perceptions of Discipline, Discipline Practices, and the Utility of Codes of Conduct*. Teacher Educators of Children with Behavioral Disorders Conference, Tempe AZ.
- Krezmien, M.P., & **Mulcahy, C.A.** (2023, November 17). *Seclusion and its Harms: A Legal Analysis*. Teacher Educators of Children with Behavioral Disorders Conference, Tempe AZ.
- Mulcahy, C.**, Wilson, M., Stephens, G., Lobeck, J., Kimmel, K., & Newton, J. (2023, August 28). *Roundtable Discussion: Combatting Discriminatory Seclusion Practices*. U.S. Department of Justice, Civil Rights Division, Educational Opportunities Section. <https://www.justice.gov/crt/video/roundtable-discussion-combating-discriminatory-seclusion-practices>
- Krezmien, M.P., & **Mulcahy, C.A.** (2022, July). *Administrator Perspectives of School Discipline*. 9th Annual International Conference and Symposium on Inclusion, Amherst, MA.

- Mulcahy, C.A., & Fenty, N.S.** (2021, January). *Technology interventions to support students with high incidence disabilities: A systematic review of the literature*. Presentation at CEC L.I.V.E. 2020 Council for Exceptional Children National Convention.
- Mulcahy, C.A., & Wertz, J.A.** (2021, January). *Project-based learning for all? Results of a systematic review*. Presentation at CEC L.I.V.E. 2020 Council for Exceptional Children National Convention.
- Mulcahy, C.A., Camacho, K., & Fenty, N.S.** (2020, November). *Technology-based interventions for students with emotional and behavioral disabilities*. Teacher Educators of Children with Emotional and Behavioral Disorders Conference, Tempe, AZ.
- Mulcahy, C.A.** (2020, February). *Disrupting status quo: Leading a unit through times of uncertainty and change*. AACTE 72nd Annual Meeting, Atlanta, GA.
- Mulcahy, C.A.** (2019, December). *Teaching mathematics to students with emotional and behavioral concerns: Challenges and suggestions for teachers*. International Conference on Multidisciplinary Approaches to Nurturing Children and Youth: Policy/Research/Practice, Bengaluru, India.
- Garton, M., & **Mulcahy, C.A.** (2019, October). *Integrated MTSS for behavior: A case of a community schools model*. Presentation at Teacher Educators of Children with Emotional and Behavioral Disorders Conference, Tempe, AZ.
- Mulcahy, C.A., Blitz, L., Anderson, E.M.** (2018, April). *The heart of our community: Developing university-assisted community schools in rural places*. American Educational Research Association Annual Meeting, New York, New York.
- Washburn, E.K., & **Mulcahy, C.A.** (2017, April). *Morphology matters, but what do teachers know about it?* American Educational Research Association Annual Meeting, San Antonio, TX.
- Washburn, E., & **Mulcahy, C.** (2017, April). *Teacher as Interventionist: SRSD with Teachers at the Wheel*. Presentation at 2017 Council for Exceptional Children National Convention, Boston, MA.
- Mulcahy, C., Gagnon, J., & Miller, J.** (2017, April). *Using the SRSD Framework for Mathematics Problem Solving*. Poster presentation at 2017 Council for Exceptional Children National Convention, Boston, MA.
- Mulcahy, C.** (2016, June). *Helping students with EBD achieve in mathematics*. Invited webinar presentation at Association of State Supervisors of Mathematics.

Krezmien, M., & **Mulcahy, C.** (2015, November). *Disciplinary practices in juvenile corrections settings*. Presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) Conference, Tempe, AZ.

Krezmien, M., & **Mulcahy, C.** (2015, November). *A look at the reading and math skills of students with EBD in residential schools*. Presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) Conference, Tempe, AZ.

Krezmien, M., & **Mulcahy, C.** (2015, November). *Challenges and successes of implementing a community-based gang and youth violence prevention program*. Presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) Conference, Tempe, AZ.

Mulcahy, C. & Krezmien, M. (2015, June). *Improving mathematics performance among secondary students with EBD: A methodological review*. Third Annual International Conference and Symposium on Inclusive Education, Springfield, MA.

Blitz, L., & **Mulcahy, C.** (2015, June). *From Permission to partnership: Participatory research to engage school personnel in systems change*. Third Annual International Conference and Symposium on Inclusive Education, Springfield, MA.

Houchins, D., **Mulcahy, C.**, Skufca, D., Beilfuss, D., & Hanson, D. (2014, December). *NDTAC InFocus: Supporting youth with special needs in justice settings*. Invited panelist at National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth.

Washburn, E. K., **Mulcahy, C. A.**, Joshi, R. M., & Binks-Cantrell, E. (2014, July). *Teacher knowledge of reading disability and dyslexia*. Symposium (Chairs, Erin K. Washburn & R. Malatesha Joshi) presentation at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Washburn, E., **Mulcahy, C.**, & Musante, G. (2014, April). *Dyslexia and reading disability: What do preservice and inservice teachers know?* Presentation at 2014 Council for Exceptional Children (CEC) National Convention, Philadelphia, PA.

Mulcahy, C. & Krezmien, M. (2013, September). *Improving mathematics performance among secondary students with EBD: A methodological review*. Presentation at Council for Children with Behavioral Disorders (CCBD) International Conference, Chicago, IL.

- Mulcahy, C.** (2013, August). *Essential components of effective education programs*. Invited presentation at 2013 National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC) Conference, Washington, DC.
- Washburn, E., & **Mulcahy, C.** (2013, April). *Are educators prepared to teach older striving readers?* Presentation at 2013 Council for Exceptional Children (CEC) National Convention, San Antonio, TX.
- Washburn, E., & **Mulcahy, C.** (2012, November). *Dyslexia and reading disability: What do preservice and inservice teachers know?* Presentation at 2012 Teacher Educators Division (TED) Conference, Grand Rapids, MI.
- Washburn, E., & **Mulcahy, C.** (2012, April). *Exploration of special and literacy educators' knowledge of reading: Is certification enough?* Presentation at 2012 Council for Exceptional Children (CEC) National Convention, Denver, CO.
- Krezmien, M., & **Mulcahy, C.** (2011, October). *Project-based learning in alternative education settings*. Presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) Conference, Tempe, AZ.
- Mulcahy, C.,** Krezmien, M., & Washburn, E. (2011, October). *Teacher knowledge and self-efficacy: Reading instruction in segregated settings*. Presentation at Teacher Educators for Children with Behavioral Disorders (TECBD) Conference, Tempe, AZ.
- Krezmien, M., **Mulcahy, C.,** & Grant, J. (2011, September). *Education transformation in residential treatment centers*. Presentation at Council for Children with Behavioral Disorders (CCBD) International Conference, New Orleans, LA.
- Leone, P.E., & **Mulcahy, C.A.** (2010, August). *Makin' sense and counting down: Boosting literacy and numeracy for youth in short-term placements*. Webinar presentation at National Evaluation and Technical Assistance Center for The Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk.
- Mulcahy, C.A.** (2008, October). *After juvenile delinquency: Making the transition back to the community*. Presentation at TransCen monthly webinar.
- Mulcahy, C.A.** (2008, November) *Academic interventions for students in juvenile corrections*. Presentation at 2008 Teacher Educators for Children with Behavioral Disorders (TECBD) Conference, Tempe, AZ.

- Gagnon, J.C., Leone, P.E., **Mulcahy, C.A.**, & Barber, B. (2008, April). *Future employment and self-sufficiency of youth in juvenile corrections*. Presentation at 2008 Council for Exceptional Children Convention and Expo, Boston, MA.
- Mulcahy, C.** (2007, October). *The effects of a contextualized instructional package on the area and perimeter performance of secondary students with EBD*. Presentation at Council for Children with Behavioral Disorders (CCBD) International Conference, Dallas, TX.
- Mulcahy, C.**, & Gagnon, J.C. (2007, October). *Teaching math to secondary students with emotional/behavioral disorders*. Presentation at Council for Children with Behavioral Disorders (CCBD) International Conference, Dallas, TX.
- Gagnon, J.C., Leone, P.E., & **Mulcahy, C.A.** (2006, July). *Curriculum policy and educational reform: What should we do for youth in corrections?* Affinity Group discussion at 2006 OSEP Project Director's Conference, Washington, D.C.
- Mulcahy, C.A.** & Wilson, M. (2006, April). *Educational intake, assessment, and placement to optimize student learning*. Presentation at National Forum for Juvenile Justice Educators and Trainers, Annapolis, MD.
- Krezmien, M., **Mulcahy, C.**, Zablocki, M., & Wilson, M. (2006, April). *Assessment and instruction methods in reading*. Presentation at National Forum for Juvenile Justice Educators and Trainers, Annapolis, MD.
- Mulcahy, C.A.** (2006, March). *Educating court-involved adolescents*. Panel presentation at Temple Law Review and Juvenile Law Center's Law and Adolescence Symposium, Philadelphia, PA.
- Mulcahy, C.A.**, & Maccini, P. (2005, November). *Effective mathematics interventions for youth with EBD*. Presentation at 29th Annual Teacher Educators of Children with Behavioral Disorders Conference, Tempe, AZ.
- Mulcahy, C.A.** (2005, June). *Disability and delinquency: Promoting positive outcomes for youth with disabilities in juvenile corrections*. Presentation at 2005 Illinois Prevention Conference, Oak Brook, IL.
- Cutting (Mulcahy), C.**, Leone, P., Wilson, M., Bartolotta, R., & Mason, L. (2004, November). *Analysis of education policies in juvenile corrections*. Presentation at Teacher Educators of Children with Emotional and Behavioral Disorders Conference, Tempe, AZ.

Gagnon, J., Maccini, P., & **Cutting (Mulcahy), C.** (2004, November). *Approaches to curriculum in juvenile correctional schools*. Presentation at Teacher Educators of Children with Emotional and Behavioral Disorders Conference, Tempe, AZ.

Maccini, P., Gagnon, J., & **Cutting (Mulcahy), C.** (2003, November). *Math instruction in juvenile corrections*. Presentation at Teacher Educators for Children with Emotional and Behavioral Disorders Conference, Tempe, AZ.

Regional and State

Mulcahy, C.A., & Strickland, T. (2012, March). *Reaching and teaching: Practical ideas for teaching algebra and geometry to secondary students with high incidence disabilities*. CORE Leadership Summit, San Francisco, CA.

Mulcahy, C.A. (2009, November). *Mental health status of incarcerated youth*. Presentation at New York University Law Symposium.

Mulcahy, C.A., Garton, M., & Blitz, L.V. (2017, October). *Integration of culturally responsive, trauma informed practices and multi-tiered systems of supports*. Presentation at New York State Council for Exceptional Children Conference, Binghamton, NY.

Mulcahy, C.A., & Amorese, B. (2017, October). *So you wanna buy a car? A university-school collaboration in project-based learning*. Presentation at New York State Council for Exceptional Children Conference, Binghamton, NY.

Anderson, E. M., **Mulcahy, C.A.,** Blitz, L.V., & Garton, M. (2017, October). *Setting young children FREE: Trauma-informed practices in early childhood settings*. Presentation at New York State Council for Exceptional Children Conference, Binghamton, NY.

Mulcahy, C. A. (2014, October). *Teaching mathematics to secondary students with emotional and behavioral disorders: Challenges and practical suggestions for teachers*. Workshop at the annual meeting for the New York State Council for Exceptional Children, Syracuse, NY.

Mulcahy, C. A., & Washburn, E. K. (2014, October). *Using self-regulated strategies to support students with EBD*. Workshop at the annual meeting for the New York State Council for Exceptional Children, Syracuse, NY.

Mulcahy, C.A. (2009, October). *Teaching math to middle school students with EBD*. Presentation at 2009 New York State Council for Exceptional Children Conference, Niagara Falls, NY.

Mulcahy, C.A. (2008, November). *Math instruction for secondary students with EBD*. Presentation at 2009 New York State Council for Exceptional Children Conference, Verona, NY.

Krezmien, M. & **Mulcahy, C.** (2005, September). *Reading literacy in corrections: Research and strategies*. Presentation at 2005 State of Maryland Correctional Education All Staff Day, Baltimore, MD.

Leone, P.E. & **Cutting (Mulcahy), C.** (2005, April). *What works: Strategies for the education and management of diverse student groups*. Presentation at Twelfth Annual TEN Conference, Maryland State Department of Education, Baltimore, MD.

Krezmien, M.P. & **Cutting (Mulcahy), C.A.** (2004, October). *National Center on Education, Disability, and Juvenile Justice*. Presentation at York College American Criminal Justice Association meeting, York, PA.

Cutting (Mulcahy), C.A. (2004, August). *Learning disabilities: Understanding student needs in corrections settings*. Presentation for Maryland State Department of Education at Charles Hickey School, Baltimore, MD.

Cutting (Mulcahy), C.A. (2004, August). *Understanding the role of special education litigation and legislation in juvenile corrections*. Presentation for Maryland State Department of Education at Charles Hickey School, Baltimore, MD.

GRANTS

Funded grants:

Evaluation of Educational Programming at [State Juvenile Corrections Institutions], 2021. (Role: PI, with M. Krezmien & M. Zablocki). Performed comprehensive evaluation and report of education and special education at two state-run juvenile corrections facilities in the Midwest United States.

The Stephen David Ross University and Community Projects Fund, 2020 (Role: Co-PI, with P. Ginter, A. Clark, & P. Sandoval). Co-wrote “Ross Park Zoo Visitor Improvement Project” to support improvements in signage and educational messaging at the Ross Park Zoo (\$6,030).

Institute for Justice and Well-Being Small Research Grants on Global Health, Progressive Education, and Marginalized Populations, 2020 (Role: Co-PI, with J. Gillis-Mattson). Co-wrote “Teacher Professional Development in Behavior Management: A Pilot Investigation” to support creation of a survey and professional development module for teachers in NY and Bengaluru, India (\$3,450).

2020-2021 Binghamton University Interdisciplinary Collaborations Grants Program, 2020 (Role: Co-PI, with J. Gillis-Mattson). Co-wrote “Educator Knowledge and Perceptions of Inclusion and Autism: An International Comparison Study” to support a publishable literature review and survey research study of inclusive practices in schools in NY and Bengaluru, India (\$10,000).

Lois B. DeFleur International Innovation Fund, 2020. (Role: PI). “Developing and Sustaining an Interdisciplinary Partnership with Christ University, the Stepping Stones Center, and Sandeepani in Bangalore, India.” Proposal to support research and travel to Bengaluru, India, to develop partnerships with local schools around professional development and ongoing research. (\$2,000).

2014-2015 Binghamton University Interdisciplinary Collaborations Grants Program: Sustainable Communities Transdisciplinary Area of Excellence, 2014 (Role: Co-PI: with Z. Jin, E. Anderson, & C. Bransford). Co-wrote “Mobile-Based Smart Service Platform for Personalized and Adaptive Learning” to support development of a prototype (\$10,000).

Summer Research Training Institute: Single Case Intervention Research Design and Analysis, June 2013. Funds to support travel, lodging, and access to course materials for week-long training designed to increase capacity to conduct methodologically rigorous single case intervention research. National Center for Special Education Research, Institute of Education Sciences (~\$1,500).

Individual Development Award, 2011. Funds to support travel to Teacher Educators for Children with Behavioral Disorders conference to present on research study (\$809).

Binghamton University Research Foundation Mini-Grant, 2011. Funds to support travel to Council for Exceptional Children conference to present on research study and development of Literacy Center at Binghamton University (\$1,000).

Individual Development Award, 2009. Funds to support purchase of manipulative materials for a newly developed graduate special education mathematics course (\$1,000).

Binghamton University Research Foundation Mini-Grant, 2008. Funds to support travel to Washington, D.C., to meet with grant project officer, and to develop a federal Department of Education, Institute for Education Science grant proposal (\$1,000).

New York State Council for Exceptional Children Mini-Grant, 2008. Funds to support math research study and development of graduate-level math course (\$500).

The Donald D. Hammill Foundation Dissertation Scholarship, 2006. Scholarship to assist with dissertation study (\$4,918).

Morris Frankel Fellowship Award, 2005. University of Maryland. Fellowship to assist with pursuit of research interests (\$1,000).

RESEARCH EXPERIENCE AND ACTIVITY

- 2025 Member of the National Panel charged with establishing a model for disability-supportive educational programs in adult prisons, Diversity, Identification and Inclusion in Correctional Education (DI3). Spencer Foundation.
- 2020-2024 Behavior management professional development survey and modules. Collect data regarding knowledge, perceptions, and experiences with behavior and classroom management, including professional development experiences on those topics, in Southern Tier schools and schools in Bengaluru, India. Created professional development modules targeted at identified needs.
- 2019-Present Inclusion survey in U.S. and India. Collect data regarding knowledge and perceptions of inclusion and inclusionary practices and autism in U.S. and Indian PK-12 schools. (with J. Gillis-Mattson).
- 2019-2023 A systematic review of inclusive practices for elementary students with autism in the U.S. (with J. Gillis-Mattson).
- 2015-2020 A systematic review of the research on using technology to improve access to the general education curriculum among students with high incidence disabilities (with K. Camacho & N. Fenty).
- 2018 Provided expert research / curriculum development support, guidance on project-based learning for a curriculum supporting incarcerated learners. NSF Project Reclaiming Access to Inquiry-based Science Education (RAISE) for Incarcerated Students (#1418152).
- 2012-2015 Investigation of self-regulated strategy development on persuasive writing performance among striving adolescent readers and writers (with E. Washburn). Collected and analyzed data through two single-case design studies in a variety of educational environments.
- 2012-2015 Exploring the efficacy of an on-going professional development model on the appropriate use of research-supported practices among special

educators, literacy educators, and content area educators at the secondary level (with E. Washburn).

- 2011-2016 Investigation of basic reading knowledge and self-efficacy among preservice and inservice teachers (with E. Washburn). Analyzing national data from ~350 participants in college and university teacher preparation programs.
- 2010-2011 Consultant, Home for Little Wanderers. Evaluation, development and refinement of education program of three residential treatment centers (with M. Krezmien). Boston, MA.
- 2009-2010 Evaluator, SHARE (Safe Schools/Healthy Students grant). Broome County, NY.
- 2008-2009 A self-regulated mathematics instructional package for youth with EBD: A replication study. Union-Endicott Central School District.
- 2004–2007 Research Coordinator. Policy Analysis Project, National Center on Education, Disability, and Juvenile Justice, University of Maryland.
- 2004- 2005 Research Site Coordinator. Effects of an intensive reading intervention on the reading skills of incarcerated youth. University of Maryland. Coordinated research activities at one site involved in a multi-state reading intervention study to examine the effects of a short-term intensive reading intervention on the reading outcomes of youth confined in juvenile corrections facilities. Baltimore, MD.
- 2004 –2005 Research Coordinator/Assessor. Charles H. Hickey School, Baltimore, MD. Provided technical assistance to school administrators, conducted yearlong intake assessment for the Maryland State Department of Education (w/M. Krezmien).
- Fall 2003 Research Assistant. Math Instruction in Juvenile Corrections. Conducted classroom observations, interviewed administrators and teachers, and collected data from detention and commitment facilities (w/ J. Gagnon & P. Maccini).

UNIVERSITY TEACHING

Binghamton University Courses:

Undergraduate Level Courses

EDUC 398, *Undergraduate Education Scholars Research Program – Part I*
EDUC 399, *Undergraduate Education Scholars Research Program – Part II*
SPED 411, *Introduction to Special Education (Community-Engaged Learning Designation)*
SPED 465, *Personality and Behavioral Disorders in Childhood and Adolescence*

Masters Level Courses

SPED 500, *Special Education for Content Area Teachers*
SPED 501, *Introduction to Special Education (Community-Engaged Learning Designation)*
SPED 521, *Proactive Approaches to Behavior Management*
SPED 523, *Assessment in Special Education*
SPED 526, *Instruction and Assessment for Adolescence Special Education*
SPED 528, *Special Education Technology (Community-Engaged Learning Designation)*
SPED 565, *Personality and Behavioral Disorders in Childhood and Adolescence*
SPED 595, *Seminar and Practicum in Special Education*

Doctoral Level Courses

EDUC 601, *Contemporary Philosophical and Social Issues in Education*
EDUC 605, *Race, Class, and Social Justice in Education*

Courses Taught at Other Institutions:

Research Seminar in Special Education (Guest Lecturer, University of Massachusetts, Amherst)
Assessment and Instruction in Mathematics for Students in Special Education (w/P. Maccini; University of Maryland, College Park)
Secondary Special Education Field Placement and Seminar (University of Maryland, College Park)
School to Prison Pipeline (Guest Lecturer, Teachers College, Columbia University)
Disability, Schooling, and Exclusion (Guest Lecturer, Teachers College, Columbia University)
Introduction to Special Education (Guest Lecturer, Hood College, Frederick, MD)
Seminar: Behavior Disorders (Guest Lecturer, University of Maryland, College Park)
Classroom Management and Applied Behavioral Analysis (Guest Lecturer, George Mason University, Fairfax, VA)

Doctoral Advising and Committee Membership:

Dissertation Chair and Advisor

Marissa Langett (in progress)

Nicole Wolfe, *Just Be Fair: Understanding the School Exclusion Experiences of Students of Color* (2024)

Sharon Daniel (in progress)

Jeanette Wertz, *Using a Project-Based Learning Approach to Teach Secondary Mathematics to Students with Disabilities: A Self Study* (2016-2023)

Megan Garton, *A Statewide Survey of School Building Leaders' Perceptions of Integrated MTSS and Implementation Capacity* (2022)

Rukhsar Sharif, *The Relation Between Acculturation and Innovation in Higher Education: Implications for Instruction* (2017)

Sue Atkinson, *Supporting Students with Disabilities in Transition: A Case Study of a College Mentoring Program* (2014)

Advisor

John Livermore (2015-2019)

Kay Frank (2016-2018)

Christine Gallagher (2015-2017)

Nancy Hinkley (2014-2015)

Margot Parsons (2011-2015)

Linda Harding (2009-2010)

Fr. Jerome Amaechi (2008-2012)

Dissertation Committee Member

Jarvis Marlow-McCowan, *“Putting In The Work” and “Staying The Course”: A Phenomenological Exploration of How Rural Black Men Experience Success and Graduate within Higher Education* (2024, Community Research and Action)

Manuel Zambrano (2016-2020, Systems Science, Binghamton University)

Ana Maria Rodriguez *The impact of ADHD and Conduct Disorder on Treatment Effects for Adolescents Participating in a Brief Intervention Aimed at Reducing Alcohol Use and Violence* (2020, Community Research and Action)

JY Zhou, *Imitation in Undergraduate Student Learning* (2014, Education Theory, Research and Practice)

Outside Examiner and Committee Member

Jessica Granieri, *Cross-Cultural Differences in the Evaluation of a Child-Directed Parenting Style Among Parents of Autistic Children* (2025, Binghamton University)

Elyse Stewart, *Assessing Teachers' Knowledge, Perceptions, and Barriers to Helping their Students with Anxiety* (2021, Psychology, Binghamton University)

Sarah Benz, *The Effect of Behavior Within a Word-Problem Intervention for Students with Mathematical Difficulties* (2018, University at Texas, Austin)

Ariel Ravid, *'Not Just Right' Experiences* (2015, Psychology, Binghamton University)

Allyson Toronto, *The Effects of Blended Instruction and Dynamic Geometry Software on Understanding Geometric Similarity Transformations for Secondary Students with Mathematics Learning Difficulties* (2015, University of Maryland College Park)

Other Mentoring

Olanike Audu, Executive Coach (2014-2017, Sage Colleges)
Stephanie Izquieta, McNair Scholars Program (2013)

AWARDS AND HONORS

Services for Students with Disabilities Recognition Award. Services for Students with Disability, Binghamton University. 2025.

Changemaker Award, Let Us Dream Annual Conference. Binghamton University, Binghamton, NY. 2024.

Certificate of Commendation, United States Department of Justice, Civil Rights Division, Educational Opportunities Section. 2019, 2020, 2021, 2022, 2023.

Community Engaged Teaching Fellow. Center for Civic Engagement, Binghamton University. 2019-2020.

Certificate of Recognition, Windsor Central School District Board of Education.

Bearcat Recognition for hard work, friendliness, and contributions to the Binghamton University community. 2017, 2023.

Career Champion, Binghamton University. 2019, 2022, 2023.

PROFESSIONAL SERVICE ACTIVITIES

National Service Activities:

Division Representative A to the Council for Exceptional Children
Council for Children with Behavioral Disorders, 2020-2022
Voting member of the executive board; facilitated communication between
CCBD and CEC; represented CCBD's interests at CEC's annual representative
meeting.

Editorial Activities:

Consulting Editor or Reviewer
Behavioral Disorders, Spring 2011-present
Beyond Behavior
Editorial Board, 2016-present

Associate Editor, 2014-2016
Preventing School Failure, Spring 2009-present
Remedial and Special Education, Fall 2013-present

Ad Hoc Reviewer

Dyslexia. 2018.
Education and Treatment of Children
High School Journal. 2022, 2024.
Learning Disabilities: A Contemporary Journal, 2019, 2020.
Learning Disabilities: A Multidisciplinary Journal
Learning Disabilities Quarterly
Learning Disabilities Research and Practice
Reading & Writing Quarterly
Journal of Correctional Education, 2023.
Journal of Positive Behavioral Interventions and Supports
Teacher Education and Special Education

Book Reviewer

Zirpoli, T.J. (2012). *Behavior Management: Positive Applications for Teachers* (6th ed.). Boston: Pearson, Spring 2013.

Conference Proposal Reviewer

Council for Exceptional Children Annual Convention and Expo, 2008-2012

Grant Proposal Reviewer

National Science Foundation, 2016

Field, Consulting Activities:

International and National

Expert Consultant on matters related to seclusion, restraint, and discriminatory disciplinary practices in public schools under the Americans with Disabilities Act (1990). DJ File No. 169-42-90. United States Department of Justice, Civil Rights Division, Educational Opportunities section, 2024-present.

Expert Consultant on matters related to special education and the Individuals with Disabilities Education Act (2004). DJ File No. (unassigned). United States Department of Justice, Civil Rights Division, Special Litigation section, 2024-present.

Expert Consultant on matters related to special education, the Individuals with Disabilities Education Act (2004), and the Americans with Disabilities Act (1990), DJ File No. 168-76-30. United States Department of Justice, Civil Rights Division, Special Litigation section, 2022-present.

Expert Consultant on matters related to seclusion, restraint, and discriminatory disciplinary practices in public schools under the Americans with Disabilities Act (1990). DJ File No. 169-81-5. United States Department of Justice, Civil Rights Division, Educational Opportunities section, 2020-present.

Expert Consultant on matters related to seclusion, restraint, and discriminatory disciplinary practices in public schools under the Americans with Disabilities Act (1990). DJ File No. 169-26S-40. United States Department of Justice, Civil Rights Division, Educational Opportunities section, 2019-2024.

Member, Let Us Dream International Conference Planning Committee. Unsung Heroes Sub-Committee. Bengaluru, India. 2020-2021.

Technical Working Group member, Evaluation of ESEA Title I, Part D Neglected and Delinquent Programs, 2017-2018.

Resource Fellow, National Center on Education, Disability, and Juvenile Justice (EDJJ). Fall 2007-2015.

Conference Coordinator and Participant, Wingspread Symposium on Delinquency, Disability, and Juvenile Justice, Racine, WI. January, 2006.

Assistant to the Monitor. *Donnell C. & United States of America v. Illinois State Board of Education, et. al. Cook County Jail, Chicago, IL.* (w/ P. Leone). Spring, 2004.

Assistant to the Monitor. *United States vs. State of Maryland, Charles H. Hickey School, Baltimore, MD* (w/ P. Leone). 2006.

State/Regional

Organizer and Facilitator, Regional Training on Project-Based Learning (Bing-UMass) in partnership with PBL Works, MA / NY, 2019.

Expert Evaluator, MacCormick Secure Center Education Programs, Brooktondale, NY, Fall 2012.

Education Consultant, Home for Little Wanderers Education Initiative, 2010-2011.

Member, Study Group on Positive Behavioral Supports, Higher Education for Systems Change. 2008-2010.

Commentator, Maryland Bill HB1122. Provided professional comment on proposed legislation to Delegate Gerron Levi, Maryland Assembly. February, 2008.

Consultant, Waxter School for Girls. Provided technical assistance for the development of an intake assessment procedure for a detention and commitment facility for girls. Spring, 2006.

Commentator, Virginia Regulation 8 VAC 20-660-10 et seq. Provided professional comment on proposed regulations to the Virginia Department of Education. October, 2005.

Historian, Maryland Council of Teachers of Mathematics. 2004-2006.

Local

Creator and Presenter, Understanding & Addressing Problem Behavior 3-part Mini-Course, Southern Tier Master Teacher Program. Prepared and delivered three 1.5-hour sessions on behavior and discipline in the classroom for 17-23 NYS Master Teachers. Spring 2024.

Cornell Education Minor Capstone Conversations - Invited professional volunteer for evaluative capstone event where minor students engage in structured conversation with campus- and community-based professionals/volunteers involved in education. Spring 2021.

Founder and Developer, Southern Tier Teacher Academy. Pipeline program for high school students interested in careers in education; students take a two-college course sequence through SUNY Broome and Binghamton University, taught by high school teachers at their own high school, 2017-2023. *Program served over 200 high school students across 10 area districts to date.*

Founder, Undergraduate Education Research Scholars. Program that matches undergraduate students interested in conducting education research with a faculty mentor; students earn credits for leading or supporting education-related research projects. 2015-2017.

UNIVERSITY, SCHOOL AND COMMUNITY SERVICE

University Service:

2024-Present	Evaluation Coordinating Committee member
2020-2025	Technology Accessibility Advisory Group faculty representative
2020-2022	University Personnel Committee member
2016-2017	University Personnel Committee member
2015-2016	Calendar Committee member
2016-2018	University Committee on Committees chair
2014-2023	University Committee on Committees member

2013-2014	Social Science Assessment Category Team member
2012-2014	Collaborator & Co-developer, SSD Mentoring Program (w/ J. Fairbairn, A. Snyder, & S. Atkinson).
2012-2014	Chenango Room and Catering Committee
2011-2012	Institutional Conflict of Interest Committee

College/School Service:

2025	Member, Professional Staff Search Committee (Online Advisor and Admissions Specialist, Special Education)
2025-2026	Member, Initiating Personnel Committee (Higher Education and Student Affairs)
2024-2025	Faculty Search Committee, co-chair (science education)
2024-2025	Faculty Search Committee, member (special education)
2024-2025	Chair, Initiating Personnel Committee (Teaching, Learning and Educational Leadership)
2024-2025	Secretary, Initiating Personnel Committee (Human Development)
2022-2023	Secretary, Initiating Personnel Committee (Public Administration)
2021-2022	Secretary, Initiating Personnel Committee (Public Administration)
2019	Chair, Professional Staff Search Committee (Master Teacher Program Regional Director)
2018-2019	Chair, Initiating Personnel Committee (Public Administration)
2017	Member, Professional Staff Search Committee (Field Education Director)
2017-2018	Member, Professional Staff Search Committee (Administrative Assistant)
2017-2019	Founding Chair, Department of Teaching, Learning and Educational Leadership Created policies, structures, and workflow systems; revised staff positions and workloads; hired new staff and created new positions necessary for successful accreditation and growth (i.e., recruitment coordinator, assessment director); with M. Mallette, led department in vision, mission, and core values development; initiated strategic planning; increased and improved communication within the department and between faculty and staff; created strategic recruitment plan; increased communication with local districts, Chamber of Commerce, workforce development agency
2016-2017	Doctoral Program Co-Coordinator (with M. Mallette) Revised doctoral program to create an increased research focus; created policies, structures, and workflow systems; initiated Doctoral Advisory Committee to increase faculty engagement and decision-making
2014-present	Member, TLEL/GSE Initiating Personnel Committee
2011-2014	Co-sponsor, GSE Doctoral Brown Bag Committee
2011-2015	Member, GSE Doctoral Review Committee
2011-2014	Coordinator, Special Education Inservice Graduate Programs
2011-2012	Faculty Search Committee, co-chair (special education)
2010-2011	Member, Faculty Search Committee (two special education positions)

2010-2013 Member, New Orleans Masters Program Committee
2009-2010 Member, Dispositions Committee
2008-2011 Member, Doctoral Admissions Committee
2008 Member, Ad Hoc Teaching Assistant Mentoring Committee
2008-2011 Member, Academic Honesty and Grievance Committee

Community Service:

Board of Directors, Ross Park Zoo, Binghamton New York, 2022-2024
Member, Education Committee, Ross Park Zoo Board of Directors, 2022-2024
Member, Accreditation Committee, Ross Park Zoo Board of Directors, 2022-2024
Member, SUNY Deans and Directors of Education Executive Committee, 2019
Member, SUNY Deans and Directors of Education, 2017-2019
Interviewer, NYS Master Teacher Program, 2018, 2019, 2024
Volunteer, Sci Girls Conference, Binghamton University, 2019
Member, Institute for Justice and Well-Being, Binghamton University, 2017-2024
Member, Center for Youth Engagement, University of Massachusetts, Amherst, 2014-present
Associate, Center for Family, School, and Community Partnerships, Binghamton University, 2010-2017
Volunteer, Magic Paintbrush Project, Binghamton, NY, 2008-2010
Member, Mid-State Region, New York State Higher Education Taskforce on Quality Inclusive Schooling, 2007-2011

MEMBERSHIPS:

Council for Exceptional Children (CEC)
Division for Emotional and Behavioral Health (DEBH) (formerly Council for Children with Behavioral Disorders; CCBD)
Council for Exceptional Children Division of Research (DR)
NYS Council for Exceptional Children (NYSCEC)