

ensure that the Board is maintained with an odd number of directors. All directors, except for the representative appointed by the District, shall be designated by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years (renewable on mutual consent of the Director and the Board) and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be two (2) seats for a term of two (2) years and one (1) seat for a term of one (1) year.

The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Amy Hanreddy, Ph.D	2018
Jody Guarino, Ed.D	2019
Susan Toma-Berge, Ed.D	2019
Gina Plate	2018
Megan Cosier, Ph.D	2019
Don Thompson	2019



**COMMENT**

**50% of the Board of Directors has ties to Chapman University**

**Dr. Meghan Cosier, Board Chair, Associate Professor and Coordinator, Master of Arts in Teaching Program, Attallah College of Educational Studies, Chapman University**

Dr. Cosier teaches courses in special education and education research methods, with a focus on preparing future teachers to be change agents in their schools and communities. She began her career teaching in public schools as both a general and special educator. Since 2008, she has been on the faculty and has supervised student teachers at Syracuse University, Trinity Washington University and Chapman. Her research has focused on inclusive education and the preparation of teachers to work with students and families experiencing homelessness. Her scholarly work has been published in journals including *Remedial and Special Education* and *Review of Disability Studies*. In addition to serving on numerous university committees and, she served on the Board of Virginia TASH (The Association for Persons with Severe Handicaps) and was Co-President of the Board in 2016-17. Dr. Cosier has also served on two public charter school Boards. Dr. Cosier earned a Bachelor’s in Elementary and Special Education from the University of New Mexico, a Master’s in Curriculum and Instruction from San Diego State University, and her Ph.D. in Special Education from Syracuse University, where she was awarded the All-University Doctoral Prize for Outstanding Dissertation Research. She also has earned a Multiple Subject General Education Teaching Credential [K-8] (California) and Level II-Education Specialist Teaching Credential-Mild/Moderate (California)

**Dr. Jody Guarino, Board Chief Financial Officer, Mathematics Coordinator, Orange County Department of Education**

As Mathematics Coordinator for the Orange County Department of Education, Dr. Guarino develops, implements and assesses resources, curricula, and professional development for Common Core State Standards in the area of Mathematics. She provides technical, advisory, and consultative services to school districts in Orange County and serves as liaison with the California Department of Education and other agencies. Dr. Guarino also teaches undergraduate and graduate level courses at the University of California, Irvine School of Education and has

# Meghan Cosier, Ph.D.

Curriculum Vitae

September 1, 2017

Associate Professor  
One University Drive  
Orange, CA 92866

Chapman University

██████████  
██████████chapman.edu

## EDUCATION

- Ph.D. Special Education, Syracuse University May 2010
- M.A. Education (Curriculum & Instruction), San Diego State University May 2005
- B.S. Education (Special & Elementary Education), University of New Mexico May 2001

## PROFESSIONAL APPOINTMENTS

2017-Present Chapman University, College of Education Studies  
Associate Professor of Special Education and Disability Studies  
Teacher Education MAT Program Coordinator

2013-2017 Trinity Washington University, School of Education  
Assistant Professor of Special Education  
Special Education & Inclusive Education MAT Program Coordinator

2010-2013 Chapman University, College of Educational Studies  
Assistant Professor of Special Education & Disability Studies

2008-2010 Syracuse University, School of Education  
Adjunct Faculty

## PUBLICATIONS

### Journal Articles

- Cosier, M., McKee, A., & Gomez, A. (2016). A study of the impact of Disability Studies on teacher perceptions and practice. *Review of Disability Studies*, 12(4). <http://www.rds.hawaii.edu/ojs/index.php/journal/article/view/528>
- Pearson, H., Cosier, M., Kim, J., Gomez, A., Hines, C., McKee, A., & Ruiz, L. (2016). The impact of Disability Studies curriculum on education professionals' perspectives and practice: Implications for education, social justice, and social change. *Disability Studies Quarterly*, 36(2). [www.dsqsds.org](http://www.dsqsds.org).
- Cosier, M., & Pearson, H. (2016). Can we talk?: The underdeveloped dialogue between teacher education and Disability Studies. SageOpen. doi:10.1177/2158244015626766

## Don Thompson, Executive Director, Thompson Family Foundation

Mr. Thompson oversees the work of the Thompson Family Foundation, which supports organizations that provide effective, impactful programs that serve as best practices to the local community and beyond. The Foundation is especially focused on supporting non-profits that make a positive, meaningful difference in the in the lives of the underserved and disadvantaged children, youth and families. The Foundation has played a key role in founding autism centers in Missouri and in Orange County, California. Both Centers have achieved national prominence in the field of autism as they treat thousands of patients on an annual basis.

Prior to co-founding the Thompson Family Foundation, Mr. Thompson spent over 30 years in the commercial real estate business with Trammell Crow Company / CBRE where he supervised a staff of professionals and led the delivery of all real estate services in the Kansas City area.



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### Thompson Policy Institute on Disability and Autism

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The goal of the **Thompson Policy Institute (TPI) on Disability and Autism** is to impact policy by reducing barriers to the full access to learning, living, and working, and the pursuit of a complete and quality life. To accomplish this goal, the TPI assesses, researches, and acts on the critical issues facing people with disabilities, their families and those individuals and agencies that share these same values. TPI outcomes are shared regularly throughout the year and summarized annually at the DisAbility Summit at Chapman University.

Through the essential support of stakeholders, the TPI actively provides for research and data analysis, community partnerships & taskforces and events designed to engage as well as facilitate meaningful dialogue. This will result in actionable policies in our local community, state and nation.

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# Amy Hanreddy, Ph.D.

19444 [REDACTED] -2522

[REDACTED]@csun.edu

Assistant Professor of Special Education, Moderate/Severe Disabilities  
Department of Special Education, California State University, Northridge

## Academic Degrees and Credentials

**Chapman University, Ph.D. in Education**  
*Emphasis in Disability Studies*

May 2013

### California State University, Northridge

Master of Arts: Severe and Multiple Disabilities

May, 2002

Education Specialist Credential, Moderate/Severe Disabilities

May, 2000

Bachelor of Arts: Liberal Studies, emphasis in Deaf Studies

December, 1999

### National Board Certification

Exceptional Needs, Moderate to Severe Disabilities

November, 2004

## Teaching and Related Experience: California State University, Northridge

*Assistant Professor, Department of Special Education*

August 2013 – Present

*Full-Time Lecturer, Department of Special Education*

August 2011 – August 2013

*"Teacher in Residence", College of Education*

January 2007 – August 2010

*Adjunct Faculty, Department of Special Education*

August 2003 – Spring 2011

## Administrative Experience: CHIME Institute

*Interim Executive Director, CHIME Charter Schools*

August 2010 – August 2011

*Director of Curriculum and Instruction*

August 2007 – August 2010

## Teaching and Related Experience: P-12 Level

CHIME Charter Elementary School

*Special Education Teacher*

August, 2002 – June, 2007

Simi Valley Unified School District

*Inclusion Specialist*

March, 2000 – July, 2002

## Selected Professional Publications

Hanreddy, A. (in press, expected fall 2017). United by a shared vision: A case study of an inclusive Professional Development School using the 'Nine Essential Elements'. In Cosenza, M. & Buchanan, M. (Eds.). *Professional Development School partnerships: Connecting professional development and clinical practice*. (pp. - ). Charlotte, NC: Information Age Publishing.

Peckham-Hardin, K., & Hanreddy, A. (2017). University and district partnerships bridge the gaps around inclusive practices. *CTL: On the Cutting Edge*

Downing, J., Hanreddy, A., & Peckham-Hardin, K. (2015). Teaching communication skills to students with severe disabilities (3rd Ed.) Baltimore, MD: Paul H. Brookes Publishing.

Hanreddy, A. & Studer, E. (2015). Incredible inclusion. In Murawski, W. & Scott, K. (Eds.). *What really works in elementary education* (pp. 185-202). Thousand Oaks, CA: Corwin Press.

Hanreddy, A. (2015). The relationship between communication and literacy. In Downing, J., Hanreddy, A., & Peckham-Hardin, K. (Eds.) *Teaching communication skills to students with severe disabilities* (3rd ed.) Baltimore, MD: Paul H. Brookes Publishing.