

CURRICULUM VITAE

Carol T. Wren

School of Education
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Chicago, IL 60614

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EARNED DEGREES

Ph.D.	Northwestern University	Communicative Disorders	1980
M.A.	Northwestern University	Communicative Disorders	1974
B.A.	Northwestern University	Political Science	1967

ACADEMIC APPOINTMENTS

2009 -	Associate Professor Emeritus, Literacy & Specialized Instruction, DePaul University
1987-2009	Associate Professor, Literacy & Specialized Instruction, DePaul University
1980-86	Assistant Professor, Literacy & Specialized Instruction, DePaul University

ADMINISTRATIVE APPOINTMENTS

2002-2004	Associate Dean, School of Education, DePaul University
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OTHER PROFESSIONAL EXPERIENCE

1987-88	Diagnostician and Consultant for Language Disabilities, Marianne Frostig Center, Pasadena, CA
1977-79	Learning Disabilities Therapist (private instruction)
1974-76	Northwestern University Learning Disabilities Clinic Clinician - preschool and school-age children Supervisor - directed MA students in diagnostic and remedial clinic
1970-72	First Grade Teacher, Canterbury School, Dist. 144, Markham, IL
1968-69	Coordinator of Youth Services, Club für berufstätige Jugend, Frankfurt, Germany

CREATIVE ACTIVITIES

BOOKS

- Wren, C. (2000). *Hanging By a Twig: Understanding and Counseling Adults with Learning Disabilities and ADHD* (With therapeutic commentary by Jay Einhorn). New York: W.W. Norton.
- Wren, C. (Co-author and Editor). (1983). *Language Learning Disabilities: Diagnosis and Remediation*. Rockville, Md.: Aspen Systems.

CHAPTERS

- Wren, C. & Wren, T. (2003). The capacity to learn. In R. Curren (Ed.), *A Companion to Philosophy of Education*. Oxford: Blackwell Ltd.
- Wren, C. (1983). Oral language: One key to successful reading. In J. Lakebrink (Ed.), *Children's Success in School*. Springfield, IL: Charles C. Thomas.

REFEREED ARTICLES

- Murray, C., Wren, C., Stevens, E., & Keys, C. (under review) "Promoting University Faculty and Staff Awareness of Students With Learning Disabilities: An Overview of the Productive Learning Strategies Project." *Journal of Postsecondary Education and Disability*.
- Murray, C. Lombardi, A., & Wren, C. T. (in press). The effects of disability-focused training on the attitudes and perceptions of university staff. *Remedial and Special Education*.
- Murray, C. Lombardi, A., Wren, C. T., & Keys, C. (in press). The effects of disability-focused training, types of training, and training duration on university faculty attitudes and perceptions regarding university students with learning disabilities. *Learning Disability Quarterly*.
- Murray, C., Flannery, B., Wren, C. (2008). University staff members' attitudes and knowledge about learning disabilities and disability support services. *Journal of Postsecondary Education and Disability*, 21, 73-90.
- Murray, C. Wren, C. T., & Keys, C. (2008). University faculty attitudes regarding students with learning disabilities. *Learning Disability Quarterly*, 31, 95-113.

- Murray, C. & Wren, C. (2003). Cognitive, academic, and attitudinal predictors of the grade point averages of college students with learning disabilities. *Journal of Learning Disabilities*, 36, 407-415.
- Wren, C., & Harris-Schmidt, G. (1991). Collaborative learning in higher education and in the schools: A two-tiered approach. *Teacher Education and Special Education*, 14(4), 262-270
- Wren, C., Williams, N., & Kovitz, V. (1987). Organizational problems at the college level. *Academic Therapy*. 23(2), 157-65.
- Wren, C. (1985). Collecting language samples from children with syntax problems. *Language Speech and Hearing Services in Schools*, 16(April), 83-102¹.
- Telleen, S., and Wren, C. (1985). A study of the acquisition of prepositions in language delayed preschoolers: Is intervention effective? *The British Journal of Disorders of Communication*, 20(3) 301-309.
- Wren, C. (1982). Identifying patterns of processing disorder in six-year-old children with syntax problems. *The British Journal of Disorders of Communication*, 17(3), 83-92.
- Wren, C. (1981). Identifying patterns of syntactic disorder in six-year old children. *The British Journal of Disorders of Communication*, 16(2), 101-109.

MONOGRAPHS AND NON-REFEREED ARTICLES

- Vogel, S. A., Murray, C., Wren, C., & Adelman, P. (2007). An exploratory analysis of the employment-related experiences of educators with learning disabilities. *Educational Considerations*, 34(2) 15-19. (Invited article in special issue on educators with disabilities.)
- Adelman, P., & Wren, C. (1998). *Learning disabilities, graduate school, and careers: The students' perspective*, second edition. Monograph supported by the Learning Opportunities Project. Lake Forest, IL.: Barat College.
- Wren, C., Adelman, P., Pike, M., & Wilson, J.L. (1998). *College and the high school student with learning disabilities: The student=s perspective, second edition*. Monograph supported by the Fund for the Improvement of Post-Secondary Education. Chicago: DePaul University.

¹Received the Language, Speech, and Hearing Services in Schools– Editor ' s Award, best article for 1985.

- Wren, C., and Segal, L. (1998). *College students with learning disabilities: A student's perspective, third edition*. Monograph supported by the Fund for the Improvement of Post-Secondary Education. Chicago: DePaul University.
- Adelman, P. & Wren, C. (1994). Information college students need to know about graduate school. *Latest Developments: A Newsletter of the Learning Disabilities Special Interest Group*. Columbus, OH: Association on Higher Education and the Disabled (AHEAD).
- Wren, C. & Smiley, T. (1993). *Treatment practices for adult patients with learning disabilities: The patient's perspective*. Monograph supported by Project Learning Strategies. Chicago: DePaul University.

BOOK REVIEWS

- Wren, C. (2001). A review of *Meeting the Challenge of Learning Disabilities in Adulthood*. *Psychiatric Services*, 52(10), 1398-1399.
- Wren, T., & Wren, C. (2001). Fairness, the pursuit of happiness, and LD/ADHD. A review of *ADHD: Achieving Success in School and in Life* and *Mapping Careers with LD and ADD Clients: Guidebook and Case Studies*. *Journal of Moral Education*, 30(3), p. 301-304
- Wren, C. (1995) A review of *Language acquisition problems and reading disorders: Aspects of diagnosis and intervention*. *Child Language Teaching and Therapy*, 11(2).
- Wren, C. (1993) A review of *Language related learning disabilities*. *Child Language Teaching and Therapy*. 9(3).
- Wren, C. (1993) A review of *Specific language impairment in children*. In *Child Language Teaching and Therapy*. 9(3).
- Wren, C. (1992) A review of *The assessment of learning disabilities: Preschool through adulthood*. In *Learning Disabilities Research and Practice*. 7(2), 113-114.
- Wren, C. (1989) A review of *Oracy and literacy in schools*. In *Child Language Teaching and Therapy*, 5(3).
- Wren, C. (1988). A review of *Parents and teachers together*. In *Child Language Teaching and Therapy*, 4(2).
- Wren, C. (1987). A review of *Communication skills and classroom success*. In *Child Language Teaching and Therapy*, 3(1).

OTHER WRITINGS

- Wren, C. (2003) *Continuation Report* (5th year review), a self-study report for purposes of accreditation to the Illinois State Board of Education and the National Council for Accreditation of Teacher Education.
- Wren, C. (1998) *Continuation Report* (5th year review), a self-study report for purposes of accreditation to the Illinois State Board of Education and the National Council for Accreditation of Teacher Education.
- Wren, C. (1994) *A Report to the National Council for Accreditation of Teacher Education*. (A self-study report for purposes of accreditation.)
- Wren, C. (1992) *A Report to the Illinois State Board of Education*. (A self-study report for purposes of accreditation.)

GRANTS

- “Special Education Teachers for Chicago Public Schools.” A 4-year personnel preparation grant to prepare Chicago Public School teachers to become special educators. SUBMITTED, 2008, to the United States Department Of Education, Office Of Special Education And Rehabilitative Services, Office Of Special Education Programs (OSEP).
- “Project PluS.” A 3-year demonstration project grant to provide professional development for faculty, staff, and administration about college students with learning disabilities. FUNDED, 2005, by the U.S. Department of Education, \$800,000.
- “Educational and Employment Attainments of Adults with and without Learning Disabilities.” Two-quarter research leave FUNDED, 2004 by the DePaul University Research Council.
- “Integrating Special Education into the Education Leadership Curriculum.” LDA Teacher-Team Stipend. Travel grant. FUNDED. 1998, \$1000, by the Learning Disabilities Association Foundation.
- “Hanging by a Twig: Understanding and Counseling Learning Disabled Adults.” One-year research leave FUNDED, 1996-97 by the DePaul University Research Council.
- “A study of the auditory and cognitive abilities of college-age underprepared readers and learning disabled readers.” FUNDED, 1986, \$1700, by the DePaul University Research Council.
- “Equal Opportunity for Learning Disabled College Students” A three year grant to establish a program for learning disabled college students at DePaul University. FUNDED, 1984, \$160,000, by the Fund for the Improvement of Post-Secondary Education (FIPSE).

PAPERS AND PRESENTATIONS

INVITED ADDRESSES

- Wren, C. "Lernstörungen bei Studierende: Diagnose und Hilfe." (Learning Disabilities in College Students: Diagnosis and Intervention). Invited lecture to the Sozialwissenschaftsfakultät, University of Konstanz, Konstanz, Germany, June, 1998.
- Wren, C. "Dyslexie und Andere Lernstörungen." (Dyslexia and Other Learning Disabilities) Invited lecture to the Sozialwissenschaftsfakultät, University of Konstanz, Konstanz, Germany, February, 1997.
- Wren, C. "I Feel So Ambiguous: Learning Disabilities, Stress, and Personal Development." Invited address, The Diane Ridenour Memorial Lecture, Northwestern University. February, 1991.

JURIED PRESENTATIONS

- Wren, C. "The Impact of a Learning Disability on Personal Development" Presented to the national Learning Disabilities Association Conference. Atlanta, March. 1992. (Also presented at the Cove Conference, Cove School, Winnetka, IL, December, 1991.)
- Wren, C. "Syntactic Patterns and Cognitive Processes in Learning Disabled Children." Presented to the National Council For Exceptional Children, Research Forum. April, 1982.
- Wren, C. "Disorders of Oral Syntax, Syntactic Profiles, and Cognitive Processing Abilities." Presented to the national Association for Children with Learning Disabilities, February, 1981.
- Wren, C. "Identifying Patterns of Syntactic Disorder in Six-Year-Old Children." Presented to the Symposium on Research in Child Language Disorders, University of Wisconsin, June, 1980. Published in the *Proceedings from the First Wisconsin Symposium on Research on Child Language Disorders*. Madison, WI: University of Wisconsin. 1980.

OTHER SCHOLARLY PRESENTATIONS

- Murray, C., Wren, C., & Kolar, J, "A Systems Approach to Altering One University Context: Productive Learning u Strategies (PLuS)" Association on Higher Education and Disability, Reno, NE, July, 2008.
- Stevens, E., Keys, C., Wren, C., & Murray C. Goal setting, achievement and impact: Preliminary findings of Project PLuS. Poster Session, Midwestern Psychological

- Association, Chicago, May, 2008.
- Murray, C. & Wren, C. "Supporting Students with LD in a University Context by Changing Faculty and Staff Attitudes: Productive Learning Strategies (PLuS). 24th Annual Pacific Rim Conference, Honolulu, HI, April, 2008.
- Murray, C., Trezek, B., & Wren, C. "Project PLuS." Poster session, Pacific Coast Research Conference, San Diego, February, 2008.
- "Perceptions of University Faculty Regarding Accommodating Students with LD and ADHD." Poster session, Pacific Coast Research Conference, San Diego, February, 2007.
- "Therapy with Gifted Adults with LD: Client, Therapist, and Teacher Perspectives." (with Jay Einhorn and Mary Grigar). To be presented to the National Learning Disabilities Association. Chicago, March, 2003.
- "Hanging by a Twig: Understanding and Counseling Adults with LD and ADD." (with Jay Einhorn.) Presented to the National Learning Disabilities Association, Denver, March 2002. Also presented to the Illinois Association for Children with Learning Disabilities, October, 2000.
- "The Impact of a Learning Disability on Emotional Development." Presented to the Society for Research in Adult Development. New York, NY. June, 2000.
- "How it Feels to Have a Learning Disability." Presented to the faculty of Loyola University Rome Center, Rome, Italy, October, 1996.
- "How to Help College Students with LD." Presented to the faculty of Loyola University Rome Center, Rome, Italy, November, 1996.
- "College Students with Learning Disabilities." Presented to faculty of Truman College. Chicago, IL. April, 1996.
- "Modeling Cooperative Learning in the College Special Education Classroom." With Gail Harris-Schmidt. Presented to the Illinois Teacher Education Division of CEC Conference, Normal, IL. May 1992.
- "Voices of Experience: What Makes the Difference in Achieving Success in the Work Force." Learning Disabilities Association Conference. With Pamela Adelman and a panel of learning disabled adults. Chicago, IL February 1991.
- "Emotional Aspects of Learning Disabilities." Invited address, SAPA Conference. University of Wisconsin-LaCrosse. March 1991.
- "Achieving Success in the Work Force: Factors that Make the Difference." With Pamela Adelman. And a panel of learning disabled adults. Illinois Orton Dyslexia Society, Oak Brook IL, Nov.

1991

- "The Therapeutic Value of a Diagnostic Evaluation--The Other Side of the Labeling Issue." With Barbara Hoskins. Annual Conference on the Learning Disabled Adult, California State University, Northridge, February, 1989.
- "A study of the Auditory and Cognitive Abilities of College-age Underprepared Readers and Learning Disabled Readers." Presented to the Claremont Graduate School, Department of Cognitive Psychology, Claremont, CA. Feb. 1988.
- "Psychological Assessment Practices for the Learning Disabled: A Philosophical Reanalysis (Reply to Duran)." With T. Wren. Presented to the Association for the Philosophy of Education, Portland, OR. March, 1988.
- "Language Disorders - Diagnostic and Remedial Implications." Presented to Marianne Frostig Center, Pasadena, CA. Fall, 1987.
- "Profiles in Diversity - College Students with Learning Disabilities. With V. Kovitz and N. Williams. Presented to the Illinois Association for Children with Learning Disabilities, Chicago, IL. October, 1986.
- "The Language Assessment, Remediation and Screening Procedure (LARSP): A New Method of Syntactic Analysis." Presentation to the University of Hawaii Child Service Demonstration Center, and the State of Hawaii Department of Education, December, 1978.

PROFESSIONAL PRESENTATIONS

- "Treatment Practices for Adults with Learning Disabilities." Presented to the Rush Medical School,. Internal Medicine Grand Rounds, Chicago, IL, March 2005.
- "NCATE Standard 2." Presented to the Chicago Area Council of Deans of Education, Chicago. IL, January, 2004.
- "Walking in the Shoes of the Child with LD" Faculty Development Workshop presented to Drummond Elementary School, April, 1999.
- "What LD Feels Like" Faculty Development Workshop presented to Evanston Township High School, June 1996
- "Auditory Learning Problems: Suggestions for the classroom teacher." Presented to Lake Lutheran Schools Midwest Conference, February, 1986.
- "College Students with Learning Disabilities." Presented to DePaul University conference on LD

college students. May, 1985.

"Written Language Problems in High School Students." Presented to 14 high schools in the Chicago area, Spring and Fall, 1984.

"Teaching Vocabulary to Children with Language Disorders." Presented to Speech and Language Therapists, Arlington Heights, IL. April, 1983.

"Children with Language Learning Problems: Suggestions for the classroom teacher." Presented to the 3-R Conference, Chicago Catholic School Board. September, 1983.

"Teaching Vocabulary to Remedial Readers." Presented to Title I teachers, Elgin, IL. April, 1982.

"Learning Disabilities in High School Students." Presented to St. Vincent DePaul Seminary High School. January, 1982.

PROFESSIONAL ACTIVITIES

Institutional Representative, American Association for Colleges of Teacher Education (AACTE), 1991-present

Reviewer, Interagency Technology Task Force/USOE Challenge Grants for Technology in Education, 1995.

Nominating Committee, Illinois Orton Dyslexia Society, 1994-95

Reviewer, *American Educational Research Journal*. 1993-96

Editorial Board, *Child Language Teaching and Therapy*. 1985 to present.

Consulting Editor, *Language, Speech and Hearing Services in Schools*. 1987 to present.

Learning Disabilities Consultant, ESL Program, Pitzer College, 1987-88.

Learning Disabilities Consultant and Language Specialist, Marianne Frostig Center, 1987-88.

Founder and Director, Project Learning Strategies. A support program including diagnostic, and remedial services for learning disabled college students at DePaul University, 1984 to 1987. Faculty advisor to the project, 1988-present.

Higher Education Advisory Committee (HEAC), Illinois State Board of Education. 1983 to 1987.

Reviewer, Fund for the Improvement of Post-Secondary Education Comprehensive Program Grants.

1987

Reviewer, *Mental Retardation*, 1987

Steering Committee, College Night, ACLD International Conference, 1987.

Reviewer, March of Dimes Research Foundation, Social and Behavioral Research Grants. 1986

School Evaluation Team, Office of Catholic Education, Chicago, 1984.

AWARDS AND RECOGNITIONS

Who's Who in American Education, 1989

American Speech and Hearing Association (ASHA) Editor's Award for the journal, *Language, Speech, and Hearing Services in Schools*. Article entitled "Collecting language samples from children with syntax problems" was recognized by ASHA as the best article for 1985.

US Office of Education Doctoral Fellowship. 1974-76

PROFESSIONAL ORGANIZATIONS

AACTE

Illinois Dyslexia Society

Council for Exceptional Children

Illinois Council for Exceptional Children

Illinois CEC Division for Learning Disabilities

Phi Delta Kappa

COMMUNITY SERVICE ACTIVITIES

Fund raising, Global Alliance for Africa

Board of Directors, Specialized Support Services of Illinois (a community organization that provides support services for learning disabled adults)

Executive Director: Evanston Safety Town (a safety education program for preschoolers)

Treasurer: Evanston Safety Town

Executive Board, Skokie Valley Youth Symphony Orchestra

Fundraising and Development, Skokie Valley Youth Symphony Orchestra

For other Community Service activities, please refer to appropriate entries under "presentations" and also under "publications" as well as "professional activities."

SERVICE TO THE UNIVERSITY

University:

Academic Program Review Committee

Life-Long Learning Advisory Committee

Long-Term Contract Faculty Committee

Faculty Grievance Committee

Grade Challenge Committee alternate

North Central Association Self-Study

College Representative

Criterion Two Committee

Full Steering Committee

Steering Committee on Assessment of Student Achievement

University Judicial Board (2 years)

Faculty Council, Committee on Curriculum and Programs

Faculty Council, Committee on the Status of the Faculty

University Computer Development Committee

Advisory Panel, Masters Degree Program, School for New Learning

School for New Learning Faculty Search Committee

Committee to evaluate the faculty status request of the Dean and Associate Dean of the School for New Learning (ad hoc)

College of Arts and Sciences:

Liberal Arts and Sciences Planning Committee

Committee on Excellence in Teaching Awards

School of Education:

Promotion & Tenure Committee
Professional Education Council (chair)
APR/NCATE Task Force
Faculty Personnel Committee (chair)
Principal author - NCATE self-study report
Reading and Learning Disabilities Graduate Program Committee (chair)
Policies and Procedures Committee (chair)
Program Coordinators Committee
Grade Challenge Committee (chair)
Undergraduate Programs Committee
Student Evaluation Committee (chair)
Future Planning Committee
Library Committee
Faculty Search Committee (chair) (Reading & Learning Disabilities)
Liberal Studies Review Committee
Faculty Development Committee (chair)
Ad Hoc Committee to Revise the MEd Papers (chair)
Committee for Long-Term Contract Faculty (Ad Hoc)
NCATE Steering Committee
NCATE "Writers" Committee

Department of Leadership, Language, and Human Services (LELHS)
Personnel Committee (chair)

LLSI Program:

Reading & Learning Disabilities/Clinic/PLuS Committee
Program Coordinator, Reading and Learning Disabilities
Faculty Advisor/PLuS program

Administrative Responsibilities within Reading & Learning Disabilities Program:

Interviewing/admissions of prospective students
Graduate Student Advising
Administering/directing R&L Graduate Assistantships
Editing Program Handbook and Graduate Bulletin
Course Planning and Scheduling
Recruiting Part-time Faculty

COLLEGE COURSES TAUGHT

Undergraduate

Strategies for Mainstreaming
Speech and Language Development of the Young Child
Preschool Exceptional Child

Graduate

Psychology and Education of the Exceptional Child

Characteristics of the Exceptional Learner

Psychological Tests and Methods in Diagnosis

Characteristics and Diagnosis of Reading and Learning Disabilities

Remediation of Reading and Learning Disabilities

Strategies for Teaching the Learning Disabled Adolescent and Adult

Seminar on the Psychopathology of Learning

Testing and Diagnosis of Reading and Learning Disabilities: Practicum I

Testing and Diagnosis of Reading and Learning Disabilities: Practicum II

Diagnosis and Remediation of Reading Disabilities: Practicum III

Diagnosis and Remediation of Learning Disabilities: Practicum IV

Language Development and Learning Disabilities

Thesis Research in Reading and learning Disabilities