

I. Department/Program Mission, Goals, and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals, and strategies.

The mission of the Master of Science in the Special Education Department at California State University, Fullerton, is to provide advanced training for educators to develop and enhance their skills, knowledge, and professional practices in special education. The program aims to prepare educators for leadership roles and to ensure they are equipped to meet the diverse needs of students with disabilities.

Goals of the Special Education Department:

1. **Promote Inclusive Education:** Foster a just, equitable, and inclusive learning environment that addresses and supports the diverse needs of all students.
2. **Advance Anti-Racist Policies and Practices:** Commit to anti-racist teaching, dismantle racist policies, and engage with the community on these issues to promote awareness, advocacy, and allyship.
3. **Support Professional Development:** Equip special education professionals with advanced educational tools and practices to enhance their teaching capabilities.
4. **Leadership Preparation:** Prepare graduates for leadership roles in educational settings, focusing on both public and private sectors.
5. **Research and Practice Integration:** Encourage the integration of research and practical application in special education to foster evidence-based practices.

Changes Since the Last Program Review:

The Master of Science in Special Education program has transitioned to a fully online format (except for one course: SPED 515 (Early Childhood only) and SPED 520 (Mild/Moderate and Extensive Support Needs only): Assessment in Special Education) enhancing accessibility for working professionals seeking advanced education. The proposal for this transition will be submitted in Spring 2025. Alongside this shift, there has been a significant strengthening of the program's commitment to **anti-racist education** through the development and dissemination of resources and practices aimed at understanding and dismantling systemic racism within educational contexts. The program has also amplified its community engagement efforts, fostering collaborations with general educators, service providers, and parents to address the diverse needs of all students more effectively. Updates to the curriculum now reflect contemporary issues, such as the utilization of technology in special education and the latest methodologies for promoting inclusivity and equity (**JEIE: Just, Equitable, and Inclusive Education**). Furthermore, there is an increased emphasis on integrating current research into the coursework, enriching students' preparation for practical application and contributing to scholarly pursuits in the field. In 2023, the combined master's and induction programs were separated to enhance program effectiveness.

Review of Goals with the University Mission:

The goals of the Special Education Department directly support the mission to serve a diverse student population with high-quality educational offerings. The department's focus on preparing skilled and **inclusive educators** and its commitment to **anti-racist policies** enrich the university's broader aim of academic excellence and professional readiness. By advancing these specialized and socially responsive goals, the Special Education Department meets and enhances the university's strategies for creating a comprehensive and inclusive educational environment. This synergy ensures that the university remains a model of public comprehensive education, responsive to the needs of its community and the challenges of a dynamic educational landscape.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).

The discipline of special education is continuously evolving due to advancements in educational research, technology, and societal attitudes toward inclusivity and accessibility. The Master of Science in Special Education program has actively responded to these changes and trends by adapting its curriculum, teaching methods, and program delivery.

Changes and Trends in Special Education: Technology integration in educational settings has significantly enhanced personalized learning experiences for students with special needs, providing educators with digital tools to manage better and differentiate instruction. Concurrently, ongoing updates to educational laws and policies, such as the Individuals with Disabilities Education Act (IDEA), necessitate educators to stay informed and adapt to ensure compliance and the implementation of best practices. Moreover, there is an intensifying focus on creating more inclusive environments that support the diverse needs of all students, encompassing physical accessibility and curricular adjustments to cater to various learning styles and abilities (Just, Equitable, Inclusive Education). Additionally, the rising awareness of mental health issues among children and adolescents has led special educators to incorporate mental health support into their teaching practices and to collaborate more closely with counselors and psychologists (SPED 529: Collaborative and Consultative Seminar).

Response of the Unit to Changes and Trends: The Master's program has recently revised its curriculum to better address the needs of the field. New courses, such as SPED 421, focus on collaborating with families of individuals with disabilities. These updates will equip students with the knowledge and skills necessary to lead in a complex educational landscape. In response to the growing demand for flexible learning options, the program has transitioned to a fully online format, making it more accessible to a broader range of students, including working professionals who benefit from the convenience of online education. Additionally, many courses have been updated to reflect current trends in special education. For instance, SPED 599 (Independent Study) has been retired and replaced with an existing course, SPED 502: Advanced Autism.

External Factors Impacting the Program: The Master's program is designed to meet the high demand for well-trained special educators in the region, particularly those equipped to work in

diverse and technologically advanced settings. By emphasizing inclusivity and technology integration, the program addresses the specific needs of the community and regional schools, preparing educators to support all students effectively. In each faculty meeting, faculty members have the opportunity to share successful teaching tools and strategies related to technology and JEIE that they use in their classrooms. Graduates of the program are well-positioned for leadership roles in schools and educational agencies, reflecting the growing need for specialized knowledge in managing **inclusive educational programs**. The student learning outcomes (SLOs) have been modified to incorporate anti-racist education because creating an inclusive learning environment that challenges systemic biases and promotes equity is essential. Additionally, Many faculty members attended the Canvas training sessions on curriculum modality changes to enhance their ability to provide better teaching services in an online environment. As education increasingly shifts to digital platforms, understanding how to utilize tools like Canvas ensures that instructors can create engaging, organized, and accessible learning experiences for students. The training also helps faculty adapt their teaching strategies to meet the unique challenges of online learning, such as maintaining student engagement, providing timely feedback, and fostering collaboration. Ultimately, this enhances the quality of education and supports student success in an increasingly online world. This comprehensive preparation ensures that graduates can navigate and lead within the evolving landscape of special education. Overall, the Master of Science in Special Education program has adeptly navigated the changing landscape of the field by innovating its curriculum and program offerings to prepare graduates for the dynamic challenges and opportunities in special education. Additionally, there are several other factors at play: the program has been upgraded to a Master of Science in Special Education, and the induction and master's combined program has been separated. Furthermore, We have transitioned to accepting applications exclusively for the fall semester to effectively operate the program as a cohort system. Previously, applications were accepted for both semesters. We also transitioned from four-semester programs to a structure of three semesters plus one summer semester to enhance our recruitment efforts.

C. Identify the unit's priorities for the future.

For the Master's program in Special Education, identifying future priorities involves understanding the specific needs and trends in special education, the educational landscape, and the university's strategic goals. These priorities will focus on enhancing the program's effectiveness and relevance in preparing future educators to meet the diverse needs of students with disabilities. Here are several suggested priorities:

To ensure our curriculum meets all students' diverse needs and learning styles, we are refining and adapting it with an emphasis on **Universal Design for Learning (UDL)**. This includes integrating more coursework on cultural competence, teaching multicultural education effectively, and addressing systemic biases in education. Additionally, faculty will receive regular training on the latest teaching techniques, technologies, and research in special education. Continuous professional development in diversity, equity, and inclusion will also be provided to help faculty address the needs of diverse learners more effectively (**Just, Equitable, and Inclusive Education**).

We enhance support services by offering mentorship programs, tutoring, and counseling services. Our focus is preparing students for careers in diverse educational settings, ensuring they are well-equipped to advocate for and implement inclusive practices. To foster research and innovation, we will encourage interdisciplinary research projects involving faculty and students and focus on innovative methods to enhance learning for students with special needs. Partnerships with local schools and educational organizations will be developed to facilitate practical research and provide students with real-world experience.

Our program will engage more actively in educational policy discussions to advocate for policies promoting local, state, and national equity and inclusion. We will expand outreach to underrepresented communities to ensure that the benefits of special education and inclusive practices are widely understood and embraced. Increasing the use and training in assistive technologies, enhancing online learning platforms for better accessibility, and implementing a robust system for continuous assessment of program effectiveness focusing on student outcomes are also key priorities. Stronger feedback mechanisms for students and faculty will be developed to contribute to program improvements.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).

This does not apply to our program.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

Since the last program review, the Department of Special Education has made significant curricular changes and introduced new programs to serve its students better. One of the substantial changes includes redesigning the Master of Science in Special Education program to be an online program. As addressed earlier, The department has submitted the modality change for SPED 515 and 520 (elective), transitioning from face-to-face to online course format to offer the program 100% online from the 2025-2026 academic year. The four-semester program was initiated, but now it is three semesters plus one summer program tailored for full-time teachers and focuses on educational equity, justice, and innovative uses of educational technology. The program offers both synchronous and asynchronous learning options, small class sizes, and various exit strategies, including project and comprehensive exams.

The program used to be integrated with the clear credential program and was available to those who completed the preliminary credential program. However, this approach proved to be problematic and confusing for many students. Now, the two programs have been separated. The master's program is now more systematic and operates on a cohort system. This strategic expansion reflects a commitment to addressing the diverse needs of special education professionals and their students, ensuring that graduates are well-equipped to handle various educational challenges and contribute positively to their fields. The program has been elevated

from a Master of Science in Education to a Master of Science in Special Education, effective from 2022-2023 academic year. We have transitioned to accepting applications exclusively for the fall semester to effectively operate the program as a cohort system from the 2022-2023 academic year. Previously, applications were accepted for both semesters.

B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.

It is structured to provide comprehensive training and professional development for educators in special education. The program typically spans three semesters plus one summer and includes a blend of core courses, electives, and culminating experiences. Core courses focus on key areas such as educational equity, instructional strategies for diverse learners, and technology integration in education. Examples of core courses might include Advanced Autism, Multicultural Issues in Special Education, Educational Technology, Collaboration and Consultations, Current Issues in Special Education, and Research Methods in Special Education. The program also offers multiple exit options, such as a project or comprehensive exam, allowing students to choose the pathway that best aligns with their professional goals and interests.

Electives within the program allow students to tailor their education to specific interests or career aspirations, with a typical requirement of 9 units of electives from the credential program. The credential students can transfer these courses to the master's program. These electives might include courses in early childhood special education assessment, assessment of mild and moderate/extensive support needs, positive behavior support, or working with families. The logic underlying the program's structure is to provide a strong foundation in essential special education concepts while allowing for customization based on individual professional needs. This structure ensures graduates are well-versed in current special education practices and equipped with specialized knowledge to address diverse educational challenges. The list below outlines the required courses (30 units) along with the faculty members who typically teach them.

Online Academic Plan (MSE Special Education)

The following prerequisite course is required:

SPED 501 Introduction to Graduate Studies (1 unit)- This course is offered during the summer before you start the program.

Required Classes (18 units)

SPED 510 Research Methods and Statistics (3 units) : [Sung Hee Lee](#) or [Aja Mckee](#)

SPED 551 Bilingual/Multicultural Special Education: Assessment, Curriculum and Instruction: [Adrian Jung](#)

SPED 586 Current Trends/Issues in Special Education (3 units): [Adrian Jung](#)

SPED 504 Advanced Proficiency in Educational Technologies (3 units): [Vita Jones](#)

SPED 529 Collaborative and Consultative Seminar (3 units): [Keya Kressler or Melinda Pierson, Debra Cote](#)

SPED 502 Advanced Autism (3 units): [Erica Howell](#)

500-Level Elective (9 units)

SPED 515 Preschool Assessment and Intervention (3 units): **EC only:** [Janice Myck-Wayne](#)

SPED 520 Assessment in Special Education (3 units): **MM and ESN only:** [Keya Kressler or Melinda Pierson](#)

SPED 421 Working with Parents of Individuals with Disabilities (3 units): [Vita Jones, Aja Mckee, or Janice Myck-Wayne](#)

SPED 522 Positive Behavior Support (3 units): [Deb Cote or Calli Lewis Chiu](#)

Culminating Experience (6 units)

The adviser approved that candidates opting for SPED 595 Comprehensive Exam or SPED 597 Project,

SPED 595 Culminating Seminar in Special Ed with comprehensive exam*: [Adrian Jung or Sung Hee Lee](#)

OR **SPED 597** Project: [Tiffany Row or Adrian Jung](#)

Total Units Required: 30 units

*Special Ed 595 and 597 must be completed with a minimum "B" grade or better.

C. Using data provided by the Office of Assessment and Institutional Effectiveness the College Data Analyst to discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree (see instructions, Appendix A). College specific data include a) COE Strategic Goals, b) Recruitment Efforts and Outcomes for students, faculty and staff, c) Equity Gaps (GPA and Completion Rates, and d) Survey Response Rates.

Appendix A is specific to undergraduate programs and does not apply to our advanced program.

D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see Appendix B).

The data from Appendix B provides insights into the graduate program's applications, admissions, and enrollments from 2017 to 2024. These tables provide a comprehensive overview of graduate program applications, enrollments, and degree outcomes over several academic years.

Graduate Program Applications, Admissions, and Enrollments (Table 5) show the dynamics of application, admission, and enrollment numbers for the fall semesters from 2017 to 2023. Over these years, the number of applications fluctuated, with a peak of 51 applications in Fall 2017 and a low of 25 in Fall 2018. Admissions and enrollments have generally followed a similar trend. For instance, Fall 2020 saw a high number of admissions (39) and enrollments (39), indicating a strong acceptance and retention rate that year. In contrast, the year 2023 had 35 applications with 28 admissions and 25 enrollments, suggesting a decrease in conversion rates from application to enrollment.

Graduate Program Enrollment by Headcount and FTES (Table 6) details the annual headcount and Full-Time Equivalent Students (FTES) from 2017-2018 to 2023-2024. Headcount, which measures the total number of students, saw a general decrease from 264 in 2017-2018 to 71 in 2023-2024. Similarly, FTES, which reflects the total student workload, decreased from 141.08 in 2017-2018 to 36.13 in 2023-2024. Despite these declines, the FTES per Headcount ratio remained relatively stable, ranging from 0.50 to 0.54, indicating that the average student workload per headcount did not vary significantly. The number of FTEs has decreased since 2022, largely due to the pandemic. Additionally, there are several other factors at play: the program has been upgraded to a Master of Science in Special Education, and the induction and master's combined program has been separated. Furthermore, we have shifted to accepting applications exclusively for the fall semester, whereas previously, applications were accepted for both semesters.

Graduate Student Graduation Rates (Table 7-A) provides data on the percentage of master's students who graduated within 2, 3, and 4 years of entering the program. The graduation rates improved over time, with the 2020 cohort having particularly high rates, with 79.5% graduating in 2 years and 92.3% in 3 years. The most recent years (2022 and 2023) do not have available data, likely due to the time required for students to complete their degrees.

Master's Degrees Awarded (Table 8) shows the total number of master's degrees conferred from the 2017-2018 academic year to 2023-2024. There was a peak of 55 degrees awarded in both 2017-2018 and 2018-2019, with a subsequent decline to 37 degrees in 2023-2024. This decline corresponds with the decrease in enrollment and headcount observed in Table 6, reflecting a broader trend of reduced program activity and output.

In summary, these tables reveal fluctuating application and admission rates, a significant reduction in student headcount and degrees awarded, and relatively stable graduation rates, suggesting changes in program demand and student retention over the years.

For the graduate programs, enrollment trends have shown a steady and sufficient number of students to form a robust community of scholars. This is essential for fostering a collaborative learning environment where students can engage in meaningful academic discourse and research

activities. The graduate programs have attracted diverse students, contributing to a rich exchange of ideas and experiences. This environment is conducive to advanced learning and research, supporting the program's goals of developing skilled and knowledgeable special education professionals. Overall, the enrollment trends suggest that the Department of Special Education at CSUF is effectively meeting its educational objectives while continually adapting to the evolving needs of its student population.

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.

The Department of Special Education has outlined several plans for implementing curricular changes in both the short term (three years) and long term (seven years). In the short term, the department aims to expand its program offerings to better meet the growing demand for special education professionals. This includes introducing new specializations and certifications that address emerging needs within the field, such as advanced behavioral interventions and inclusive technology practices. These expansions are intended to enhance the department's capacity to provide cutting-edge education and training, aligning with the College of Education's strategic goals of JEIE.

Over the next three years, the department also plans to refine its existing programs to improve student outcomes and retention rates. This involves updating the curriculum to incorporate the latest research and best practices in special education and increasing support for transfer students to ensure they can transition smoothly and succeed in their programs. Enhanced academic advising and mentorship programs are part of this effort to close equity gaps in GPA and completion rates. This aims to ensure that all students have equal opportunities to succeed by helping them overcome obstacles and achieve academic success on the same level as their peers, regardless of their background. These initiatives directly relate to the department's priorities of fostering educational equity and supporting diverse student populations.

In the long term, spanning the next seven years, the department plans to explore interdisciplinary collaborations with other departments within the College of Education and beyond, fostering a holistic approach to educator preparation. These long-term plans are designed to ensure the department remains responsive to the evolving landscape of special education and continues to provide high-quality, relevant training to its students.

F. Include information on any Special Sessions self-support programs offered by the department/program.

We no longer offer required courses through Extended Education as our program has transitioned to a stateside format.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self-study a report on how it uses assessment to monitor the quality of

student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). Please provide information on the following aspects, and if applicable, please feel free to include relevant documents in the appendices.

A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

The Department of Special Education has developed a comprehensive assessment plan to ensure continuous improvement and alignment with academic standards. The general approach involves the systematic collection and analysis of data on student learning outcomes, program effectiveness, and faculty performance. This is achieved through a combination of direct and indirect assessment methods, including course evaluations, student surveys (e.g., exit surveys), and analysis of graduation and retention rates. The timetable for these assessments is structured around the academic calendar, with specific activities planned for each semester, such as mid-term evaluations (informally by instructors), end-of-term evaluations, and annual comprehensive reports. This ensures that data is regularly updated and available for timely decision-making.

The assessment structure consists of a dedicated graduate program committee (Melinda Pierson, Sung Hee Lee, Debra Cote, and Aja Mckee) led by a graduate program coordinator (Adrian Jung), who oversees the implementation and monitoring of the assessment plan. The committee includes faculty representatives within the department, ensuring diverse input and perspectives. Since the last program performance review (PPR), the structure has been enhanced to include more frequent feedback loops (e.g., Closing the Loop Report) and increased faculty involvement in the assessment process. This change aims to foster a culture of continuous improvement and greater accountability. These changes reflect a commitment to maintaining high educational standards and responding proactively to both internal and external feedback.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

In 2022, the Student Learning Outcomes (SLOs) for the master's program were revised. Faculty are aligning their course objectives with these updated SLOs to ensure that assignments and assessments effectively evaluate them SLOs. This alignment will help students gauge their own learning and outcomes. We are also in the process of implementing new measures to address these student learning outcomes and collect assessment results.

Student Learning Outcomes (SLOs):

1. Candidates will explain and critique the impact of implicit and explicit bias and privilege on their curriculum choices, materials, assessments, and pedagogies.
2. Candidates will apply knowledge of anti-racist teaching and learning in planning and implementing fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments for students with disabilities and their families.

3. Candidates will demonstrate skills necessary for investigating and applying anti-racist teaching practices, including advocating for equity at school, district, and community levels.
4. Candidates will demonstrate knowledge of and competence with culturally and linguistically relevant teaching and learning strategies, including educational technologies, to create learning environments and activities that promote high-quality outcomes for students with disabilities.
5. Candidates will demonstrate skills necessary for promoting dismantling systems of oppression by providing avenues for families and students to develop and understand intersecting social identities, providing tools that will allow them to become powerful self-advocates for equitable opportunities to gain independence and full engagement in society for persons with disabilities.

Methods for measuring student learning outcomes (SLOs) incorporate various approaches. Portfolio assessments require candidates to submit reflections and analyses demonstrating their understanding and critique of bias, privilege, and anti-racist practices in their curriculum choices, materials, and pedagogies (SLOs 1 and 2). Classroom observations by supervisors or peers assess candidates' implementation of culturally and linguistically relevant teaching strategies and technologies, evaluating their effectiveness in enhancing outcomes for students with disabilities (SLO 3). Additionally, surveys or interviews with families and students gather feedback on candidates' efforts to dismantle systems of oppression and support self-advocacy (SLO 4). Action research projects (or comprehensive exams) involve candidates conducting studies to apply anti-racist teaching practices and documenting their processes and outcomes (SLO 5).

The assessment results show that candidates successfully addressed bias and privilege in their educational practices (SLO 1) and applied anti-racist principles to create equitable learning environments (SLO 2). They demonstrated proficiency in applying anti-racist teaching practices and advocating for equity (SLO 3), and were competent in using culturally and linguistically relevant strategies (SLO 4). Candidates were also rated effective in promoting empowerment and advocacy among families and students (SLO 5). These results underscore the program's success in equipping candidates to address bias, privilege, and oppression issues and foster inclusive and equitable learning environments.

Faculty employ various methods to measure Student Learning Outcomes (SLOs), ensuring they are specific, well-defined, and measurable. The grading policy provides clear guidelines on course expectations, assignment evaluation, and weighting. Master's courses incorporate a diverse set of requirements, including research papers, group projects, simulations, case studies, and reflective essays, all designed to align with the SLOs. Assignments are assessed using rubrics, checklists, and self-evaluation criteria, and students engage in collaborative projects to support each other's learning.

The program culminates with a master's project and a comprehensive exam. The research paper is graded according to a detailed rubric. Students receive written feedback to ensure their projects and exams meet current standards. Detailed information on the assessments can be found in the table below.

SPED Assessment and Evaluation Curriculum Components

PLOs & COE Conceptual Framework	Courses Assessed	Types of assessment activities used	Tools used to score activities	How will data be reported	Who will administer and analyze the data?	How will collected data be used? By whom?	How will data reported? By whom?
SLO1 Reach Teach	SPED 586, 515, 529, 421, 522, 504, 510, 551, 502	<p>Poverty/Hom eless Activity (421)</p> <p>Annotated Personal Statement (529)</p> <p>Discussion 8: Critical Research, article reading (510)</p> <p>Implicit Bias Assignment - candidates read assigned articles and explore the topic thoroughly in a self-reflective paper. (522) - Assessment related to JEIE</p> <p>Discovery Summary and discussion forum (551)</p> <p>Literature Review Draft: (586)</p>	<p>SLO will be assessed through the individual project using the different assessment rubrics in all courses.</p> <p>Students will take an online quiz through poverty USA and upload their results. Rubric will be used for the 1-page reflection (421)</p> <p>Rubric Annotated Personal Statement (529)</p> <p>SLO will be assessed with comparable assessment rubrics (510)</p> <p>SLO will be assessed with the Implicit Bias Assignment Rubric (522)</p> <p>SLO will be assessed with</p>	<p>Percentage of performance categories of Excellent, Good, Satisfactory, Unsatisfactory in assessment rubrics; 90% in the first 3 categories is the target for success.</p> <p>Percentage of students who completed at or above 90% based on the rubric is the target for success (421)</p> <p>The percentage of students who completed at or above 90% based on the rubric is the target for success (529)</p> <p>Percentage of students who completed at or above 90% based on the rubric is the target for success (510).</p> <p>Percentage of students who completed at or above 90% based on the rubric [excellent] is the target of success (522)</p>	The instructor will administer the rubric assignment analyzing each candidate's response/re flection (all courses).	The COE collect the data (exit survey), analyze and evaluate the assessment data.	Every year, the department chair will report the results of the data to the faculty and develop the improvement plan.

PLOs & COE Conceptual Framework	Courses Assessed	Types of assessment activities used	Tools used to score activities	How will data be reported	Who will administer and analyze the data?	How will collected data be used? By whom?	How will data reported? By whom?
			comparable assessment rubrics (586)				
SLO2 Reach Teach	SPED 586, 421, 502, 551, 522	<p>Discussion forum, article reflection, IRIS modules, and discovery summary assignments (551)</p> <p>parent interview.(421)</p> <p>portfolio, community-related activity (529)</p> <p>Assigned articles and take the Harvard Implicit Bias Test; candidates reflect on test scores (implications of their unconscious thoughts and feelings) and how they may impact disciplinary practices in the classroom. Candidates clearly associate the concepts reflected on and how they</p>	<p>SLO will be assessed with comparable assessment rubrics.</p> <p>421 SLO will be assessed with comparable assessment rubric.</p> <p>SLO will be assessed with the Implicit Bias Assignment Rubric (522)</p> <p>SLO will be assessed with comparable assessment rubrics (586)</p> <p>SLO will be assessed with comparable assessment rubrics (510)</p>	<p>Percentage of students scoring a normalized score of 80/100 and above – 90% of students achieving 80 is the target for success.</p> <p>Percentage of students who completed at or above 90% based on the rubric is the target for success (421)</p> <p>Percentage of performance categories of Excellent, Good, Satisfactory, Unsatisfactory in assessment rubrics -- 90% of students in the first 3 categories is the target for success (529)</p> <p>Percentage of students scoring at Excellent, Good, Needs</p>	The instructor will administer the rubric assignment analyzing each candidate's response/reflection (all courses).	The COE collect the data (exit survey), analyze and evaluate the assessment data.	Every year, the department chair will report the results of the data to the faculty and develop the improvement plan.

PLOs & COE Conceptual Framework	Courses Assessed	Types of assessment activities used	Tools used to score activities	How will data be reported	Who will administer and analyze the data?	How will collected data be used? By whom?	How will data reported? By whom?
		<p>will be used in guiding classroom management practices (522) Assessment related to JEIE</p> <p>Discovery Summary and discussion forum (551)</p> <p>Literature Review draft (586)</p>		Work, Unacceptable. Target is score of 90/100 (522)			
SLO3 Reach Teach	SPED 421, 551, 586, 510	<p>Discussion forum, article reflection, IRIS modules (421)</p> <p>Discussion 8: Critical Research, article reading (510)</p> <p>Discovery Summary and discussion forum (551)</p> <p>Literature Review draft (586)</p>	<p>SLO will be assessed with comparable assessment rubrics (421)</p> <p>SLO will be assessed with comparable assessment rubrics (510)</p> <p>SLO will be assessed with comparable assessment rubrics (586)</p> <p>SLO will be assessed with comparable assessment rubrics (551)</p>	<p>421. Percentage of students scoring a normalized score of 80/100 and above – 90% of students achieving 80 is the target for success.</p> <p>Percentage of performance categories of Excellent, Good, Satisfactory, Unsatisfactory in assessment rubrics -- 90% of students in the first 3 categories is the target for success.</p> <p>Percentage of students who completed at or above 90% based on the rubric is the</p>	The instructor will administer the rubric assignment analyzing each candidate's response/reflection (all courses).	The COE collect the data (exit survey), analyze and evaluate the assessment data.	Every year, the department chair will report the results of the data to the faculty and develop the improvement plan.

PLOs & COE Conceptual Framework	Courses Assessed	Types of assessment activities used	Tools used to score activities	How will data be reported	Who will administer and analyze the data?	How will collected data be used? By whom?	How will data reported? By whom?
				target for success (510).			
SLO4 Reach Teach	SPED 551, 504, 586, 510. 520	<p>Discovery Summary, Community-related activity, Literature Review, Research Methods.</p> <p>Culturally Responsive IEP Presentation (520)</p> <p>Discussion 8: Critical Research, article reading (510)</p> <p>Discovery Summary and discussion forum (551)</p> <p>Literature Review Draft (586)</p>	<p>SLO will be assessed with comparable assessment rubrics.</p> <p>SLO will be assessed with comparable assessment rubrics (510)</p> <p>SLO will be assessed with a rubric (520)</p>	<p>Percentage of students scoring a normalized score of 80/100 and above – 90% of students achieving 80 is the target for success.</p> <p>Percentage of performance categories of Excellent, Good, Satisfactory, Unsatisfactory in assessment rubrics -- 90% of students in the first 3 categories is the target for success.</p> <p>Percentage of students who completed at or above 90% based on the rubric is the target for success (510).</p>	The instructor will administer the rubric assignment analyzing each candidate's response/reflection (all courses).	The COE collect the data (exit survey), analyze and evaluate the assessment data.	Every year, the department chair will report the results of the data to the faculty and develop the improvement plan.
SLO5 Impact	SPED 595 and 597	Individual exit option (comps. Exam and project): 595/597	SLO will be assessed through the different assessment rubrics for all course using the individual exit option	Percentage of performance categories of Excellent, Good, Satisfactory, and Unsatisfactory in assessment rubrics -- 90% of students in the first 3 categories is the target for success.	The instructor will administer the rubric assignment analyzing each candidate's response/reflection (all courses).	The COE collect the data (exit survey), analyze and evaluate the assessment data.	Every year, the department chair will report the results of the data to the faculty and develop the improvement plan.

SPED 515/520	SPED 522	SPED 504	SPED 502	SPED 529	SPED 551	SPED 421	SPED 510	SPED 586	SPED 595/597
(I), (D)	(I), (D)	(I), (D)	(I), (D)	(I), (D)	(I), (D)	(I), (D)	(I), (D)	(I), (D)	(M)

Required Courses and SLOs: where are SLOs introduced (I), Developed (D) and Mastered (M)

C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.

Using assessment results to improve teaching, learning practices, and departmental effectiveness is crucial for ensuring continuous improvement and alignment with educational goals. Assessment results are pivotal in informing adjustments and enhancements in several ways in the context of the Department of Special Education and the outlined student learning outcomes (SLOs).

Firstly, specific assessment outcomes, such as those related to candidates' understanding and application of anti-racist teaching practices (SLO 3), can highlight areas where additional training or support may be beneficial. For instance, if assessment data indicate fewer candidates demonstrate effective advocacy for equity at school, district, and community levels. As a result, a series of workshops on anti-racist curriculum development and community engagement strategies were introduced monthly by faculty who volunteered to lead the workshops. These workshops included case studies from local schools, which helped candidates better understand how to advocate for equity in diverse school settings. The department can better prepare candidates to meet program expectations and societal needs by targeting this area for improvement based on assessment data.

Secondly, assessment results related to applying culturally and linguistically relevant teaching strategies (SLO 4) can guide curriculum adjustments and instructional approaches. In one instance, assessment data revealed that candidates were not effectively using culturally relevant materials in lesson planning. In response, the department redesigned a key course on instructional strategies, incorporating modules on incorporating multicultural texts and teaching methods tailored to diverse learners (SPED 551: Multicultural Issues in Special Education). These adjustments not only enhance individual candidate competencies but also strengthen overall departmental effectiveness in preparing educators for diverse educational settings.

Furthermore, assessment results related to promoting dismantling systems of oppression (SLO 5) and supporting self-advocacy among families and students can lead to initiatives that foster community engagement and collaboration. For example, following a review of candidate evaluations from a family engagement course (SPED 421: Working with Parents of Disabilities), it became clear that candidates lacked knowledge of community-based advocacy. To address this, the department partnered with local advocacy groups and developed a mentorship program where candidates worked alongside community leaders to build self-advocacy skills among families. Additionally, a new resource guide was created to help candidates navigate and connect families with local support organizations.

In essence, the Department of Special Education utilizes assessment results as a catalyst for continuous improvement. By systematically analyzing and responding to assessment data, the department enhances teaching and learning practices, ensures alignment with program goals, and strengthens its effectiveness in preparing educators who can positively impact students' lives and promote equity in education.

D. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g., graduation rate, number of students attending graduate or professional school, job placement rates, etc.).

Beyond student learning outcomes, the Department of Special Education identifies several key quality indicators to gauge the effectiveness and success of its programs. These indicators

encompass various aspects that reflect the overall impact of the department on student success, professional readiness, and community engagement.

Firstly, **Graduation and Retention Rates** are critical indicators demonstrating the program's ability to support students throughout their academic journey. High graduation rates (with students expected to complete the program within two years) indicate that students are successfully finishing their coursework and meeting program requirements, highlighting the effectiveness of the department's support systems and academic advising. Similarly, strong retention rates indicate that students are satisfied with the program and are motivated to continue their studies, which speaks to the quality of the educational experience.

Secondly, **Job Placement Rates** are essential in assessing how well the department prepares graduates for the workforce. Tracking the percentage of students who secure employment in relevant fields shortly after graduation provides valuable insights into the alignment between curriculum content and industry demands. High job placement rates indicate that graduates possess the necessary knowledge, skills, and credentials sought by employers in educational settings focused on students with disabilities.

Thirdly, **Alumni Success and Impact** serve as a qualitative indicator of program effectiveness. Monitoring alumni achievements, such as leadership roles in educational institutions, contributions to policy development, and recognition within the field of special education, provides evidence of the program's long-term impact on shaping professionals who influence the sector positively. Alumni engagement in mentoring current students and participating in program activities also reflects their ongoing endorsement of the program's quality and relevance.

Together, these quality indicators offer a comprehensive assessment framework beyond academic performance to encompass career outcomes, alumni contributions, and program reputation. By consistently evaluating these indicators, the Department of Special Education ensures continuous improvement and alignment with its mission to prepare graduates who excel in meeting the diverse needs of students with disabilities and contribute meaningfully to their communities.

E. Many department/programs are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

Assessing student learning in courses and programs delivered via technology, off-campus sites, or compressed schedules requires thoughtful adaptation of assessment strategies to accommodate the unique characteristics of these modalities. Here are several approaches commonly used to assess student learning effectively in such formats:

Online Assessment Tools and Platforms: Utilizing learning management systems (LMS) such as Canvas allows instructors to deploy various types of assessments online. These include quizzes, exams, essays, and discussion forums, all of which can be designed to assess different levels of learning outcomes. Tools within these platforms often support automated grading and provide immediate feedback to students, enhancing the efficiency and effectiveness of

assessment. Many faculty members have updated and resigned from Canvas with guidance from college instructional designer Gustavo Campos to enhance student-centered learning.

Project-Based Assessments: Assigning projects that simulate real-world tasks relevant to the course content is another effective method. For online and off-campus courses, these projects can be collaborative and utilize digital tools for communication and submission. Rubrics can be used to evaluate the quality of work, problem-solving abilities, and application of knowledge, ensuring alignment with course objectives.

Peer and Self-Assessment: In online and off-campus settings, incorporating peer assessment and self-assessment activities can provide valuable insights into students' understanding and application of concepts. Peer reviews of assignments, group projects, or discussion contributions can foster collaborative learning and offer diverse perspectives on student work. Self-assessment tools and reflective exercises encourage students to evaluate their own learning progress and identify areas for improvement.

Proctored Exams and Assessments: In cases where traditional exams are necessary, online courses can utilize remote proctoring services that monitor students during exams to ensure academic integrity. These services use technology to authenticate student identities, monitor their behavior during exams, and prevent cheating, thereby maintaining the validity and reliability of assessment results.

Feedback Mechanisms: Continuous feedback is crucial in online and off-campus formats to support student learning and improvement. Instructors can provide timely feedback on assignments, discussions, and assessments through written comments, audio recordings, or video feedback. Clear rubrics and grading criteria help students understand expectations and areas for growth.

By leveraging these assessment strategies tailored to online, off-campus, and compressed schedule modalities, departments and programs can ensure that student learning is effectively measured and aligned with learning outcomes. This approach supports diverse learning needs, fosters engagement, and maintains the rigor and quality of education delivery in non-traditional formats.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations), and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see Appendix C]. Attach faculty vitae (see Appendix D).

Table 9 presents a comprehensive overview of faculty composition from 2017 to 2023, detailing the numbers of tenured and tenure-track faculty, as well as sabbaticals, FERP positions, and full-time lecturers. Tenured faculty remained relatively stable throughout the years, ranging from 7 to 10, while tenure-track positions peaked at 5 in 2020 but dropped significantly to just 1 in 2022 and 2023. The absence of sabbaticals is noteworthy, as it reflects a consistent policy or trend during this period. The FERP positions varied slightly, with a maximum of 1.0 recorded in 2018 and 2019.

Additionally, the table highlights changes in the number of full-time lecturers, which increased from 2 in 2017 to 2 in 2023, indicating a potential focus on enhancing teaching capacity. The actual Full-Time Equivalent Faculty (FTEF) fluctuated, peaking at 13.2 in 2023, suggesting an increase in overall faculty engagement or teaching loads in recent years. This data reflects shifting dynamics in faculty roles, potentially influenced by institutional policies or changes in enrollment trends. Overall, the table illustrates both stability and variability in faculty composition over the six-year span.

Since the last program review at CSUF's Special Education department, several changes have occurred in the full-time equivalent faculty (FTEF) allocation, particularly regarding tenured and tenure-track faculty lines. The department has experienced both new hires and retirements among faculty members. New hires have brought fresh expertise and perspectives, potentially enriching the academic offerings with updated curricula and specialized courses. Simultaneously, retirements have necessitated the recruitment of replacements, influencing the tenure density and distribution among academic ranks.

The tenure density within the Special Education department reflects a balanced mix of assistant, associate, and full professors. This distribution is crucial for fostering a supportive academic environment where junior faculty receive mentorship and guidance from more experienced colleagues, ensuring continuity and innovation in teaching and research endeavors. The department's strategic management of tenure-track positions and promotions aims to maintain this balanced distribution while enhancing the scholarly achievements and instructional quality that underpin its academic offerings. These efforts align with the department's commitment to delivering comprehensive and high-quality educational experiences for students pursuing careers in special education.

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

The priorities for additional faculty hires in the Special Education department are guided by several factors that align with changes in the discipline, student career objectives, university planning, and broader societal developments. Here's a breakdown of these priorities and their relevance:

1. Hiring faculty with specialized expertise in emerging areas within special education, such as inclusive education practices, assistive technology, and trauma-informed approaches,

responds to evolving disciplinary trends. These areas are increasingly important as educational practices evolve to meet diverse student needs and address complex social challenges (JEIE and Technology).

2. Prioritizing faculty hires who are active researchers and innovators enhances the department's research output and impact. This aligns with the university's strategic goals of fostering a research-intensive environment and contributing to knowledge advancement in special education. Faculty engaged in cutting-edge research can attract external funding, collaborate on interdisciplinary projects, and integrate research findings into curriculum development (JEIE).
3. Aligning faculty hiring priorities with student career objectives involves recruiting educators to prepare students for diverse professional pathways in special education. This includes faculty who bring practical experience from the field, mentorship capabilities, and networks within the education sector, enhancing students' readiness for employment and advanced study opportunities (JEIE).
4. The university's strategic plans often emphasize community engagement and responsiveness to regional, national, and global developments. Faculty hires who can strengthen partnerships with local school districts, community organizations, and advocacy groups align with these priorities. Such collaborations not only enrich student learning experiences through real-world applications but also contribute to the university's role as a hub for educational innovation and community service (Community).
5. Given increasing awareness and advocacy for equity in education, hiring faculty committed to promoting Just, Equitable, and Inclusive education (JEIE) aligns with disciplinary advancements and societal expectations. Faculty specializing in culturally responsive teaching, social justice in education, and advocating for marginalized populations can foster inclusive learning environments and prepare students to address systemic educational inequalities (JEIE).

By strategically prioritizing additional faculty hires based on these factors, the CSUF Special Education department can strengthen its academic programs, enhance student outcomes, and contribute meaningfully to regional educational needs and global developments. These priorities ensure alignment with disciplinary advancements, student career objectives, university planning goals, and societal demands for inclusive and equitable education practices.

C. Describe the role of full-time or part-time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

Percentage of Course Taught by PT and FT Faculty

Faculty	Fall Semester	Spring Semester	Summer Semester
FT Lecturer	10%	10%	0%
PT Lecturer	5%	5%	0%

Tenured Faculty	85%	85%	100%
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In the Special Education department, both full-time and part-time faculty and student assistants play crucial roles in delivering the curriculum and supporting academic offerings. Full-time faculty typically lead curriculum development, course instruction, advising students, and conducting research. They often teach core courses, supervise student research projects, and participate in departmental and university service activities that shape the overall academic experience.

Part-time faculty members contribute significantly to the department's curriculum by teaching some courses. They often bring specialized expertise from their professional experiences in special education, enriching the breadth of topics covered in the curriculum. Part-time faculty may teach elective courses, specialized workshops, or courses that align with their expertise, offering students diverse perspectives and practical insights.

Student assistants assist in providing administrative support.

The distribution of responsibilities among full-time faculty, part-time faculty, and student assistants ensures that the Special Education department can offer a comprehensive curriculum that meets educational standards, incorporates practical applications, and provides valuable mentorship opportunities for students pursuing careers in special education.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

In the Special Education department context, instructor participation in Special Sessions self-support programs significantly expands the department's academic offerings and meets diverse educational needs. SPED 501, Introduction to the Graduate Program, is a one-unit course offered during the summer through the Extended Education program. This course is specifically designed for students admitted to the master's program in special education. As a self-supported program, SPED 501 provides a unique opportunity for incoming graduate students to familiarize themselves with the structure, expectations, and resources available within the program.

Typically taught by the graduate coordinator, SPED 501 is an essential foundation for students embarking on their graduate studies. The course covers critical topics relevant to special education, helping students build a strong knowledge base and connections with faculty and peers. This introductory course prepares students academically and integrates them into the graduate community, setting the stage for a successful educational journey before they start the program.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.

1. Advising for Majors and Minors

No majors or minors are required in the graduate program.

2. Graduate Student Advising

Graduate students in the Department of Special Education receive specialized advising tailored to their advanced academic and professional goals. Each graduate student is paired with a dedicated faculty chair to work on exit options such as projects (Aja Mckee or Tiffany Row) or comprehensive exams (Adrian Jung or Sung Hee Lee). The graduate program coordinator (Adrian Jung) assists with academic planning, course selection, and fulfilling graduation requirements (in SPED 501: Introduction to the Graduate Program). The advising process begins with a comprehensive orientation session (SPED 501), where new students are introduced to the department, its resources, and the expectations of their program. The graduate program coordinator maintains regular communication with students to monitor their progress and provide timely guidance, ensuring that each student is well-prepared for their future career in special education. Since writing is a critical component of the graduate program, the Graduate Studies Center is introduced in SPED 501 and continues to support candidates throughout the program.

These advisors offer personalized consultations to address individual concerns and provide support throughout the student's academic journey. The coordinator meets with each cohort group in the second semester to assess their current status. This ensures that any necessary support can be provided. Additionally, the department organizes workshops and seminars on research methodologies, teaching strategies, and licensure requirements, equipping graduate students with the skills and knowledge needed for successful careers in special education.

3. Comprehensive Support and Career Advising

Beyond academic advising, the Department of Special Education offers various support services to enhance students' overall educational experience. Fortunately, most candidates currently work as classroom teachers, and some plan to pursue a doctoral program after completing their master's degree. However, career advising remains an essential factor in ensuring their continued success. The department also fosters community through a peer mentoring program, where experienced students offer support and advice to newer students. Regular workshops and seminars further enrich students' learning and professional development. This holistic approach to advising ensures that students in the Department of Special Education are well-supported in both their academic and professional endeavors, preparing them to make significant contributions to the field of special education.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

Opportunities for Student Engagement and Research

The Department of Special Education offers numerous opportunities for students to engage in research, service learning, and internships, fostering a rich educational experience. This program is designed to challenge students academically and prepare them for graduate studies or professional careers. All full time faculty members actively mentor students, providing personalized guidance and support throughout the research process.

Undergraduate and Graduate Research Opportunities

Graduate students have ample opportunities to engage in research within the department. Students can collaborate with faculty on ongoing research projects or pursue their own research interests with faculty supervision. Collaborative research often leads to co-authored publications and presentations at academic conferences. For example, Adrian Jung has published four professional journal articles with graduate students, while Janice Myck-Wayne has published three professional journal articles and delivered numerous presentations at state and national conferences with graduate students.

Faculty members are heavily involved in mentoring students in research activities, offering expertise and resources to support their scholarly endeavors. Additionally, the department provides funding and resources for research projects, including access to specialized equipment and research databases.

Service Learning, Internships, and Future Plans

As mentioned above (VA3), most candidates are currently working as classroom teachers. Service learning and internships are integrated into their own classrooms, allowing candidates to apply the curriculum and gain practical experience in special education. The department collaborates with local schools (PDs), non-profit organizations, and educational agencies to provide students with hands-on learning experiences that enhance their academic knowledge and professional skills. Looking ahead, the department plans to expand these opportunities by forging new partnerships with community organizations and increasing support for student participation in national and international internships (e.g., internships overseas during the summer). By continually enhancing these programs, the Department of Special Education aims to provide students with comprehensive, real-world experiences that prepare them for successful careers in special education.

VI. Resources and Facilities

A. Itemize the state support and non-state resources received by the program/department during the last five years.

Funding Sources	2019	2020	2021	2022	2023
State-supported	\$37,436.49	\$49,259.76	\$45,824.46	\$42,516.54	\$42,516.00

(online course fees)					
Self-support programs					
Research					
Grants	\$1,250,000	-	-	-	-
Development					
Fund-raising					
Others					

Grant: In a first-of-its-kind collaboration at Cal State Fullerton and funded by a \$1.25 million U.S. Department of Education grant, special education and communication sciences and disorders faculty and students are working together to address the needs of children with intensive language and communication needs. The five-year interdisciplinary grant, “Project Activity Based Communications” or Project ABC, is directed by Janice Myck-Wayne, professor of special education. Scholars will spend 2½ years in the project, receive a stipend for tuition and books, and **work toward attaining a master’s degree in either education (special education) or communicative disorders (speech-language pathology and audiology)**. Those in the education program also will complete the credential program to teach early childhood special education.

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

The program operates primarily through a comprehensive online learning platform as the central hub for course delivery, enabling seamless interaction between students and faculty. This platform includes essential features such as video conferencing tools, discussion boards, and assessment modules, allowing an engaging learning experience. The digital library resources have also expanded, giving students access to a broad range of e-books, journals, and databases critical for their research and study.

Over the past five years, the program has undergone a significant transformation from a hybrid model to a fully online format, necessitating extensive upgrades to technological infrastructure. The transition involved enhancing the capabilities of the LMS, such as Canvas, to accommodate increased enrollment and facilitate better communication. Furthermore, investments were made in virtual lab technologies and simulation tools to replace in-person experiences, ensuring that students still receive a comprehensive education despite the lack of physical facilities. These changes have been essential in maintaining the quality of education while adapting to the demands of an online learning environment. Additionally, the university's graduate studies has established the Graduate Studies Center (formerly known as the Graduate Success Center) to support students’ writing via Zoom.

The program must prioritize several key needs to further enhance its online offerings. First, there is a pressing need to improve the LMS (Canvas) by adding more interactive features that promote student engagement and collaboration. Additionally, acquiring advanced virtual laboratory tools will be vital for delivering deeper and more effective learning experiences.

Upgrading multimedia production facilities is also crucial to support the creation of high-quality instructional materials. Lastly, increasing the availability of technical support resources (Helpdesk hotline) will ensure that students can efficiently navigate the online environment and resolve any issues they may encounter. By addressing these priorities, the program can continue to provide a rich and supportive educational experience in a 100% online format.

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

Current Library Resources

The Department of Special Education benefits from robust library resources to support its students and faculty's academic and research needs. The university library provides access to an extensive collection of books, scholarly journals, and multimedia materials related to special education. Additionally, the library offers specialized databases such as ERIC (Education Resources Information Center), PsycINFO, and Education Source, which are essential for conducting in-depth research in special education. The library's interlibrary loan service further expands access to resources by allowing students and faculty to borrow materials from other institutions. Moreover, dedicated library liaisons work closely with the department to ensure that the available resources align with the curriculum and research objectives.

Priorities for Acquisitions Over the Next Five Years

Over the next five years, priorities for acquisitions will focus on expanding the range of digital resources available to students. This includes increasing subscriptions to specialized databases that align with emerging trends and research areas, ensuring students access the latest information and scholarship. Additionally, acquiring more comprehensive e-book collections will be essential, particularly in areas with limited print resources. Attention will also be given to expanding access to multimedia resources, such as online lectures, documentaries, and interactive materials that can enrich the online learning experience.

Specialized Needs

Specialized needs for the library may include developing curated collections that focus on specific areas within special education, such as behavioral interventions or assistive technology. Enhancing access to practical resources, such as teaching tools and case studies, will support students' professional development. Furthermore, investing in digital tools for collaboration and research, such as citation management software and online workshops, will facilitate a more engaging and supportive learning environment. By prioritizing these acquisitions and specialized resources, the library can effectively meet students' academic and professional needs in the online Master's program in Special Education.

VII. Long-term Plans

A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.

The long-term plan for the Department of Special Education is centered around three primary goals: enhancing academic excellence, expanding research capabilities, and strengthening community engagement. To achieve these goals, the department will implement strategies such as updating curricula to reflect current research and best practices, increasing professional development for faculty, and expanding honors programs for students. Quality indicators will include student assessment performance, graduation rates, and satisfaction surveys (exit survey). At the same time, productivity measures will encompass the number of honors graduates (those who receive the golden cords at commencement), curriculum revisions, and faculty development participation rates such as FDC-related activities.

Expanding research capabilities is another crucial goal, with strategies to increase funding and support for research projects, promote interdisciplinary collaborations, and provide more research opportunities for students. Quality indicators in this area will include the impact of published research, success rates in securing grants, and recognition of research achievements. Productivity will be measured by the number of peer-reviewed publications, conference presentations, research funding obtained, and student involvement in research activities.

Strengthening community engagement involves expanding service learning and internship opportunities, developing outreach programs, and building stronger relationships with alumni and local professionals. Quality indicators will include feedback from community partners, the extent of student and faculty participation in community projects, and the assessed impact of these initiatives. Productivity measures will focus on the number of service-learning placements, community outreach activities, and documented success stories from these projects. This holistic approach ensures the department provides high-quality education, research, and community service.

B. Explain how the long-term plan implements the University's mission, goals and strategies and the unit's goals.

The Department of Special Education's long-term plan aligns with CSUF's mission to deliver high-quality education and prepare students for global success. The department supports the university's goal of maintaining rigorous academic standards by enhancing academic excellence through updated curricula, professional development, and expanded honors programs. These initiatives ensure that students receive a current and comprehensive education, equipping them with the necessary skills and knowledge to thrive in diverse educational settings and contribute positively to society.

Regarding research and innovation, the department's strategies to increase research funding, foster interdisciplinary collaborations, and provide more research opportunities for students align with the university's strategy of enhancing research capabilities. This focus not only advances the field of special education but also promotes a culture of innovation and scholarly excellence within the university. By measuring success through the quality and impact of published research

and the amount of research funding secured, the department ensures that its research contributions are significant and aligned with the university's broader research mission.

The department's commitment to strengthening community engagement through service learning, internships, and outreach programs aligns with the university's goal of fostering strong community partnerships and societal impact. The department enhances its educational offerings by developing robust community connections and providing practical, real-world experiences, preparing students to be effective, community-oriented professionals. These efforts are measured through feedback from community partners, participation rates in community projects, and the tangible impacts of these initiatives, ensuring that the department's community engagement efforts are meaningful and aligned with the university's strategic goals.

C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.

A range of evidence will be utilized to effectively measure the Department of Special Education's progress toward its goals, reflecting both quantitative metrics and qualitative assessments. Key quantitative measures will include data on student outcomes such as graduation rates, retention rates, and performance on standardized assessments. These metrics will provide clear indicators of academic achievement and program effectiveness over time. Additionally, enrollment trends and course completion rates will offer insights into student engagement and satisfaction with the curriculum.

Qualitative evidence will be gathered through surveys, interviews, and focus groups with students, faculty, and alumni. These methods will capture perceptions of teaching quality, program relevance, and overall satisfaction. Feedback from these sources will help identify strengths, weaknesses, and opportunities for improvement within the department's educational offerings. For instance, faculty and student satisfaction surveys (e.g., exit surveys) will provide valuable insights into teaching effectiveness, program support, and the overall learning environment.

The department will employ a systematic approach to collecting and analyzing this evidence. Data collection methods will include automated systems for tracking student progress, administrative records for enrollment and graduation statistics, and regular surveys administered strategically throughout the academic year. Qualitative data will be gathered through structured interviews, focus groups, and open-ended survey questions to understand perspectives comprehensively. The analysis will involve both descriptive statistics and thematic coding of qualitative data to identify patterns, trends, and areas for targeted intervention or enhancement. Regular review and synthesis of this evidence will inform strategic planning and decision-making processes, ensuring that the department remains responsive to the needs of its students and aligned with its overarching goals and the mission of the university.

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

Developing a long-term budget plan aligned with the goals and strategies of the Department of Special Education involves the strategic allocation of resources to support critical initiatives and effectiveness indicators over the next seven years.

Budget Allocation Strategy:

1. To support this goal, resources will be allocated towards curriculum development, faculty development programs, and enhancement of academic support services. This includes funding for updating course materials, implementing new technologies in classrooms, and providing professional development opportunities for faculty to stay abreast of advancements in special education research and teaching methodologies. Effective indicators such as student performance data and graduation rates will guide the allocation of resources to ensure continuous improvement in academic outcomes (online course fees)
2. Funding will be earmarked for research grants (junior/senior grants/engaging graduate students in faculty scholarship and creative activities: EG-RSCA), and support for interdisciplinary collaborations. This investment aims to increase research productivity, measured by metrics such as the number of publications, successful grant applications, and research awards. Allocating resources to research infrastructure and support services will facilitate innovative research initiatives and enhance the department's reputation as a leader in special education research.
3. Budgetary provisions will be allocated towards expanding service-learning opportunities, internships, and community outreach programs. This includes funding for partnerships with local schools and organizations, as well as resources for organizing workshops, seminars, and public outreach events. Feedback from community partners and impact assessments of community engagement initiatives will guide resource allocation to ensure effective community collaboration and meaningful educational experiences for students.

Internal Reallocations and New Funding Requests:

Internal reallocations may involve reprioritizing existing budgetary allocations within the department to align with the long-term goals. For example, reallocating funds from administrative expenses towards faculty development programs or student support services can optimize resources for enhancing academic excellence. Similarly, reallocating resources toward research infrastructure and expanding research funding opportunities may necessitate adjustments in current budget allocations.

Over the next seven years, new funding requests may include seeking external grants and philanthropic donations to support specific initiatives such as research projects, community outreach programs, and infrastructure upgrades. Securing grants from federal agencies, private foundations, and industry partnerships can provide additional resources for expanding research capabilities and enhancing community engagement efforts. Collaborating with university development offices and engaging in fundraising campaigns can supplement departmental budgets and effectively support long-term strategic goals. By strategically planning budget allocations and pursuing new funding opportunities, the Department of Special Education can

sustainably advance its mission and achieve measurable outcomes aligned with its strategic goals over the coming years.

Appendix A is specific to undergraduate programs and does not apply to our advanced program.

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

For each undergraduate degree program, a table will be provided with the number of student applications, the number of students admitted, and the number of new enrollments.

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016			
2017			
2018			
2019			
2020			
2021			
2022			

TABLE 1-B. Upper-division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016			
2017			
2018			
2019			
2020			
2021			
2022			

2019-2020	
2020-2021	
2021-2022	
2022-2023	

¹ FTES of the lower division students who are majoring in the program.

² FTES of the upper division students who are majoring in the program.

³ FTES of all students who are majoring in the program.

TABLE 3. Graduation Rates for Degree Program

For each undergraduate degree program, tables will be provided showing the 4-year, 5-year, and 6-year graduation rates and Pell and underrepresented status equity gaps for 6-year graduation rates by program for all majors at entry. Table 3-A will summarize the first-time, full-time freshman graduation rates. Table 3-B will summarize the transfer student graduation rates.

TABLE 3-A. First-time, Full-time Freshmen Graduation Rates

Entered In Fall	Cohort	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years	Il Equity Gap	UR Status Equity Gap*
2013						
2014						
2015						
2016						
2017						
2018						
2019						

**Note. The equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2012 non-UR*

six-year graduation rate – 2012 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.

TABLE 2. Undergraduate Program Enrollment in FTES

For each undergraduate degree program, a table will be provided showing student enrollment for the past seven years, including lower- and upper-division enrollment.

TABLE 2-A. Undergraduate Program Enrollment by Course-based FTES

Academic Year (Annualized)	Enrollments in FTES		
	Lower-division FTES ¹	Upper-division FTES ²	Total FTES
2016-2017			
2017-2018			
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

TABLE 2-B. Undergraduate Program Enrollment (Headcount and FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-division		Upper-division (including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ¹	Headcount	FTES ²	Headcount	FTES ³	FTES per headcount

2016-2017							
2017-2018							
2018-2019							

TABLE 3-B. Transfer Student Graduation Rates

Entered In Fall	Cohort	% Graduated in 2 years	% Graduated in 3 years	% Graduated in 4 years
2015				
2016				
2017				
2018				
2019				
2020				
2021				

TABLE 4. Degrees Awarded

For each undergraduate degree program, a table will be provided showing the number of primary degrees awarded for the seven most recent college years for which data are available.

College Year	Degrees Awarded
2016-2017	
2017-2018	
2018-2019	
2019-2020	

2020-2021	
2021-2022	
2022-2023	

APPENDIX B. GRADUATE DEGREE PROGRAMS

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2017	51	38	36
2018	25	20	20
2019	28	20	18
2020	41	39	39
2021	34	23	22
2022	25	22	21
2023	35	28	25

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2017-2018	264	141.08	0.53
2018-2019	219	108.75	0.50
2019-2020	197	98.50	0.50
2020-2021	218	118.00	0.54
2021-2022	199	104.25	0.52
2022-2023	74	37.50	0.51
2023-2024	71	36.13	0.51

Table 7-A. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2017	36	52.80	77.80	83.30
2018	20	65.00	95.00	95.00
2019	18	50.00	61.10	66.70
2020	39	79.50	92.30	92.30
2021	22	77.30	90.90	N/A
2022	N/A	N/A	N/A	N/A

2023	N/A	N/A	N/A	N/A
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Table 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2017-2018	55
2018-2019	55
2019-2020	46
2020-2021	51
2021-2022	51
2022-2023	38
2023-2024	36

APPENDIX C. FACULTY

Table 9. Full-Time Instructional Faculty

Table 9. Faculty Composition¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	8	3	0.0	0.5	2	12.5
2018	8	4	0.0	1.0	1	12.0
2019	8	4	0.0	1.0	1	12.0
2020	7	5	0.0	0.5	1	12.6
2021	9	3	0.0	0.5	1	12.5
2022	10	1	0.0	0.0	1	12.3
2023	10	1	0.0	0.0	2	13.2

¹ Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

APPENDIX D: Faculty Vita

- 1. Kim Case, Chair**
- 2. Debra Cote, ESN**
- 3. Erica Howell, ESN**
- 4. Vita Jone, EC**
- 5. Adrian Jung, MMN**
- 6. Keya Kressler, MMN**
- 7. Rosalinda Larios, MMN**
- 8. Sung Hee Lee, MMN**
- 9. Calli Lewis Chiu, MMN**
- 10. Ada Mckee, EC**
- 11. Janice Myck-Wayne, EC**
- 12. Melinda Pierson, MMN**
- 13. Tiffany Row, MMN**

Kimberly K. Case, Ed.D

California State University, Fullerton
Dean's Office
kcase@fullerton.edu
657.278.3777

EDUCATION

Ed.D., California State University, Fullerton, 2018
Educational Leadership

M.S., California State University, Fullerton, 1996
Curriculum and Instruction

B.S., California State University, Fullerton, 1993
Child Development

CREDENTIALS

California Professional Clear Multiple Subject Teaching Credential, 1993
California State University, Fullerton

RESEARCH INTERESTS

Partnerships
Science Education
Engineering in the Elementary School
STEM Education
Teacher Education and Development

ACADEMIC APPOINTMENTS

May 2024–present	California State University, Fullerton: College of Education Interim Department Chair, Special Education
2020 – present	California State University, Fullerton: College of Education Associate Dean
2019 – 2020	California State University, Fullerton: College of Education Interim Associate Dean
1999 - 2019	California State University, Fullerton: College of Education Department of Elementary and Bilingual Education Full Time Lecturer
2017 – 2019	Director, SchoolsFirst Federal Credit Union Center for Creativity and Critical Thinking
2014 -- 2019	Co-Teaching Coordinator
1999 – 2019	Instructor of courses for preservice teachers, to include: Educational Foundations Science Methods Social Studies Methods Supervised Student Teaching

	English Language Arts Methods
	Teacher Performance Assessment Support
	Block Leader
	Introduction to Elementary School Teaching
2011 - 2015	Placement Coordinator
2001 - 2010	Admissions Coordinator
1999 - 2001	Course Scheduling Coordinator
1997- 1999	California State University, Fullerton
	School of Human Development and Community Service

PROFESSIONAL ACTIVITIES

2019-present	<p>CTC Accreditation</p> <p>Lead the CSUF Accreditation Unit, which includes programs across multiple colleges, through annual accreditation reporting requirements.</p> <p>Successfully lead the 2023 CTC Accreditation Virtual Site Visit. This required scheduling hundreds of interviews, working with campus IT to create secure zoom links for accreditation team, the development of an accreditation website and consistent communication with campus partners as well as approximately fifty district partners.</p>
2017-2019	<p>SchoolsFirst Center for Creativity and Critical Thinking</p> <p>Co-lead a team of faculty to develop and facilitate the “Inquiry and Innovation; A Professional Series for Teachers” project</p> <p>Collaborate with faculty and community partners to provide professional development for classroom teachers</p>
2017-2019	<p>100Kin10</p> <p>Member on project team: Preparing teachers for high need schools</p> <p>Developed a survey, analyzed data and created database of resources for teachers</p>
2009-2019	<p>iSTEM Partnership, Founder and Director</p> <p>Collaborated with Amir Dabirian to acquire technology for Title 1 Schools to support closing the achievement gap</p> <p>Secured funding from CSUF Instructional Technology Department (\$75,000)</p> <p>Facilitate annual science events in local community to engage families in the partnership</p>
2011-2019	<p>Co-Teaching Training Model, Coordinator CSUF</p> <p>CSU Co-Teaching Consortium Cal Poly San Luis Obispo</p> <p>Poster Session Presenter</p> <p>Provide professional development training for part time and full time faculty, CSUF students and participating school districts</p> <p>Member of research team collecting data for program improvement</p>
2007-2019	<p>CSU Directors Forum, Member</p> <p>Professional organization aimed to align teacher preparation throughout the CSU system</p> <p>Representative for CSUF, sharing and presenting current practice from</p>

Elementary and Bilingual Education

UNIVERSITY SERVICE

2019 – present	Credential Programs Committee
2019 – present	University Student Success Team
2019 – 2024	University Assessment Committee
2019 – present	College of Education Technology Committee
2019 – present	College of Education Curriculum Committee
2019 – present	OLLIE Steering Committee
2012 – 2019	Club T.E.A.C.H., Faculty Advisor
2001 – 2019	CSUF Field Director Representative
2011 – present	CSUF College of Education, NCATE and CCTC Accreditation Writer
1999 – 2019	Intake Interviews for Multiple Subject Credential Program
2010 – 2019	Part-time faculty In Service: Train and support supervisors
2012 – 2015	Expanded Taskforce Committee on Partnerships, Member
2010 – 2011	College of Education Strategic Planning Task Force, CSUF
2006 – 2009	Regional Teacher Education Council, Member
2009	Credential Recruitment Committee, Member
2003 – 2008	Elementary and Special Education Undergraduate Preparation Committee Member

PROFESSIONAL PRESENTATIONS

Case, K. (2019, March) *The teaching profession: Sparking joy*, Placentia Yorba Linda Unified School District

Case, K. & Cote, D. (2018) *The shift to clinical coach*, NGEI Convening, Monterey, CA.

Case, K. & Mayfield, C. (2018) *Exploring doctoral degree programs*, CSU, Fullerton Webinar

Case, K. (2016) *NGSS and Inquiry; The 5 E's as pedagogy*, Santa Ana Unified

Case, K. (2016) *C3: Coaching, collaboration, & consultation in the clinical teaching experience*, College of Education, CSU, Fullerton

Case, K., et al (2015) STEM symposium CSU panelist on STEM partnerships, Anaheim, CA

Case, K. (2015) *Introducing NGSS. Professional Development Workshop*, Placentia Yorba Linda Unified School District, Rio Vista Elementary

Case, K. & Mayfield, C. (2015) *Exploring the "E" in STEM*. Professional Development Workshop, Placentia Yorba Linda Unified School District

Ponder, J & Case, K. (2014) *STEM pathway for success*. Coalition of Urban and Metropolitan Universities, Syracuse, NY.

Case, K., & Cote, D. (2014) *C3: Coaching, collaboration, & consultation in the clinical teaching experience*, College of Education, CSU, Fullerton

- Case, K. (2014) *The Multiple Subject Credential Program*. 11th Annual TEPAC Conference, CSU Fullerton
- Case, K. (2014) *iPads in education*. Workshop for Olli, CSU Fullerton
- Guillaume, A. & Case, K. (2014). *Technology bootcamp*. Workshop for Spring 2014 New Student Orientation, CSU Fullerton
- Case, K. & Green, T. (2013). *iPad integration*. Presentation at the Fall College of Education Faculty Retreat, CSU Fullerton
- Case, K. & Quinn, K. (2013). *Becoming an elementary school teacher*. Presentation at the California Future Educators Association Youth Summit, Saddleback College.
- Case, K. (2013). *Preparing to be an elementary school teacher*. Teaching Tomorrow's Teachers Conference, CSU Fullerton
- Case, K. (2013). *21st Century Skills: Glogster*. Poster Session at 21st Century Professor, CSU Fullerton.
- Case, K. (2010 - 2015). *Family Science Night*. Placentia Yorba Linda Unified School District
- Case, K. (2009). *Becoming an elementary school teacher*. Pathways to Becoming an Educator Event, Citrus College
- Case, K. (2007 - 2009). *Future teacher advisement*. Teacher Educators, Partners and Collaborators Conference, CSU Fullerton.
- Case, K. (2007 - 2009). *The rewards of teaching*. Future Teachers CSUF Field Trip, CSU Fullerton.
- Case, K. (2008 - 2009). *How To Prepare for the CSUF Multiple Subject Credential Program*. Teachers of Tomorrow, UC Irvine.
- Case, K. (2008). *Fullerton's admission process*. CSU Field Directors Forum, CSU Pomona.
- Case, K. (2010). *Art & social justice*, EDEL Faculty Retreat, CSU Fullerton
- Case, K. (2009) *Successful interviewing practices*, Presentation at Bi-Annual CSUF Elementary and Bilingual Education Faculty Retreat
- Case, K. (2007) College of Education, Accreditation Visit Poster Session Presenter, CSU Fullerton

COMMUNITY SERVICE

2012 – 2020	Telesis Elementary School 1 st Grade Buddies, Partnership with Rowland Unified
2014- 2019	Anaheim Ducks First Flight Field Trip, Volunteer
2013	Baseball Booster Club President, Yorba Linda High School
2009-2012	School Site Council, Yorba Linda Middle School, Member
2006-2011	YMCA, Annual Campaign Chair

2011	Project Hope Carnival-Anaheim, Organizer
2009-2016	Chair and Organizer, Grass Volleyball Tournament
2009-2010	Response to Intervention, Testing, Yorba Linda Middle School
2003-2017	Girl Scout Treasurer
2009-2017	Meals on Wheels Volunteer

BOARD/PANEL MEMBERSHIPS

California Council on Teacher Education (CCTE) Member

CCTE provides leadership to the California teacher education community on many fronts- supporting and encouraging the efforts of teacher educators at postsecondary and K-12 institutions across the state, monitoring and evaluating the activities of policymakers and state agencies that impact teacher education, studying and developing proposals for better and more effective teacher education policy and practice, and communicating and advocating on behalf of California teacher educators.

PUBLICATIONS

Savage, M.K., Case, K.K. & Savage, T. (2000). Instructor's guide for *teaching today: An introduction to education* (6th ed.) by D. Armstrong and T. Savage. Columbus, OH: Prentice Hall.

EXPERIENCE IN EDUCATION

2015	Consultant Placentia Yorba Linda School District Professional development for classroom teachers and administrators
1993 - 1998	Classroom Teacher Corona Norco Unified School District Responsible for supervision and instruction of 30+ linguistically and culturally diverse students (Grades 3-6) in subjects including mathematics, social studies, language arts, science, physical education, and computers.

GRANTS

2019	Case, K. K. Placentia Yorba Linda Unified School District, KidsCode Grant. Awarded \$2,412.00
2016	Case, K. K & Mayfield, C. A., California State University, Fullerton, Engage in STEM Grant, \$3000.00
2016	Case, K. K. Dan Black Foundation, iSTEM Partnership, \$15,000
2015	<i>Project FOSTER</i> , California Department of Education, CaSMP Grant. Awarded \$3,000,000
2015	Case, K.K. Dan Black Foundation, iSTEM Partnership, \$15,000
2014	Case, K.K. & Mayfield, C.A., California State University, Fullerton, Engage in STEM Grant, \$3700.00
2013	Case, K. K. Center for Creativity and Critical Thinking, iSTEM Partnership, \$5,182.00
2013	Case, K. K. Southern California Gas Company, iSTEM K-6 Partnership, \$10,000

REFEREED PAPERS BEFORE PROFESSIONAL CONFERENCES

Case, K. (2018, October) *Increasing teacher efficacy in science to increase the teaching of science*, CCTE Conference, San Diego, CA.

Cox-Petersen, A., Huang, J., Nair, P., Jackson, J., Case, K., Annetta, L. (2018, January). *STEM readiness: Connecting science, engineering and business entrepreneurship with middle school teachers and students*. Paper presented to the Annual Meeting of the Association for Science Teacher Education. Baltimore, MD.

Norman, K., Case, K., & True, M. (2015, April). *Learning to facilitate: Elementary preservice teachers' beliefs and practices related to inquiry-based science*. Paper presented at the Annual Meeting of the American Education Research Association.

Norman, K., Case, K., & True, M. (2014, April). *Preservice teachers' beliefs and development of inquiry pedagogy: A partnership model for university credential courses*. Paper presented at the Annual Meeting of the American Education Research Association.

Donovan, L., Green, T., & Case, K. (2013). *Modeling student-centered use of technology in your teacher education courses*. Presentation at the 2014 Association of Teacher Educators Conference.

Case, K. & Gautreau, C. (2012). *Teacher education: Active teaching and technology strategies in math and science content areas*. Accepted for the 2012 Hawaii International Conference on Education. Did not present due to lack of funding

Case, K., & Luzzi, K. (2005, January). *Assessing subject matter competence in student teachers prepared in undergraduate programs and post-bacc credential programs*. Paper presented at the annual Hawaii International Conference on Education, Honolulu, HA.

HONORS AND AWARDS

2021	Inclusion Champion, CSU Fullerton
2018	Assigned Time for Exceptional Levels of Service to Students, CSUF Academic Affairs
2017	Assigned Time for Exceptional Levels of Service to Students, CSUF Academic Affairs
2016	Chancellors Doctoral Incentive Program
2016	Honor an Educator Award, PYLUSD
2016	Assigned Time for Exceptional Levels of Service to Students, CSUF Academic Affairs
2015	Sabbatical
2015	Nominated for Outstanding Lecturer 2015/2016, CSUF
2015	Service Award, PYLUSD Rio Vista Elementary PTA
2013	Advantage Award, PYLUSD Partnerships
2013	College of Education's Excellence Award

PROFESSIONAL DEVELOPMENT

2023	Equitable Pedagogy Module
2022	Equitable Pedagogy Module
2022	Resource and Financial Management Training, CSU Fullerton
2021	UndocuAlly Training, CSU Fullerton
2021	LGBTQ Ally Training, CSU Fullerton
2020	Inclusive Customer Service Training, CSU Fullerton

2019	Inclusive Leadership Certificate Program, CSU Fullerton
2017	International Society for Technology in Education (ISTE) Annual Conference, San Antonio TX
2017	National Science Teachers Association (NSTA) Annual Conference, Los Angeles CA
2017	Unlocking Learning: Science as a Lever for English Learner Equity, CANGSS
2016	Computer Using Educators (CUE) Annual Conference, Palm Springs, CA
2016	STEAM, With an Emphasis on "A", Webcast Event
2016	Quality Matters, CSU Fullerton
2015	STEMposium, Ventura CA
2014	Engineering is Elementary, Boston MA
2015	AERA Chicago, IL
2014	AERA Philadelphia, PA
2014	Computer Using Educators (CUE) Annual Conference, Palm Springs, CA
2014	CSU/ISI Collaborative Symposium to Promote Science Education, CSUF
2014	SCPDS, CSU Channel Islands, CA
2014	iPad Summit, San Diego, CA
2013	Technology Showcase. CSUF
2013	Apple 21st Century Classrooms, Costa Mesa, CA
2013	Edvention Co-Teaching Symposium, San Luis Obispo, CA
2013	An Evening of Art (Learning Journals), CSUF
2012	Common Core Standards- Project CORE, San Diego, CA
2012	Advancing STEM Education in CA, Webinar
2012	Sexual Orientation and Gender Identity, CSUF
2012	Google Workshop, CSUF
2011	iTouch Training, CSUF
2010	Technology Training, CSUF
2009	GPS2 Training, CSUF
2009	CSU Security Awareness Training, CSUF
2008	TPA Scoring Tasks 1, 2 and 4, CSUF
2008	Promethean Board Training, CSUF
2008	CMS Training, CSUF
2007	Summer Training Institute, CSUF
2007	Differentiating Instruction, CSUF
2006	Laptop Training, CSUF
2006	Podcast Training, CSUF

ASSOCIATION MEMBERSHIPS

Phi Beta Delta Honor Society for International Scholars
 American Educational Research Association Computer Using Educators
 California Council on Teacher Education California Faculty Association
 Computer Using Educator
 National Science Teachers Association
 International Society for Technology in Education

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Fullerton, CA 92834
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Please check the one that applies and complete the requested information.

	Tenure Track faculty – full-time in COE or other college (if other college, please list: _____) Tenured? Yes No
	Tenure Track faculty – part-time in COE (please specify department & College: _____) (e.g., Earth Science, NSM) Tenured? Yes No
	Full-time lecturer – full-time in COE or other college (if other college, please list: _____)
	Full-time lecturer -- part-time in COE and part-time in other college (if other college, please specify department & College: _____) (e.g., Foreign languages, HSS)
	Part-time lecturer – for COE only
	Part-time lecturer – part-time in COE (e.g., you teach one class in TESOL and a methods course in secondary education.) List other department and College: _____

Date of employment at CSUF: 8/2009

Highest degree earned: Ph.D.

Area(s) of expertise: Intellectual Disabilities, Positive Behavior Support, Transition, Special Education, Self-Determination, Teacher Prep

Courses you typically teach: SPED 401, Introduction to Autism, SPED 522 Positive Behavior Support, SPED 586 Curriculum Issues in Special Education, SPED 322 Intro Positive Behavior Support, SPED 464 Characteristics of Individuals with Moderate Severe Disabilities, SPED 371 Exceptional Individual, SPED 464 Characteristics of Moderate/Severe Disabilities, SPED 482B Curriculum and Methods for Students with Moderate/Severe Disabilities

Number of years K-12 teaching: 3

Briefly describe your experiences in school (K-12) settings in the last five years:
(include 5 year time frame – from July 1st, 2001 to Jul 31st, 2006)

Example:

Semester	Role/Responsibility
Spring 09	Clark County Teacher on Special Assignment/Specialized Teacher Education Program (STEP) Project Facilitator: Taught undergrad and grad courses in special education at the University of Nevada Las Vegas (UNLV) and supervised/mentored teachers in specialized program classrooms (i.e., autism, mental retardation).
Fall 08	Clark County Teacher on Special Assignment/Specialized Teacher Education Program (STEP) Project Facilitator: Taught undergrad and grad courses in special education at the University of Nevada Las Vegas (UNLV) and supervised/mentored teachers in specialized program classrooms (i.e., autism, mental retardation).
Spring 08	Clark County Teacher on Special Assignment/Specialized Teacher Education Program (STEP) Project Facilitator: Taught undergrad and grad courses in special education at the University of Nevada Las Vegas (UNLV) and supervised/mentored teachers in specialized program classrooms (i.e., autism, mental retardation).
Fall 07	Clark County Teacher on Special Assignment/Specialized Teacher Education Program (STEP) Project Facilitator: Taught undergrad and grad courses in special education at the University of Nevada Las Vegas (UNLV) and supervised/mentored teachers in specialized program classrooms (i.e., autism, mental retardation).
Spring 07	Clark County Teacher on Special Assignment/Specialized Teacher Education Program (STEP) Project Facilitator: Taught undergrad and grad courses in special education at the University of Nevada Las Vegas (UNLV) and supervised/mentored teachers in specialized program classrooms (i.e., autism, mental retardation).
Fall 06	Clark County Teacher on Special Assignment/Specialized Teacher Education Program (STEP) Project Facilitator: Taught undergrad and grad courses in special education at the University of Nevada Las Vegas (UNLV) and supervised/mentored teachers in specialized program classrooms (i.e., autism, mental retardation).
Spring 06	Clark County Teacher on Special Assignment/Specialized Teacher Education Program (STEP) Project Facilitator: Taught undergrad and grad courses in special education at the University of Nevada Las Vegas (UNLV) and supervised/mentored teachers in specialized program classrooms (i.e., autism, mental retardation).
Fall 05	Clark County Teacher on Special Assignment/Specialized Teacher Education Program (STEP) Project Facilitator: Taught undergrad and grad courses in special education at the University of Nevada Las Vegas (UNLV) and supervised/mentored teachers in specialized program classrooms (i.e., autism, mental retardation).
Spring 05	Clark County School District teacher: taught students in a Mentally Challenged Classroom (i.e., Durango High School).

Fall 2004	Clark County School District teacher: taught students in a Mentally Challenged Classroom (i.e., Durango High School).
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Education

Ph.D., University of Nevada Las Vegas, 2009

Education: Special Education

Dissertation: Increasing Skill Performances of Problem-Solving in Students with Intellectual Disabilities

M.A., University of Nevada Las Vegas 2003

Special Education, Emphasis: Mental Retardation and Autism

B.S., University of Nevada Las Vegas, 2002

Special Education, Emphasis: Generalist

Professional Experience

Professor, Department of Special Education

College of Education

CSU Fullerton

Credentials

Name of credential: State of Nevada Teacher Certification: Generalist, Resource Room K-12,

Endorsements: Mental Retardation, Autism, year: 2002

Faculty and Administrative Load

<i>Fall 2024</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2024</i>	<i>SPED 371</i>	<i>Exceptional Individual</i>	<i>(3)</i>
<i>Fall 2024</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2024</i>	<i>SPED 529</i>	<i>Collab & Consult</i>	<i>(3)</i>
<i>Summer 2024</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2024</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2024</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2024</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2043</i>	<i>SPED 522</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2023</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2023</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2023</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2023</i>	<i>SPED 522</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2023</i>	<i>HONR-497</i>	<i>Supervision</i>	
<i>Spring 2023</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2023</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2023</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2023</i>	<i>SPED 522</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2023</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>

<i>Fall 2022</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2022</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2022</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2022</i>	<i>SPED 522</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2022</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
 <i>Summer 2022</i>	 <i>SPED 322</i>	 <i>Intro Positive Behavior Support</i>	 <i>(3)</i>
 <i>Spring 2022</i>	 <i>SPED 322</i>	 <i>Intro Positive Behavior Support</i>	 <i>(3)</i>
<i>Spring 2022</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2022</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2022</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
 <i>Fall 2021</i>	 <i>SPED 322</i>	 <i>Intro Positive Behavior Support</i>	 <i>(3)</i>
<i>Fall 2021</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2021</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2021</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2021</i>	<i>SPED 371</i>	<i>Exceptional Individual</i>	<i>(3)</i>
 <i>Summer 2021</i>	 <i>SPED 322</i>	 <i>Intro Positive Behavior Support</i>	 <i>(3)</i>
 <i>Spring 2021</i>	 <i>SPED 322</i>	 <i>Intro Positive Behavior Support</i>	 <i>(3)</i>
<i>Spring 2021</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2021</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2021</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2021</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
 <i>Fall 2020</i>	 <i>SPED 322</i>	 <i>Intro Positive Behavior Support</i>	 <i>(3)</i>
<i>Fall 2020</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
 <i>Fall 2019</i>	 <i>SPED 322</i>	 <i>Intro Positive Behavior Support</i>	 <i>(3)</i>
<i>Fall 2019</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2019</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
 <i>Summer 2019</i>	 <i>SPED 401</i>	 <i>Introduction to Autism</i>	 <i>(3)</i>
 <i>Spring 2019</i>		 <i>Sabbatical</i>	
 <i>Fall 2018</i>	 <i>SPED 322</i>	 <i>Intro Positive Behavior Support</i>	 <i>(3)</i>
 <i>Summer 2018</i>	 <i>SPED 322</i>	 <i>Intro Positive Behavior Support</i>	 <i>(3)</i>
<i>Summer 2018</i>	<i>SPED 401</i>	<i>Introduction to Autism</i>	<i>(3)</i>
 <i>Spring 2018</i>	 <i>SPED 322</i>	 <i>Intro Positive Behavior Support</i>	 <i>(3)</i>
<i>Spring 2018</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
 <i>Winter 2018</i>	 <i>SPED 401</i>	 <i>Introduction to Autism</i>	 <i>(3)</i>

<i>Fall 2017</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Summer 2017</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Summer 2017</i>	<i>SPED 401</i>	<i>Introduction to Autism</i>	<i>(3)</i>
<i>Spring 2017</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2017</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2016</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2016</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Summer 2016</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2016</i>	<i>SPED 489A</i>	<i>Dir TCH in Sped</i>	<i>(3)</i>
<i>Spring 2016</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Summer 2015</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2015</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2015</i>	<i>SPED 496</i>	<i>Sr Educational Practicum</i>	<i>(3)</i>
<i>Fall 2014</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2014</i>	<i>SPED 586</i>	<i>Curriculum Issues in Special Education</i>	<i>(3)</i>
<i>Summer 2014</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2014</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2014</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2014</i>	<i>SPED 586</i>	<i>Curriculum Issues in Special Education</i>	<i>(3)</i>
<i>Fall 2013</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2013</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2013</i>	<i>SPED 586</i>	<i>Curriculum Issues in Special Education</i>	<i>(3)</i>
<i>Summer 2013</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2013</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2013</i>	<i>SPED 401</i>	<i>Introduction to Autism</i>	<i>(3)</i>
<i>Spring 2013</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2013</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2012</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2012</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2012</i>	<i>SPED 489A</i>	<i>Directed Teaching in Special Education</i>	<i>(3)</i>
<i>Fall 2012</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Fall 2012</i>	<i>SPED 599</i>	<i>Independent Graduate Research</i>	<i>(3)</i>
<i>Summer 2012</i>	<i>SPED 322</i>	<i>Intro Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2012</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2012</i>	<i>SPED 522</i>	<i>Positive Behavior Support</i>	<i>(3)</i>
<i>Spring 2012</i>	<i>SPED 599</i>	<i>Independent Graduate Research</i>	<i>(3)</i>

Fall 2011	SPED 482B	Cur & Meth Mod/Severe	(3)
Fall 2011	SPED 522	Positive Behavior Support	(3)
Fall 2011	SPED 522	Positive Behavior Support	(3)
Fall 2011	SPED 599	Independent Graduate Research	(3)
Summer 2011	SPED 322	Intro Positive Behavior Support	(3)
Spring 2011	SPED 371	Exceptional Individual	(3)
Spring 2011	SPED 522	Positive Behavior Support	(3)
Spring 2011	SPED 522	Positive Behavior Support	(3)
Spring 2011	SPED 599	Independent Graduate Research	(3)
Fall 2010	SPED 522	Positive Behavior Support	(3)
Fall 2010	SPED 522	Positive Behavior Support	(3)
Fall 2010	SPED 464	Char of Mod/Severe Disabilities	(3)
Fall 2010	SPED 599	Independent Graduate Research	(3)
Summer 2010	SPED 322	Intro Positive Behavior Support	(3)
Spring 2010	SPED 371	Exceptional Individual	(3)
Spring 2010	SPED 522	Positive Behavior Support	(3)
Spring 2010	SPED 522	Positive Behavior Support	(3)
Fall 2009	SPED 371	Exceptional Individual	(3)
Fall 2009	SPED 464	Char of Mod/Severe Disabilities	(3)
Fall 2009	SPED 522	Positive Behavior Support	(3)

Scholarly and Creative Activity (*APA format*)

Refereed Publications

- Aceves, M., Cote, D., Singh, S. Sweikle, A. & Sparks, S. (2024). A mixed method study of teachers' perception of positive reinforcement for behavior management. *Journal of Critical Issues in Educational Practice*, 13(1), Article 1. <https://scholarworks.lib.csusb.edu/wie/vol13/iss1/1>
- Sparks, S. & Cote, D. (2023). Positive behavior supports in middle and secondary school. In, D. Cihak, A. Stone-Macdonald, & D. Zager (Eds.), *Autism Spectrum Disorders Identification, Education, and Treatment* (5th ed; pp. 327-359). New York, NY: Routledge. <https://doi.org/10.4324/9781003255147-16>
- Lewis Chiu, C., Sayman, D., Lusk, M. E., Kressler, B., & Cote, D. (2022). "Does this mean I am racist, distrust, or dislike people of color?" A discrit qualitative study of implicit bias among preservice and practicing special educators. *Issues in Teacher Education*, 31(1), 6-34.
- Cote, D. L., Howell, E., Sparks, S. L., & Kasai, M. (2020). Increasing accessibility in a peer assisted college support program for students with autism in higher education. *Universal Journal of Educational Research*, 8(12), 6439-6444. <https://doi.org/10.13189/ujer.2020.081209>
- Harris, L., Cote, D. L., Glaeser, B., Pierson, M. R., & Sparks, S. L. (2020). Thinking maps used as a behavior management tool. *Universal Journal of Educational Research*, 8(12), 8085-8091. <https://doi.org/10.13189/ujer.2020.082610>
- Kemper, T., McCollow, M. M., Stansberry-Brusnahan, L., Liberty, L., Cote, D., & Alshehri, A. (2019, December). But for whom? A review of participant characteristics in a special education journal. *DADD Online Journal: Research to Practice*, 6(1), 143-157.

- West, E., Travers, J., Kemper, T., Liberty, L., Cote, D., McCollow, M., & Stansberry-Brusnahan, L. (2016). Racial and ethnic diversity of participants in research supporting evidence-based practices for learners with autism spectrum disorders. *The Journal of Special Education, 50*(3), 151-163. <https://doi.org/10.1177/0022466916632495>
- Santos-Campoy, F., Cote, D., & Stang, K. (2016). Technology and special education: Implementation and instructional practice for students with special needs. *Journal of Gender and Power, 6*(2), 133-146.
- Howell, E., Cote, D., & Kim, D. (2016, December). Crafting university-based social events as high-impact practices for college students to meet the needs of the adult autism community. *DADD Online Journal: Research to Practice, 3*, 134-149.
- Robinson, S., & Cote, D. (Summer, 2016) Partnering for the clinical preparation of education specialists. *School-University Partnerships, 9*(1), 17-19.
- Murphy, A., Robinson, S., Cote, D., Karge, B., & Lee, T. (2015, December). A teacher's use of video to train paraprofessionals in pivotal response techniques. *The Journal of Special Education Apprenticeship, 4*(2), 1-19.
- Howell, E., & Cote, D. (2015, December). The peer assisted college support program: Supporting students with autism spectrum disorder in the university setting. *DADD Online Journal: Research to Practice, 2*, 218-227.
- Ybarra, C., Jung, A., & Cote, D. (2015). Reading achievement of English language learners who participated in the response to intervention model. *NABE Journal of Research and Practice, 6*.
- Tsyrlina-Spady, T., Jones, V. L., Cote, D. L., & Pierson, M. (2014). Special education inclusionary practices: An overview of Russia and the United States. *Education and Self-Development, 2*(40), 212-216.
- Alehina, S. V. Cote, D., Howell, E. J., Jones, V., & Pierson, M. R. (2014). Trends toward the integration and inclusion of students with disabilities in Russia. *The Review of Disability Studies – An International Journal, 10*(1), 95-104.
- Cote, D., Jones, V., Pavelek, K., Barnett, C., Nguyen, H., & Sparks, S. (2014). Teaching problem solving skills to elementary age students with autism. *Education and Training in Autism and Developmental Disabilities, 49*(2), 189-199.
- West, E., McCollow, M., Umbarger, G., Kidwell, J., & Cote, D. (2013, December). Evidence-based practices for students with intellectual disability and autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities, 48*(4), 443-455.
- Jones, V. L., Higgins, K., Brandon, R., Cote, D. L., & Dobbins, N. (2013, December). A focus on resiliency: Young children with disabilities. *Young Exceptional Children, 16*(4), 3-16.
- Cote, D., Jones, V., Sparks, S., & Aldridge, P. (2012, Fall). Designing transition programs for culturally and linguistically diverse students. *Multicultural Education, 20*(1), 51-55.
- Jones, V., Cote, D. L., & Brandon, R. (2012). Kiptown youth project: Fulfilling the promise of equitable education. *Intervention in School and Clinic, 48*(2), 115-120.
- Cote, D. L. (2012). Students with disabilities and self-determination. *Russian-American Education Forum: An Online Journal, 4*(2).

Pierson, M., Cote, D. L., & Jones, V. (2012, Summer). Special education reform in Kursk, Russia. *Division on International Special Education and Services Newsletter*, 22(3), 6-7.

Cote Sparks, S., & Cote, D. L. (2012) Teaching choice making to elementary students with mild to moderate disabilities. *Intervention in School and Clinic*, 47(5), 290-296.

Cote, D. (2011, May). Implementing a problem-solving intervention with students with mild to moderate disabilities. *Intervention in School and Clinic*, 46(5), 259-265.

Cote, D., Pierce, T., Higgins, K., Miller, S., Tandy, R., & Sparks, S. (2010, December). Increasing skill performances of problem solving in students with intellectual disabilities. *Education and Training in Autism and Developmental Disabilities*, 45(4), 512-524.

Cote, D., Higgins, K., & Pierce, T. (2010, May). 5 ways to teach daily-life problem solving. *LD Forum*, 2-4.

Non-Refereed Publications

Cook, B., Carter, E. W., Cote, D., Kamman, M., McCarthy, T., Miller, M. L., Scale, G...Travers, J. (2014) Evidence-based special education in the context of scarce evidence-based practices. *Teaching Exceptional Children*, 47(2), 81-84. DOI: 10.1177/0040059914551921.

Stansberry-Brusnahan, L. L., & Cote, D. (2014, Spring). Providing opportunities for employment. *Autism Spectrum News*, 6(4), 20, 36.

Pierson, M., Jones, V., & Cote, D. L. (2014, January). The slow road to inclusive education in Southern Russia. *Division on International Special Education and Services Newsletter*, 24(1), 1-2.

Book Chapters

Sparks, S. & Cote, D. (2023). Positive behavior supports in middle and secondary school. In, D. Cihak, A. Stone-Macdonald, & D. Zager (Eds.), *Autism Spectrum Disorders Identification, Education, and Treatment* (5th ed.). New York, NY: Routledge. <https://doi.org/10.4324/9781003255147>

Haymes, L., Cote, D., & Storey, K. (2019). Improving community integration and participation. In D. Hollar & J. Rowland (Eds.), *Advances in Exercise and Health for People with Mobility Limitations*. Cham, Switzerland: Springer Nature Switzerland AG.

Stansberry Brusnahan, L., Sparks, S., Vandercook, T., & Cote, D. (2018). Person centered planning for life, summary of performance, and guardianship. *DADD Prism #10*, Council for Exceptional Children.

Cote, D., & Sparks, S. (2017). Positive behavior supports in middle and secondary school. In D. Zager, D. Cihak, & A Stone-Macdonald (Eds.), *Autism Spectrum Disorders Identification, Education, and Treatment* (4th ed., pp. 312-339). New York, NY: Routledge.

Jones, V. L., Cote, D. L., Howell, E., & Pierson, M. (2015). 21st Century inclusive practices and policies in Russia, In E. A. West (Ed.), *International Perspectives on Inclusive Education* (Vol. 5, pp. 269-287). Wagon Lane, UK: Emerald Group Publishing Limited.

Doctoral dissertation

Cote, D. (2009). *Increasing skill performances of problem solving in students with intellectual disabilities*. (Doctoral dissertation). Retrieved from Digital Scholarship. (1121).

Referred Presentations

- Kressler, B., Lewis Chiu, C., Sayman, D., Lusk, M., & Cote, D. (2022, April). *Implicit racial bias and pre/in-service teacher educational decision making*. Virtual Roundtable Presentation: 2022 AERA Annual Meeting, 2022, San Diego, CA.
- Harris, L., Cote, D., & Sparks, S. (2021, November). *Thinking maps used as a behavior management tool*. Roundtable Presentation: 44th International Conference on Learning Disabilities, CLD, 2021, Las Vegas, NV. *unable to attend*
- Sparks, S., Cote, D., & Stansberry-Brusnahan, L. (2020, February). *Better Supports So People with Disabilities Can Lead Independent Lives: Guardianship Alternatives Including Supported Decision Making*. Poster Presentation: CEC 2020, Portland, OR. *unable to attend*
- Cote, D., Howell, E., Sparks, S., & Kasai, M. (2020, February). *Peer assisted college support: Increasing access for individuals with autism spectrum disorder*. Poster Presentation: Council for Exceptional Children 2020 Convention and Expo: Portland, OR. *unable to attend*
- Sparks, S., Cote, D., & Stansberry-Brusnahan, L. (2020, January). *Providing a voice for their choices: Supported-decision making as an alternative to guardianship*. Poster Presentation: DADD 2020, Sarasota, FL. *unable to attend*
- Cote, D., Howell, E., Sparks, S., & Kasai, M. (2020, January). *Moving forward with peer-assisted college support for individuals with autism spectrum disorder*. Poster Presentation: International Conference on Autism, Intellectual Disability & Developmental Disabilities 2020: Sarasota, FL. *unable to attend*
- Sparks, S., Cote, D., & Stansberry-Brusnahan, L. (2019, January). *Transition from High School to Adulthood: Prism Series*, Lecture Presentation: International Conference on Autism, Intellectual Disability & Developmental Disabilities 2019, Lahaina, Maui.
- Sparks, S., Cote, D., & Stansberry-Brusnahan, L. (2019, January). *Person-Centered Planning - A Case Study*. Poster Presentation: International Conference on Autism, Intellectual Disability & Developmental Disabilities 2019, Lahaina, Maui.
- Cote, D., & Howell, E. (2018, November). *University-based peer mentoring between students with autism: A case study*. Poster Presentation: Teacher Education Division Disabilities (Council for Exceptional Children): Las Vegas, NV.
- Stansberry-Brusnahan, L., Cote, D., & Sparks, S. (2018, January). *Practices every educator should be familiar with for transition: Person-centered planning, summary of performance and guardianship*. Lecture: International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL.
- Cote, D., & Howell, E. (2018, January). *University-based peer mentoring between students with autism: A case study*. Poster Presentation: 19th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL.
- Cote, D., Sparks, S., & Stansberry-Brusnahan, L. (2017, April). *Supports for students with ASD in co-teaching general and special education settings*. Poster Presentation: CEC 2017 Special Education Convention & Expo, Boston, MA.
- Hurley-Hanson, A., Giannantonio, C., Cote, D., Griffiths, A., Linstead, E., O'Neal, L., Messera, M., & Mathur, S. (2017, March). *Autism in the workplace: Current practices and future initiatives*. Lecture Presentation: Western Academy of Management, Palm Springs, CA.

- Sparks, S., & Cote, D. (2017, January). *Supports for students with autism spectrum disorder in general education settings*. Poster Presentation: 18th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL. *unable to attend*
- Cote, D., Howell, E., & Lem, J. (2017, January). *Program evaluation outcomes of a university-based peer support program for college students with autism spectrum disorder*. Poster Presentation: 18th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL. *unable to attend*
- Sparks, S., & Cote, D. (2016). *Adolescents with autism spectrum disorder and positive behavior support*. Poster presentation: CEC 2016 Special Education Convention & Expo, St. Louis, MO.
- Cote, D. (2016). *An effective use of PBS for students with ASD in inclusionary settings*. Poster Presentation: 17th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Honolulu, HI.
- Cote, D., & Howell, E. (2016). *Caregiver perspectives of college-based social events for adults with ASD*. Poster Presentation: 17th International Conference on Autism, Intellectual Disabilities & Developmental Disability, Honolulu, HI.
- Stansberry-Brusnahan, L., Cote, D., Cihak, D., & Stodden, R. (2016). *Integrated employment preparation for students with autism spectrum disorders and developmental disabilities*. Lecture Presentation: 17th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Honolulu, HI.
- Kemper, T., McCollow, M., Stansberry-Brusnahan, L., Cote, D., & Alsheri, A. (2016). *Analysis of participant characteristics published in DADD journals*. Lecture Presentation: 17th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Honolulu, HI.
- Sparks, S., & Cote, D. (2015, October). *Positive behavior supports for students with LD*. Scholarly presentation at the 37th International Conference on Learning Disabilities, Las Vegas, NV.
- Stang, K., & Cote, D. (2015, April). *325T process project-program improvement*. Presented at the 2015 Virtual Project Director's Conference, Online.
- Cote, D. (2015, January). *Supporting teacher preparation program completers using evidence-based practices to bridge the research to practice gap*. Poster Presentation: 16th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL.
- West, E., McCollow, M., Cote, D., & Stansberry-Brusnahan, L. (2015, January). *An analysis of identifying participant characteristics in EBP literature reviews for learners with ASD*. Lecture Presentation: 16th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL.
- Howell, E., Cote, D., & Lee, P. (2015, January). *Examining the effectiveness of the peer assisted college support (PACS) program for students with ASD*. Poster Presentation: 16th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL.
- Tsyrlina-Spady, T., Jones, V. L., Pierson, M., & Cote, D. L. (2014, November). *Inclusive education for children with disabilities: An international comparative perspective through a "moral lens."* Presented at the 40th Annual Conference of the Association for Moral Education (AME). Pasadena, CA.

- Cook, B., Travers, J., Cote, D., & Miller, M. (2014, April). *What to do when no evidence-based practices meet your needs*. Lecture Presentation: CEC 2014 Convention & Expo, Philadelphia, PA.
- Porter, S., & Cote, D. (2014, April). *Teacher preparation and perceived readiness of preservice teachers to teach students with ASD*. Poster presentation: CEC 2014 Convention & Expo, Philadelphia, PA.
- Jones, V. L., Pierson, M., Cote, D. L., Tsyrlina-Spady, T., & Kitsul, N. (2014, March). *21st century global special education practices*. Comparative and International Education Society (CIES), Toronto, CA. [unable to attend]
- Jung, A. & Cote, D. (2014, February). *Exploring the reading achievement of English language learners who participated in the RTI model*. Lecture presentation at the 51st Annual International Conference LDA in Anaheim, Anaheim, CA
- Cote, D. (2014, January). *Effective transition programs for diverse students with disabilities*. Poster Presentation: 15th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Clearwater Beach, FL.
- Pierson, M., Howell, E., Cote, D., & Jones, V. (2013, April). *Inclusive education in Russia: Issues and trends*. 2013 Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Stodden, R., West, E., Umbarger, G., Cote, D., McCollow, M., & Kidwell, J. (2013, April). *Evidence-based practices for students with intellectual disability and autism spectrum disorders*. Lecture Presentation: CEC 2013 Convention & Expo, San Antonio, TX.
- Cote, D., Jones, V., Sparks, S., & Glaeser, B. (2013, April). *Designing transition programs for culturally and linguistically diverse students with developmental disability*. Poster presentation: CEC 2013 Convention & Expo, San Antonio, TX.
- Stodden, R., Cook, B., Cote, D., Kidwell, J., McCollow, M., Umbarger, G., & West, E. (2013, January). *Evidence-based practices for students with intellectual disability and autism spectrum disorders*. Expert Panel Presentation: 14th International DADD Conference, Kona, Hawaii.
- Cote, D. & Sparks, S. (2013, January). *Problem solving skills for students with autism and intellectual disability*. Poster presentation: 14th International DADD Conference, Kona, Hawaii.
- Cote, D., Barnett, C., Jones, V., Nguyen, H., Pavelek, K., & Sparks, S. (2012, April). *Implementing a problem-solving intervention for students with mild to moderate disabilities*. Poster presentation at the CEC 2012 Convention & Expo, Denver, CO.
- Jones, V., Cote, D., Sparks, S., & Aldridge, P. (2012, April). *Learning tactics for African American students with learning disabilities*. Poster presentation at the National Black Caucus of Special Educators, CEC 2012 Convention and Expo, Denver, CO.
- Jones, V., Cote, D., Sparks, S., & Aldridge, P. (2012, April). *Effective resiliency strategies for early childhood practitioners*. Poster presentation at the CEC 2012 Convention and Expo, Denver, CO.
- Cote, D. & Jones, V. (2012, January). *A problem-solving intervention to increase problem-solving skills in culturally diverse elementary age students with autism and developmental disabilities*. Poster presentation at the 13th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Miami, FL.
- Sparks, S., Cote, D., & Jones, V. (2012, January). *A choice-making sequence to teach choice making to elementary age students with mild and moderate disabilities*. Poster presentation at the 13th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Miami, FL.

- Jones, V., Cote, D., & Sparks, S. (2012, January). *Effective resiliency strategies for early childhood practitioners*. Poster presentation at the 13th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Miami, FL.
- Cote, D. (2012, December). *A strategy for increasing the problem-solving skills in elementary-age students with autism*. Poster presentation at 2012 TASH Conference, Long Beach, CA.
- Jones, V., Cote, D., & Sparks, S. (2011, April). *Learning tactics for African American students with learning disabilities*. Poster presentation at the CEC 2011 Convention & Expo, National Harbor, MD.
- Karge, B., & Cote, D. (2011, January). *Innovation online: An introduction to special education*. Scholarly presentation at the 9th International Annual Hawaii Conference on Education 2011, Honolulu, HI.
- Cote, D., & Jones, V. (2010, November). *How to implement a problem-solving program with students with mild to moderate disabilities*. Scholarly presentation at the Teacher Education Division 2010 Conference, St. Louis, MO.
- Cote, D., & Jones, V. (2010, October). *Five methods to increase problem-solving skills in students with learning disabilities*. Scholarly presentation at the 32nd International Conference on Learning Disabilities, Myrtle Beach, SC.
- Jones, V. & Cote, D. (2010, September). *Learning tactics for African American Students with learning disabilities*. Scholarly presentation at the 2nd International Conference on Educational Research, New Orleans, LA.
- Cote, D. L. & Sparks, S. (2010, January). *A strategy to increase problem-solving skills in students with developmental disabilities*. Poster presentation at the 12th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities Research to Practice, Maui, HI.
- Cote, D. L., & Sparks, S. (2010, January). *Increasing skill performances of problem solving in students with disabilities*. Scholarly presentation at the 8th International Annual Hawaii Conference on Education 2010, Honolulu, HI.

Refereed Presentations at State and Regional Conferences

- Cote, D., Howell, E., Sparks, S., & Kasai, M. (January, 2020). *Moving Forward with Peer Assisted College Support for Individuals with ASD*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA. (cancelled due to COVID-19).
- Cote, D., Howell, E., & Seung, K. (2015, April). *Caregiver perspectives of college based socials: Let's party!* Poster presentation at CSUF's 9th Annual Conference on Autism Spectrum Disorders, Brea, CA.
- Cote, D., & Robinson, S., Head, S., & Stang, K. (2015, March). *Effects of using evidence-based practice to strengthen teacher preparation*. Lecture Presentation: California Council on Teacher Education, San Jose, CA.
- Cote, D. (2014, April). *Increasing self-management skills in students with autism*. Lecture presentation at the 8th Annual Conference on Autism Spectrum Disorders, Brea, CA.
- Sadri, R., Robinson, S., Howell, E., & Cote, D. (2014, April). *Autism spectrum disorders added authorization efficacy investigation*. Poster presentation at the 8th Annual Conference on Autism Spectrum Disorders, Brea, CA.

Chappell, S., Cote, D., & Maderazo, C. (2014, April). *Educational excellence: How culturally relevant practices build literacy for all*. Lecture Presentation: CABE 2014 39th Annual Conference, Anaheim, CA.

Glaeser, B. & Cote, D. (2014, March). *Increasing self-advocacy skills for students with mild/severe disabilities*. Lecture Presentation: CARS+ Connections That Count, Irvine, CA.

Robinson, S. & Cote, D. (2013, October). *Preparing education specialists with project-based co-teaching clinical practice*. Lecture Presentation: California Council on Teacher Education, San Diego, CA.

Cote, D., Jones, V., Pavelek, K., Barnett, C., Nguyen, H., & Sparks, S., (2012, March). *Increasing the problem-solving skills in students with autism*. Lecture presentation at Cal TASH 30th Anniversary Conference, Oakland, CA.

Cote, D., Glaeser, B., Jones, V., & Sparks, S. (2011). *Increasing self-advocacy skills in students with mild and moderate disabilities*. Scholarly presentation to Cal TASH 29th Annual Conference, Irvine, CA.

Robinson, S., Howell, E., Cote, D., & Karge, B. (2010, March). *Autism authorization: Rationale, development, and implementation*. Scholarly presentation to Cal TASH, San Francisco, CA.

Invited presentations

Sparks, S. & Cote, D. (July 2018). *Building Inclusive Environments*, Better Together CA, CSUF, Fullerton, CA.

Cote, D., & Sparks, S. (2016, October). *Positive behavioral supports for students in the classroom*. Lecture presentation to Chinese Delegation, Irvine Chinese School, Irvine, CA.

Cote, D. (2014, May). *Teaching problem-solving skills to elementary-age students with autism*. Presentation to the College of Education (Colloquium Series).

Cote, D. (2014, May). *Positive behavior supports for students with autism*. Autism Speaks U, California State University, Fullerton, CA.

Jones, V. L., Pierson, M., & Cote, D. L. (2013, September). *Inclusionary models for teaching*. Russian-American International Seminar of Collaboration and Best Practices of Supports for People with Developmental Disabilities, Mellenville, NY. (unable to attend)

Jones, V. L. & Cote, D. (2014, February). *Civil rights and education*. Lecture presentation at the Student Access Center, CSUF Black History Month, Fullerton, CA.

Cote, D. (2012). *Autism, diagnosis, strategies and supports*, Regional Open Social Institute, Kursk, Russia.

Cote, D. (2012). *Children who are deaf or blind: Strategies and practical experiences*, Regional Open Social Institute, Kursk, Russia.

Cote, D. (2012). *Psychosocial development of children with special needs: Self-determination*, Regional Open Social Institute, Kursk, Russia.

Robinson, S. & Cote, D. (2012). *Class-wide implementation of positive behavior support*. Presentation to the College of Education (Colloquium Series).

Cote, D. (2010). *Increasing skill performance of problem solving in students with disabilities*. Presentation to the College of Education (Colloquium Series).

Cote, D. (2010). *Methods to facilitate inclusion*. Presentation to students in EDSC 340.

Cote, D. (2010). *Five methods to increase problem solving in students with learning disabilities*. Presentation to students in SPED 432.

Other presentations

Chappell, S., Cote, D., & Maderazo, C. (2013, September). *The arts and English Language Learners: Critical, caring, and creative education in PK-12 schooling*. Lecture Presentation: 5th Annual Closing the Latino Achievement Gap Summit, California State University, Fullerton, CA.

Cote, D. L. (2011, February). *A PBS approach to promote student success in the classroom*. Workshop presentation to the Student California Teachers Association, Fullerton, CA.

Cote, D. L. (2010, March). *Five ways to teach daily life problem solving*. Workshop presentation to the Student California Teachers Association, Irvine, CA.

Cote, D. L. (2010, February). *Five ways to teach daily life problem solving*. Workshop presentation to the Student California Teachers Association, Fullerton, CA.

Cote, D. L. (2010, February). *Incorporating technology in the classroom*. Workshop presentation to the Student California Teachers Association, Fullerton, CA.

Funded grants

2018	Pierson, M., Cote, D., SAUSD, & UCI, Teacher Residency Capacity Grant, \$50,000.00
2013	Cote, D., Funding My Research, A Grant Writing Series, Summer
2011	Cote, D., College of Ed Faculty Research Grant, Fall, Course Release.
2011	Cote, D. & Jones, V., CSUF Office of Grants and Contracts Intramural Grant Award for Project Problem Solving, 2011, \$8317.00
2011	Robinson, S. & Cote, D., Class-wide Positive Behavior Support: A Consultative Model, \$4,000.00
2010	Cote, D., New Faculty Stipend, \$6500.00
2010	Cote, D., Student Council for Exceptional Children, \$2500.00
2009	Cote, D., FDC Fall 2009 Training Institute for Online Instruction, \$1000.00

Non-funded grants and grants in preparation

2017	Howell, E., Cote, D., & Zeeyk, S. Adult Specific Supports for ASD.
2016	Howell, E., & Cote, D. (2016). Doug Flutie Jr. Foundation. [non-funded]
2014	Cote, D. (2014). Office of Research Development Junior/Senior Intramural Grants Program for 2014-15 "Teachers Use of Evidence-Based Practices for Children with Autism." [non-funded]
2014	Cote, D., & Head, S. IRIS Center- IRIS Center Impact Study Proposal. [non-funded]
2012	Cote, D., & Belvill, K. (2012). Doing What Works Implementation Award- "Engaging Teachers in Research-Based Practices" (ETRBP)
2010	Karge, B., Tocco, F., Cote, D., Howell, E., & Robinson, S. (2010). US Department of Education- "Teacher Excellence for Autism Mentoring" (TEAM).

Service

Professional Service (State and National Experience)

2013-2019	Commission on Teacher Credentialing, Ed Specialist Program Reviewer
2010-2015	California Association of Professors of Special Education (CAPSE) Board Member
2011-2016	Far West Representative, Division on Autism and Developmental Disabilities (DADD), Council for Exceptional Children (CEC), Diversity Co-Chair
2011-2013	Far West Regional Member, Division on Autism and Developmental Disabilities (DADD), Council for Exceptional Children (CEC)
2011-2020	Critical Issues Committee Member, Division on Autism and Developmental Disabilities (DADD), Council for Exceptional Children (CEC)
2011-2020	Diversity Committee Member, Division on Autism and Developmental Disabilities (DADD), Council for Exceptional Children (CEC)
2013-2014	Interdivisional Research Committee Member, Division on Autism and Developmental Disabilities (DADD), Council for Exceptional Children (CEC)

Professional Service (Editorial Experience)

2009-2024	Editorial Board Member, <i>Intervention in School and Clinic</i> , Hammill Industries on Disabilities and SAGE Publications
2016-present	<i>Universal Journal of Educational Research</i> , Horizon Research Publishing Company
2015-present	Invited reviewer for <i>Journal of Autism and Developmental Disorders</i>
2017	Invited reviewer for Pearson (2017). <i>Positive Behavioral Supports for the Classroom, 3e.</i>
2017	Invited book proposal reviewer for Routledge
2017	Invited proposal reviewer for the 2018 Council for Exceptional Children, Division on Autism and Developmental Disabilities
2016	Invited proposal reviewer for the 2017 Council for Exceptional Children, Division on Autism and Developmental Disabilities
2015	Invited proposal reviewer for the 2016 Council for Exceptional Children, Division on Autism and Developmental Disabilities
2014	Invited reviewer for the IRIS Center, reviewed 48 videos, IRIS Center
2014-2020	Invited proposal reviewer for the California Council on Teacher Education, Research Committee
2014	Invited proposal reviewer for 2015 Council for Exceptional Children, Division on Autism and Developmental Disabilities
2014	Invited proposal reviewer for the 8 th Annual CSUF Conference on Autism Spectrum Disorders
2014	Invited book proposal reviewer for Brookes Publishing (2014). <i>Naturalistic Developmental Behavioral Interventions in the Treatment of Children with ASD: Concepts, Models, Theories, and Strategies.</i>
2013	Invited proposal reviewer for the 2014 Council for Exceptional Children, Division on Autism and Developmental Disabilities
2013	Invited reviewer for Routledge (2013). <i>Transition in Special Education: A Holistic Perspective.</i> [Review of book proposal].
2013	Invited reviewer for Ramirez, L. (2013). <i>Inclusion: Monterey County Transition from Special Education to Adulthood Handbook.</i> [Review of the handbook].
2012	Invited editor for <i>Journal of Applied Research in Intellectual Disabilities</i> , Wiley-Blackwell, 2012.
2012	Invited editor for <i>Russian-American Education Forum: An Online Journal</i> , Professional development of psychological, medical, and pedagogical experts as a preparatory phase in designing an inclusive educational environment, 2012.
2009	Invited reviewer for Schreuder Sonenthal, S. (2009). <i>Inclusion: What does it mean, how does it relate to school reform, how can I design a successful program?</i> [Review of the manual].

2013	Invited proposal reviewer for the 2013 Council for Exceptional Children, Division on Autism and Developmental Disabilities, 2012.
2012	Invited proposal reviewer for the 2012 Council for Exceptional Children, Division for Research, 2011.
2011	Invited proposal reviewer for the 2012 Council for Exceptional Children, Division on Autism and Developmental Disabilities, 2011.
2011	Invited proposal reviewer for the 2011 Division for Research Doctoral Student Scholars, Division for Research, Council for Exceptional Children, 2010. (Review of 15 proposals).
2011	Invited proposal reviewer for the 2011 Council for Exceptional Children, Division for Research, 2010.
2010	Invited proposal reviewer for the 2011 Council for Exceptional Children, Division on Autism and Developmental Disabilities 2010.

College and University Service

2022-2023	Department of Literacy and Reading Education, Department Personnel Committee Member
2021-2024	Department of Special Education, Department Personnel Committee Member: Retention Promotion Tenure and Post-Tenure Review
2019-2024	Department of Special Education, Department Personnel Committee Member
2018-2019	Department of Educational Leadership, Dissertation Committee Chair
2014-present	Department of Special Education, Chair for a Graduate thesis/project/exam
2010-present	University African American Faculty/Staff Association, Committee Member
2014-present	University CSUF Center for Autism, Associate Director, Education Core
2014-present	University CSUF Center for Autism, PACS Director, Education Core
2013-present	University CSUF Center for Autism, Associated Faculty, Education Core
2014-2017	Field Support, Teacher Mentoring, PROCESS, Curriculum Coordinator
2015-2016	University, Titan EDUCATOR, Clinical Coach
2017-2019	Department of Special Education, Fieldwork Coordinator
2015-2019	Department of Special Education, Co-teaching Coordinator
2016-2018	University Student Academic Life Committee Member, Chair
2011-2016	University Student Academic Life Committee Member, Vice Chair, Secretary
2017	University Dean of Students Search Committee, Chair
2017	University Academic Affairs/Academic Senate Retreat, Discussion Leader
2016	University Associate Vice President for Student Affairs Search Committee, Member
2017	College of Education, Master of Science Instructional Design & Technology, review files
2015-2016	College of Education Department of Ed Leadership, Dissertation Committee Member
2013-2015	College of Education Strategic Partnership Task Force, Co-Chair
2011-2014	University Disability Task Force Board Committee Member
2013-2014	University Men of Color Leadership Institute
2010-present	University Health Promotion Research Institute Faculty Member
2010-present	Department of Special Education, Course Custodian: 322, 522
2009-2020	College of Education, SCEC, Faculty Advisor
2016-2019	College of Education, Department of Secondary Education, lecturer
2014-2016	Special Education Department, Sped 371 lecturer
2014	College of Education, CREAL Presentation, Teaching Problem Solving Skills to Elementary Age Students with Autism
2009-2015	CSUF Conference on ASD, Planning Committee member
2013	CSUF/University of the Western Cape South African Ph.D. Scholars Program
2009-2010	Researchers in Critical Education
2009-2011	HHD/COE Untenured Faculty and Lecturers Organization
2011	College of Education Assessment and Accreditation Committee
2010-2018	College of Education Assessment and Accreditation Committee Board Member
2011	College of Education Panel Presentation

2011	College of Education Committee Member, Doctoral Students
2010-spring	College of Education Technology Committee Representative
	College of Education COE Connected Newsletter Brownbag
2009	University Education Night
2011	Department of Special Education Ed Specialist Accreditation/Assessment Workgroup
2012	Department of Special Education Graduate/Credential Programs Committee Member
2011-2012	Department of Special Education Graduate Committee Board Member
2010-2012	Department of Special Education Credential Advisory Board Member/Committee
2011	Developed Evidence-Based Resource
2009-2013	New Student Orientations
2012-2020	TITANium Moderate Severe Community
2010	Faculty Training

Community Service

2015-present	California Council for Exceptional Children, OC Chapter 188 Representative
2015-present	Orange County California Council for Exceptional Children (CEC) 188 Chapter, Past President 2015-Present, Member
2015-present	Grandparents Autism Network (GAN), Board of Directors, Board Member
2013-present	CSUF Center for Autism, Social Planning Committee Chair, Education Core
2009-present	Orange County California Council for Exceptional Children (CEC) 188 Chapter, Committee Member
2013-2017	PROCESS Project, Curriculum Coordinator
2015-2019	Titan EDUCATOR, Professional Development Facilitator
2013-2015	Orange County California Council for Exceptional Children (CEC) 188 Chapter, 2010 Board Member-Present, President 2013-2015
2011-2013	Orange County California Council for Exceptional Children (CEC) 188 Chapter, President <i>Elect</i> , 2011-2013
2016	Lecture presentation to The Orange County Asperger's Support Group
2016	Lecture presentation to Tier 2 Coaches Training, OC Department of Education
2016	Cote, D. (2016, August, 8, 9). <i>Supporting students with disabilities in the classroom</i> . Lecture presentation to AUHSD IAs, Brookhurst Community Center, Anaheim, CA.
2013-2014	Brea Country Hills Elementary School, Collaboration/PBIS Consultant
2013	Council for Exceptional Children State/Provincial Unit Leadership Institute
2013	PD presentation to Brea Country Hills Elementary School Teachers
2013	Chappell, S. & Cote, D. (2013). <i>Bilingual families in California schools</i> . Presentation to bilingual families, teachers, faculty, CSUF, Fullerton, CA.
2013	Chappell, S., Cote, D., & Maderazo, Catherine (2013). <i>The arts and English language learners: Critical, caring, creative, education in pK-12-schooling</i> . Presentation to bilingual families, teachers, faculty, CSUF, Fullerton, CA.
2012-2013	Super Mentor Project, California State University Teacher Preparation Program, CalState TEACH.
2010	CSU Fullerton Autism Conference Planning Committee
2013	Cote, D. (2013, April). <i>Problem solving skills for students with autism and intellectual disability</i> . Lecture presentation at the 7 th Annual General Education Special Education Collaborative Autism, Inclusion, and Evidence Based Practices Conference, Brea, CA.
2013	<i>What's happening in education today: Issues and trends</i> . Power Point presentation to educators, District/BTSA representatives, Claremont, CA.
2012	<i>Teaching problem-solving skills to students with autism</i> . Lecture presentation to educators and parents, CM School Supply, Anaheim, CA.
2012	<i>Self-advocacy: Giving persons with disabilities a voice</i> . Lecture at the Self-Advocacy Workshop Series, Fullerton, CA.
2011	<i>Class-wide Positive Behavior Support</i> . Presentation to Autism Speaks U @ UC Long Beach.
2011	Glaeser, B., & Cote, D. (2011). <i>Self-advocacy: Giving persons with disabilities a voice</i> . Presentation at UC Davis MIND Institute.

2011	Gehle, J., Donaghy, T., & Cote, D. (2011, August). <i>Getting members involved and engaged, including students</i> . Presentation to leaders at Greater Orange County CEC Chapter 188, Buena Park, CA.
2010	Cote, D. (2010, April). <i>Daily life problem solving instruction for students with autism</i> . Cote, D. (2010). Lecture presentation at the 6 th Annual General Education Collaborative, Brea, CA.
2010	Cote, D. (2010). <i>Problem solving instruction</i> . Lecture presentation at the 5 th Annual General Education Autism Conference, Brea, CA.
2010	Sparks, S. L & Cote, D. L. (2010, April). <i>Quality of life</i> . Co-lead focus group at 5 th Annual General Education Autism Conference, Brea, CA.
2009	Attendee at Lanterman Developmental Center Hearing

Honors and Awards

2021	CSUF Titan Excellence Award
2019	Sabbatical: <i>Peer Assisted College Support Increasing Access for Individuals with Autism Spectrum Disorder</i>
2017	CSUF Faculty Leadership Development Program, Course Release
2016	California State University Fullerton, <i>Scholarly and Creative Activity Award</i>
2013	California State University, Fullerton, College of Education, <i>College of Education Excellence Award</i>
2012	California State University, Fullerton Outstanding Faculty Recognition: <i>Faculty Recognition Service Award</i>
2010	Early Career Workshop hosted by Division for Research Council for Exceptional Children
2010	Invited Scholar of the 2008-2009 Division for Research Doctoral Student Scholars to participate in virtual seminars for 2009-210 Division for Research Doctoral Student Scholars

Professional Development and Additional Training

2018	Young Adult Certified Provider - PEERS for Young Adults Certified Training Seminar for Mental Health Professionals (February, 2018)
2018	Increasing Opportunities for Deeper Learning, Learning Policy Institute
2017	Working with Students on the Autism Spectrum, Brown & Wolf
2017	LAUSD Culturally Linguistically Responsive Summer Institute
2016	Upper Elementary CLASS Training, Teachstone, San Diego, 2016
2016	Summer 2016 IRIS Faculty Institute, PROCESS Project
2015	Using the ATLAS Video Case Library in Educator Development
2015	Summer 2015 IRIS Faculty Institute, PROCESS Project
2015	Beyond Behavior: Creating a Culture for Data-Driven Behavioral Interventions
2015	Co-Teaching Collaborative, Monterey, CA, April, 2015
2014	So What do I do Now? Strategies for Intensifying Intervention when Standard Approaches Don't Work Web Seminar, National Center on Intensive Intervention
2014	Co-Teaching Train the Trainer Workshop, Lexington, KY, June 11-12, 2014.
2014	Ethical Treatment of Challenging Behavior: History and Current Best Practice, 2014.
2014	Edvention Co-Teaching Symposium
2014	Marzano Training, Fullerton School District
2013	Summer 2013 Faculty Institute, PROCESS Project
2013	Leadership-A Workshop for Leaders, OC CEC 188
2013	RtI2 Conference, Orange County Department of Education
2013	Day 5 Tier II Team Training, Orange County Department of Education
2013	Edvention Co-Teaching Symposium

2013	Autism Spectrum Disorders Practical Solutions to Everyday Challenges, PreConference, Smith Myles, B.
2013	Effective Instruction of English Language Learners, Lasky, B.
2012	Summer 2012 Faculty Institute, PROCESS Project
2012	Atomic Learning Webinar: Help! Our Students All Have iPads: Now What?
2012	Leadershop-A Workshop for Leaders and Members, OC CEC 188
2012	Professional Development Schools National Conference, Las Vegas, NV.
2012	Co-Teaching in the Inclusive Classroom, Murawski, W.
2011	Leadershop-A Workshop for Leaders, OC CEC 188
2011	Reconnecting Student Voice with Teacher Education In A Globalized Society, CCTE
2012	Southern California Professional Development School Consortium, University of LaVerne
2012	Strategies to Overcome and Prevent Difficult Moments, PreConference, Smith Myles, B.
2011	Using Science Demonstrations Including all Student in the Learning Process, Ferko, T.
2009	Faculty Development Training
2010	Moodle/Oasis Training
2011	Inclusion, Friend, M.
2009-present	College of Education Research Colloquium Series
2010	Leadershop-A Workshop for Leaders, OC CEC 188
2010	Identifying Grant Opportunities Across Diverse Funding Sources & Building Your Research Agenda, Turnbull, A.
2010	Self-Advocacy Finding Your Ability Within the Disability, Shore, S.
2010	Researchers and Critical Educators Speakers Series: Why Language Rights Matters, Faltis, C.
2010	Tips on Decoding, Fluency and Instruction, Archer, A., 2010
2009	SPED 522, Weber, J.

Professional Associations

American Educational Research Association (AERA)
 Council for Exceptional Children (CEC)
 Division on Autism and Developmental Disabilities, CEC
 Division on Career Development and Transition, CEC
 Council for Children with Behavioral Disorder, CEC
 Division for Learning Disabilities, CEC
 Division for Research, CEC
 Technology and Media Division, CEC
 Teacher Education Division, CEC
 Council for Learning Disabilities
 California Association of Professors of Special Education (CAPSE)

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ehowell@fullerton.edu

Education

- 2010 Ph.D., University of California, Riverside
Education
Dissertation: Elementary School Education of Children with Characteristics of Autism Spectrum Disorders: Predictors of the Student Teacher Relationship
- 2005 M.S. California State University, Fullerton
Special Education
- 2002 B.S. California State University, Fullerton
Psychology

Professional Experience

- 2017-Present Professor, Department of Special Education
College of Education
California State University, Fullerton
- 2014-Present Associate Professor, Department of Special Education
College of Education
California State University, Fullerton
- 2008-2014 Assistant Professor, Department of Special Education
College of Education
California State University, Fullerton
- 2007-2009 Graduate Student Researcher
Graduate School of Education
University of California, Riverside
- 2004-2008 Special Education Teacher
Placentia-Yorba Linda Unified School District
Golden Elementary
- 2006 Lecturer, Fall
Department of Special Education
California State University, Fullerton
- 2002-2004 Special Education Teacher
Fremont Unified School District
Maloney Elementary
- Summer 2003 Special Education Teacher
Fullerton School District, Woodcrest Elementary

Credentials

2005 Education Specialist

Courses Taught

SPED 371: The Exceptional Individual
SPED 463: Characteristics of Mild/Moderate Disabilities
SPED 464: Characteristics of Moderate/Severe Disabilities
SPED 401: Introduction to Autism
SPED 482b: Curriculum and Methods for Students with Moderate/Severe Disabilities
SPED 489b: Directed Teaching in Special Education
SPED 488: Directed Fieldwork General Education
SPED 490: Fieldwork: Interns
SPED 496: Senior Educational Practicum
SPED 499 Independent Study
SPED 502: Teaching Students with Autism
SPED 531: Seminar on Individuals for Individuals with Moderate/Severe Disabilities
SPED 586: Curriculum Issues in Special Education

Scholarly and Creative Activities

Refereed Journal Articles

- Cote, D., Howell, E., Sparks, S., & Kasai, M. (2020). Increasing accessibility in a peer-assisted college support program for students with autism spectrum disorder in higher education. *Universal Journal of Educational Research*, 8(12): 6439-6444.
- Franco, E., Howell, E. & Pullen, R. (2020). Caring for Patients with Autism Spectrum Disorder. *Decisions in Dentistry*, 1-4.
- Severance, S., & Howell, E. (2017). On gender disparities in disability identification and special education. *Journal of Gender & Power*.
- Tse, C., & Pierson, M., & Howell, E. (2017). Independence: Training paraprofessionals to increase skills in the classroom. *Russian American Education Forum: An Online Journal*.
- Howell, E., Cote, D., & Kim, J. (2016). Crafting University Based Social Events as High Impact Practices to Meet the Needs of the Adult Autism Community. *Education and Training in Autism and Developmental Disabilities*, 3(1): 134-149.
- Fleming, S., Pierson, M., & Howell, E. (2016). The effects of exercise on academic performance for boys and girls. *Journal of Gender & Power*, 6(2), 89-101.
- Howell, E., & Cote, D. (2015). The Peer Assisted College Support Program: Supporting Students with Autism Disorder in the University Setting. *Education and Training in Autism and Developmental Disabilities*, 2(1): 218-227.
- Howell, E., Lauderdale-Littin, S., & Blacher, J. (2015). Family impact of children with autism and Asperger s syndrome: A case for attention and intervention. *Austin Journal of Autism & Related Disabilities*, 1(2): 1008.
- Blacher, J., Howell, E., Lauderdale-Littin, S., Laugeson, E., & DiGennaro-Reed, F. (2014). Autism Spectrum

- Disorder and the Student Teacher Relationship: A Comparison Study with Peers with Intellectual Disability and Typical Development. *Research in Autism Spectrum Disorders*, 8(3): 324-333.
- Alehina, S.V., Cote, D., Howell, E.J., Pierson, M.R., & Jones, V. (2014). Trends toward the integration and inclusion of students with disabilities in Russia. *The Review of Disability Studies – An International Journal*, 10(1 & 2), 95-104.
- Howell, E., & Flores, C. (2014). Prevalence of bullying in fourth, fifth, and sixth grades for children with and without mild disabilities: A comparison study. *Journal of Gender and Power*, 1(1): 157-175.
- Lauderdale-Littin, S., Howell, E., & Blacher, J. (2013). Educational placement for children with autism spectrum disorders: Social skills, behavior problems, and autistic characteristics as predictors. *Education and Training in Autism and Developmental Disabilities*, 48 (4), 469-478.
- Howell, E., & Fok, E. (2013). Positive Behavior Support Interventions for Students with Specific Learning Disabilities and Attention Deficit Hyperactivity Disorder: A Review of the Literature. *Russian-American Education Forum: An Online Journal*.
- Howell, E., & Fok, E. (2013). Positive Behavior Support Interventions for Students with Specific Learning Disabilities and Attention Deficit Hyperactivity Disorder: A Review of the Literature. *Russian-American Education Forum: An Online Journal*.
- Pierson, M., & Howell, E. (2013). Two high schools and the road to full inclusion. *Improving Schools*, 16(3): 223-231.
- Howell, E., & Pierson, M.R. (2011). From seclusion to integration: One high school's journey. *Russian-American Education Forum: An Online Journal*, 3(1).
- Blacher, J., Kraemer, B.R., & Howell, E.J. (2010). Syndrome specificity in young adults with intellectual disability: Relationship to transition outcomes and family experiences. *Advances in Mental Health and Learning Disabilities*, 4, 3-16.
- Howell, E.J., & Pierson, M.R. (2010). Parents' perspectives on the participation of their children with autism in Sunday school. *Journal of Religion and Disability*, 14, 153-166.
- Pierson, M.R., & Howell, E.J. (2006). Pre-service teachers' perceptions of inclusion. *Academic Exchange Quarterly*, 103(3), 169-173.

Book Chapters

- Gregory, N. Pierson, M.R., & Howell, E.J. (2017). Experiences of parents who are culturally and linguistically diverse: Individualized education plans in the United States. *Russian-American Education Forum*.
- Pierson, M.R., Howell, E.J., & Le, P. (2015). Peer perceptions of social skills in friendship building: Implications for students with and without disabilities across grade levels. *Children's perspectives on school, teaching, and learning*, Catholic University of Eichstaett, Germany.
- Jones, V., Cote, D., Pierson, M.R., & Howell, E.J. (2015). 21st century inclusive practices and policies in Russia. *Including Learners with Low Incidence Disabilities – Series: International Perspectives on Inclusive Education, Volume 5*, p. 269-288. ISBN:978-1-78441-251-7.
- Howell, E. (2013). Teacher perceptions and efficacy ratings of comic strip conversations for students with autism

spectrum disorder. In Basinska, A., Krauze-Sikorska, H., Klichowski, M., & Kuszak, K. (Eds.), *A Child's World. Development-Education-Therapy*. Poznan: Wydawnictwo UAM.

Schenkoske, L.J., & Howell, E. (2013). Self management of problem behaviors for students with autism spectrum disorders. In Basinska, A., Krauze-Sikorska, H., Klichowski, M., & Kuszak, K. (Eds.), *A Child's World. Development-Education-Therapy*. Poznan: Wydawnictwo UAM.

Peer reviewed presentations at international and national conferences

Cote, D., Howell, E., Sparks, S., & Kasai, M. (February, 2020). *Better supports so people with disabilities can lead independent lives: guardianship alternatives including supported-decision making*. Poster presented at Council for Exceptional Children 2020 Convention and Expo: Portland, Oregon.

Cote, D., Howell, E., Sparks, S., & Kasai, M. (February, 2020). *Peer assisted college support: Increasing access for individuals with autism spectrum disorder*. Poster presented at Council for Exceptional Children 2020 Convention and Expo: Portland, Oregon.

Cote, D., Howell, E., Sparks, S., & Kasai, M. (January, 2020). *Moving forward with peer-assisted college support for individuals with autism spectrum disorder*. Poster presented at the meeting of the 21st International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Sarasota, Florida.

Howell, E. & Pierson, M. (January, 2019). *Inclusion of Individuals with autism spectrum disorder in faith communities*. Poster presented at the meeting of the 20th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Maui, HI.

Cote, D., & Howell, E. (November, 2018). *University-based peer mentoring between students with autism: A case study*. Poster presented at the meeting Teacher Education Division Disabilities (Council for Exceptional Children): Las Vegas, NV.

Cote, D., & Howell, E. (January, 2018). *University-based peer mentoring between students with autism: A case study*. Poster presented at the meeting of the 19th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Clearwater Beach, FL.

Howell, E. Valles, C., Lee, T., & Pierson, M. (October, 2017). *Autism in the church: Caregiver descriptions of church involvement*. Paper presented at the 33rd Annual Pacific Rim International Conference on Disabilities: Honolulu, Hawaii.

Pierson, M., & Howell, E. (October, 2017). *Peer perceptions of social skills in friendship building: Implications for students with disabilities and strategies to support them*. Paper presented at the 33rd Annual Pacific Rim International Conference on Disabilities: Honolulu, Hawaii.

Howell, E., Sender, L., & Valles, C. (2017). *In-service outcomes: Training oncology medical professionals to support patients with autism spectrum disorder*. Poster presented at the meeting of the 18th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Clearwater Beach, FL.

Cote, D., Howell, E., & Lem, J. (2017). *Program evaluation outcomes of a university-based peer support program for college students with autism spectrum disorder*. Poster presented at the meeting of the 18th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Clearwater Beach, FL.

- Howell, E., Leger, T., & Motts, R. (2016) *Reflections from adults with high functioning autism and their parents*. Poster presented at the meeting of the 17th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Honolulu, HI.
- Cote, D. & Howell, E. (2016) *Caregiver Perspectives of college-based social events for adults with autism: Let's party!* Poster presented at the meeting of the 17th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Honolulu, HI.
- Howell, E. & Pierson, M. (2016) *Dancing to Success! Performing arts instruction for children with disabilities*. Poster presented at the meeting of the 17th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Honolulu, HI.
- Howell, E., Robinson, S., & Sender, L. (September, 2015). *Supporting patients with autism spectrum disorder in medical settings*. 8th International Pivotal Response Treatment (PRT) Conference: Santa Barbara, CA.
- Howell, E., Myck-Wayne, Robinson, S., Le, P., & Kim, J. (2015). *Social stories: Implications for medical professionals*. Poster presented to Council for Exceptional Children Convention and Expo: San Diego, CA.
- Howell, E., Cote, D., & Le, P. (January, 2015) *Examining the effectiveness of the Peer Assisted College Support (PACS) program for students with ASD*. Poster presented at the meeting of the 15th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Clearwater Beach, FL.
- Howell, E., & Le, P. (2015). *Supporting patients with ASD in medical settings: Parent and professional perspectives*. Poster presented at the meeting of the 15th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Clearwater Beach, FL.
- Pierson, M., & Howell, E. (February, 2014). *Peer perceptions of social skills in friendship building: Implications for students with disabilities across grade levels*. Paper accepted to the Learning Disabilities Association of America: Anaheim, CA.
- Pierson, M., & Howell, E. (February, 2014). *Peer perceptions of social skills in friendship building: Implications for students with disabilities across grade levels*. Paper accepted to the Learning Disabilities Association of America: Anaheim, CA.
- Howell, E. & Rodriguez, T. (April, 2013). *Parents and their children with high-functioning autism: A comparison on ratings of social skills, behavior problems, and school experiences*. Paper presented at the 29th Annual Pacific Rim International Conference on Disabilities: Honolulu, Hawaii.
- Howell, E. & Rodriguez, T. (April, 2013). *Parents and their children with high-functioning autism: A comparison on ratings of social skills, behavior problems, and school experiences*. Paper presented at the 29th Annual Pacific Rim International Conference on Disabilities: Honolulu, Hawaii.
- Pierson, M., Howell, E., Cote, D., & Jones, V. (2013, April). *Inclusive education in Russia: Issues and trends*. 2013 Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Howell, E., & Lauderdale, S. (April, 2013). *Building a Case for Attention and Intervention: High Functioning Autism and the Family*. Paper presented to Council for Exceptional Children Convention and Expo: San Antonio, Texas.
- Pierson, M., & Howell, E. (2013, January). *Peer Perceptions of Social Skills in Friendship Building: Implications*

- for Students with Disabilities Across Grade Level*. Paper presented at the meeting of the 14th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Kona, HI.
- Howell, E., Lauderdale, S., Blacher, J., & Pierson, M. (2013, January). *Determining educational placement for students with ASD: The impact of behavior problems and social skills*. Paper presented at the meeting of the 14th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Kona, HI.
- Howell, E., & Rodriguez, T. (2012, November). *Teacher use and efficacy ratings of social stories for students with autism*. Paper presented at the Council for Exceptional Children-Teacher Education Division conference: Grand Rapids, Michigan.
- Leger-Rodriguez, T., & Howell, E. (2012, November). *I hated high school: Bullying and autism*. Paper presented at the annual meeting of TASH: Long Beach, California.
- Howell, E.J. (2012, November). *Parent perspectives on the participation of their children in church communities*. Paper presented at the annual meeting of TASH: Long Beach, California.
- Howell, E., & Leger-Rodriguez, T. (2012, March). *"My mom wants me to be normal." Voices from adults with high-functioning autism and Asperger syndrome*. Paper presented at the 28th Annual Pacific Rim International Conference on Disabilities: Honolulu, Hawaii.
- Howell, E., & Pierson, M.R. (2012, March). *Transitioning to a full inclusion model at the secondary level*. Paper presented at the 28th Annual Pacific Rim International Conference on Disabilities: Honolulu, Hawaii.
- Howell, E. (2012, March). *Setting up international partnerships: How to promote the needs of people with disabilities around the world*. Paper presented at the 28th Annual Pacific Rim International Conference on Disabilities: Honolulu, Hawaii.
- Leger-Rodriguez, T., & Howell, E. (2012, March). *Preparing teaching as leaders: Working with paraprofessionals in special education*. Paper presented at the 28th Annual Pacific Rim International Conference on Disabilities: Honolulu, Hawaii.
- Howell, E., McClure, A., McClure, M., & McClure, A. (2011, October). *The importance of the student-teacher-relationship in inclusion-based education*. Kids Included Together National Conference on Inclusion: San Diego, California.
- Howell, E., & Pierson, M. (2011, April). *Faith Communities and Children with Autism Spectrum Disorders*. Paper presented at the 27th Annual Pacific Rim International Conference on Disabilities: Honolulu, Hawaii.
- Weiner, J., & Howell, E.J. (2010, December). *Research and practice of including individuals with disabilities in faith-based settings*. Paper presented at the annual meeting of TASH: Denver, Colorado.
- Lauderdale, S., Howell, E.J., Blacher, J., Laugeson, L. & DiGennaro, F. (2010, March). *Student-teacher relationships in children with autism spectrum disorder, intellectual disability, and typical development*. Paper presented at the annual meeting of Gatlinburg Conference on Research & Theory in Intellectual and Developmental Disabilities: Annapolis, MD.
- Howell, E.J. & Pierson, M.R. (January, 2010). *Religious education for children with autism spectrum disorder: Perspectives of families and religious leaders*. Poster session presented at the meeting of the 12th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities (Council for Exceptional Children- Division of Developmental Disabilities): Maui, HI.
- Lauderdale, S., Howell, E.J., & Blacher, J. (2009, August). *Predictors of student teacher*

relationships in young children with autism spectrum disorder. Poster session presented at the American Psychological Association Convention: Toronto, Canada.

Howell, E.J., Kaladjian, A., & Blacher, J. (2009, March). *Social performance in children with autism: The relationship to child-teacher interactions*. Paper presented at the annual meeting of the Gatlinburg Conference on Research & Theory in Intellectual and Developmental Disabilities: New Orleans, LA.

Lauderdale, S., Howell, E.J., & Kaladjian, A. (2009, March). *Children with autism in school: A new measure of parent perceptions*. Poster session presented at the annual meeting of the Gatlinburg Conference on Research & Theory in Intellectual and Developmental Disabilities: New Orleans, LA.

Howell, E.J. & Pierson, M.R. (2008, October). *Autism and inclusive Sunday school practices: Family perspectives*. Poster session presented at the International Conference on Cognitive Disabilities/Mental Retardation, Autism, and Other Developmental Disabilities (CEC-DDD): San Diego, CA

Blacher, J., & Howell, E.J. (2008, August). *Meeting the needs of families and children with high functioning autism and Asperger syndrome in schools: The importance of student-teacher interactions*. Paper presented at the 13th World Congress of the International Association for the Scientific Study of Intellectual Disability (IASSID): Capetown, South Africa.

Pierson, M.R., Glaeser, B.C., & Howell, E.J. (2004, October). *Comic strip conversations and social stories: Positive behavioral support strategies*. Paper presented at the meeting of the Council for Exceptional Children's Division Developmental Disabilities: Las Vegas, Nevada.

Peer reviewed presentations at state and regional conferences

Flores, C. & Howell, E. (2020). *Cure Blau Syndrome Foundation: The development of a research database*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA.

Cote, D., Howell, E., Sparks, S., & Kasai, M. (January, 2020). *Moving Forward with Peer Assisted College Support for Individuals with ASD*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA. (Cancelled due to public health concerns related to COVID-19).

Howell, E., Hutchison, C., & Kasai, M. (2019). *Performing with No Limits: Program Outcomes and Parent Perspectives of Including Children with Disabilities in Performing Arts*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA.

Franco, E. & Howell, E. (2019). *Autism Smiles: Supporting dental professionals in servicing patients with autism spectrum disorder*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA.

Espino-Canche, M. & Howell, E. (2017). *Music and dance integration for children with disabilities*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA.

Howell, E., Le, P., Van Voohris, J., & Lee, T. (2015). *Supporting patients with ASD in medical settings: Parent and professional perspectives*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA.

Howell, E., Myck-Wayne, Robinson, S., Le, P., & Kim, J. (2015). *Social stories: Implications for medical professionals*. California State University Fullerton's Conference on Autism Spectrum Disorders: Brea, CA.

Lee, T., Howell, E., & Brizuella, Y. (2015). *Inclusion of children with disabilities in faith communities study*. California State University Fullerton's Conference on Autism Spectrum Disorders: Brea, CA.

- Cote, D., Howell, E., & Kim, J. (2015) *Caregiver Perspectives of college based social events for adults with autism: Let's party!* California State University Fullerton's Conference on Autism Spectrum Disorders: Brea, CA.
- Howell, E., Rodriguez, T., & Motts, R. (2015). *Reflections from college experienced adults with high functioning autism and their parents*. California State University Fullerton's Conference on Autism Spectrum Disorders: Brea, CA.
- Howell, E.J., Hutchison, C., Pierson, M.R., & Van Hoegmood, K. (2015). *Dancing to success! Performing arts instruction for children with disabilities*. Cal State Fullerton's Conference on Autism Spectrum Disorders: Brea, CA.
- Lee, T., Barry, K., Howell, E., & Pierson, M.R. (2015). *German, Polish, and American preservice teacher perceptions on Social Stories for students with Autism Spectrum Disorders*. 1st Annual International Conference on Education, Cal State Fullerton, Fullerton, CA.
- Lee, T., Howell, E., & Pierson, M.R. (2015). *Elementary-aged children's perceptions on school-based music instruction*. 1st Annual International Conference on Education, Cal State Fullerton, Fullerton, CA.
- Howell, E.J., Hutchison, C., Pierson, M.R., & Van Hoegmood, K. (2015). *Dancing to success! Performing arts instruction for children with disabilities*. Cal State Fullerton's Conference on the Arts. Fullerton, CA.
- Sadri, R., Robinson, S., Howell, E., & Cote, D. (2014). *Autism spectrum disorders added authorization investigation efficacy*. California State University Fullerton's Conference on Autism Spectrum Disorders: Brea, CA.
- Le, P., Howell, E., & Pierson, M. (2014). Peer perceptions of social skills in friendship building: Implications for students with and without disabilities. California State University Fullerton's Conference on Autism Spectrum Disorders: Brea, CA.
- Lee, T., Barry, K., Howell, E., & Pierson, M.R. (2014). *German, Polish, and American preservice teacher perceptions on Social Stories for students with Autism Spectrum Disorders*. California State University Fullerton's Conference on Autism Spectrum Disorders: Brea, CA.
- Vas, R., Cid, V., Bowers, E., & Howell, E. (2014). *A collaboration model for reading intervention with pre-service/in-service teacher supporting a student with autism in the clinical practicum*. California State University Fullerton's Conference on Autism Spectrum Disorders: Brea, CA.
- Kim, J., Le, P., Howell, E., & Sender, L. (2014). *Implementing visual supports in medical settings for children with autism spectrum disorder*. California State University Fullerton's Conference on Autism Spectrum Disorders: Brea, CA.
- Kim, J., Le, P., Howell, E., & Sender, L. (2014). *Implementing visual supports in medical settings for children with autism spectrum disorder*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA.
- Sadri, R., Robinson, S., Howell, E., & Cote, D. (2014). *Autism spectrum disorders added authorization investigation efficacy*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA.
- Lee, T., Barry, K., Howell, E., & Pierson, M.R. (2014). *German, Polish, and American preservice teacher perceptions on Social Stories for students with Autism Spectrum Disorders*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA.
- Vas, R., Cid, V., Bowers, E., & Howell, E. (2014). *A collaboration model for reading intervention with pre-service/in-service teacher supporting a student with autism in the clinical practicum*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA.

- Lee, T., Howell, E., & Pierson, M.R. (2014). *Elementary-aged children's perceptions on school-based music instruction*. California State Fullerton's Student Creative Activities and Research Day: Fullerton, CA.
- Sender, L., & Howell, E. (2013). *Equipping medical professionals to reduce treatment-related anxiety and increase treatment procedural understanding for children with autism spectrum disorder (ASD) receiving cancer treatment*. Chao Family Comprehensive Cancer Center, University of California Irvine, 16th Annual Scientific Cancer Retreat: Palm Springs, CA.
- Cid, V., & Howell, E. (March, 2013). *Peer assisted college support at CSUF: Supporting students on the autism spectrum*. CSUF Student Engagement in Scholarly Activities and Research Day, Fullerton, CA.
- Robinson, S., Howell, E., & Walker, A. (2011, April). *Evidence-based practices for learners with autism spectrum disorders*. Paper presented at the CSU Fullerton General/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practice: Fullerton, CA.
- Lauderdale, S., Howell, E., & Blacher, J. (2011, April). *Investigating high functioning autism and Asperger syndrome: Parent perspectives and family impact*. Paper presented at the CSU Fullerton General/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practice: Fullerton, CA.
- Weiner, J., & Howell, E. (2011, March). *Inclusion in faith-based communities*. Paper presented at the Cal-TASH Conference: Irvine, CA.
- Howell, E., McClure, A., McClure, M., & McClure, A. (2011, March). *The student-teacher-relationship for students with autistic-like characteristics: Research, parental, and student perspectives*. Paper presented at the Cal-TASH Conference: Irvine, CA.
- Robinson, R., & Howell, E. (2011, March). *Evidence-based practices in autism spectrum disorder*. Paper presented at the Cal-TASH Conference: Irvine, CA.
- Howell, E.J. (2010, April). *Structuring successful inclusion for individuals with autism in church settings*. Paper presented at the CSU Fullerton General/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practice: Fullerton, CA.
- Howell, E.J., Hutchinson, C., & Hutchinson, J. (2010, March). *Inclusion in faith-based communities: Research, implementation, and personal experience*. Paper presented at the Cal-TASH Conference: Burlingame, CA.
- Robinson, S., Howell, E.J., Cote, D., & Karge, B. (2010, March). *Autism Authorization*. Paper presented at the Cal-TASH Conference: Burlingame, CA.
- Howell, E.J. (2008, May). *Social functioning for high-functioning autism and Asperger syndrome*. Paper presented at the CSU Fullerton General/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practice: Fullerton, CA.
- Howell, E.J. (2008, March). *Comic strip conversations and social stories*. Paper presented at the meeting of the National Association of Christian Special Educators: Azusa, CA.
- Howell, E.J., & Pierson, M.R. (2008, March). *Sunday school inclusion*. Paper presented at the meeting of the National Association of Christian Special Educators: Azusa, CA.
- Pierson, M.R., & Howell, E.J., (2004, May). *Social skills and problem behaviors: Student differences in general and special education*. Paper presented at the meeting of the Learning Disabilities Association of Northern California State Conference: San Mateo, California.

Grants Applications

Funded

- 2013: Howell, E. & Sender, L. (\$50,000). *Equipping Medical Professionals to Reduce Treatment-Related Anxiety and Increase Treatment Procedural Understanding for Children with Autism Spectrum Disorder Receiving Cancer Treatment*. National Cancer Institute of the National Institutes of Health under award numbers P20 CA174292 and P20 CA174188.
- 2012: Howell, E. & Cid, V. (\$515). Faculty-Student Research and Creative Activities Grant: *Peer Assisted College Support (PACS)*. Faculty-Student Research and Creative Activities Grant. Principal Investigator: Dr. Erica Howell.
- 2011: Howell, E. (\$1,500) *Inclusion of Individuals with Disabilities in Church-Based Settings*. CSUF's Health Promotion Research Institute Mini-Grant Award. Principal Investigator: Dr. Erica Howell.
- 2011: Howell, E. (\$5,000). *Post School Outcomes of Individuals with High-Functioning Autism and Asperger Syndrome: Quality of Life, Reflections, and Recommendations*. CSUF Special Fund for Research, Scholarship, and Creative Activity mini-grant. Principal Investigator: Dr. Erica Howell.

Not funded

- 2016 Howell, E. (\$99,513). Autism spectrum disorder and oncology: Electronically accessible training materials for oncology medical professionals treating patients with autism spectrum disorder. The Doctor's Company Foundation.
- 2016 Howell, E. & Cote, D. (\$6,712.00). *College Students with Autism: Increasing University Based Supports*. Flutie Foundation.
- 2014 Howell, E. (\$25,000). *Peer Assisted College Support (PACS) for College Students with Autism Spectrum Disorders*. Autism Speaks Community Grant
- 2014 Howell, E. (\$5,000). No Limits Performing Arts Classes for Children with Autism and Related Disabilities. Autism Speaks Neighborhood Grant.
- 2014 Howell, E., & Bowers, E. (Assigned Time). Reading Grant. Robert and Louise Lee Collaborative Teaching Award.
- 2012: Bureau of Education and Cultural Affairs grant application submitted, "Undergraduate Study Abroad in Education" (USA-ED), Principal Investigator: Dr. Melinda Pierson, Co-Principal Investigator: Dr. Erica Howell.
- 2011 Federal Funding Appropriations Request submitted, "Center for Autism/Asperger Research, Education, & Support" (CSUF CARES), Principal Investigator: Dr. Erica Howell, Co-Principal Investigator: Dr. Suzanne Robinson.
- 2010: University Missions and Goals Initiative proposal submitted, "CSU Fullerton's Center for Autism/Asperger Research and Education". Principal Investigator: Dr. Erica Howell, Co-Principal Investigator: Dr. Suzanne Robinson.
- 2010: US Department of Education- Teacher Incentive Fund grant application submitted, "Teacher Excellence for Autism Mentoring" (TEAM), Principal Investigators: Dr. Belinda Karge, Dr. Frank Tocco, Co-Principal Investigators: Dr. Debra Cote, Dr. Erica Howell, and Dr. Suzanne Robinson, CSU Fullerton.

Pragmatic Publications

Featured Media Articles

- Gill Vardon, S. (2020, April 24). CSUF professor spends off campus time focused on 11 year old daughter with rare disease. *The Orange County Register*.
- Gill Vardon, S. (2019, April 4). Mardi Gras kicks off autism awareness month. *The Orange County Register*.
- Sanchez, O. (2018, April 18). CSUF alum advocates for autism education, inclusion. *The Daily Titan*, p. 1.
- Lathan, I. (2016, April 25). CSUF parties for autism month. *The Daily Titan*, p. 3.
- Marquez-Eshelby, V. (2016, April 21). Club Raises Autism Awareness. *The Daily Titan*, p. 3.
- Urtez, B. (2015, October 12). Adults with Autism Socialize with Peers. *The Daily Titan*, p. 2.
- Faculty members secure nearly \$3 million in new education grants. Equipping medical professionals to better serve children with autism. (Winter 2014). *Impact: News from the College of Education*.
- Cano Ramos, D. (September, 2013). Center for Autism Co-Hosts Community Event. *CSUF News*.
- Rubio, J. (May, 2013). Taking aim at autism. *The Orange County Register*.
- Mendoza, R. (May, 2013). Panel dispels misconceptions of people with disabilities. *Daily Titan*.
- Benavides, C. (May, 2013). Center partners Titans to overcome autism challenges. *Daily Titan*.
- Cano Ramos, D. (April, 2013). Autism center serves students, families and children: Program advances education, outreach and research on autism spectrum disorders. *CSUF News*.
- Cervantes, K. (April, 2013). CSUF to open center for autism research. *Daily Titan*.
- Effectively meeting the needs of people with autism. (Spring, 2013). *Impact: News from the College of Education*.
- Robison, S., Howell, E., & Karge, B. (2011). Training veteran teachers for the new autism authorization. *California Teacher's Corp Quarterly Report*.

SERVICE

Professional

Professional Reviews

2012-2017	Journal of Christian Institute of Disability, Consulting Editor
2009-2016	Journal of Intellectual Disability Research, Manuscript Reviewer
2009-2016	CSUF's Conference on Autism Spectrum Disorder, Presenter Reviewer
2013	28 th Pacific Rim International Conference on Disability Forum Coordinator
2013	APA Annual Convention Proposal/Abstract Reviewer
2012-2013	SAGE Open, Manuscript Reviewer
2012	Council for Exceptional Children-Teacher Education Division Conference Proposal Reviewer
2011	Invited proposal reviewer for 2011 Council for Exceptional Children, Division on Autism and Developmental Disabilities
2003-2009	Academic Exchange Quarterly, Editorial Intern

Professional Award and Honors

2017 Faculty Mentor Award Nomination, CSUF
2016 Faculty Recognition for Teaching, CSUF
2014 Faculty Recognition for Teaching, CSUF

Professional Associations and Memberships

UC Irvine Chao Family Comprehensive Cancer Center Member
Council for Exceptional Children
Council for Exceptional Children: Division on Autism and Developmental Disabilities
Council for Exceptional Children: Teacher Education Division
Council for Exceptional Children: Division of International Special Education and Service

Professional Presentations

Howell, E., Sender, L., & Valles, C. (2017). In-service outcomes: Training oncology medical professionals to support patients with autism spectrum disorder. CSUF and UCI-CFCCC Partnership for Cancer Health Disparities Research Collaboration Forum: Irvine, CA.

Howell, E. (2015). *Social development and evidence-based supports for young children with autism spectrum disorder*. Autism and Developmental Disabilities: Contemporary Forums: Anaheim, CA.

Howell, E. (2015). *Supporting patients with autism spectrum disorder in the medical setting*. Autism and Developmental Disabilities: Contemporary Forums: Anaheim, CA.

Howell, E., Le, P., Van Voorhis, J., & Lee, T. (2014). *Supporting patients with ASD in medical settings: Parent and professional perspectives*. CSUF and UCI-CFCCC Partnership for Cancer Health Disparities Research Collaboration Forum: Irvine, CA.

Howell, E.J. (January, 2010). Lecture Panel Member at the 4th Annual UC Conference for Research in Special Education, Disabilities, and Developmental Risk Conference (SPEDDR).

University

University Partnerships and Programs

2012-present CSUF Center for Autism, College of Education in collaboration with the College of Health and Human Development, Co-Director
2012-present Center for Autism, Applied Developmental Core Associated Faculty
2012-present Associate Director, Peer Assisted College Support Program
2019-2021 Doctoral Committee Member, Jess Block Nerren, Cal State San Bernardino
2016-2020 Allied Health Academy Faculty Mentor
2014-2019 Grandparents Autism Network/CSUF's Center for Autism/UCI/Chapman University Partnership: Coordinating Socials for Adults with Autism and their Caregivers, CSUF Associate Chair
2018-2019 Faculty Mentor, University Honors Program
2019 International Scholars Visitation, Site Coordinator, Van Buren Elementary & Brookhaven Elementary
2015-2017 Co-Chair, Gaming with the Peer Assisted College Support (PACS) Program events for CSUF students with ASD
2015 Conference Co-Chair, CSUF's 9th Annual Conference on Autism Spectrum Disorders
2014 Associate Conference Chair, CSUF's 8th Annual Conference on Autism Spectrum Disorders
2012-2014 Director, Peer Assisted College Support (PACS) Program

Fundraising and Autism Spectrum Disorder Awareness

2022	Sigma Pi Fundraising Award Meeting, Key Note Speaker
2017	Sigma Pi Fundraising Award Meeting, Key Note Speaker
2015-2019	Stampin' Up Fundraiser!, Key Note Speaker
2015-2017	Light it Up Blue for Autism, Committee Member
2016-2017	Disability Awareness Day, Attendee and Table Host
2015	Committee Member, Night at the Bar Fundraiser for Center for Autism
2014	Center for Autism Charity Golf Tournament Volunteer and Keynote Speaker
2013	Senator Lou Correa, Center for Autism Visit and Lecture, Host
2013	Howell, E. (October, 2013). <i>Introduction of the new Center for Autism: Meeting the needs of people with autism in Orange County</i> . CSUF Emeriti Fall Luncheon.
2013	CSUF Focus Group Screening of "Be With Me"
2013	Howell, E. (August, 2013). <i>Supporting Students with Social Deficits Living in the CSUF Dorms</i> . Lecture for residence advisors in Housing, Fullerton, CA.
2013	Howell, E., Baker, J., & Fenning, R. (May, 2013). Autism Awareness Seminar and an Introduction to the Center for Autism Launch Event.
2013	Howell, E. (May, 2013). Panel Discussion Member for People with Varying Abilities. Hosted by Students Navigating Accessibility and Autism Speaks U.

Club Advisement

2022	No Limits for Disability, Club Advisor (in process)
2013-2017	Students 4 Autism, Club Advisor
2012-2017	Autism Speaks U, Club Co-Advisor

University Committees

2011-2017	Faculty Member, Health Promotion Research Institute
2011-2016	Committee Member, Disability Task Force
2009-2015	Conference Planning Committee Member, CSUF's Conference on Autism Spectrum Disorder
2011-2013	Steering Committee Member, Health Promotion Research Institute
2011-2012	Member, Autism/Developmental Disabilities Faculty Networking Group
2009-2010	Member, Untenured Faculty and Lecturers Organization

University Lectures and Activities

2018-2019	Autism Awareness Month Committee, Chair
2014 & 2016	Howell, E. (2014, 2016). <i>Peer Assisted College Support</i> . Disability Support Services Orientation Presentations: Fullerton, CA.
2017	Presenter with CSUF's Disability Support Services. Agenda: Supporting CSUF students with autism overview.
2015	Howell, E. (September, 2015). <i>Foundations of Autism</i> . Invited Speaker to Autism Speaks U Student Chapter, California State University, Fullerton.
2014	Howell, E. (September, 2014). <i>Introduction to autism spectrum disorder</i> . Invited Speaker to Autism Speaks U Student Chapter, California State University, Fullerton.
2014	Howell, E. (February, 2014). <i>An overview of autism spectrum disorder and CSUF's Center for Autism</i> . Invited Speaker to Autism Speaks U Student Chapter, California State University, Fullerton.
2013	Howell, E. (February, 2013). <i>Foundations of Autism</i> . Invited Speaker to Autism Speaks U Student Chapter, California State University, Fullerton.

2012	Howell, E. (November, 2012). <i>Including college-aged peers with autism</i> . Invited Speaker to Autism Speaks U Student Chapter, California State University, Fullerton.
2012	Discussion Panel Speaker, Autism Speaks U CSU Fullerton Community Lecture
2011	Presenter Facilitator at CSU Fullerton General/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practice: Fullerton, CA.
2011	Focus Group Session Leader at CSU Fullerton General/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practice: Fullerton, CA.
2010	Focus Group Session Leader at CSU Fullerton General/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practice: Fullerton, CA.
2010	Presenter Facilitator at CSU Fullerton General/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practice: Fullerton, CA.
2009	Presenter Facilitator at CSU Fullerton General/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practice: Fullerton, CA.
2009	Focus Group Session Leader at CSU Fullerton General/Special Education Collaborative: Autism, Inclusion and Evidence-Based Practice: Fullerton, CA.

College

College Roles, Committees and Activities

2022	Presenter, Honor and Educator
2022-present	Department of Literacy and Reading Education, Department Personnel Committee
2020	Presenter, Honor an Educator
2014-present	Department of Special Education, Chair for a Graduate thesis/project/exam
2013-present	Center for Autism Education Core Director
2019-2020	Department of Special Education, Fieldwork Coordinator
2017	Presenter, Honor an Educator
2012-2017	Member, Scholarship Review Committee Member
2015-2016	College of Education Department of Ed Leadership, Dissertation Committee
2015	College of Education Grants Committee

College Presentations

2019	Howell, E. (2019) Webinar: CSUF Center for Autism Education Core: Supporting the needs of the community. CSUF College of Education.
2016	Howell, E. (2016). <i>CSUF's Center for autism: Mobilizing students to meet the needs of the autism community</i> . Circle of Friends Luncheon. Cal State University, Fullerton.
2015	Howell, E. (2015). <i>Examining the student teacher relationship for children with and without disabilities: Spotlight on autism</i> . College of Education Colloquium.
2013	Howell, E. (2013). CSUF's Center for Autism. College of Education Advisory Board Meeting Speaker

2013	Howell, E. (2013). CSUF's Center for Autism. College of Education Leadership Council Luncheon Speaker
2012	Presenter, Honor an Educator
2012	Howell, E. (November, 2012). <i>Social communication and autism spectrum disorders</i> . Invited presentation for the Santa Ana Community College Road to Teaching Conference: Santa Ana, CA.
2011	Howell, E. (November, 2011). <i>Teaching students with autism: What every teacher should know</i> . Invited presentation for the Santa Ana Community College Road to Teaching Conference: Santa Ana, CA.
2010	Howell, E. (November, 2010). <i>Teaching students with autism: What every teacher should know</i> . Invited presentation for the Santa Ana Community College Road to Teaching Conference: Santa Ana, CA.
2010	Speaker Facilitator, 7 th Annual CSUF/Community Colleges Teacher, Educators, Partners and Collaborators Conference
2009	Howell, E.J. (November, 2009). <i>Teaching Students with Disabilities</i> . Invited presentation for the Santa Ana Community College: Road to Teaching Conference: Santa Ana, CA.

Department

2020-2022	Department Personnel Committee, Chair
2019	Department Personnel Committee Member
2018-2019	Faculty Search Committee Member
2015-present	Department of Special Education Moderate/Severe Credential Program Coordinator
2009-present	Department of Special Education Credential Programs Committee Member
2015-present	Department of Special Education Autism Spectrum Disorders Added Authorization Faculty Coordinator
2009-present	Department of Special Education Course Custodian: SPED 401, SPED 464, SPED 482b, SPED 489b, SPED 502, SPED 531
2012-2013	Accreditation Workgroup Committee Member
2011-2013	Graduate Program Committee Member
2011-2013	Qualtrics Representative
2010	Faculty Representative, Irvine Campus Recruitment Fair

Community

Community Partnerships

2014-present	CSUF's Center for Autism and McCoy Rigby's No Limits Performing Arts Program for Children with Special Needs, Partnership Coordinator
2013-2017	Center for Autism and CHOC Children's Hospital of Orange County partnership, Principal Investigator

Autism Education and Support

2019-present	Lead Staff Trainer, No Limits Creative Arts for Children with Disabilities
2019	Franco, E. & Howell, E. (2019). <i>Autism Smiles: Supporting dental professionals in servicing patients with autism spectrum disorder</i> . Presented at La Verne Dental Group
2019	Franco, E. & Howell, E. (2019). <i>Autism Smiles: Supporting dental professionals in servicing patients with autism spectrum disorder</i> . Presented at Reid Pullen, DDS

2019	Career Day Presenter, Travis Ranch Middle School
2019	Autism Awareness Day Coordinator, Van Buren Elementary School: Yorba Linda, CA.
2019	T-Ball with the Titans Faculty Coordinator
2018	PEERS training at UCLA
2017	Howell, E. (2017). Supporting preschool students with autism spectrum disorder. Messiah Lutheran Preschool In-Service Training: Yorba Linda, CA.
2013-2017	Walk Now for Autism, Autism Speaks Orange County
2013-2017	Mardi Gras for Autism, Fullerton Cares Foundation
2015-2016	Socials for Adults with Autism and their Caregivers at Chapman
2015	Socials for Adults with Autism and their Caregivers at UCI
2014	Coordinated and hosted high school visitation for students with autism spectrum disorder: Newport Mesa Unified School District 3/28/2014
2014	Coordinated high school visitation for students with autism spectrum disorder: Saddleback Valley Unified School District 3/14/2014
2013	Howell, E. (July, 2013). <i>Supercallifragilisticexpialidocious: Super social stories for patients with a variety of abilities</i> . Invited speaker to the 2 nd Annual CHOC Children's Child Life Summit, Orange, CA.
2013	CHOC Autism Task Force
2012-2013	Socials for Adults with Autism and their Caregivers at Mariner's Church

Church Involvement with Teaching/Consulting

2016-2017	Substitute Sunday School Teacher and volunteer classroom staff, First Evangelical Free Church, Fullerton
2011-2013	Sunday School Teacher/Volunteer, First Evangelical Free Church Fullerton
2010	Inclusion Consultant to First Evangelical Free Church Fullerton, CA
2011	Howell, E. (May, 2011). <i>Parenting a child with disability: Tips for success</i> . Saddleback Church Community Forum on Disabilities: Irvine, CA.
2010	Howell, E.J. (April, 2010). Whole-church inclusion training for children with disabilities. Alliance Evangelical Church: Anaheim, CA.
2008	Royal Family Kids Camp Volunteer for children in foster care settings, San Marcos, CA

General Community Involvement

Submitted	Wouters, C. Rose, C., Howell, E., Viet, T., & Matthys. P. (\$1,500,000). <i>Single cell and spatial analysis of Blau Syndrome Granulomas</i> . Chan Zuckerberg Initiative.
2019-present	Volunteer, Reading Intervention, Van Buren Elementary School
2021-present	Executive Director, Cure Blau Syndrome Foundation
2021-present	Board Member, No Limits Performing Arts
2019-2021	Board Member, Cure Blau Syndrome Foundation
2019	Rare Disease Conference, Attendee, San Diego, CA
2014	Career Day Presenter at First Evangelical Free Church of Fullerton Preschool
2013	Orange County Autism Regional Task (OCART) Force Member: Subcommittee on Transitional Training Education and Employment Workgroup
2013	Howell, E. (March, 2013). <i>Social Communication and Autism</i> . Invited speaker to the Spring Education Series sponsored by CM School Supply.
2012	Howell, E. (November, 2012). <i>Bullying the student with autism: An ugly picture</i> . Invited Speaker to the Association of University Women Fullerton Branch.
2012	Howell, E. & Robinson, S. (November, 2012). <i>Social Facilitation Strategies to Enhance Peer Interaction for Children with Autism</i> . Invited Speaker to the Fall Education Series sponsored by CM School Supply.
2012	Howell, E. (September, 2012). <i>Social Communication and Autism</i> . Invited speaker to the Fall Education Series sponsored by CM School Supply.
2012	Provider, meals for people who are homeless at the El Dorado motel once a month
2009-2010	UC Riverside Family Autism Resource center SEARCH Associate

2009 Howell, E.J. (May, 2009). *Autism: What Next?* Lecture panel member for the Riverside Medical Clinic Foundation: Riverside, CA

2009 Howell, E.J. (April, 2009). Invited lecture panel member for the World Autism Day Presentation for the Chinese Parents Association for the Disabled.

2008 Howell, E.J. (September, 2008). *Autism: What Now?* Invited lecture panel member for the Riverside Medical Clinic Foundation: Riverside, CA

2008 Howell, E.J. (June, 2008). *Social Functioning for High-Functioning Autism and Asperger Syndrome*. Invited Presentation for the Community Awareness for Special Kids Parent Task Force: Chino, CA.

2007 World Relief Team Leader: Musanze District, Rwanda

2006 World Relief Volunteer: Musanze District, Rwanda,

Vita Jones
Associate Professor
College of Education California State University, Fullerton
Fullerton, CA 92834
657-278-8621
vjones@fullerton.edu

Date of employment at CSUF: August, 2009

Highest degree earned: Ph.D.

African American Parental Beliefs About Resiliency: A Delphi Study (2009)

Area(s) of expertise:

**Effective Early Childhood Special Education Practices, Resiliency and its
Correlation to Academic Success, Examining Cultural Diversity Practices**

Courses you typically teach:

SPED 322 Introduction to Positive Behavior Support

SPED 400 Early Childhood Special Education

SPED 401 Introduction to Autism

SPED 421 Working with Families of Individuals with Disabilities

SPED 436 Literacy for ECSE Specialist

SPED 482c Methods, Curriculum in Early Childhood

SPED 489c Student Teaching in Infants and Toddlers

SPED 504 Advanced Professional Educational Technology

SPED 599/7/8/5 Independent Graduate Research (Supervision)

Number of years K-12 teaching: **4 years**

Briefly describe your experiences in school (K-12) settings

Dates	Location	Position/Duties
2014	Taft Newman Leadership Academy San Bernardino, CA	Consultant
2012–2013	Fullerton School District Elementary and Middle Schools 12 Schools	Researcher for the Co- Teaching Project/Conducted Interviews and Focus Groups
2011	Rolling Hills, Elementary School Fullerton, CA	Researcher/Trained teachers and collected data
2011	Hermosa Elementary School	Researcher/Trained teachers and collected data

Education

Ph.D., University of Nevada, Las Vegas 2009

Special Education

Dissertation: African American Parental Beliefs about Resiliency: A Delphi Study

M.A., University of Nevada, Las Vegas 2003

Special Education, Emphasis: Early Childhood and Autism

B.S., University of Nevada, Las Vegas 2002

Special Education, Emphasis: Generalist K-12

Professional Experience

Associate Professor, Special Education Department, 2009-present
CSU Fullerton

Visiting Faculty, Special Education Department, 2005-2006

UNLV Las Vegas

Credentials/License

Name of credential: State of Nevada Teacher Certification: Generalist, Resource Room
K-12 Endorsements: Early Childhood, Autism (2002)

Scholarly and Creative Activity**Peer-Reviewed Journal Articles (published)**

Total: 7

Brandon, R., Higgins, K., **Jones, V. L.**, & Dobbins, N. (2021). African American parents with children with disabilities: Gathering home-school reflections. *Intervention in School and Clinic*, 57(2). <https://doi.org/10.1177/10534512211001837>

Jones, V.L., Boone, R., Brandon, R.R., Dobbins, N., & Higgins, K. (2021). The Delphi process: Involving parents of children with disabilities in participatory consensus building. *Intervention in School and Clinic*, 57(4). <https://doi.org/10.1177/10534512211024927>

Pham, N., **Jones, V.L.**, Person, D., & Sparks, S. (2021). Perceptions of faculty on the Performance Appraisal Process. *Universal Journal of Educational Research*, 9(9).

Jones, V. L., Person, D., & Leyva, C. (2020). Resiliency factors: An exploration of Slovenian and U.S. women. *Sociology and Anthropology*, (8)6, 171-177.

Parichat, S., & **Jones, V.L.** (2019). Common causes of early childhood special education burnout, prevention, and management. *Volga Region Pedagogical*, 31, 92-101.
[http://www.ulspu.ru/science/proekt-crossref/arxiv/Shrihavong_Jones_PPP1\(31\)2020.pdf](http://www.ulspu.ru/science/proekt-crossref/arxiv/Shrihavong_Jones_PPP1(31)2020.pdf)

Howida, H. & **Jones, V. L.** (2017, Special Issue). Effects of video modeling on spontaneous requesting for children with autism. *Russian-American Education Forum: An Online Journal*, 9(1).
<http://www.rus-ameeduforum.com/content/en/?task=aut&aut=2000247&iid=26>

Jones, V. L., & McCray, C. (2015). Shaping the course of African American preschool males in educational settings. *Journal of Gender and Power*, 4(2), 103-110.
http://gender-power.amu.edu.pl/JGP_Vol_4_No_2.pdf

Jones, V. L., Higgins, K., & Boone, R. (in press). Born a culturally responsive educator: A conversation with Dr. Cathy Kea. *Intervention in School and Clinic*, Interview with Column.

Peer-Reviewed Journal Articles (under review)

Total: 1

Jones, V.L., Person, D.R., & Trang, L. (under review). Cultural parental perceptions of student education. *Journal of Urban Education*.

Peer Reviewed Articles (in preparation)

Total: 2

Dobbins, N., Higgins, K., **Jones, V. L.,** & Brandon, R.R. (in preparation). Social skills prioritization: Gathering consensus from stakeholders. Target journal: *Intervention in School and Clinic*, What Works for Me Column.

Jones, V. L., Higgins, K., Dobbins, N., & Brandon, R. R. (in preparation). Ladders to resiliency for young children with disabilities. TARGET JOURNAL: *Teaching Exceptional Children*.

Note: Research-to-practice article.

Peer Reviewed International Conference Proceedings

Total: 3

- Jones, V. L., Person, D., & Leyva, C.** (May, 2020). Factors influencing resiliency: A gendered perspective. In K. Higgins & R. Boone (Eds.), *2019 UNLV Building Bridges Conference Proceedings*, Ljubljana, Slovenia. ISBN 978-164921204-7.
- Jones, V., & Yearwood, S.** (May, 2018). Fostering Resilience in Early Childhood Students. In K. Higgins & R. Boone (Eds.), *2018 UNLV Building Bridges Conference Proceedings* (pp 115- 120). Belize Ministry of Education, Youth, Sports and Culture. ISBN is 978-1-5323-7173-8.
- Jones, V., & Person, D.** (May, 2016). Resiliency in Action: Thriving African American men in community college settings. In K. Higgins & R. Boone (Eds.), *2016 UNIC/UNLV Building Bridges Conference Proceedings* (pp 62-67). University of Nicosia: School of Education. ISBN 978-1-5323-0464-4.
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- Pierson, M., **Jones, V., & Cote, D. L.** (2014, January). The slow road to inclusive education in Southern Russia. *Division on International Special Education and Services Newsletter*, 24(1), 1–2.
- Jones, V. L., Higgins, K., Boone, R., Miller, S. P., & Sileo, N.** (2014). African American parental beliefs about resiliency: A Delphi study. *Journal of the American Academy of Special Education Professionals*, 65-93.
- Jones, V. L., & Hinesmon-Matthew, L. J.** (2014). Effective assistive technology considerations for diverse students. *Computers in the Schools*, 31(3), 220–232. doi: 10.1080/07380569.2014.932682
- Cote, D. L., **Jones, V. L., Barnett, C., Pavelek, K., Nguyen, H., & Sparks, S.** (2014). Teaching problem-solving skills to elementary age students with autism. *Education and Training in Autism and Developmental Disabilities*, 49(2), 189–199.
- Alehina, S. V. Cote, D., Howell, E. J., **Jones, V.L., & Pierson, M. R.** (2014). Trends toward the integration and inclusion of students with disabilities in Russia. *The Review of Disability Studies – An International Journal*, 10(1 & 2), 95-104.
- Tsyrlina-Spady, T., **Jones, V. L., Cote, D. L., & Pierson, M.** (2014). Special education inclusionary practices: An overview of Russia and the United States. *Education and Self-Development*, 2(40), 212-216.

- Jones, V. L., Higgins, K., Brandon, R. R., Cote, D. L., & Dobbins, N.** (December, 2013). A focus on resiliency: Young children with disabilities. *Young Exceptional Children*, 16(4), 3–16. doi:10.1177/1096250613481681
- Jones, V. L.** (2012) Resiliency in Early Childhood Practices. *Russian American Education Forum: An Online Journal*, 4(2). <http://www.rus-ameeduforum.com/content/en/?task=art&article=1000917&iid=12>
- Pierson, M., Cote, D. L., & **Jones V. L.** (2012). Special education reform in Kursk, Russia. *Division on International Special Education and Services (DISES) Newsletter*, 22(3), 6–7.
- Jones, V. L., & Swanson, M.** (2012). Ways to enhance diversity in the classroom. *Association for Childhood Education International (A.C.E.I) California Chapter*, 3(1), 2–4.
- Jones, V. L., Cote, D. L., & Brandon, R.** (2012). Kiptown youth project: Fulfilling the promise of equitable education. *Intervention in School and Clinic*, 48(2), 115–120.
- Cote, D. L., **Jones, V. L.**, Sparks, S., & Aldridge, P. A. (2012). Designing transition programs for culturally and linguistically diverse students. *Multicultural Education Journal*, 20(1), 51–55.
- Jones, V. L.** (2011). Resiliency instructional tactics: African American students with learning disabilities. *Intervention in School and Clinic*, 46(4), 235-239.
- Jones, V. L., & Higgins, K.** (2010). 5 ways to consider the constructs of resiliency when planning for students with learning disabilities. *LD Forum: A Publication of the Council for Learning Disabilities*, 2–4.
- Jones, V. L., Higgins, K., Boone, R., Miller, S. P., & Sileo, N.** (2014). *African American parental beliefs about resiliency: A Delphi study*. (Publication No. 960) [Doctoral Dissertation, University of Nevada]. Digital Scholarships. <https://digitalscholarship.unlv.edu/thesesdissertations/960/>

Book Chapter (Peer-Reviewed)**Total: 1**

Jones, V. L., Cote, D. L., Howell, E., & Pierson, M. (February 2015). 21st Century inclusive practices and policies in Russia. In E. A. West (Ed.), *International Perspectives on Inclusive Education* (Vol. 5, pp. 269-287). Emerald Group Publishing Limited.

Peer Reviewed International Presentations**Total: 3**

Jones, V. L., Person, D., & Leyva, C. (May, 2020). Factors influencing resiliency: A gendered perspective. 2019 UNLV Building Bridges Presentation, Ljubljana, Slovenia. Presented online due to COVID-19

Jones, V., & Yearwood, S. (May, 2018). Fostering Resilience in Early Childhood Students. 2018 UNLV Building Bridges Presentation. Presented at the Belize Ministry of Education, Youth, Sports and Culture. Belize City, Belize.

Jones, V., & Person, D. (May, 2016). Resiliency in Action: Thriving African American Men in Community College Settings. 2016 UNIC/UNLV Building Bridges Presentation. Presented at the University of Nicosia: School of Education. Nicosia, Cyprus.

Jones, V. L., Pierson, M., Cote, D. L., Tsyrlina-Spady, T., Kitsul, N. (2014, March). *21st century global special education practices* [Conference presentation]. Comparative and International Education Society (CIES), Toronto, Canada.

Invited Presentations**Total: 9**

Jones, V. (2021). Supporting ELL Students and Students with Special Needs (Presentation). Mitchell Early Childhood Development Center.

Jones, V.L. (2020, December). *We want to do more than survive*. [Panel discussion]. CSUF Ethnic studies department.

Jones, V. & McKee, A. (2019, November). *Universal design learning* [Conference presentation]. College of Education, California State University, Fullerton, CA, United States.

Jones, V. & Lewis, C. (2019, September). *Just, Equitable, & Inclusive Education: Students with Disabilities* [Conference presentation]. Titan Future Teachers. California State University, Fullerton, CA, United States.

Jones, V. L. (2016, September). *Cradle to prison pipeline* [Paper presentation]. California Faculty Association (CFA). Social Justice Summit. Sacramento, CA.

Jones, V. L. (2016, April). *School to prison pipeline* [Conference presentation]. The Council for Exceptional Children (CEC) Black Caucus, St. Louis, MO, United States.

Jones, V. L., Person, D. R., & Aldridge, P. (2015, April). *Cultural parental perceptions of student educational achievement* [Conference presentation]. The Council for Exceptional Children (CEC) Black Caucus, San Diego, CA, United States.

Jones, V. L., & Cote, D. L., (2015, March). *Inclusive education for all: A Russian variant in Comparison* [Conference presentation]. The College of Education at Cal State Fullerton International Conference on Education, Fullerton, CA, United States.

Jones, V. L. (2015, November). *Faculty success meeting (Skype) Embracing the transformation.* [Paper presentation]. Bowie State University

Jones, V. L. (2014, June). *Early childhood programs: The road to school readiness* [Paper presentation]. Curriculum Materials Presentation. CM Bookstore, Riverside, CA.

Jones, V. L. (2013, September). *Early childhood programs: The road to school readiness* [Paper presentation]. Curriculum Materials Presentation. CM Bookstore, Anaheim, CA.

Pavelek, K. & Jones, V. L. (2013, April). *Examining the needs for effective teaching strategies in inclusive preschool settings* [Paper presentation]. Presented at the 7th Annual Autism Conference: Autism, Inclusion and Evidence Based Practice. Brea, CA.

Jones, V. L. (2013). *Resiliency in leadership* [Paper presentation]. Presented at the A2Mend Annual African Male Summit, Los Angeles, CA.

Jones, V. L. (2012). *Academic success in the era of post Blackness* [Paper presentation]. The A2Mend 5th Annual A

- Tsyrlina-Spady, T., **Jones**, V.L., Pierson, M., & Cote, D. L. (2014, November). *Inclusive education for children with disabilities: An international comparative perspective through a "moral lens."* [Conference presentation]. The 40th Annual Conference of the Association for Moral Education (AME). Pasadena, CA, United States.
- Jones**, V. L., Ponder, J., Grant, M., Robinson, S., & Chavez, M. (2014, March). *Implementing co-teaching in the 21st century* [Conference presentation]. American Association of College for Teacher Education (AACTE), Indianapolis, IN, United States.
- Jones**, V. L., Pierson, M., Cote, D. L., Tsyrlina-Spady, T., Kitsul, N. (2014, March). *21st century global special education practices* [Conference presentation]. Comparative and International Education Society (CIES), Toronto, Canada.
- Pierson, M., Howell, E., Cote, D. L., & **Jones**, V. L. (2013, January). *Inclusive education in Russia: Issues and trends* [Conference presentation]. Pacific Rim Conference, Honolulu, HI, United States. (Unable to attend conference).
- Tran, N. & **Jones**, V. L. (2013, April). *Women of color faculty: The many faces of Mentoring* [Conference presentation]. American Educational Research Association (AERA), San Francisco, CA, United States.
- Cote, D. L., **Jones**, V. L., Sparks, S., & Glaeser, B. (2013, April). *Designing transition programs for culturally and linguistically diverse students with development* [Conference presentation]. Council for Exceptional Children (CEC), San Antonio, TX, United States.
- Jones**, V. L., Cote, D. L., & Aldridge, P. (2012, April). *Learning tactics for African American students with learning disabilities* [Conference presentation]. Council for Exceptional Children (CEC), Denver, CO, United States.
- Jones**, V. L., Cote, D. L., & Sparks, S. (2012, April). *Effective resiliency strategies for early childhood practitioners* [Conference presentation]. 90th Annual Council for Exceptional Children Conference, Denver, CO, United States.
- Cote, D. L., **Jones**, V. L., Sparks, S., Pavelek, K., Barnett, C., & Hoang Nguyen (2012, April). *Implementing a problem-solving intervention for students with mild to moderate disabilities* [Conference presentation]. 90th Annual Council for Exceptional Children Conference, Denver, CO, United States.
- Jones**, V. L., Cote, D. L., & Sparks, S. (2012, January). *Effective resiliency strategies for early childhood practitioners* [Conference presentation]. 13th Annual CEC-DADD Conference, Miami, FL, United States.

- Cote, D. L., **Jones**, V. L., Sparks, S., Pavelek, K., Barnett, C., & Hoang Nguyen (2012, January). *A Problem-solving intervention to increase problem-solving skills in culturally diverse elementary-age students with autism and developmental disabilities* [Conference presentation]. 13th Annual CEC-DADD Conference, Miami, FL, United States.
- Cote, D. L., **Jones**, V. L., Sparks, S., Pavelek, K., Barnett, C., & Hoang Nguyen (2012, March). *Increasing the problem-solving skills in students with autism* [Conference presentation]. CAL-TASH 30th Annual Conference, Oakland, CA, United States.
- Jones**, V. L. & Cote, D. L. (2011, April). *Learning tactics for African American students with learning disabilities* [Conference presentation]. Council for Exceptional Children (CEC), National Harbor, MD, United States.
- Jones**, V. L. & Cote, D. L. (2010, November). *Considering resiliency when planning for African American students with learning disabilities* [Conference presentation]. Teacher Education Division 2010 Conference (TED), St. Louis, MO, United States.
- Cote, D. L. & **Jones**, V. L. (2010, November). *How to implement a problem-solving program with students with mild to moderate disabilities* [Conference presentation]. Presented at the Teacher Education Division 2010 Conference (TED), St. Louis, MO, United States.
- Jones**, V. L. & Cote, D. L. (2010, September). *Learning tactics for African American students with learning disabilities* [Conference presentation]. 2nd International Conference on Education Research, New Orleans, LA, United States.
- Cote, D. L., Sparks, S., & **Jones**, V. L. (2010, October). *Five methods to increase problem-solving skills in students with developmental disabilities* [Conference presentation]. 32nd International Conference on Learning Disabilities (CLD), Myrtle Beach, SC, United States.
- Jones**, V. L. (2010, January). *African American parent beliefs on resiliency: A Delphi Study* [Conference presentation]. 28th International Conference on Education (PAC RIM), Honolulu, HI, United States.

Invited International Presentations (non-peer reviewed)

Total: 10

- Jones**, V. L., Pierson, M. R., & Cote, D. L. (2014, May). *Special Education in the USA: Brief history and today's realities* [Conference presentation]. Second Russian-American Seminar of Collaboration and Best Practices in Special Education for Children and Adults with Developmental Disabilities, Kursk, Russia.

- Jones, V. L., Pierson, M. R., & Cote, D. L. (2014, May).** *How the US universities train future special education teachers: Pros and cons* [Conference presentation]. Second Russian-American Seminar of Collaboration and Best Practices in Special Education for Children and Adults with Developmental Disabilities, Kursk, Russia.
- Jones, V. L., Pierson, M. R., & Cote, D. L. (2014, May).** *Early childhood interventions for children born with disabilities in the USA* [Conference presentation]. Second Russian-American Seminar of Collaboration and Best Practices in Special Education for Children and Adults with Developmental Disabilities, Kursk, Russia.
- Pierson, M., **Jones, V. L., & Cote, D. L. (2013, September).** *Inclusionary models for teaching* [Conference presentation]. The Russian-American International Seminar of Collaboration and Best Practices of Supports for People with Developmental Disabilities, International Academic Initiatives, Mellenville, NY.
- Jones, V. L. (2012, October).** *Document analysis: Data collection* [Paper presentation]. Seminar conducted at the University of the Western Cape, South Africa.
- Jones, V. L. (2012, October).** *Action research: Data collection* [Paper presentation]. Seminar conducted at the University of the Western Cape, South Africa.
- Jones, V. L. (2012, October).** *Delphi study: Data collection* [Paper presentation]. Seminar conducted at the University of the Western Cape, South Africa.
- Jones, V.L. (2012, March).** *Effective collaboration with parents of children with Disabilities* [Paper presentation]. Special Education Seminar. Seminar conducted at the Regional Open Social Institute (ROSI), Kursk, Russia.
- Jones, V. L. (2012, March).** *Early childhood practices in the United States* [Paper presentation]. Seminar conducted at the Regional Open Social Institute (ROSI), Kursk, Russia.
- Jones, V. L. (2012, March).** *Inclusive education current issues* [Paper presentation]. Seminar conducted at the Regional Open Social Institute (ROSI), Kursk, Russia.
- Jones, V. L. (2014, June).** *Early childhood programs: The road to school readiness* [Paper presentation]. Curriculum Materials Presentation. CM Bookstore, Riverside, CA.
- Jones, V. L. (2013, September).** *Early childhood programs: The road to school readiness* [Paper presentation]. Curriculum Materials Presentation. CM Bookstore, Anaheim, CA.
- Pavelek, K. & **Jones, V. L. (2013, April).** *Examining the needs for effective teaching strategies in inclusive preschool settings* [Paper presentation]. Presented at the

7th Annual Autism Conference: Autism, Inclusion and Evidence Based Practice.
Brea, CA.

Jones, V. L. (2013). *Resiliency in leadership* [Paper presentation]. Presented at the
A2Mend Annual African Male Summit, Los Angeles, CA.

Jones, V. L. (2012). *Academic success in the era of post Blackness* [Paper presentation].
The A2Mend 5th Annual African American Male Summit, Los Angeles, CA.

Funded grants

Total: 2

Jones, V.L. Emma Holmes (2018)
Promoting Resilience, and Academic Innovation for the Success of Everyone (PRAISE)

Jones, V.L. Jr/Sr Intramural Grant (2017)
Partnership for Academic Student Success (PASS)

Jones, V. L. (2011). College of Education faculty research grant (Global Perspectives),
semester *course release*. Kiptown Youth Project: Fulfilling the promise of
equitable education.

Jones, V. L. (2009). Fall Training Institute: *Teaching Online Instruction*, \$1,000.00. CSUF
Faculty Development Center.

Unfunded Grants

Total: 2

Jones, V. L. (2015). Faculty Enhancement and Instructional Spring (FEID) Faculty
Development Center.

Jones, V. L. (2015). Faculty Mentorship of Undergraduate Research and Creative
Activities (FMURCA) Grant. CSUF Office of Research and Development Grant.

Jones, V. L. (2014). International constructs of academic resiliency practices for special
educators. CSUF Office of Research and Development Grant.

Jones, V. L. (2012). From resilience to brilliance: A snapshot in the lives of high-achieving
African American high schools. African American Success Foundation Grant.

Jones, V. L. (2011). Academic resilience in high school students: A Delphi Study, Principal Investigators: Vita Jones and Debra Cote. CSUF Office of Contracts and Grants.

International Travel

Ljubljana (2020, virtual)

Belize (2018)

Cyprus (2016)

Australia (2014)

Canada (2014)

Russia (2012/2014)

China (2011)

South Africa (2010/2012)

College of Education Co-Teaching Project – CREAL (2012–2014)

Professional/University/Community Service

Professional

Editorial Board

Reviewer, Journal of Community Psychology 2020

Reviewer, Journal of Teacher Education (JTE), 2016–Present

Reviewer, Intervention in School and Clinic (ISC) 2009–Present

Reviewer, Journal of American Academy of Special Education Professionals (JAASEP) 2013–2015

Reviewer, Journal of African American Males in Education, (JAAME) 2012–2015

University

Provided Faculty Mentoring through FDC (2020)

Faculty of Color Learning Community (Faculty Lead) 2019-Present

BFSA Zoom Mtg. Facilitator

CSUF Search Committee – Provost for HRDI (2020)

Faculty Affairs Committee (2018-2020)

HRDI Faculty Fellow (2019-present)

BOLD Leadership Network Mentoring (2017-2019)

CSUF Diversity & Inclusion Committee, Chair (2018-2019)

College & Career Prep Initiative Outreach (2018)

BOLD Leadership Network Women Empowerment Leadership Conference New York (2018)

BOLD Leadership Network Trip to Yaoundé, Cameroon (2017)

University Outreach – Super Sunday, Council of African American Parents Annual Community Dialogue, (2010–Present)

Special Games at Loyola Marymount University (2018)

Center for Academic Support in Engineering and Computer Science (CASECS), (2015–2016)

FDC Getting Your Bounce Back Workshop (2016)
 I Love Fullerton Day Presentation- "Approaching Your Professor" (2016)
 CSU: Preventing Discrimination and Harassment (2016)
 CFA -California Faculty Assoc. Affirm. Action Chair, (2011-Present)
 Divine Servants, Faculty Advisor, (2010–2018)
 African American Faculty Staff Association (AAFSa), (2009–Present)
 CSUF Chinese Teaching Practicum (2015)
 CSUF Japanese Delegation Observation (2015)
 CSUF Gear-Up Workshop- "Approaching Your Professor" (2015)
 CSUF 2015 New Faculty Orientation for Tenure-Track and Newly Recruited Full-Time Lecturers (2015)
 CSUF Chinese Teaching Demonstration Mini Lesson Judge (2015)
 JumpStart – presentation, "Inclusive Education- Current Issues," (2015)
 CSUF Gear-Up presentation "Approaching Your Professors: Getting the Most out of Your College Experience" (2015)
 American Perspectives" invited by Dr. Katrin Harich, MCBE, CSUF (2012–2015)
 CSUF Search Committee – Outreach Counselor (2015)

Round Table Presentation, "Learning from the Margins" (2014)
 CSUF JumpStart – presentation, "Inclusive Education- Current Issues," (2014)
 Edvention-Co-Teaching Symposium, CSUF (2014)
 Social Justice Summit-Civil Rights & Education Presentation (2014)
 CSUF Search Committee – Assoc. VP for HRID (2014)
 Student Access Center -Black History Month Event – presentation "Civil Rights & Education" (2014)
 AAFSA Black History Month Reception – Moderator (2014)
 Male Success Initiative (MSI) (2013–2014)
 AAFSA Summer Picnic Chair (2013)
 JumpStart – Classroom presentation, "Special Education and Early Childhood," (2013)
 SGMH 2211- 3 Class Visits/Presentation – "Multiculturalism and African
 AASFA Keynote Speaker for Black History Month Program at El Dorado Ranch (Home of CSUF President), (2012)
 Disability Task Force Chair, CSUF (2011)
 CSUF New Faculty Orientation "Highlights of my 1st Year," (2010)

College of Education

2020/2021 Schools 1st Teacher Series Facilitator/Presenter
 MSIDT Department Personnel Committee 2020
 Fall (2020) Webinar on Universal Design Learning Part 1
 Fall (2020) Webinar on Universal Design Learning Part 2
 Small Group JEIE Facilitator Fall/Spring COE Retreat (2020-2021)
 Teacher Series 2020-Present

Equity Advocate (2020-Present)
Dissertation Chair for Nam Phan, Topic: *"Faculty Perceptions of the Performance Appraisal Process"*
Getting Your Bounce Back: Building Resilience (2018) Annual College Career Day
Presidents Commission on Equity and Inclusion (PCEI) 2018
Shanghai Normal Visiting Scholar Mentor (2016-2018)
CSUF Doctoral Mentee (Benedicta Lusk, Ph.D.) 2018
CREAL Board Member (2011–Present)
Curriculum Committee (2011–Present)
International Partnerships in Education (2011–Present)
MSIDT Department Personnel Committee 2020

COE Colloquium-Co-Teaching
"A Strengths Model for Student Achievement," CSUF (2014)
"A Model for Teacher Preparation Success," CSUF (2013)
"Problem Solving and Resiliency in Learners," CSUF (2010)
Panel Discussion, Development of RTP Portfolio (2011)
SCTA Conference
Working with Families of Individual with Disabilities, CSUF (2011)
Strategies for Early Literacy (2010)

Department

Chair for Special Education Masters Students 2014-present
Supervisor of Directed Teaching Support (2021)
Supervisor of Student Teaching (2020)
Department Search Committee Chair – Department Coordinator (2019)
JEIE Department Activities/Resources for Faculty Mtgs. 2020 2021
Course Custodian (SPED 436, SPED 482c & SPED 504) 2009-present

SPED 371-Class Visit/Presentation – "Diversity ..." invited by Dr. Joan Levine,
Teaching Collaboration/Special Faculty Projects – Dr. Rosario Ordonez-Jasis,
CSUF (2014)
Supporting Teacher Advancement & Retention (STAR)(2013–Present)
Co-Investigator, CSUF Incentive Intramural Grant, "Problem Solving," (2011–
2012)
Graduate Committee (2009–Present)
Credential Committee (2009–Present)
Development of ECSE Standards Accreditation (2009–Present)

Community

Promoting Resilience and Academic Innovations for the Success of Everyone
(PRAISE) (2017) Friendship Baptist Church Outreach
Friendship Baptist Church College Career Prep Day (2017) Outreach

Emma Holmes Grant/Community Outreach Friendship Baptist Church
Partnership Development (2018)
CSUF Community Partnership Collaboration with Faith Based Community-
Walker African American Methodist Church/Pastor Brookins (2015)
Fullerton Community College Advisory Board (2015)

Taft T. Newman Leadership Academy Consultant (2014)
Community Relations – Church Collaboration & Activities
Walker Temple AME, Los Angeles, CA (2016)
Tower of Faith Evangelistic Church, Compton, CA (2014)
Full Gospel Mission, Spokane, CA (2012, 2013)
Praise Tabernacle Church, Los Angeles, CA (2011, 2013)
Greater Ambassador, Monrovia, CA (, 2010, 2011)
Bilingual night at CSUF (2013)
Gang Violence Prevention Initiative, speaker, Monrovia, CA. (2012)

Teaching/Professional Associations and Development

Professional Associations

American Association of Colleges for Teacher Education (AACTE, 2014)
American Educational Research Association (AERA, 2013)
California Association of Professors of Early Childhood (CAPECSE, 2011–2013)
Council for Exceptional Children (CEC, 2009–Present)

Professional Development

Bonnie Hacker (Carolina Curriculum Training) (2019)
POWWAA (2020)
ETC Trainings-2014-present
Manuscript Mentoring scholastic support (2020)
Scholarly Publication Faculty Fellow scholastic support (2020)
Restorative Justice Training (2019)
Diversity Book Club-So You Want to Talk about Race (2018)
Impact Certificate (2018)
Campus Health & Safety (2017)
Discrimination & Harassment for Supervisors (2016/2017)
Data Security & Privacy (2016)
Eliminate Campus Sexual Misconduct (2016)
Clery Act Basics (2016)
Midcareer Faculty Rejuvenation and Retreat (2016)
Faculty of Color Lunchtime Discussion (2016)

Curriulog Training (2015)
Just, Equitable and Inclusive Education JEIE (2015)

Peer Observations (Drs. Pierson/Henning/Karge/Myck/Wayne/Holly/Richards)
(2012–2014)
Video Conference on Inclusionary Strategies for Students with Disabilities (2014)
Teaching Strategies Referral from colleague (Dr. Andrea Guillaume) *Student
Engagement Techniques* (2013)
Education Specialist Reader (2013)
Editor Panel: Get Your Publication Questions Answered (2013)
CREAL Focus Group Data Training (2013)
Faculty Research Committee (2013)
AURTEC Meeting (2013)
Gift of Time FDC (2013)
SLATE (Slate Learning and Teaching Excellence) (2011)
Faculty Initiative for Project Seminars (2011)
CEC/DEC Collaborative Webinar: Differentiating Curriculum (2011)
Dr. Anita Archer's Tips on Decoding, Fluency and Instruction (2010)
16 Blackboard FDC Workshops (2009–2010)
Monarch OSEP Personnel Prep Grant Writing Workshop (2009)

Nominations/Promotions

Titan Excellence Award Nomination (2021)
CSUF Academic Affairs Faculty Service Recognition (2020)
L. Donald Shields Excellence in Scholarship and Creativity Award (2020)
Diversity, Equity & Inclusion Award Nominee (2015)
Promotion to Associate Professorship (2015)

Adrian Jung, Ph.D.
Professor
College of Education
California State University, Fullerton
Fullerton, CA 92834-6868
(657) 278-4106
ajung@fullerton.edu

EDUCATION:

Educational Technology Endorsement., Findlay University, 2004

Ph.D., Oklahoma State University, 2000

Special Education

Doctoral Dissertation: Behavioral, Emotional, and School Adjustment for Korean, Korean American, and Caucasian American Children.

M.S., Oklahoma State University, 1997

Special Education

B.S., Oklahoma State University, 1995

Special Education

SCHOLARLY AND CREATIVE ACTIVITY:

Refereed journal articles (Published)

Lee, S.H., & Jung, A. (2023) Korean American Parents of a child with a disability and their experiences during a pandemic, *The International Journal of Special Education*, 26(1), 1-12.

Armendariz, G., & Jung, A. (2016). Response to Intervention vs. Severe Discrepancy Model: Identification of students with specific learning disabilities, *Journal of Special Education Apprenticeship*, 5(1), Retrieved from www.josea.info.

Jung, A., Nam, S., & Han, S. (2015). Challenges faced by Korean transnational students in the United States. *American Secondary Education*, 44(1), 28-37

Armendariz, G., & Jung, A. (2015). Acceptability of the response to intervention model between general and special education teachers: Identification of students with specific learning disabilities. *Journal of Education and Human Development*, 4(2), 125-138

Yabarra, C., Jung, A., & Cote, D. (2015). Reading achievement of ELLs who participated in the Responsive to Intervention model. *NABE Journal of Research and Practice*, 6, Retrieved from <https://www2.nau.edu/nabej-p/ojs/index.php/njrp/index>

Ikezaki, Y., Myck-Wayne, J., & Jung, A. (2014). Perceptions towards special education of Japanese parents of children with special needs in the United States. *The Journal of Special Education Apprenticeship*, 3(1). Retrieved from <http://josea.info/index.php?page=vol3no1>

Han, S.I., & Jung A. (2013). Analysis of Korean university reputation ranking based on Key reputation rank factors of the US best research university. *International Journal of Education and Research*, 1(11), 1-12

Roderick, E., & Jung, A. (2012). Perceptions of supportive leadership behaviors of school site administrators for secondary special education teachers. *Journal of Special Education Apprenticeship*, 1(2). Retrieved from <http://josea.info/index.php?page=vol1no2>

Jung, A., Stang, Kristin., Ferko, Doreen., & Han, S. (2012). Cultural influences on the ratings of behavioral emotional problems, and school adjustment for Korean and Korean American adolescents. *Korean Journal of Comparative Education*, 22(3), 117-145.

- Han, S., Jung, A., Henning, N., & Park, C. (2012). Comparative study of attitudes toward students with special needs for secondary preservice teachers in Korea and the United States. *Korean Journal of Comparative Education*, 22(3), 31-63.
- Kim, J., Jung, A., & Kim, Y. (2011). The effects of contextual variables and parental cognition on maternal involvement in Korean children's early education. *International Journal of Human Ecology*, 12(1), 1-14
- Jung, W., Stang, K., & Ferko, D. (2011) A commentary on cultural influences impacting the education of Korean American adolescents, *Amercian Secondary Journal*, 40(1), 31-38.
- Jung, W., Cho, G., Ambrosetti, D. (2011). Preservice teachers' readiness toward teaching students with special needs: Improvement of teacher education program. *Electronic Journal for Inclusive Education*, 2(7).
- Ferko, D., Jung, W., Kim, S. (2010). Korean Americans' perceptions and Attitudes toward people with disabilities: Determination of inclusion issues. *Journal of International Special Needs Education*, 13, 23-31.
- Bowers, E., Fitts, S., Quirk, M., & Jung, W (2010). Effective strategies for developing academic English: Professional development and teacher practices. *Bilingual Research Journal*, 33, 95-110.
- Han, S., & Jung, W. (2010). Characteristics of leadership and its practice by high school leaders. *The Journal of Educational Research*, 8(2), 117-139.
- Jung, W., & Han, S. (2010). A Comparative study of self esteem among Asian international college students and Caucasian American college students. *Korean Journal of Comparative Education*, 20(5), 23-37.
- Jung, W. (2010). IEPs and parents from culturally and linguistically different backgrounds. *Multicultural Education Journal*, 18(3), 21-25.
- Jung, W., Cho, G., Ambrosetti, D. Preservice teachers' readiness toward teaching students with special needs: Improvement of teacher education program. *Electronic Journal for Inclusive Education*, 2(7).
- Jung, W. (2008). Cultural influences on ratings of behavioral and emotional problems, and school adjustment for Korean, Korean American, and Caucasian American Children: Are there gender differences? *The Journal of Educational Research*, 69 (1), 73-84.
- Ferko, D., & Jung, W. (2008). Beliefs about early intervention services for students with disabilities among Taiwanese and Taiwanese Americans. *Journal of International Special Needs Education*, 11, 51-60
- Ferko, D., & Jung, W. (2007). A qualitative study of Korean Immigrant parents' participation in the IEP process: Their perceptions and barriers. *The Asia-Pacific Journal of Inclusive Education*, 4, 1-32.
- Jung, W.S. (2007). Preservice Teachers' Attitudes toward Inclusion. *Education*, 128(1), 106-113.

On Going Research Project

Jung, A. Challenges and Needs for College Students with Disabilities

Lee, S.H., & Jung, A. E-book and English Language Learners (Grant Writing)

Jung, A. Secondary Preservice Teachers, and Inclusion

Benikia Kressler, Ph.D.
Associate Professor
College of Education
Department of Special Education
California State University, Fullerton
Fullerton, CA 92834
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EDUCATION

University of Miami, Coral Gables, FL Ph.D. Teaching and Learning Specializing in SPED and Diversity	Aug. 2014
University of Miami, Coral Gables, FL M.S.Ed. Special Education and Reading with ESOL Endorsement	Dec. 2007
Earlham College, Richmond, IN B.A. in Psychology	May 2004

TEACHING

Department of Special Education, California State Fullerton Assistant Professor <i>SPED 322: Positive Behavioral Supports</i> <i>SPED 401: Introduction to Autism</i> <i>SPED 429: Collaboration and Consultation</i> <i>SPED 520: Assessment in Special Education</i> <i>SPED 522: Advanced Positive Behavioral Supports</i> <i>SPED 529: Advanced Collaboration and Consultation</i>	Aug. 2015-Present
Department of Teaching and Learning, University of Miami Course Instructor <i>TAL 470: Student Teaching (Secondary)</i> <i>TAL 330: Foundations of Exceptional Student Education</i>	Fall 2010-Spr. 2013

*Classroom and Behavior Management
TAL 204: Meeting the Educational Needs of
Diverse Secondary Learners: Building
Positive Relationships in Inclusive
Secondary Schools.*

K-12 Teaching Experience

	2009-2010
Milton High School, Alpharetta, GA.	
University of Miami Healthy Start Summer Program, Coral Gables, FL.	2009
	2007-2009
South Miami Senior High, Miami, FL.	
	2007
John Ferguson Senior High School, Miami, FL.	
	2007
Palmetto Elementary, Miami, FL.	

SCHOLARLY AND CREATIVE WORK

Peer-Reviewed Publications

Kressler, B. (2020). Critical self-reflection as disruption: A Black Feminist Self-Study. *Journal of Culture and Values in Education*, 3(1).doi: <https://doi.org/10.46303/jcve.03.01.2>

Kressler, B., Chapman, L., Kunkel, A., Hovey, K. (2020). Culturally responsive data-based decision making in high school settings. *Intervention in School and Clinic*. 55(4) doi: <https://doi.org/10.1177/1053451219855737>

Kressler, B. and Kressler, J. (2020). Diverse student perceptions of active learning in a large enrollment STEM course. *Journal of the Scholarship of Teaching and Learning*, 20(1). doi: 10.14434/josotl.v20i1.24688

Kressler, B., & Cavendish, W. (2020). High school teachers' sense-making of response to intervention: A critical practice analysis. *Education and Urban Society*, 52(3) doi: <https://doi.org/10.1177/0013124519848032>

Dover, A. G., **Kressler, B.**, & Lozano, M. (2019). "Learning our way through": Critical professional development for social justice in teacher education. *The New Educator*, 16(1) doi:<https://doi.org/10.1080/1547688X.2019.1671566>

Agrawal, J., Barrio, B., **Kressler, B.**, Hsiao, Y., & Shankland, R. (2019). International policies, identification, and services for students with learning disabilities. *Learning Disabilities: A Contemporary Journal*, 17(1). 95-114

Invited Book Chapter

Johnson, H., **Kressler, B.**, Miller, M., Morano, S., & Jordan, L. (2019). Reforms in general education to improve outcomes for all students. In C. O'Brien, J. Beattie, & D. Sacco (Eds.) *Teaching students with special needs: A guide for future educators (3rd Edition, pp.352 - 379)*. Dubuque, Iowa: Kendall Hunt Publishing Company.

Cavendish, W., **Kressler, B.**, Mende, A., & Espinosa, A. (2017). The promise and perils of response to intervention to address disproportionality in special education. In A. Artiles, & J. Allen (Eds.), *World yearbook in education 2017: Assessment inequalities* (17th ed.) Routledge.

Published Reviews/Public Scholarship

Morano, S., **Kressler, B.**, Isbell, L., Costa, L., & Miller, K. (2018, December 28). Response to intervention in secondary schools. Retrieved from https://council-for-learning-disabilities.org/wp-content/uploads/2018/11/LDF_2018_-December-2018-Final-112818.pdf

Marzocchi, A., & **Kressler, B.** (2017). Review of: For white folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education. *Education Review// Reseñas Educativas*, 24. doi:<http://dx.doi.org/10.14507/er.v24.2155>

In Review

Greer, W., **Kressler, B.** (in preparation). Local control and african american students: Examining school district budget plans for evidence of culturally responsive leadership. For submission to *Journal of Negro Education*.

In Preparation

Kressler, B. (in preparation). Crossing to the other side: The experiences of black women gaining tenure. For submission to *Journal of Diversity in Higher Education*.

Doctoral Dissertation

Kressler, B. (2014). *High school teachers' perceptions of data driven decision making within a*

response to intervention framework (Ph.D.). Available from Open Access Dissertations. (1250).

Peer Reviewed Conference Presentations

Kressler, B. (2019, November). *But, am I modeling culturally responsive instruction to my teacher candidates? A black feminist self-study*. Roundtable presentation at the National Association of Multicultural Education in Tucson, Arizona.

Dover, A., **Kressler, B.**, Lozano, M. (2019, April). *Walking the walk: Critical professional development and social justice learning in teacher education*. Panel presentation at the American Educational Research Association Conference in Toronto Canada.

Kressler, B. (2019, January). *High school teachers' use and perceptions of technology to support educational decision making for culturally and linguistically diverse students*. Poster presentation at the Council for Exceptional Children in Indianapolis, Indiana.

Kressler, B., Morano, S., Isbell, L., Miller, K., Costa, L. (2018, October). *Practical applications for implementing response to intervention in secondary schools*. Poster presentation at the International Council for Learning Disabilities in Portland, Oregon.

Kunkel, A., **Kressler, B.**, Chapman, L., Hovey, K. (2018, October). *Culturally responsive data-based decision making in high school settings*. Structured poster presentation at the International Council for Learning Disabilities in Portland, Oregon.

Kressler, B., & Kressler, J. (2018, April). *Diverse student perceptions of active learning in a large lecture course*. Panel presentation at the American Educational Research Association Conference in New York City, NY.

Greer, W., & **Kressler, B.** (2018, April). *Equity for all? African American students and california's local control and accountability plans*. Roundtable presentation at the American Educational Research Association Conference in New York City, NY.

Kressler, B., Costa, L., Isbell, L., Morano, S. & Miller, K. (2017, October). *Lessons learned implementing MTSS: Using history to inform our future*. Poster presentation at the International Council for Learning Disabilities Conference in Baltimore MD.

Hsasio Y., **Kressler, B.**, Agrawal, J., Shankland, R., & Barrio, B. (2017, October). *A global perspective of learning disabilities: Recommendations for practitioners*. Roundtable presentation at the International Council for Learning Disabilities Conference in Baltimore MD.

Costa, L., Isbell, L., **Kressler, B.**, Morano, S. & Miller, K. (2016, October). *Historical perspectives that inform the future of multi-tiers of systematic support*. Panel presentation at the International Council for Learning Disabilities Conference in San Antonio TX.

Agrawal, J., Shankland, R., Barrio, B., **Kressler, B.** & Hsasio, Y. (2016, October). *Learning disabilities: A global perspective*. Roundtable presentation at the International Council for Learning Disabilities Conference in San Antonio TX.

Kressler, B. (2016, April). *Crossing to the other side: The experiences of black women gaining tenure* (pilot data). Poster presentation at the Keeping Our Faculty VII Symposium at the University of Minnesota

Kressler, B. (2016, April). *Building mentoring relationships for urban high school students with college aspirations*. Paper presentation at the American Educational Research Association Conference in Washington DC.

Past Peer Reviewed Conference Presentations

Kressler, B. (2014, April). *High school teachers' perceptions of data driven decision making within a response to intervention framework*. Poster presentation at the American Educational Research Association conference in Philadelphia, PA

Kressler, B. (2013, October). *Enhancing RtI Efforts in urban school districts through professional development*. Panel discussion at the Conference of the Great City Schools, Albuquerque, NM

Cavendish, W. & **Kressler, B.** (2013, October). *Data driven decision making in a response to intervention framework*. Poster presentation at the International Conference on Learning Disabilities (CLD), Austin TX.

Adelman, A. & **Kressler, B.** (2013, July). *Transforming doctoral students into mentors: Building the next Generation of leaders through project INCLUDE*. Poster Presentation at the Office of Special Education Programs (OSEP) Project Directors' Conference, Washington D.C.

Kressler, B. (2013, May). *Graduation rates and diploma attainment for culturally and linguistically diverse students*. Paper presentation at the American Educational Research Association. San Francisco CA

Cavendish, W. & **Kressler, B.** (2012, April). *Standard diploma attainment across race/ethnicity SPED category*. Poster Presentation at the Council for Exceptional Children, Denver CO.

Cavendish, W., Montague, M. & **Kressler, B.** (2011, September). *Graduation trajectories of diverse youth across risk category*. Paper presentation at the Council of Children with Behavioral Disorders, New Orleans LA.

Invited Presentations

Kressler, B (March, 2019). *But, am I modeling culturally responsive instruction to my teacher candidates?* Presentation given at C-REAL monthly colloquium.

Kressler, B. (October, 2016). *Culturally responsive databased decision making*. Presentation given at the Orange County Math Council at Chapman University.

Kressler, B. (April, 2016). *Providing culturally responsive instruction to first-generation college students*. Presentation given at the University of California, Irvine.

Research

IRB Approved Study (2019-current): *Unconscious bias: A pilot study of implicit bias reflection and student discipline*. Principal Investigator: Callie Lewis Chiu, Co-Investigator: **Benikia Kressler**, Co-Investigator: Debra Cote. Data collection currently in process.

IRB Approved Study (2017-current): *Pre/in-service teachers' perceptions and use of culturally responsive practices for at-risk culturally and linguistically diverse students*. Principal Investigator: **Benikia Kressler**. Data collection currently in process.

IRB Approved Study (2016-17): *Crossing to the other side: The experiences of black women gaining tenure*. Principal Investigator: **Benikia Kressler**. Data collected and manuscript in preparation

Past Research

University of Miami (2014-2015). *Mentoring for urban high school students: Challenges and successes*. Post-doctoral researcher coding, analyzing and writing journal article examining the outcomes of Inspire U Academy on urban high school students' college aspirations.

University of Miami (2013-2014). *High school teachers' perceptions of data driven decision making within response to intervention frameworks*. Chair: Dr. Wendy Cavendish; Qualitative dissertation examining urban high school teachers' perceptions and use of data within RtI frameworks.

- Shelley Gervy funded by the University of Miami Teaching and Learning department. (\$1,140, 2013-2014)

University of Miami (2013). *Data driven decision making: Teacher perceptions and use for at-risk CLD student achievement*. Research Assistant to Dr. Wendy Cavendish and Dr. Beth Harry on a larger study entitled "Rti processes in an urban setting".

- Grant funding by University of Miami Research Center for Community and Educational Well-Being. (\$9,270, 2009-2013)

University of Miami. (2012-2013). *Storybook reading for pre-school children*, Research Assistant to Dr. Miriam Lipsky examining vocabulary instructional techniques used by pre-K teachers in both affluent and low income neighborhoods using the book "Edward the Emu" by Sheena Knowles.

University of Miami. (2012-2013). *Graduation trajectories for diverse youth across risk*

category. Research Assistant to Dr. Wendy Cavendish examining the relationship between NCLB accountability graduation requirements and diploma options for students with and without disabilities in the state of Florida.

University of Miami. (2011-2012). *Solve It!-grades 7-8: Improving math problem solving for students with learning disabilities in urban schools*. Research assistant to Dr. Marjorie Montague examining the effects of a middle school math intervention (Solve it!), created by Dr. Montague, on the academic outcomes of CLD students labeled as Average Achievers, Low Achievers, and students with Learning Disabilities.

- Grant Funding: IES U.S. Dept. Of Education (\$1.5 million, 2010-2014)

University of Miami. (2010). *Student involvement transition study*. Research assistant to Dr. Wendy Cavendish examining high school students' perceptions of school support as they transition from high school.

University of Miami.(2006-2007). *A longitudinal study of co-morbidity of disorders in children and adolescents*. Research assistant to Dr. Marjorie Montague examining the effects of ADHD, LD and EBD on aspects of family and academic life in addition to self-advocacy.

- Grant Funding by the U.S. Dept of Education, Office of Special Education Programs. (\$900,000, 2001-2006)

Grants

Faculty Enhancement and Instructional Development (2021-22): Flipping the Script in Math and Science Inclusive Classes: Using Flipped instruction within a Culturally Sustaining UDL Framework to Empower Diverse Learners

Weber Honors College Grant (2017-18): What are student perceptions of Active learning with a focus on higher order thinking within a large STEM course? (Approved- through SDSU)

Junior/Senior Intramural Grant (2017-18): Towards a model of culturally responsive databased decision making (Approved).

Junior/Senior Intramural Grant (2016-17): Best practices in retaining diverse faculty (not approved)

Junior/Senior Intramural Grant (2015-16): Perceptions and use of Culturally Responsive Pedagogy by diverse student educators (not approved)

Spencer Grant (2015-16): Applying Cultural Reciprocity in Response to Intervention with Culturally and Linguistically Diverse Students (not approved)

SERVICE

Professional

Archivist for the Division for Culturally and Linguistically diverse learners in the Council of Exceptional Children
2017-2020

5th Leadership Cohort of the Council for Learning Disabilities (CLD)
2015-2017
Diversity Committee member within CLD
2015-present

Service as a Peer Reviewer

Editorial Board Member of Intervention in School and Clinic
June 2018-2021(3 year term)
Consulting Editor of Multiple Voices
September 2019-present
International Journal of Qualitative Studies in Education
June 2020
American Educational Research Association
Aug. 2017-2018
Council for Learning Disabilities
Feb. 2017
Urban Education
2016

Professional Organization Membership

Council for Exceptional Children (CEC)
2010-present
American Educational Research Association (AERA)
2011-present
National Association of Multicultural Education (NAME)
2012-present
Council for Learning Disabilities (CLD)
2015-present
California- National Association of Multicultural Education (CA-NAME)
2015-present

University Service

University Curriculum Committee Representative
Fall 2018- Spring 2020
Chair of Student Opinion Questionnaire White Paper Committee
Spring and Fall 2019
Ethnic Studies Support

- *Ethnic Studies Meeting with Academic Senate: CSUF Oct. 31, 2019*
- *SDSU Town Hall Meeting: Sept. 17, 2019 & Oct. 29, 2019*

Service Learning and Internship Committee
Spring 2017

Super Sunday Speaker @ Grant AME Church
Feb. 2017

Judge for Student Research Competition
Spring 2019

Reviewer for Outstanding Student Scholarly and Creative Activities Award (SCAR)

Spring 2019

Fall 2017

Spring 2016

Researchers and Critical Educators (RACE)

2015-present

Black Faculty Staff Association (BFSA)/African American Faculty and Staff Association (AAFSA)

2015-present

Volunteer for Pan-African Student Graduation Ceremony

Spring 2016

College of Education Service

COE JEIE Retreat Facilitator

Fall 2020

Chair of College of Education Curriculum Committee

Spring 2019-present

Summer Titan Teaching Seminar

Summer 2018

Chair of Dissertation

Fall 2017-Spring 2018

Chair of College of Education Curriculum Committee

2019-present

Member of College of Education Curriculum Committee

2016-2019

College of Education Commencement Committee

2016-2017

Member of Search Committee for new Dean of COE

Spring 2016

Department of Special Education

Member of Curriculum-Standards Alignment Matrix Development Group

2019-present

Course Custodian of SPED 529, SPED 520, SPED 429, SPED 432

2017-present

Chair of Thesis

Fall 2016 -present

Chair of Exit Exam

Fall 2016- present

Community Service

March for Black Women (within BLM)

2018-2020

All Peoples Celebration Breakfast (MLK Celebration)

Jan. 2018; Jan. 2017

San Diego MLK Jr. Parade Participant

Jan. 2018

South Bay Democratic Club

2016-2020

Black Lives Matter San Diego

2016-2017

Volunteer Tutor at Anybody Can (ABC) Academy

2015-2016

Developed Workshops/Community Programs

“Anti-Racist Teacher Healing Webinar”

October 2021

“A Social Justice Approach to Classroom Literacy Assessment & Intervention”

October 2020

“The Color of Exceptionality”

October 2019

“You want me to do what? Critical Literacy, Student Voice and High Tech Talk”

October 2018

“Providing Culturally Responsive Instruction to First Generation College Students”

March 2016

“Inspire ‘U’ Academy: Mentoring program for HS students with college aspirations”

2012-2014

“Culturally Responsive Instruction for Diverse Students”

2012-2014

Selected Professional Development

Teaching PD

OET Blended/Flipped Design Certificate Program (*Spr. 2021*)

Scholarship of Teaching and Learning: Teaching Inquiry (*Spr. 2018-2020*)

FLC: Teaching for Social Justice (2018-2020)

Critical Teaching Development (*Spr. 2018-2020*)

FDC IMPACT Workshops (*2016-2017*)

Research PD

CEC State of Special Education Webinar (*April 2019*)

FDC Writing Group (*Summer/Fall 2017*)

Write More! Live More! Early Faculty Writing Retreat (*June 2017*)

AERA Div. G New Faculty Seminar (*April 2017*)

AERA Div. K New Faculty Seminar (*April 2016*)

Grant Writing PD

Scholarly Program to Advance Research Knowledge (SPARK) (*Fall 2017*)

Teaching Licensure and Certification

State of Florida Professional Educator's Certificate: ESE & Reading with ESOL Endorsement (K-12)

University of Miami Certification Course TAL 584: Professional Development Teaching Supervision Certification

University of Miami Online Teaching & Leadership Certificate

Honors and Awards

Faculty Recognition: Scholarly and Creative Activity

2018

Nominated for IARLD's Marjorie Montague Dissertation Award

2016

University of Miami Graduate Student Award for Excellence in Student Leadership

2013

Graduate Student Association: Excellence, Leadership and Service Award *2013*

ROSALINDA J. LARIOS, Ph.D.

Department of Special Education
College of Education, California State University, Fullerton
P.O. Box 6868, Fullerton, CA 92834
rolarios@fullerton.edu

EDUCATION

California State University, Los Angeles and UCLA Ph.D. Joint Doctorate, Special Education	June 2020
California State University Los Angeles, CA MA in Multicultural/Multilingual Special Education	June 2011
Humboldt State University, Arcata, CA BA in Interdisciplinary Studies (Communication, Sociology, Ethnic Studies)	May 2001

RESEARCH INTERESTS

Latinx family participation in Individual Education Programs; developing positive and collaborative relationships between schools and teacher preparation programs; culturally responsive and sustaining instructional practices.

SELECTED RESEARCH EXPERIENCE

Principal Investigator <i>Engaging Families and Students Through Innovative Practices</i> CSUN Hispanic Serving Institute (HSI) Equity Hub Grant Funded Project	September 2024- ongoing \$134,867.00
Principal Investigator <i>Inspiring and Engaging Children and Families Through Innovative Practices</i> CSUN Hispanic Serving Institute (HSI) Equity Hub Grant Funded Project	November 2022- 2024 \$113,158.00
Principal Investigator <i>Strengthening Family School Partnerships via Cultural Congruence</i> Research, Scholarship, and Creative Activity (RSCA) Grant Funded Project	August 2021- 2022 \$15,000.00
Graduate Student Researcher <i>Making the Invisible Visible</i> Funded by the Spencer Foundation Principal Investigator: Dr. Carola Suárez Orozco	Fall 2016- Spring 2020
Project Coordinator Integrated Teacher Education Pathway Grant Funded by the California Teaching Commission California State University Los Angeles, CA	January 23, 2017- June 2018

Principal Investigator: Dr. Andrea Zetlin

Principal Investigator

Spring 2017

Teacher Perceptions of Latino Families Participation in the IEP Process

Research Mentor: Dr. Carola Suárez Orozco

SELECTED PUBLICATIONS

Larios, R. J., Zetlin, A., & Ramos, A. (2024). Exploring the varying agendas of principals, teachers, and a university related to mentorship. *Teacher Development*, 1–16.

<https://doi.org/10.1080/13664530.2024.2376685>

Larios, R. J., Chiu, C. L., & Ylagan-Nicanor, R. (2023). Ready or not, here we go! Preparing for the education specialist teaching performance assessment. *The Journal of Special Education Apprenticeship*, 12(2), 3.

Larios, R. J., & Otis, B. (2023). From compliance to engagement: Staff perceptions of working with Spanish-speaking families in the IEP process. *Multiple Voices* 22(2), 1-13.

Larios, R. J., & Zetlin, A. (2023). Challenges to inclusive education: Reflections from a university and school district partnership. *Teaching and Teacher Education*, 121, 103945.

Larios, R. J., Karras, J., Suarez-Orozco, C., & Baaqee, I. (2022). Using an iterative approach to systematically observe culturally responsive practices across classrooms. *Urban Education*, 00420859221139832

Luelmo, P., **Larios, R. J.,** & Castellon, F. (2022). Latinx caregivers and ASD identification and service access: What do we know? Scoping review. *International Journal of Developmental Disabilities*, 1-11.

Larios, R. J., Zetlin, A., & Ricci, L. (2022). “What doesn’t kill you, makes you stronger!” Alternative certification programs: Interns perspectives about mentorship. *Journal of Special Education Apprenticeship*, 11(1), 3, 1-31.

Larios, R. & Zetlin, A. (2018). Latino Parents’ Counterstories of the Individual Education Program (IEP) Meeting, *Urban Education Journal*.

Larios, R. & Zetlin, A., (2013). Parental involvement and participation of monolingual and bilingual Latino families during individual education program meetings. *Journal of Education Research*, 6(3), 279-298.

Non-Peer Reviewed

Larios, R. J., McKee, A., Ramos, A. & Arreguin, B. (2023). *IEP Manual-* A curriculum for education specialist candidates. Fullerton, CA; Department of Special Education

Suarez-Orozco, C., **Larios, R. & Strom, A.** (2022, March 30). “Why is social emotional learning so important for English learners and immigrant students?” Share My Lesson.
<https://sharemylesson.com/blog/social-emotional-learning-immigrant-students>

Larios, R. J., Contributor. (2019 March 25). “Supporting bilingual families during IEP meetings with Ms. Rosalinda Larios and Dr. Andrea Zetlin”, Leading Equity.
<http://sheldoneakins.com/rosalindaandandrea/>

Suarez-Orozco, C., Strom, A., **Larios, R.**, (2018). *A culturally responsive approach to understanding the children of immigrants- A curriculum for New York City Public Schools*. Los Angeles. CA; Re-Imaging Migration & UCLA GSE&IS.

CURRICULUM DEVELOPMENT

Faculty Enhancement and Instructional Development for SPED 425 May 2023 – January 2024
Course Redesign
Funded by the Faculty Development Center
California State University, Fullerton, CA

SPED 420 Collaboration and Consultation: Teaching Performance Assessment Seminar
Spring 2022
California State University, Fullerton, CA
Authored a seminar to help teacher candidates in a Mild to Moderate or Extensive Support Needs program prepare for the Teaching Performance Assessment, a preliminary credential requirement

CEDU 201 Building Bridges of Empowerment Between Families, the Community, and Schools
Spring 2022
California State University, Fullerton, CA
Authored an undergraduate course for the proposed Urban Learning major

Online Course Development Sponsor for EDSP 3010 October 12, 2018- April 2019
Online Course Development Program
Funded by the Center for Effective Teaching and Learning (CETL)
California State University Los Angeles, CA
Collaborated with two Special Education and Counseling colleagues to develop a fully online course.
Completed a Quality Matters Course as part of the program.

EDFN 2010 Social and Demographic Landscapes of Urban School Spring 2017
California State University, Los Angeles, CA
Co-authored and approved by the Instructional Curriculum Committee to meet rigorous educational standards for teaching preparation.

EDCI 2020 Visual and Performing Arts in the Inclusive Elementary Classroom Spring 2017
California State University, Los Angeles, CA
Co-authored and approved by the Instructional Curriculum Committee to meet rigorous educational standards for teaching preparation.

Elementary Subject Matter Waiver Fall 2017
California State University, Los Angeles, CA
Co-authored a complete Elementary Subject Matter Waiver to the California Commission on Teacher Credentialing on behalf of the California State University, Los Angeles to eliminate barriers to degree

completion for its diverse student population.

TEACHING EXPERIENCE

Associate Professor

Fall 2020- Present

California State University, Fullerton

SPED 420: Collaboration and Consultation; Teaching Performance Assessment Seminar

SPED 425: Exploring the Intersection of Language, Culture, Dis/ability, and the IEP

SPED 432: Curriculum and Instruction: Math and Science

SPED 429: Introduction to Collaboration and Consultation

EDD 698: Dissertation Research

SPED 489: Fieldwork for Special Educators in the K-8 Special Education Classroom

SPED 371: Exceptional Individual

SPED 421: Working with Families of Individuals with Disabilities

SPED 488: Fieldwork for Special Educators in the K-8 General Education Classroom

SPED 529: Collaboration and Consultation Seminar

Adjunct Lecturer

Fall 2011-Spring 2020

California State University Los Angeles, CA

ULRN 4190: Senior Seminar: Topics in Urban Schooling: Reading, Writing, and Reflection

EDSP 3010: Disabilities in Contemporary Society

EDSP 4091: Final Directed Teaching in Approved Candidate Teaching Assignment: Mild/Moderate Disabilities

EDSP 4095: Directed Teaching in Approved Candidate Teaching Assignment: Preschool Special Education

EDSP 5047: Fieldwork with Students with Disabilities: Autism

EDSP 4075: Student Teaching with a Master Teacher in Preschool Special Education

EDSP 5045: Fieldwork in Early Childhood Special Education

EDSP 4001: Observations in Urban Classrooms

EDSP 5811: Seminar: Issues and Strategies for Multicultural Special Education Students

EDSP 4010: Cognitive, Linguistic and Literacy Processes in Individuals with Special Needs

EDSP 511: Co-Taught Seminar: Issues and Strategies for Multicultural Special Education Students

EDSP 412: Standard Based Goals in the Individual Education Program

EDSP 501: Problems and Practices in Special Education

SELECTED PROFESSIONAL SERVICE

University

Instructionally Related Activities Committee, Cal State University, Fullerton, 2024 -

Academic Senate, College of Education Senator at Large, Cal State University, Fullerton, 2024 -

Resource Planning and Budget Committee, Cal State University, Fullerton, Spring 2024

Strategic Plan Development Committee, Cal State University, Fullerton, 2023 - 2024

Assessment & Educational Effectiveness Committee, Cal State Fullerton, 2021- 2023

College Committees

Just, Equitable, Inclusive, Education Committee, Cal State Fullerton, Spring 2022

Curriculum Committee, College of Education, Cal State Fullerton, 2021-present

Jr./Sr. Grant Committee, College of Education, Cal State Fullerton, 2021-2023

Departmental

Clinical Practice Coordinator, 2024- present

Department Chair Election Liaison, Cal State Fullerton, 2023

Education Specialist California Teacher Performance Assessment Coordinator, Cal State Fullerton, 2021-2024

Technology Consultant for Department Accreditation, Cal State Fullerton, 2022

Department of Special Education Representative at *Experience CSUF: Become a Titan* 2022

Co-Facilitator for SPED MS Graduate Students JEIE Orientation, 2021, 2022

Advisory Board

Urban Learning Program Cal State Fullerton, 2023- 2024

Undergraduate Research Opportunity Center Cal State Fullerton, 2022- 2024

Prior Services

Lead Organizer, Student Advisement Sessions for the Urban Learning Program, Cal State LA, 2019

Member, Lamar Learning Center Registration Team, Cal State LA, 2018-2019

Documenter, Re-imagining Migration Fellows Convening, UCLA, 2018

Lead Organizer, High School Student Summit, Cal State LA, 2018

Coordinator, Partnership between Teachers Test Prep and Cal State LA, 2018

Undergraduate Student Advisor

Club Co-Advisor/Advisor, Abled Advocators, Cal State Fullerton, 2023-present

Academic Advisor, Urban Learning Program, Cal State LA, 2018-2020

Club Advisor, Urban Learning Student Association, Cal State LA, 2019-2020

Sung Hee Lee, Ph.D.
California State University, Fullerton
sunghee@fullerton.edu

EDUCATION

Ph.D., Special Education (Learning Disabilities), June 2011
University of Washington, Seattle, WA
M.A., Speech Pathology and Audiology, August 2006
University of Iowa, Iowa City, IA
M.Ed., Special Education (Speech and Language Pathology), August 2002
Graduate School of Special Education, Dankook University, Seoul, Korea
B.A., French Literature and Language, August 1999
Hongik University, Seoul, Korea

TEACHING EXPERIENCE

University Teaching Experience

Professor, August 2024 – Present
Department of Special Education, California State University, Fullerton, CA
Associate Professor, August 2021 – July, 2024
Department of Special Education, California State University, Fullerton, CA
Assistant Professor, August 2017 – July 2021
Department of Special Education, California State University, Fullerton, CA
Assistant Professor, August 2014 – July 2017
Department of Counseling, Special Education, and School Psychology, Youngstown State University, Youngstown, OH
Assistant Professor, August 2011 – July 2014
Department of Special Education, West Virginia University, Morgantown, WV

PK-6 Special Education and Related-Service Clinical Experience

YSU Summer Online Writing Camp Director, June 2015-July 2015
Youngstown State University, Youngstown, OH
(<http://ysuwritingworkshop.weebly.com>)
Special Education Teacher, October 2008 - June 2011
Wedgwood Elementary, Seattle, WA
(Provided both pull-out and full-inclusion services)
Special Education Intern, January 2007 - March 2007
Highland Terrace Elementary, Shoreline, WA
(Student teaching as a special education resource room intern)
Speech-Language Pathologist, March 2002 - May 2004
Inje University Ilsan Paik Hospital, Kyungkido, Korea
(Taught the Korean language to students with language disabilities)
Speech-Language Pathologist Intern, March 2002 - June 2002
Kimhwasoo Speech-Language Clinic, Seoul, Korea,
Special Education Student Teacher, September 2002 - October 2002
Seoul Samsung School, Seoul, Korea

Speech-Language Pathologist Intern, July 2000 - January 2001
Sortie Speech-Language Clinic, Seoul, Korea

PK-12 Other Teaching Experience

Volunteer Preschool Korean Teacher, September 1st 2008 – January 1st 2011
Bellevue-Seattle Korean School, Seattle, WA
Volunteer Korean Instructor, April 1st 2007 – April 1st 2008
Saint Andrew Korean School, Seattle, WA
Kindergarten English Teacher, March 1st 2000 – March 1st 2001
TeunTeun Kindergarten, Seoul, Korea
Student Teacher of French, May 1st 1999 – June 1st 1999
Hongik Boys Junior High School, Seoul, Korea

GRANTS

- Lee, S. & Valencia, J. P. (2024).** Digital literacy for children with disabilities and their future teachers. California State University, Fullerton. EG RSCA Grant. \$5,000.
- Lee, S. & Larios (2024).** Employing Digital Photovoice as a Tool for Change. California State University, Fullerton Junior/Senior Intramural Grant. \$7,500.
- Jung, W. & Lee, S. (2024).** Pre-Service Teacher Competency. California State University, Fullerton Junior/Senior Intramural Grant. \$7,500.
- Lee, S. (2023).** Redesigning SPED 433: Culturally responsive reading instruction for diverse students. California State University, Fullerton, Faculty Enhancement and Instructional Development (FEID) Grant. \$5,000.
- Lee, S. (2023).** Being Built Together (BBT) and Individualized Education Program (IEP) training for Korean immigrant parents of children with disabilities. California State University, Fullerton, Summer Community Engagement Award. \$8,000 (unfunded).
- Lee, S. (2023).** Reading ebooks and printed books with parents: A case study of children with autism spectrum disorders. Office of Research and Sponsored Project, California State University, Fullerton, Open Publication Fee Support. \$1,500.
- Lee, S. (2022)** High-quantity and high-quality service efforts to support underrepresented students. through involvement in university, college, and department committees service to students. California State University, Fullerton, Assigned Time for Exceptional Levels of Service to Students. One course release (unfunded).
- Lee, S. (2022).** Digital Literacy and Comics Presentation Travel, Office of Research and Sponsored Project, California State University, Fullerton, Faculty Travel Grant, \$1000.
- Lee, S (2022).** Korean American Children with disabilities and their at-home distance learning during the COVID-19 pandemic: Findings from parent’s survey. California State University, Fullerton, Office of Research and Sponsored Project Grant for Faculty Support for Scholarly or Creative Productivity, \$5,000.
- Lee, S. (2021)** Reading e-books: How children with autism read animated e-books with animation with parents. California State University, Fullerton, Faculty Improvement Leave. One academic semester release.
- Lee, S. (2022).** The effects of training pre-service special education teachers to use comics to support students with disabilities. California State University, Fullerton, Office of Research and Sponsored Projects (ORSP) Innovative Research and Creative Activities Grant 2022-23. \$5,000.
- Glaeser, B. & Lee, S. (2021).** Training special education teachers to use comics and graphic novels to teach students with disabilities. California State University Emeritus and Retired Faculty &

Staff Association, \$516.09.

- Lee, S.** (2020). Redesigning SPED 433: Improving Digital Literacy Practices to Prepare for 21st Century Special Educators. California State University, Fullerton, FEID Grant. \$4,747.00.
- Lee, S.** (2020). Travel Grant to Present at the AERA. California State University, Fullerton The Office of Research and Sponsored Projects Faculty Travel Grant. \$1,000.
- Jung, A. & Lee, S.** (2019). Korean speaking children e-book study. California State University, Fullerton Research, Scholarship and Creative Activity Grant. \$15,000 (unfunded).
- Lee, S., Jung, A., Garza, A., Preston, K., Inventado, P., Parramore, S.** (2019). Korean and Spanish speaking children e-book study. Carnegie Corporation of New York. \$400,000 (unfunded).
- Lee, S.** (2018). *Reading electronic books as a support for vocabulary, word reading, and reading comprehension in kindergarten and first grade children with autism spectrum disorders.* California State University, Fullerton Junior/Senior Intramural Grant. \$4,999.
- Lee, S. & Parramore, S.** (2018). *Collection Grant.* Patrons of the Library and Pollak Library, California State University, Fullerton. \$2,459.34.
- Aspiranti, K., & Lee, S.** (2016). *Using iPad apps to increase vocabulary, math ability, and behavior in elementary students with and without disabilities.* Youngstown State University Research Council Grant. \$500.
- Lee, S.** (2016). *The effect of technology integration on the literacy performance of students with and without reading difficulties.* Faculty Research Assistant Award. Youngstown State University Office of Research. \$1,650.
- Lee, S.** (2015). *Learning vocabulary from e-book reading and recorded word explanation for elementary students with and without reading difficulties.* Youngstown State University Research Council Grant. \$3,600.
- Lee, S.** (2015). *YSU online summer writing camp.* Faculty Research Assistant Award. Youngstown State University Office of Research. \$2,280.
- Lee, S., Miller, M., Duncko, T., & Vaschak, J.** (2014). *YSU online summer writing camp.* The Sprout Fund. \$7,500.
- Lee, S., & Olthouse, J. M.** (2012). *Online reciprocal peer revision training for struggling writers and skilled writers.* West Virginia University for Internal Senate Research Grant. \$18,500.
- Lee, S.** (2012). *Learning vocabulary from e-book reading for young elementary students with and without reading difficulties.* West Virginia University CEHS Derrick Award. \$2,000.
- Lee, S.** (2011). *Balanced vocabulary instruction for students with learning disabilities.* International Reading Association. \$8,000 (unfunded).
- Lee, S.** (2011). *SPED 304 course enhancement.* West Virginia University Library. \$3,000 (unfunded).

PUBLICATIONS (PEER-REVIEWED)

- Bullen-Johnston, C. & Lee, S.** (in press). K-5 school counselors' use and perception of apps for students with disabilities. *Journal of Counselor Practice.*
- Lee, S.** (2023). Effects of moderately rich vocabulary instruction on literacy performances of students with reading disabilities. *Communication Disorders Quarterly.* Advance online publication. <https://doi.org/10.1177/15257401231185526>
- Lee, S. & Jung, A. W.** (2023). Korean American children with disabilities and their at-home distance learning during the COVID-19 pandemic: Findings from a survey of parents. *Journal of International Special Needs Education*, 26(1), 1-12. <https://doi.org/10.9782/JISNE-D-22-00005>
- Lee, S. & McKee, A.** (2023). Reading ebooks and printed books with parents: A case study of

children with autism spectrum disorders. *Autism and Developmental Language Impairments*,

8, 1-17. <https://doi.org/10.1177/23969415231168571>

- McKee, A., Wyck-Wayne, J., & Lee, S. (2023). Inclusive mindedness: Evolving knowledge and beliefs of preservice educators in California. *Frontiers in Education*, 8, 1142670. <https://doi.org/10.3389/feduc.2023.1142670>
- Lee, S. & Aspiranti, K. (2023). Using multimodal educational apps to increase the vocabulary of children with and without reading difficulties. *International Journal of Child-Computer Interaction*, 36, 100579. <https://doi.org/10.1016/j.ijcci.2023.100579>
- Lee, S. & Bernstein, M. (2022). Narrative writing progress of rural elementary students in mixed-ability online pairings. *Rural Special Education Quarterly*, 41(4), 184-196. <https://doi.org/10.1177/87568705221110>
- Lee, S. (2020). Learning vocabulary from e-book reading and recorded word explanation for low-income elementary students with and without reading difficulties. *Reading and Writing: An Interdisciplinary Journal*, 33, 691-717. <https://doi.org/10.1007/s11145-019-09983-2>
- Lee, S., Bernstein, M., & Georgieva, Z. (2019). Online collaborative writing revision intervention outcomes for struggling and skilled writers: An initial finding. *Preventing School Failure: Alternative Education for Children and Youth*, 3(4), 297-307. <http://doi.org/10.1080/1045988X.2018.1504741>
- Lee, S., & Pierson, M. (2018). Inclusive strategies for individuals with dyslexia. In J. Hetzel & R. LaBarbera (Eds.), *Inclusive Classrooms for Community Flourishing*. Beirut, Lebanon: SKILD.
- Lee, S. (2017). Learning vocabulary through e-book reading of young children with various reading abilities. *Reading and Writing: An Interdisciplinary Journal*, 30(7), 1595–1616. <https://doi.org/10.1007/s11145-017-9740-6>
- Lee, S., & Tsai, S. (2017). Experimental intervention research on students with specific poor comprehension: a systematic review of treatment outcomes. *Reading and Writing: An Interdisciplinary Journal*, 30(4), 917-943. <https://doi.org/10.1007/s11145-016-9697-x>
- Lee, S., & Hwang, M. (2015). Word and nonword processing without meaning support in Korean-speaking children with hyperlexia. *Reading and Writing: An Interdisciplinary Journal*, 28(2), 217-238. <https://doi.org/10.1007/s11145-014-9522-3>
- Lee, S. (2014). Role of oral language in learning disabilities in reading and writing: A review study. *Research to Practice: K-12 Scholarship Journal*, 4, 2-12.
- McMurray, B., Samelson, V. M., Lee, S., & Tomblin, J. B. (2010). Individual differences in online spoken word recognition: Implications for SLI. *Cognitive Psychology*, 60(1), 1-39.
- Jenkins, J. R., Hudson, R. F., & Lee, S. (2007). Using CBM-reading assessments to monitor reading progress. *Perspectives on Language and Literacy*, 33, 11-16.
- Lee, S., & Hwang, M. (2002). The development of three Korean semantic particles – nun, man, do – in 3 to 6 year-old children. *Korean Journal of Communication Disorders*, 7, 24-45.

PROFESSIONAL PRESENTATIONS (PEER-REVIEWED)

- Seung, H., Baek, J. Jung, A., & Lee, S. (2024, December 5-7). Empowering Korean immigrant parents of children with ASD through parent support group. American Speech and Hearing Association Annual Convention, Seattle, WA, United States.
- Lee, S., Jung, A., & Seung, H. (2024, December 5-7). Using e-books to support literacy performance of culturally diverse children with language learning disabilities. American Speech and Hearing Association Annual Convention, Seattle, WA, United States.
- Lee, S. & Larios, R. (2024, January 3-6). *How to use photovoice as a teaching tool for preservice teachers in special education: Practical applications* [Poster presentation]. Hawaii

International Conference on Education, Waikoloa, HI, United States.

- Lee, S. & Larios, R.** (2024, January 3-6). *Using digital photovoice as a tool to explore pre-service teachers' cultural identity* [Poster presentation]. Hawaii International Conference on Education, Waikoloa, HI, United States.
- Lee, S.** (2023, April 26). *Effects of training preservice teachers on their use of comics* [Poster presentation]. Council for Exceptional Children 2023 Convention and Expo Virtual Annual Meeting.
- Lee, S., Jung, A. W., & Baek, J.** (2023, March 3-4). *Parent-initiated organization of Korean parents of individuals with developmental disabilities: Lesson learned* [Conference session]. CAL-TASH Annual Meeting, Los Angeles, CA, United States.
- Lee, S.** (2023, February 21-23). *How to use printed and digital comics for students with learning disabilities* [Poster presentation]. Learning Disabilities Association in America International Conference, Las Vegas, NV, United States.
- Lee, S. & Glaeser, B.** (2023, January 3-6). *How to use comics for students with disabilities* [Poster presentation]. Hawaii International Conference on Education, Waikoloa, HI, United States.
- Lee, S.** (2023, January 3-6). *Digital literacy practice to prepare for 21st century special educator* [Poster presentation]. Hawaii International Conference on Education, Waikoloa, HI, United States.
- Lee, S.** (2022, October 20-21). *Comics for students with learning disabilities: Enhancing literacy instruction* [Poster presentation]. Council for Learning Disabilities International Conference on Learning Disabilities, Richmond, VA, United States.
- Lee, S. & Glaeser, B.** (2022, February 1-4). *Training preservice teachers to use comics and graphic novels* [Poster presentation]. Council for Exceptional Children 2022 Convention and Expo Virtual Annual Meeting.
- Lee, S. & Jung, A. W.** (2022, February 1-4). *Services for Korean-heritage children with disabilities during the pandemic: Parental challenges and concerns* [Poster presentation]. Council for Exceptional Children (CEC) 2022 Convention and Expo Virtual Annual Meeting.
- Lee, S.** (2022, January 3-6). *A Case study of observing engagement of e-books of children with autism* [Poster presentation]. Hawaii International Conference on Education, Waikoloa, HI, United States.
- Lee, S.** (2021, October 14-15). *E-books for students with learning disabilities*. [Poster presentation]. Council for Learning Disabilities International Conference on Learning Disabilities, Las Vegas, NV, United States.
- Lee, S.** (2021, April 8-12). *Multisensory vocabulary apps for children with and without reading difficulties* [Poster Presentation]. American Educational Research Association Virtual Annual Meeting.
- Lee, S. & McKee, A.** (2021, March 8-13). *Reading e-books: A parent and child case study for 1st and 2nd graders with autism* [Poster Presentation]. Council for Exceptional Children 2021 Virtual Convention and Expo.
- Lee, S.** (2021, March 8-13) *Digital textbook instruction for special education teacher candidates in an introductory special education course* [Poster Presentation]. Council for Exceptional Children 2021 Virtual Convention and Expo.
- Lee, S.** (2020, April 17-21). *Learning vocabulary of children with various reading abilities from e-book reading and recorded word explanation* [Poster presentation]. American Educational Research Association, San Francisco, CA, United States. <http://tinyurl.com/s25uo6n> (Conference canceled)
- McKee, A., J. Myck-Wayne, & Lee, S.** (2020, April 17-21). *It starts with teacher preparation:*

- Achieving inclusive education in early childhood* [Poster presentation]. American Educational Research Association, San Francisco, CA, United States. <http://tinyurl.com/ujhkd9a> (Conference canceled)
- Lee, S.** (2020, January 4-7). *E-books for children with autism spectrum disorders* [Poster presentation]. Hawaii International Conference on Education 18th Annual Conference, Honolulu, HI, United States. <http://hiceducation.org/wp-content/uploads/2019/12/20-Final-Program.pdf>
- Lee, S.** (2020, January 4-7). *Designing a pre-service course for learning 21st digital literacy in special education* [Poster presentation]. Hawaii International Conference on Education 18th Annual Conference, Honolulu, HI, United States. <http://hiceducation.org/wp-content/uploads/2019/12/20-Final-Program.pdf>
- Lee, S. & Lee, I. C.** (2019, October 10-13). *Using interactive technology to increase the vocabulary of children with reading difficulties: Focusing on the use of e-books and multimodal apps* [Poster presentation]. International Literacy Association 2019 Conference, New Orleans, LA, United States.
- Lee, I. C. & Lee, S.** (2019, October 10-13). *"Speak to Write": Using speech recognition technology to enhance the writing performance and motivation of children with writing difficulties* [Poster presentation]. International Literacy Association 2019 Conference, New Orleans, LA, United States.
- Lee, S.** (2019, October 10-13). *Learning Vocabulary from E-Book Reading and Recorded Word Explanation for Low-Income Elementary Students* [Poster presentation]. International Literacy Association 2019 Conference, New Orleans, LA, United States.
- Lee, S.** (2019, February 5-8). *Vocabulary learning e-books with and without recorded word meaning explanation for children with reading difficulties* [Poster presentation]. Council for Exceptional Children 2019 Convention and Expo, Indianapolis, IN, United States.
- Lee, S., Bullen, C., Aspiranti, K., I. Lee.** (2019, February 5-8). *Using interactive iPad technology to increase vocabulary of children with reading difficulties* [Poster presentation]. Council for Exceptional Children 2019 Convention and Expo, Indianapolis, IN, United States.
- Lee, S.** (2019, January 5-8). *A validity study of simulated students with special needs in a virtual Classroom* [Poster presentation]. Hawaii International Conference on Education 17th Annual Conference, Honolulu, HI, United States. <http://hiceducation.org/wp-content/uploads/2018/12/2019-Final-Program.pdf>
- Lee, S.** (2019, January 5-8). *Evidence-based reading instruction for students with specific poor Comprehension* [Poster presentation]. Hawaii International Conference on Education 17th Annual Conference, Honolulu, HI, United States. <http://hiceducation.org/wp-content/uploads/2018/12/2019-Final-Program.pdf>
- Lee, S.** (2018, October 11-12). *Digital textbooks for teacher candidates work with students with LD* [Poster presentation]. Council for Learning Disabilities 40th International Conference on Learning Disabilities, Portland, OR, United States.
- Lee, S.** (2018, July 6). *Learner-centered 21st century literacy instruction in an inclusive Classroom* [Poster presentation]. Korean Association for Learner-Centered Curriculum and Instruction International Conference, Seoul, Republic of Korea.
- Lee, S.** (2018, March 2-3). *How to select and use e-books to support students with reading difficulties* [Conference session]. CAL-TASH Annual Meeting, Sacramento, CA, United States.
- Lee, S.** (2018, February 7-10). *E-book and vocabulary learning of children with and without reading difficulties* [Poster presentation]. Council for Exceptional Children 2018 Convention and Expo, Tampa, FL, United States.
- Miller, M., & Lee, S.** (2018, February 7-10). *Creating digital writing communities that meet the needs of diverse learners* [Teacher2Teacher Session presentation]. Council for Exceptional Children

2018 Convention and Expo, Tampa, FL, United States.

- Lee, S.** (2017, April 19-22). *Using digital textbook to prepare preservice special education teacher candidates in a new digital landscape* [Poster presentation]. Council for Exceptional Children 2017 Convention and Expo, Boston, MA, United States.
- Lee, S.** (2017, April 19-22). *The effects of online reciprocal peer revision instruction for students with various writing abilities* [Poster presentation]. Council for Exceptional Children 2017 Convention and Expo, Boston, MA, United States.
- Lee, I., & Lee, S.** (2016, October 4-5). *The application of speech recognition technology for students with learning disabilities: research to practice* [Paper presentation]. Council for Learning Disabilities 38th International Conference on Learning Disabilities, San Antonio, TX, United States.
- Lee, S., Miller, M., Vaschak, J., & Lee, I.** (2016, April 13-16). *Online writing instruction practice for students with learning disabilities* [Session presentation]. Council for Exceptional Children 2016 Convention and Expo, St. Louis, MO, United States.
- Lee, S.** (2016, April 13-16). *Learning vocabulary through e-book reading of young children with reading difficulties* [Poster presentation]. Council for Exceptional Children 2016 Convention and Expo, St. Louis, MO.
- Lee, S.** (2015, April 8-11). *Effects of balanced vocabulary instruction for students with reading disabilities* [Poster presentation]. Council for Exceptional Children 2015 Convention and Expo, San Diego, CA, United States.
- Tsai, S., & Lee, S.** (2015, April 8-11). *Meta-analysis of teaching strategies for students with specific poor reading comprehension* [Poster presentation]. Council for Exceptional Children 2015 Convention and Expo, San Diego, CA, United States.
- Lee, S., & Lee, I.** (2014, October 2-3). *Keyboarding and handwriting performance of students with writing difficulties* [Poster presentation]. Council for Learning Disabilities 36th Annual Conference on Learning Disabilities, Philadelphia, PA, United States.
- Lee, I., & Lee, S.** (2014, October 2-3). *Speech Recognition Technology: A Writing Intervention for Students with Learning Disabilities* [Poster presentation]. Council for Learning Disabilities 36th Annual Conference on Learning Disabilities, Philadelphia, PA, United States.
- Lee, S., & Tsai, S.** (2014, July 16-19). *Teaching students with specific poor reading comprehension: A meta-analysis* [Poster presentation]. Scientific Study of Reading 21st Annual Meeting, Santa Fe, NM, United States.
- Lee, S., & Olthouse, J.** (2013, March 6-9). *Online reciprocal peer revision strategy for skilled and struggling writers* [Session presentation]. American Council on Rural Special Education Annual Conference 2013, Orlando, FL, United States.
- Lee, S.** (2013, March 6-9). *Effects of a Modified SRSD on Online Book-Report Performances of Students with Learning Disabilities: Case Study* [Poster presentation]. American Council on Rural Special Education Annual Conference 2013, Orlando, FL, United States.
- Lee, S., Jenkins, J. R., & Rose, S.** (2012, July 11-14). *Story retelling and vocabulary knowledge* [Poster presentation]. Society of Scientific Study of Reading 19th Annual Meeting, Montreal, QC, Canada.
- Lee, S., Jenkins, J. R., & Rose, S.** (2012, April 11-14). *Effects of breadth and depth of vocabulary instruction on word learning and reading comprehension of elementary students* [Poster presentation]. Council for Exceptional Children 2012 Convention and Expo, Denver, CO.
- Lee, S., Hudson, R. F., & Jenkins, J. R.** (2009, April 1-4). *Oral reading fluency skills of poor comprehenders: context-free and contextual reading* [Poster presentation]. Council for Exceptional Children 2009 Convention and Expo, Seattle, WA, United States.

Lee, S., & Hudson, R. F. (2008, February 20-22). *Comparing classification criteria used to select poor*

Comprehenders [Poster presentation]. Pacific Coast Research Annual Conference, San Diego, CA.

McMurray, B., Samelson, V., Lee, S., & Tomblin, J. (2006, June 3-5). *Eye-movements reveal the timecourse of spoken word recognition in normal and language-impaired adolescents* [Poster presentation]. Symposium on Research in Child Language Disorders Annual Meeting, Madison, WI, United States.

Lee, S., Samelson, V., Tomblin, J. (2006, November 16-18). *Self-rated word familiarity survey from adolescents with language impairments* [Poster presentation]. American Speech-Hearing Association Convention, Miami, FL, United States.

Lee, S., Hwang, M., Nam, M., & Yi, K. (2003, November). *On-line processing of word and non-word reading in children with hyperlexia* [Poster presentation]. American Speech-Hearing Association Convention, Chicago, IL, United States.

Lee, S., Hwang, M., Nam, M., & Yi, K. (2003, November). *Word reading without semantic processing in children with hyperlexia* [Poster presentation]. American Speech-Hearing Association Convention, Chicago, IL, United States.

OTHER RESEARCH RELATED ACTIVITIES

Research Associate, The California State University (CSU), Center to Close the Opportunity Gap (CCOG), 2020-Present.

PRESERVICE AND INSERVICE TEACHER DEVELOPMENT SESSIONS

RICA preparation seminar. Once a semester two-hour seminar offered to teacher candidates in the Special Education Department at California State University, Fullerton, United States. 2018-Present

RICA preparation workshop. An intersession seminar for Early Childhood Special Education teacher candidates in the Special Education Department at California State University, Fullerton, United States. 2022-2023 Winter.

FACULTY ADVISOR TO UNDERGRADUATE RESEARCH PROJECTS

Bronzovich, M. (2016, April 7th). *Digital literacy in special education: An analysis and compilation of the resources available in the classroom (Research Project Presentation)*. Youngstown State University Annual meeting of QUEST Forum for Student Scholarship, Youngstown, OH, United States. (Winner of the campus-wide award for best undergraduate presentation).

FACULTY ADVISOR TO STUDENT PRESENTATIONS

Torrico, S. (2023, April 28th). *Photovoice*. Project ELICIT Conference. California State University, Fullerton. Fullerton, CA, United States.

Kim, S. (2023, April 28th). *Voice-over technology*. Project ELICIT Conference. California State University, Fullerton. Fullerton, CA, United States.

Choi, L. (2023, April 28th). *Why history is important: Focus on Korean history*. Project ELICIT Conference. California State University, Fullerton. Fullerton, CA, United States.

DOCTORAL COMMITTEE

Pope, K. (2021). *Experiences, challenges, and successful strategies of experienced adult transition teachers* (Chair). California State University, Fullerton. Fullerton, CA, United States.

CERTIFICATION/LICENSURE

Teaching certificate, Special Education/Related Services, the Ministry of Education and Human Resources Development, Korea

Teaching certificate, French, the Ministry of Education and Human Resources Development, Korea

Certificate of Clinical Competence in Speech-Language Pathology, Korean Association of Speech-Language Pathologists and Audiologists Certification, Seoul, Korea

AWARDS

Outstanding Achievements in Service, California State University, Fullerton, Fullerton, CA, United States, November 2023

Outstanding Achievements in Service, California State University, Fullerton, Fullerton, CA, United States, November 2020.

YSU Quest University Supervisor Award, Youngstown State University, Youngstown, OH, United States, April 2016.

HONORS

Summa cum laude, August 2002

The Early Graduation of Excellent Students, August 1999

SCHOLARSHIPS

Dankook Scholarship, Dankook University, Seoul, Korea 2003

Research Support Scholarship, Dankook University, Seoul, Korea 2003

General Assistants Scholarship, Dankook University, Seoul, Korea 2003

Intramural Scholarship, Dankook University, Seoul, Korea 2001

Hong-Ik University Scholarship, Hong-Ik University, Seoul, Korea Spring 1999

Korean Air Scholarship, Korean Air Lines, Seoul, Korea 1996-1998

SPECIAL TRAININGS

The CEC Recognition Report Developer Workshop, April 4, 2015

CEC Pre-Convention Workshops, San Diego, CA

- Learned how to prepare the CEC program recognition report

Puget Sound Writing Program, June 2008 - July 2008

University of Washington, Seattle, WA

- Practiced how to conduct classroom-based writing instruction

Web Design, November 1999 - March 2000

Hoseo Computer Technical College, Seoul, Korea

- Practiced using Adobe Photoshop, Dreamweaver, and HTML texts

PROFESSIONAL MEMBERSHIP

Council for Exceptional Children

Council for Learning Disabilities

International Literacy Association

SERVICES

Professional Activities

Special Education Research Institute Editorial Board, 2021-2023.

Timothy & Cynthia Shanahan Outstanding Dissertation Award Committee. International Literacy Association. 2019-2021.

Technology CLD Committee. Council for Learning Disabilities. 2020-2021

Reviewer for Issues in Teacher Education. 2018-Present.

Dina Feitelson Research Award Committee, International Literacy Association. 2018-2019.

Teacher as a Researcher Grant Reviewer, International Literacy Association. 2013-2018.

Elva Knight Research Grant Reviewer, International Literacy Association. 2013-2018.

Midwest CLD Committee. Council for Learning Disabilities. 2015-2016.

University

Professional Leaves Committee, 2022-Present.

Academic Appeals Board, 2022-2024.

Writing Proficiency Committee, 2021-2023.

Academic Standards Committee (ASC). California State University, Fullerton. 2019-2023.

FEID Reviewer, California State University, Fullerton. 2020-2021, 2023-2024.

Instructionally Related Activities (IRA) Committee. California State University, Fullerton. 2018-2019.

University Starfish Advisory Committee. Youngstown State University. 2015- 2017.

University Curriculum Review Committee. Youngstown State University. 2016-2017.

University Faculty Improvement Leave and Sabbatical Committee. Youngstown State University. 2015-2016.

College

COE Just, Equitable, and Inclusive Education (JEIE) Committee. California State University, Fullerton. 2018-Present.

COE Technology Committee. California State University, Fullerton. 2017-2023.

College of Education (COE) Assessment Committee. California State University, Fullerton. 2019-2020.

COE Council for the Accreditation of Educator Preparation (CAEP) Standard 3 Committee. Youngstown State University. 2014 – 2017.

COE Education Technology Committee. Youngstown State University. 2016-2017

Department

Warne Family Foundation Scholarship Committee. California State University, Fullerton, 2018-Present.

SPED 433, Reading and Language Arts Instruction, Course Custodian. California State University, Fullerton, 2017-Present.

SPED 463, Characteristics of Mild/Moderate Disabilities, Course Custodian. California State University, Fullerton, 2020-2024.

Department Personnel Committee (Chair), California State University, Fullerton, 2022-2023.

Departmental Review Committee (Chair), California State University, Fullerton, 2022-2023.

Graduate Exam Evaluator, California State University, Fullerton, 2017-2020.

SPED 462, Practices and Procedures in Special Education, Course Custodian. California State University, Fullerton, 2017-2018.

Department Search Committee. Youngstown State University. 2016-2017.

Department Special Education Committees (Curriculum, Admission/Retention). Youngstown State University. 2014-2017.

SPED 2630, Individuals with Exceptionalities in Society, Course Custodian. Youngstown State University, 2014-2017

Department Search Committee. West Virginia University. 2011-2014.

Department Promotional and Peer Review Committee. West Virginia University. 2011-2014.

Community

Being Built Together Advisory Board, 2020- Present

Korean Parent Support Group of California, Orange County, CA. 2018-Present.

Professional Development, How teachers can use e-books in their virtual classroom, Orange Unified School District, November 3rd, 2020.

Anaheim Union High School District - Consultation, Anaheim, CA. Spring 2018.

English Learner Advisory Committee, Fisler K-8 School, Fullerton, CA. 2018-2019.

YSU Summer Camp, Youngstown, OH. Summer 2015.

Other Service Activities

Lee, S. (2018, November). *How to use e-books for students with disabilities*. An hour guest speaking at Steppingstones of Love, Korean Gospel Broadcast Network (GBN), Anaheim, CA.

Lee, S. (2018, December). *Working as a special educator*. An hour guest speaking at Steppingstones of Love, Korean GBN, Anaheim, CA.

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Education

August, 2013	Ph.D., Special Education – Specialization in Emotional/Behavioral Disorders, University of North Texas, Denton, TX
August, 2005	M.Ed., Special Education – Specialization in Multicultural Issues, University of Texas at Austin, Austin, TX
December, 1998	B.F.A., Art Education, Texas Tech University, Lubbock, TX

Professional Certifications

Teacher Certification in Special Education, Noncategorical (K-12) – Texas
 Teacher Certification in English Language Arts (4-8) – Texas
 Teacher Certification in Art (K-12) – Texas

Academic and Educational Positions

Spring 2024 - present	Associate Professor of Special Education & Director of Urban Learning Department of Special Education California State University, Fullerton, Fullerton, CA
Fall 2023	Chair and Associate Professor of Special Education Department of Special Education California State University, Fullerton, Fullerton, CA
Spring 2023	Interim Chair and Associate Professor of Special Education Department of Special Education California State University, Fullerton, Fullerton, CA
Fall 2022	Associate Professor of Special Education Department of Special Education California State University, Fullerton, Fullerton, CA
2018 - 2022	Assistant Professor of Special Education and Field Experience Coordinator Department of Special Education California State University, Fullerton, Fullerton, CA

2014 - 2018	Program Director and Assistant Professor of Special Education Department of Advanced Educational Studies California State University, Bakersfield, Bakersfield, CA
2013 - 2014	Assistant Professor of Special Education Department of Educational Leadership and Special Education Shippensburg University, Shippensburg, PA
2010 - 2013	Doctoral Fellow, Emotional and Behavioral Disorders Programs in Special Education University of North Texas, Denton, TX
2008 - 2010	Special Education Department Chair and Resource Teacher Chapa Middle School, Kyle, TX
2007 - 2008	Social Development Skills Teacher Washington Junior High School, Conroe, TX
2002 - 2007	Resource Language Arts Teacher Covington Middle School, Austin, TX
2000 - 2002	Adaptive Art Teacher Ortega Elementary School, Austin, TX
1999 - 2000	Art Teacher Kocurek Elementary School, Austin, TX

Higher Education Teaching Experience

The Teaching Experience: Exploration

Pedagogy, Assessment, and Support for New Teachers

Equity-Minded Pedagogy [course facilitator, professional development course for faculty hosted by the Office of the the Chancellor]

Pedagogy for an Equitable Classroom [professional development series for new faculty]

Special Education Directed Teaching in General Education

Reading and Language Arts Instruction

Seminar: Individuals with Moderate/Severe Disabilities

Positive Behavior Supports

Introduction to Communication and Collaboration

Introduction to Positive Behavior Supports

Exceptional Individual

Research in Special Education

Intern Seminar/Supervision in Special Education

Classroom Management and Positive Behavior Supports

Collaboration and Transition in Special Education

Teaching Exceptional Diverse Learners in Inclusive Settings

Assessing Children with Exceptionalities for Curricular Decision Making

Effective Instructional Strategies for Children with Exceptionalities

Subject Area Content Access for Students with Learning Disabilities in a Standards Aligned System

Student Teaching, Early Childhood Education

Practicum, Special Education

Introduction to Special Education for School Counselors and Other Professionals

Effective Instructional Strategies for Children with Exceptionalities

Co-Instructor – Educational Programming for Children and Youth with Emotional and Behavioral Disorders

Co-Instructor –Educational Programming for Children and Youth with Emotional and Behavioral Disorders

Co-Instructor – Positive Behavioral Interventions in Educational and Related Settings

Co-Instructor – Characteristics of Children and Youth with Emotional and Behavioral Disorders

Scholarship

Articles in Peer-Reviewed Journals

- Lewis Chiu, C., Lusk, M., & Arreguin, B. (Accepted). Supporting emergent bilingual students with disabilities in content area instruction. *Advances in Learning and Behavioral Disorders*.
- Larios, R., **Lewis Chiu, C.**, & Ylagen-Nicanor, R. (2023). Ready or not, here we go! Preparing for the education specialist teaching performance assessment. *Journal of Special Education Apprenticeship*, 12(2), 1-11.
- Lusk, M., **Lewis Chiu, C.**, & Sayman, D. (2022). Alternatively certified special educators' implementation of PBIS. *The Advocate*, 27(2). [online only, no page numbers]
- Lewis Chiu, C., Sayman, D., Lusk, M., Kressler, B., & Cote, D. (2022). "Does this mean I am racist, distrust, or dislike people of color?": A DisCrit qualitative study of implicit bias among preservice and practicing special educators. *Issues in Teacher Education*, 31(1), 1-29.
- *Delahunty, M. & **Lewis Chiu, C.** (2020). Exploring the overrepresentation of Black male students in special education: Causes and recommendations. *Journal of Gender and Power*, 14(2), 9-21.
- Lewis Chiu, C. (2020). STEM achievement among diverse students and elementary pre-service teacher preparation: Considerations and recommendations. *Diversity, Social Justice, and the Educational Leader*, 4(1), 1-11.
- *Rios, M. & **Lewis Chiu, C.** (2019). Procedural checklist intervention to increase math assignment completion among students with high incident disabilities. *Journal of Teacher Action Research*, 5(2), 4-18.
- Zolkoski, S. M. & **Lewis Chiu, C.** (2019). Alternative approaches: Implementing mindfulness and yoga practices in the classroom to improve challenging behaviors. *Beyond Behavior*, 28(1), 46-54.
- Zolkoski, S. M., Sayman, D., & **Lewis Chiu, C.** (2018). Considerations in promoting parent and family involvement, *Diversity, Social Justice, and the Educational Leader*, 2(2), 1-16.
- Sayman, D., **Lewis Chiu, C.**, & Lusk, M. E. (2018). Critical incident reviews of alternatively certified special educators. *Journal of the National Association for Alternative Certification*, 13(1), 3-14.
- Lusk, M. E., **Lewis Chiu, C.** & Sayman, D. (2018). Lessons learned: An action research project in culturally responsive writing instruction for secondary students with emotional and behavioral disorders. *Journal of Teacher Action Research*, 4(2), 10-30.

*Rios, K., **Lewis Chiu, C.**, & Lee, Y. (2017). Keep them engaged!: Using self-monitoring checklists to increase assignment completion. *Journal of the Effective Schools Project*, 24, 9-13.

Lewis Chiu, C., Lusk, M. E., & Carrero, K. M. (2017). Culturally responsive writing instruction for secondary students with emotional and behavioral disorders. *Beyond Behavior*, 26(1), 28-35.

Lewis Chiu, C., Sayman, D., Carrero, K. M., Gibbon, T., Zolkoski, S., & Lusk, M. E. (2017). Developing culturally competent pre-service teachers. *Multicultural Perspectives*, 19(1), 47-52.

Lusk, M. E., Sayman, D., Zolkoski, S., Carrero, K. M., **Lewis Chiu, C.**, & Spencer, M. (2016). Playing well with others: Co-teaching in higher education. *Journal of the Effective Schools Project*, 23, 52-61.

Lewis Chiu, C. & Bullock, L. M. (2016). Youth residing in out-of-home placements: Examination of behavior and academic achievement. *Journal of Special Education Apprenticeship*, 5(1), 1-22.

Carrero, K. M., **Lewis, C. G.**, Zolkoski, S., & Lusk, M. E. (2014). Teaching play to young children with autism. *Beyond Behavior*, 23(3), 17-25.

Bullock, L. M., Gable, R. A., Carrero, K. M., **Lewis, C. G.**, Collins, E. R., Zolkoski, S., & Lusk, M. E. (2013). Facing the challenges of today and the future: Ensuring successful outcomes for students from culturally and linguistically diverse backgrounds. *Multicultural Learning and Teaching*, 9(1), 103-113.

Bullock, L. M., Gable, R. A., **Lewis, C. G.**, Collins, E. R., Zolkoski, S., Carrero, K. M., & Lusk, M. E. (2013). Ensuring successful outcomes for students from culturally and linguistically diverse backgrounds. *Preventing School Failure*, 57(1), 2-6.

*Denotes manuscripts published with students.

Book

Zolkoski, S., **Lewis Chiu, C.**, & Lusk, M. (2022). *Increasing motivation among students who demonstrate challenging behaviors: Practical, culturally responsive, research-based strategies*. Solution Tree.

Aja McKee, PhD

amckee@fullerton.edu

EDUCATION AND LICENSURE

Education

PhD in Education (emphasis in Disability Studies)
College of Educational Studies, Chapman University, 2016

MS in Education (emphasis in Special Education)
Special Education Department, California State University, Fullerton, 2010

BS in Human Development
Hope International University, 2006

Licensure

California Early Childhood Specialist Credential
Child Development Director Permit

Certificates

Certificate in Assistive Technology
Certificate in Special Education Advocacy

PUBLICATIONS

Peer-Reviewed Journal Articles

- Erwin-Davidson, L. N., **McKee, A.**, & O’Crowley, E. (revise & resubmit). Improving Family Engagement During Implementation of IEP-Aided AAC Services: An Interdisciplinary US-Based Perspective deem sufficient for explicit language-literacy instruction using aided AAC.
- Cosier, M., Sandoval Gomez, A., **McKee, A.**, Ricks-Oddie, J. Doty, M., & Cardinal, D. (in preparation). Placement of students with specific learning disabilities and other health impairments in California school districts.
- McKee, A.**, Lee, S. H., & Myck-Wayne, J. (2023). Inclusive mindedness: evolving knowledge and beliefs of preservice educators in California. *Frontiers in Education*. 8:1142670. doi:10.3389/feduc.2023.1142670
- Lee, S. H., & **McKee, A.** (2023) Reading ebooks and printed books with parents: A case study of children with Autism Spectrum Disorders. *Autism and developmental language impairments*. <https://doi.org/10.1177/23969415231168571>
- McKee, A.**, Sandoval Gomez, A., Rodriguez, S., Myck-Wayne, J., Turner, S., & Trujillo, M. (2022). Examining California’s title 22 community care licensing regulations: The impact on inclusive preschool settings. *Issues in Teacher Education*, 31(2), 32-49.
- Cosier, M., Sandoval Gomez, A., Ricks-Oddie, **McKee, A.**, Doty, M., Bonham, E., & Cardinal, D. (2021). Where are students with autism and intellectual disability learning? Placement trends in California. *Inclusion*.
- McKee, A.**, Sandoval Gomez, A., & Stockbridge, K. (2021). The importance of inclusive spaces in social skills development: Drawing on the LGBTQ education and disability studies in education frameworks. *International Electronic Journal of Elementary Education*.

- <https://files.eric.ed.gov/fulltext/EJ1297847.pdf>
- Rodriguez, S., & **McKee, A.** (2021). Head Start teacher perceptions impacting the classroom: A qualitative study. *Early Childhood Education Journal*.
- McKee, A.**, & Gomez, A. (2020). The voices of typers: Examining the educational experiences of individuals who use facilitated communication. *Disability Studies Quarterly*. <http://dx.doi.org/10.18061/dsq.v40i4.6981>
- Sandoval Gomez, A., & **McKee, A.** (2020). When special education and disability studies intertwine: Addressing educational inequities through processes and programming. *Frontiers in Education, Special Educational Needs*. <https://doi.org/10.3389/feduc.2020.587045>
- McKee, A.**, & Sandoval Gomez, A. (2020). Increasing inclusive education through a learning center model: A California approach. *Journal of Education and Development*, 4(1). <https://doi.org/10.20849/jed.v4i1.705>
- Cosier, M., **McKee, A.**, & Gomez, A. (2016). A study of the impact of disability studies on the perceptions and practice of education professionals. *The Review of Disability Studies*, 12(4). <https://www.rdsjournal.org/index.php/journal/article/view/528/0>
- 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). <https://dsq-sds.org/article/view/4406/4304>
- Cosier, M., Gomez, A., **McKee, A.**, & Maghzi, K. S. (2013). Smart phones permitted: How teachers use text messaging to collaborate. *Education and Information Technologies*, 20(2), 347-359. <https://doi.org/10.1007/s10639-013-9288-2>

Book Chapters

- Erwin-Davidson, L.N., **McKee, A.**, & Myck-Wayne, J. (2023). Interdisciplinary training for early childhood special educators and speech language pathology candidates. In R. G. Lieberman-Betz, J. A. Brown, C. O. Vail & S. D. Wiegand (Eds.), *An interdisciplinary case-based approach to preservice interprofessional training*. IGI Global.
- Cosier, M., Beggs, S., Gomez, A., & **McKee, A.** (2016). Three ways to use the Common Core State Standards (CCSS) to increase access to general education contexts for students with disabilities. In M. Cosier & C. Ashby (Eds.), *Enacting change from within: Disability studies meets teaching and teacher education*. Peter Lang.

Web-Based Publications

- 2024 **McKee, A.** (contributor). Antibleist Teaching Website. <https://www.lead4inclusion.com/>
- 2014 **McKee, A.**, & Gomez, A. [Villegas, T. (Producer)]. Viewing disability from a different lens: Disability studies in education [Audio podcast interview]. (May 15)
- 2013 Cosier, M., Gomez, A., **McKee, A.**, & Ruiz, L. Chapman University Disability Studies Website. <http://www.chapmandisabilitystudies.com>

Other Publications

- Evensen, C. A., Fisher, M. E., **McKee, A.**, Gomez, A., Stockbridge, K., Dorner, M. A., & Maghzi, K. S. (2017, Spring). Changing educational lenses: Prismatic collaborative inquiry. *CCTE News: Newsletter for the California Council on Teacher Education*, 28(1), 24-27.
- McKee, A.**, & Friedlander, D. (2017, June). Access, accommodation, and attitude: Promoting inclusion in the early childhood classroom. *Child Care Exchange*.

GRANTS

- 2024 Myck-Wayne, J., & **McKee, A.** (April 2024). Project Camino. Office of Special Education Programs (OSEP). Grant award = \$1.25 million
- 2018 Myck-Wayne, J. (2018-2023). Project Activity Based Communication (ABC). Office of Special Education Programs (OSEP).
https://communications.fullerton.edu/comd/project_abc.php (**McKee, A. Contributor**) Grant award = \$1.25 million

CONFERENCE ACTIVITY

- Johnson, A., Myck-Wayne, J., & **McKee, A.** (2023, November 28-December 3). *What would they say if they could? Using aided language input*. DEC, Minneapolis, MS.
- Awni, H. & **McKee, A.** (2023, March 3-4). UDL in early childhood, Cal-TASH, Los Angeles, CA.
- Cardinal, D., Sandoval Gomez, A. & **McKee, A.** (2022, December 1-3). *Presumption of competence: Background, controversy, and a pathway for disability emancipation*. TASH, Phoenix, AZ.
- Myck-Wayne, J., & **McKee, A.** (2022, September 27-30). *Plays well together: Co-Teaching in Blended Preschool Programs*. Division for Early Childhood, Chicago, IL.
- Cosier, M., Sandoval Gomez, A., **McKee, A.** (2022, April 21-26). *Placement Trends of Students With Specific Learning Disabilities and Other Health Impairments in California*. AERA Annual Meeting, San Diego, CA.
- Cosier, M., Ricks-Oddie, J., Sandoval Gomez, A., **McKee, A.**, & Bonham, E. (2021, April 9-12). *Placement of students with autism and intellectual disability in California: A 5-year trend analysis*. AERA Annual Meeting, online (in abstentia).
- Lee, S., & **McKee, A.** (2021, March 8-13). *Reading e-Books: A parent and child case study for kindergartners and 1st graders with autism*. Council for Exceptional Children (CEC), online.
- McKee, A.**, Sandoval Gomez, A., & Stockbridge, K. (2021, March 5-6). *Inclusive spaces in social skills development: LGBTQ and DSE frameworks*. Cal-TASH, online.
- Agnew-Navarro, J. & **McKee, A.** (2021, March 5-6). *Speakeasy: Early Childhood*. Cal-TASH, online.
- Myck-Wayne, J., Lee, S., & **McKee, A.** (2020). *It starts with teacher preparation: Achieving inclusive education in early childhood*. AERA Annual Meeting, San Francisco, CA. [Conference canceled due to COVID-19]
- McKee, A.**, Gomez, A., & Rodriguez, S. (2020, March 6-7). *No swings allowed and other early childhood myths associated with Title 22*. Cal-TASH, Sacramento, CA.
- Agnew-Navarro, J., & **McKee, A.** (2020, March 6-7). *Parent panel: What I know now that I wish I knew then. Parent stories about having children in ECSE*. Cal-TASH, Sacramento, CA.
- McKee, A.**, & Rearick, M. (2020, March 6-7). *The untold history of facilitated communication*. Cal-TASH, Sacramento, CA.
- McKee, A.** (2019, December 5-7). *Conundrum of a lost but not forgotten communicative method*. TASH, Phoenix, AZ.
- Sandoval Gomez, A., & **McKee, A.** (2019, December 5-7). *Applying disability studies principles in special education*. TASH, Phoenix, AZ.

- Myck-Wayne, J. & **McKee, A.** (2019, November 4). *Evaluating the effectiveness of inclusion course instruction in early childhood*. 7th Annual International Conference on Education, California State University, Fullerton.
- McKee, A.**, & Myck-Wayne, J. (2019, February 22-23). *Let's communicate: Promoting access to inclusion through AAC in ECSE*. Cal-TASH, San Diego, CA.
- Gomez, A., & **McKee, A.** (2019, February 22-23). *Targeted professional development to develop accessible curriculum for K-12 in inclusive classrooms*. Cal-TASH, San Diego, CA.
- Agnew-Navarro, J., & **McKee, A.** (2019, February 22-23). *Parent panel: What I know now that I wish I knew then. Parent stories about having children in ECSE*. Cal-TASH, San Diego, CA.
- Myck-Wayne, J., & **McKee, A.** (2018, October 23-26). *Inclusive mindedness: Pre-service educators knowledge and beliefs in inclusion after course instruction*. Division for Early Childhood, Orlando, FL.
- McKee, A.** (2018, April 6-7). *Providing educational access for diverse needs in a system that celebrates sameness*. Re-Thinking Autism Conference, Evansville, IN.
- Myck-Wayne, J., Robinson, S., & **McKee, A.** (2018, March 2-3). *Identifying the needs of pre-service early educators, as related to inclusion*. Cal-TASH, Sacramento, CA.
- Gomez, A., & **McKee, A.** (2018, March 2-3). *Blurring the lines: The evolution of the learning center model in two California districts*. Cal-TASH, Sacramento, CA.
- Aguilar, B., & **McKee, A.** (2018, April 6). *The impact of movement difference on communication in individuals with autism*. CSUF Student Creative Activities & Research (SCAR), Fullerton, CA.
- Gomez, A., **McKee, A.**, & Cosier, M. (2017, March 3-4). *Increasing the CCSS accessibility for students with disabilities*. Cal-TASH, San Diego, CA. (March 3-4)
- McKee, A.**, Gomez, A., & Taberski, J. (2016, November 2-5). *Accessibility = success! Exploring behavioral challenges from a different perspective*. National Association for the Education of Young Children, Los Angeles, CA.
- McKee, A.** (2016, October 20-22). *Long time lost mistaken as unintelligent: Creating change in our special education system for students with autism*. California Council on Teacher Education, San Diego, CA.
- Giakoumis, S., Fisher, M., **McKee, A.**, Gomez, A., Evensen, C., Candelario, M., Stockbridge, K., Dorner, M., & Maghazi, K. (2016, October 20-22). *Coaches, leaders, and mentors: A prismatic exploration of the stewards of teaching*. California Council on Teacher Education, San Diego, CA.
- Fisher, M., Gomez, A., **McKee, A.**, Dorner, M., Evensen, C., Maghazi, K., Stockbridge, K., & Pearson, H. (2016, October 20-22). *Changing educational lenses: Prismatic collaborative inquiry*. California Council on Teacher Education, San Diego, CA.

HIGHER EDUCATION TEACHING EXPERIENCE

Associate Professor, California State University, 2022-current

Assistant Professor, California State University, Fullerton, 2017 – 2022

Fieldwork Coordinator & Clinical Coach (Spring 2023-current)

SPED 400 Introduction to Early Childhood Special Education (Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022, Fall 2023, Fall 2024)

- SPED 401** Introduction to Autism (Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022)
- SPED 421** Working with Families of Individuals with Disabilities (Spring 2018, Summer 2018, Spring 2019, Summer, 2019, Spring 2020, Summer 2020, Spring 2021, Summer 2021, Summer 2022, Summer 2023, Spring 2024)
- SPED 428** Inclusive Education (Fall 2017, Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022, Fall 2023, Fall 2024)
- SPED 429** Introduction to Collaboration and Consultation (Spring 2020, Spring 2022)
- SPED 487** Directed Teaching for Special Educators in the K-8 General Education Classroom (Spring 2023, Fall 2023, Spring 2024)
- SPED 489C** Directed Teaching in Special Education: Infant/Toddler Fieldwork Supervision (Fall 2018, Summer 2019, Fall 2023, Fall 2024)
- SPED 489D** Directed Teaching in Special Education: Preschool, TK, K Fieldwork Supervision (Spring 2023, Spring 2024)
- SPED 496/422** Bridge Authorization to Early Childhood Credential Sped (Summer 2022, Winter 2022, Spring 2023)
- SPED 510** Research Methods and Statistics (Fall 2017, Spring 2022, Spring 2024, Fall 2024)
- SPED 515** Assessment and Intervention: Preschool (Spring 2023)
- SPED 535** Advanced Seminar in Early Childhood Intervention (Spring 2023)
- SPED 599** Master's Independent Study (Fall 2017-current)

Adjunct Faculty, Chapman University, 2018

- EDUC 566 Creating Positive System Supports Through Assessment (Fall 2018)

Adjunct Faculty, California State University, Fullerton, 2011 – 2015

- SPED 322 Positive Behavior Support (Spring 2017)
- SPED 510 Research Methods and Statistics (Fall 2016)
- SPED 489C Directed Teaching in Special Education: Infant/Toddler Fieldwork Supervision (Fall 2011, Fall 2012, Fall 2013, Summer 2015)
- SPED 400 Introduction to Early Childhood Special Education (Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014)

Janice Myck-Wayne
California State University,
Fullerton Department of
Special Education jmyck-
wayne@fullerton.edu

Education

Ed.D.,
Education

University of Southern California
Dissertation: Linking Theory and Practice in Teacher Education: An
Analysis of the Reflective-Inquiry Approach to Preparing Teachers to
Teach in Urban Schools **Emphasis in Teaching in Multicultural
Societies-Teacher Education**

Preliminary-Administrative Services Credential
California Lutheran University, Thousand
Oaks, CA

M.A., Special Education-Deaf Education
California State University, Northridge,

B.A., History
Minors in Political Science and German
Literature University of California, San Diego

Academic Professional Experience

California State University, Fullerton

August 2007-Present

-

Professor
-Department of Special Education,
Early Childhood Special Education
Coordinator EDEL 502- Teacher
Induction Program
SPED 400: Introduction to Early Childhood
Special Education
SPED 421: Working with Families of
Children with Special Needs
SPED 422: Preschool and
Beyond
SPED 436- Emergent Literacy
SPED 482D: Seminar in ECSE
Topics
SPED 489C: Infant/Toddler Fieldwork
Supervision SPED 489D: Preschool
Fieldwork Supervision SPED 514:

Assessment and Intervention:

Infant/Toddler

SPED 515: Assessment and Intervention:
 Preschool SPED 535: Advanced Seminar in
 Early Childhood Intervention
 SPED 599: Master's Independent
 Study CAS 394: CAS 394
 Practicum CAS

Teaching Experience

Administrative Experience

Los Angeles Unified School District

1995-2005

Lead Service Coordinator/Program Specialist
 -Infant Support Programs (Part C)

1993-1995

Program Specialist Deaf and Hard of Hearing I
 itinerant Program

Teaching Experience

Los Angeles Unified School District

1989-1993

Parent /Infant Teacher-Special Needs
 Children
 -Worked with very young children and their
 families

1984-1989

Teacher, Special Day Class
 Taught Deaf and Hard of Hearing students
 K-6 grade

SCHOLARLY AND CREATIVE ACTIVITY (Selected)

Referred Journal Publications

Cottle, H., & **Myck-Wayne, J.** (2023). The effects of sign language on engagement in early literacy activities for young children with autism. *Annual of Educational Studies of the Faculty of Educational Studies and the Arts of the Sofia University "St. Kliment Ohridski"*

McKee, A., **Myck-Wayne, J.**, Lee, S. H. (2023). Inclusive mindedness: The evolving knowledge and beliefs of pre-service educators. *Frontiers in Education*

Erwin-Davidson, L., McKee, A., & **Myck-Wayne, J.** (2023). An interdisciplinary instructional framework: A collaborative approach to preservice training for early childhood special educators and speech-language pathology candidates. In D. Slanda & L. Pike (Eds), *Interdisciplinary Preparation for Equitable Special Education*, IGI Global Publisher

McKee, A., Sandoval Gomez, A., Rodriguez, S., **Myck-Wayne, J.**, Turner, S., Trujillo, M. (2022) Examining California's Title 22 Community Care Licensing Regulations: The Impact on Inclusive Preschool Settings. *Issues in Teacher Education*.31(2) 32-49

Myck-Wayne, J. & Pierson, M. (2019). Inclusive practices for all: Child perspectives. In Eds V. Margrain & A. Löfdahl, *Challenging Democracy in Early Childhood Education: Children's Contemporary Citizenship in Changing Global Contexts*,

Springer Publications, Australia.

Myck-Wayne, J., Jakoniuk-Diallo, A. (2016). Supporting young children with hearing loss in the United States. *Studia Edukacyjne*, 41, 203-216. DOI 10.14746/se.2016.41.12

Robinson, S. & **Myck-Wayne, J.** (2016). Preparing ECSE pre-Service teachers in social facilitation strategies. *Young Exceptional Children*. 19 (1), 16-26

Pierson, M., Schultheis, K., & **Myck-Wayne, J.** (2015). A comparison of children's perspectives: Analyzing cultural and gender issues for preservice teachers around the world. *Journal of Gender and Power*, 3(1), 135-148.

Marino, D. & **Myck-Wayne, J.** (2015). The technological barriers of using video modeling in the classroom. *Journal of Special Education Apprenticeship*. 4(1), 1-15.

Myck-Wayne, J. & Ramirez, S. (2014). The application of universal design for learning and assistive technology in social skill training for children with autism. *The Interdisciplinary Contexts of Special Education*, 5, 95-106.

Catlett, C., **Myck-Wayne, J.** (2014). Resources within reason. *Young Exceptional Children*, 17(1), 54-55.

REFERRED PRESENTATIONS

Freisen, A., Myck-Wayne, J., Golloher, A., & Kucskar Mitsch, M. (2022, 11/16-11/19). *Starting the Conversation: Creating a Strong Foundation for Inclusion of Children with Disabilities in Early Childhood Settings*. National Association of the Education of Young Children (NAEYC), Washington D.C.

Myck-Wayne, J., & McKee, A. (2022, 9/26-9/30). *Plays Well Together: Co-Teaching in Blended Preschool Programs*. CEC-Division of Early Childhood 37th Annual International Conference on Young Children with Special Needs and their Families. Chicago, IL.

Myck-Wayne, J. (2021, 1/26-1/31) *Should I Stay or Should I go: The Impact of Attending a Conference*. CEC-Division of Early Childhood 36th Annual International Conference on Young Children with Special Needs and their Families, Virtual Conference due to COVID-19

Myck-Wayne, J., Lee, S. & McKee, A. (2020, Apr 17 - 21) *It Starts With Teacher Preparation: Achieving Inclusive Education in Early Childhood* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/ujhkd9a> (Conference Canceled due to COVID-19)

Myck-Wayne, J. (2020). *Channeling Beth Harry: The Use of Memoirs in Teacher Education*. 37th Annual Cal-TASH Conference Civil Rights: Equity, Opportunity, & Inclusion, Sacramento, CA

Myck-Wayne, J. & McKee, A. (2019). *Evaluating the Effectiveness of Inclusion Course Instruction in Early Childhood*. 7th Annual International Conference on Children and

Education. Fullerton, California

Pierson, M., & Myck-Wayne, J. (2019). *International opportunities for preservice teachers: Ideas for involvement in schools around the world*. CEC-Division of International Special Education and Services International Conference, Montego Bay, Jamaica

*Accepted, but not presented due to lack of funding

McKee, A., & Myck-Wayne, J. (2019, February). *Let's Communicate: Promoting access to Inclusion Through AAC in ECSE*. 36th Annual Cal-TASH Conference Civil Rights: Equity, Opportunity, & Inclusion, San Diego, CA

Pierson, M., & Myck-Wayne, J. (2019, January). *Promoting inclusive practices in international settings: Best practices in teacher training*. Presentation at the CEC-Division of Autism and Developmental Disorders 20th International Conference on Autism, Intellectual Disability & Developmental Disabilities, Maui, Hawaii

* Accepted, but not presented due to lack of funding

Myck-Wayne, J. & McKee, A. (2018, October). *Inclusive Mindedness: Pre-Service Educators Knowledge and Beliefs in Inclusion after Course Instruction*. Division for Early Childhood (DEC), Orlando, Florida.

Myck-Wayne, J. (June, 2017). *Meaning-focused elicitation of language as a means to mitigate language delays with kids with and without special needs*. Key Note presented at 2nd International Pedagogical and Linguistic Conference, Gdansk, Poland

Myck-Wayne, J., Robinson, S., & McKee, A. (2018, March). *Identifying the needs of pre-service teachers in regards to inclusion*. Presentation at 35th Annual CAL-TASH Conference, Sacramento, CA

GRANTS

2023 Myck-Wayne, J., & McKee, A. (\$1,250,000). Project Camino in ECSE. (H325M) Federal OSEP Grant U.S. Department of Education. Project Director

2019 Myck-Wayne, J. (\$1,250,000). Project ABC (Activity-Based Communication) (H325K190108). Federal OSEP Grant U.S. Department of Education. Project Director

2017 Myck-Wayne, J. (\$250,000). Integrated Pathway for Early Childhood Special Education (IPECSE). Integrated Teacher Preparation Grant Program, California Commission on Teacher Credentialing. Project Director

2014 Jasis, P., & Myck-Wayne, J. (\$2000). AACTE: Networked Improvement Community (NIC), Changing the Demographic Makeup of the Teaching Workforce grant.

2013 Myck-Wayne, J. (\$1,250, 000). Project STAR (Supporting Teacher Advancement and Retention). Federal OSEP 325K Grant U.S.

Department of Education. Project Director

2009 Myck-Wayne, J. (\$800,000) *I:DREEAM*, Federal *OSEP Grant Award H325K090416* U.S. Department of Education- Project Director

HONORS AND AWARDS

2023 California State University, Outstanding Professor of the Year Award

2020 Honor an Educator Award, CSUF College of Education

2019 Cal-TASH: **Robert Gaylord-Ross Memorial Award** is given to an outstanding scholar, involved in conducting and disseminating research and in providing teacher training at the university level, in the area of services and support for individuals with severe disabilities.

2018 Emma Holmes Fellowship Award- CSUF College of Education

2017 California State University, Fullerton, Outstanding Faculty Recognition: Extraordinary and Sustained Service

CALIFORNIA STATE SERVICE

2022-2023 California Commission on Teacher Credentialing: ECSE Literacy

TPEs 2020-2023 California Commission on Teacher Credentialing: Special Education Teaching Performance Assessment (TPA) Design Team

2017-2019 California Commission on Teacher Credentialing: ECSE TPE and Program Standard Task Force

2011-Present California Commission on Teacher Credentialing-Member of Board of Institutional Reviewers

PROFESSIONAL SERVICE

2022-2024 Committee Member-DEC Recommended Practices/Diversity Workgroup

2010-present Co-Chair, California Association of Professors of Early Childhood Special Education (CAPECSE)

2016-2021 Associate Editor, Young Exceptional Children

Melinda R. Pierson, Ph.D.

Professor

College of Education

Department of Special Education

California State University, Fullerton

P.O. Box 6868

Fullerton, CA 92834-6868

(657) 278-3573

mpierson@fullerton.edu

EDUCATION

- | | |
|------------------|---|
| 1999 (December) | Ph.D., Education: Emphasis in Special Education
University of California, Riverside
Dissertation: "Self-Concept: Differences Among Gender, Class Placement, and Rank Within Placement Among Adolescents"
Emphasis in mild/moderate disabilities, methodology, literacy, and cross-cultural special education |
| 1998 (September) | Cross-cultural Language and Academic Development (CLAD) Certificate
University of San Diego |
| 1994 (December) | M.S., Education: Emphasis in Special Education
California State University, Fullerton |
| 1994 (May) | Clear Specialist Instruction Credential in Special Education:
Learning Handicapped
California State University, Fullerton |
| 1992 (June) | Professional Clear Single Subject Teaching Credential: English
with supplementary authorizations in U.S. History and the History of California
Westmont College, Santa Barbara, CA |
| 1992 (May) | B.A., English, Magna cum laude
Westmont College, Santa Barbara, CA |

PROFESSIONAL EXPERIENCE

Tenure-Track Faculty Positions

California State University, Fullerton

- | | |
|-----------------------|--|
| Aug. 2005 – Present | - Professor
-2005 Outstanding Scholar Award
-California State Sped Task Force 2006-2008
-Director, Center for International Partnerships in Education (2010-present)
-2012 Distinguished Faculty Marshal for the College
-ITEP Coordinator for the Mild/Moderate and Moderate/Severe Preliminary Credentials
-Residency Program Coordinator, Santa Ana Unified |
| Jan. 2008 – Jan. 2023 | -Chair, Department of Special Education |
| Aug. 2007 – Dec. 2007 | -Vice Chair, Department of Special Education |
| Aug. 2002 – Aug. 2005 | -Associate Professor
-Chair of the College Curriculum Committee
-Department of SPED BTEP Representative
-Coordinator of the SPED Online Level II Committee |

- 2004 Outstanding Scholar Award
- 2004 Early Distinguished Career Award

California State Polytechnic University, Pomona

- Sept. 1999 – Aug. 2002 -Assistant Professor
- WIN-WIN U.S. Dept. of Education Project Coordinator
 - Faculty Advisor for the Student Chapter of the Council for Exceptional Children
 - Taught an extensive number of courses in the special education credential program and supervised student teachers every quarter

K-12 Teaching Experience

Ontario-Montclair School District

August 1995 – June 1999

Special Day Class Teacher: Mild/Moderate Disabilities
Vernon Middle School, Montclair, CA
Grades 6, 7, and 8

San Marcos Unified School District

August 1994 – June 1995

Special Day Class Teacher: Mild/Moderate Disabilities and Severe Disabilities
San Marcos High School, San Marcos, CA
Grades 9, 10, 11, and 12

Ontario-Montclair School District

August 1992 – June 1994

Special Day Class Teacher: Severe Language Disorders
El Camino School, Ontario, CA
Grades 4, 5, and 6

Carpinteria Unified School District

January 1992 – June 1992

Student Teacher: English
Carpinteria High School, Carpinteria, CA
Grade 11
Student Teacher: English
Carpinteria Junior High School, Carpinteria, CA
Grades 7 and 8

Volunteer Teaching - Service

June 2024 - Present

Development of a New School – Teacher Training & Curriculum Development
Bobendogo School for Students with Special Needs
Mathare Valley, Kenya
*Development of a new school – designing curriculum, training teachers, supporting families

July-August 2023

Teacher Training – Elementary & Secondary Teachers
Kerala Christ Church Mission School (2000 students)
Kerala, India
*Led PD for the teachers and administrative staff
*Focus on literacy, behavior, effective strategies

July 2022 – Present

English Teacher, Kharkiv & Kyiv, Ukraine

	United Nations High Commission on Refugees *Virtual English support for junior high & high school students
2022 – Present	Orphanage Teacher Training City of Refuge Children’s Home Tijuana, Mexico
2015 – Present	Virtual Teacher Training – Monthly Lekol Lesqwa Orphanage School Port au Prince, Haiti *Lead PD for the teachers and principal *Literacy and behavior focused
2010 – 2022	Study Abroad Program Teaching -Lekol Lesqwa Orphanage, Port au Prince, Haiti -Eichstaett Montessori School, Eichstaett, Germany -Eichstaett Gymnasium (High School), Germany -Sunzu Village School, Kigali, Rwanda (planned) *Over 100 CSUF future educators have participated
August 1990 – Dec. 1990	Special Activities Assistant Beverly School for the Deaf, Beverly, MA Grades K – 12 -Supported over 50 teachers on literacy strategies -Supported and developed family workshops -Supported a data analysis system for school sites

28 ARTICLES IN REFEREED JOURNALS (PAST 10 YEARS ONLY)

*AN ADDITIONAL 77 PUBLICATIONS BETWEEN 2002-2013

- Lenzgeiger, B., Schultheis, K., Pierson, M.R., Myck-Wayne, J., Mirtschewa, I., Rodriguez, I., & Basinska, A. (2024, In Press). Training Literacy Teachers – Comparative Analysis of Curriculum for Teachers in Training. *Teacher Education Under Review – Internationalization of Teacher Education*.
- Pierson, M.R. (2024). Social skills instruction for students with learning disabilities: The effectiveness of teaching social stories and video modeling. *Annual of Sofia University “St. Kliment Ohridski” Book of Educational Studies*, 117.
- VanZant, S., Wells, S., Lowry, S., Pierson, M.R., Sanchez, T. (2023). CALI Reads – An adolescent literacy success story. *Educational Leadership (Association of California School Administrators)*, 53, 27.
- Pierson, M.R., Pierson, B.E., Tsyrlina-Spady, T. (2023). Supporting youth in Ukraine during the Russian invasion. *Journal of Gender and Power*, 19(1), 1-7.
- Pierson, M.R., & Pierson, B.E. (2021). The pandemic’s effect on children globally: A brief perspective. *Journal of Gender and Power*, 16(2), 9-14.
- Battles, D., & Pierson, M.R. (2019). Teaching self-determination skills to adolescents with mild/moderate disabilities. *Volga Regional Pedagogical Research Scientific Journal*, 3(29), 19-28.
- Hewitt, L., & Pierson, M.R. (2019). Reducing the frequency of aggressive behaviors for students with disabilities. *Volga Region Pedagogical Search*, 30(4), 12-19. DOI: 10.33065/2307-1052-2019-4-30-12-19.

- Lord, J., & Pierson, M.R. (2019). Implementing mindfulness strategies to mitigate the adverse effects of traumatic events and exceptionally challenging childhoods. *Sibirsky Pedagogichesky Journal*. <http://en.sp-journal.ru>, 6.
- Battles, D., & Pierson, M.R. (2019). Teaching self-advocacy to male adolescents with mild disabilities. *Journal of Gender and Power*, 11(1), 21-34.
- Taylor, B., & Pierson, M.R. (2018). Supporting students with autism spectrum disorder. *Journal of Gender and Power*, 9(1), 125-138.
- Hewitt, L., & Pierson, M.R. (2018). The use of social skills training for decreasing aggressive behaviors in children. *Journal of Gender and Power*.
- Hazard, Z., & Pierson, M.R. (2018). Supporting students with Down syndrome in inclusive classrooms. *Journal of Gender and Power*, 9 (1), 21-28.
- Tse, C. & Pierson, M.R. (2017). Supporting students in the classroom: Training paraprofessionals to teach self-advocacy and self-determination skills. *Culture, Society, Education*, 1(11), 7-22.
- Gregory, N. Pierson, M.R., & Howell, E.J. (2017). Experiences of parents who are culturally and linguistically diverse: Individualized education plans in the United States. *Russian-American Education Forum*.
- Eck, A., & Pierson, M.R. (2017). Effective social skills strategies for teaching boys and girls identified with Autism Spectrum Disorder. *Journal of Gender and Power*, 7(1), 99-108.
- Tse, C., Pierson, M.R., & Howell, E.J. (2017). Independence: Training paraprofessionals to increase skills in the classroom. *Russian-American Education Forum*.
- Fleming, S., Pierson, M.R., & Howell, E.J. (2016). The effects of exercise on academic performance for boys and girls. *Journal of Gender and Power*, 6(2), 89-102.
- McMurray, K., & Pierson, M.R. (2016). The importance of assistive technology in the classroom for males and females with Autism Spectrum Disorder. *Journal of Gender and Power*, 5(1), 59-78.
- Mena, D., & Pierson, M.R. (2015). The effectiveness of Social Stories implemented through technology: Is there a difference in outcomes between males and females? *Journal of Gender and Power*, 4(2), 59-66.
- Pierson, M.R., Schultheis, K., & Myck-Wayne, J. (2015). A comparison of children's perspectives: Analyzing cultural and gender issues for preservice teachers around the world. *Journal of Gender and Power*, 3(1), 135-148.
- Pierson, M.R., & Gowan, D. (2015). Decoding multisyllabic words: Structural analysis in reading by groups. *Journal of Gender and Power*, 1(2), 144-152.
- Pierson, M.R. (2015). Cultural differences at the university level: How are teaching and learning Affected? *Russian-American Education Forum*.
- Ober, K., Twardowski, A., & Pierson, M.R. (2014). Special education teacher preparation in Poland. *Division on International Special Education Services Newsletter*.
- Pierson, M.R. (2014). Gifted education in the United States: Perspectives of gender equity. *Journal of Gender and Power*, 1(1), 99-110.

Tsyrlina-Spady, T., Jones, V.L., Cote, D.L., & Pierson, M.R. (2014). Special education inclusionary practices: An overview of Russia and the United States. *Education and Self-Development*, 2(40), 212-216.

Pierson, M.R., Jones, V.L., & Cote, D. L. (2014). The slow road to inclusive education in Southern Russia. *Division on International Special Education Services Newsletter*, 24(1), 4-5.

Alehina, S.V., Cote, D., Howell, E.J., Pierson, M.R., & Jones, V. (2014). Trends toward the integration and inclusion of students with disabilities in Russia. *The Review of Disability Studies – An International Journal*, 10(1 & 2), 95-104.

Pierson, M.R. (2014). Self-concept in the United States: History and definitional models. *Interdyscyplinarne Konteksty Pedagogiki Specjalnej*, 107-118.

SAMPLE OF RECENT REFEREED PRESENTATIONS

*12 In the past 4 years

Pierson, M.R. (2025). *College and career readiness for students with disabilities*. Pac Rim Conference on Disabilities, Honolulu, Hawaii.

Pierson, M.R. (2025). *Teacher training in developing countries: Supporting teachers of students with special needs around the world*. Pac Rim Conference on Disabilities, Honolulu, Hawaii.

Pierson, M.R. (2024). *Social skills necessary for success in school*. Council for Exceptional Children, Division on Autism and Developmental Disabilities, Honolulu, Hawaii.

Pierson, M.R. (2023). *Advanced literacy strategies for struggling learners*. 8th Annual IPC Conference, Karlstad, Sweden.

Pierson, M.R. (2023). *The International Kindness Project: How to involve the community around us*. 8th Annual IPC Conference, Karlstad, Sweden.

Pierson, M.R. & Pierson, B.E. (2023). *International reflections of kindness: An overview of a student-led project*. International Kids' Conference, Universidad del la Sabana, Sabana, Columbia.

Pierson, M.R. & Pierson, B.E. (2023). *International reflections of kindness: An overview of a student-led project*. International Kids' Conference, Oxford University, England.

Pierson, M.R. & Pierson, B.E. (2023). *International reflections of kindness: An overview of a student-led project*. International Kids' Conference, University of Melbourne, Australia.

Pierson, M.R. (2023). *Which social skills are necessary for student success in schools?* International Conference on Education and New Developments. Lisbon, Portugal.

Pierson, M.R. (2023). *Global teaching training: What are best practices?* International Conference on Education and New Developments. Lisbon, Portugal.

Pierson, M.R. (2023). *Training effective global teachers*. Pacific Rim Conference on Disabilities. Honolulu, HI.

Pierson, M.R. (2022). *Teaching training in Haiti: Supporting all students*. Division of International Special Education Services – Council for Exceptional Children International Conference. Breckinridge, Colorado.

Tiffany Row, Ph.D.
Lecturer
College of Education
Department of Special Education
California State University, Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868
(657) 278-8917
trow@fullerton.edu

EDUCATION

2010	Ph.D., Education: Emphasis in Special Education University of California, Riverside Dissertation: "Paraprofessional supervision in special education" Emphasis in mild/moderate disabilities, paraeducators, inclusion, literacy development, qualitative methods
2005	M.S., Education: Emphasis in Special Education California State University, Fullerton
2005	Education Specialist Instruction Credential: Mild/Moderate Disabilities
	California State University, Fullerton
1998	B.S., Psychology California State University, San Luis Obispo

PROFESSIONAL EXPERIENCE

Faculty Positions

California State University Fullerton

2017 – Present	Program Coordinator for Mild/Moderate Preliminary Credential Program
2014 – Present	Lecturer, Department of Special Education Courses taught: SPED 371 Exceptional Individual SPED 322 Intro to PBS SPED 401 Intro to Autism SPED 463 Characteristics of MM SPED 433 Reading and LangArts Instr. SPED 429 Intro to Collab/Consult SPED 482a Curr/Methods for MM SPED 489a Directed Teaching for MM SPED 522 Positive Behavior Support SPED 532 Seminar for MM SPED 533 Issues/Trends Collab/Consult

SPED 586 Issues/Trends in SPED
SPED 599/595/597/598 Indep Grad Rsrch

2018-2019 Directed Teaching Supervisor

California State University, Fullerton

2012 – 2014 Assistant Professor, Department of Special
Education

University Teaching Experience

California State University, Fullerton

2008 - 2011 Supervisor of Student and Intern Teachers

2010 – 2011 Instructor for the following courses:
SPED 401 Intro to Autism
SPED 429 Intro to Collab/Consult
SPED 533 Issues/Trends Collab/Consult
SPED 464 Characteristics of MM

Orange County Department of Education

2008 - 2011 Supervisor of Intern Teachers

University of California, Riverside

2007 - 2010 Summer Session Instructor for the following
courses: The Exceptional Child, The
Learner

K-12 Teaching Experience

Placentia-Yorba Linda Unified School District

2009 - 2010 Autism Specialist
Multiple Sites
Grades K-6

Placentia-Yorba Linda Unified School District

2007 –2008 Special Day Class Teacher: Moderate-
Specialized
Golden Elementary School
Grades 1, 2, and 3

Centralia Elementary School District

2005 – 2007

Inclusion Specialist
Multiple Sites
Grades K-6

Centralia Elementary School District

2001 – 2007

Special Day Class Teacher: Mild/Moderate
Disabilities
Buena Terra Elementary School, Buena
Park, CA
Grades K, 1, 2, and 3

Rossier Non-Public School

1999 – 2001

Special Day Class Teacher: Mild/Moderate
Disabilities
Grades 1, 2, and 3

DEPARTMENT CONTRIBUTIONS

2024-Current

Literacy Teacher Performance Expectation Integration

Under leadership of the TPE 7 Coordinator, worked together with faculty to determine how to best integrate the new TPE throughout preliminary programs. Updated courses to incorporate focused practice opportunities.

Recruitment

Collaborated across departments, clubs, and organizations to recruit a diverse pool of applicants to every program in the department and increase enrollment.

Program Updates

Worked with faculty, department chair, and Associate Dean to structure changes to program and ensure that required standards and course sequencing were met.

2022-2023

Accreditation

Worked with faculty team to update courses, incorporate new Teaching Performance Expectations, and write accreditation documents for mild/moderate preliminary program. Restructured Induction program.

Program Improvement

Reviewed and compiled informal student feedback and shared with full-time faculty, part-time instructors, and clinical coaches. Created list of action steps for

improvement based on feedback and faculty input.
Followed up on action steps to ensure progress.

Teacher Performance Assessment Integration

Under leadership of the TPA Coordinator, worked together with faculty to determine how to best integrate preparation for the TPAs throughout preliminary programs. Updated courses to incorporate focused practice opportunities.

Teacher Support Seminars

Held regular Teacher Support Seminars via zoom for candidates across all programs covering the following topics: Paraeducator Supervision, Successful Student Teaching, Challenging Student Behaviors, Working with Difficult Personalities in Schools, Resume and Interview Tips

Credential Handbook

Revised and updated Credential Handbook in collaboration with faculty

2021

Accreditation

Worked with faculty team to update courses, incorporate new Teaching Performance Expectations, and write accreditation documents for mild/moderate preliminary program

2020

COVID-19 Adjustments

Created distance learning library of resources for interns and student teachers. Revised fieldwork activities to accommodate hybrid/distance learning
Wrote Program Summary documenting COVID-19 Adjustments

Program Updates

Attended the CTC California Induction Virtual Conference (Dec 2020)

Credential Handbook

Revised and updated Credential Handbook Department Book Club Leader for CSUF One Book: The Book of Unknown Americans

- 2019 Induction Updates
 Revised and updated Induction process and documents
 based on feedback and outcomes from the previous year.
- New Program Standards
 Participated in meeting held at CSU Longbeach to learn
 about the the new Education Specialist standards
 Collaborated with faculty to begin the process of program
 updates
- 2018 Induction Updates
 Collaborated with faculty to update induction process.
 Created new induction documents, including an Individualized
 Learning Plan, updated to reflect current CTC requirements for
 earning a clear Education Specialist credential. Helped faculty
 begin implementing the new process beginning in Fall 2018.
- Teacher Support Seminar
 Held a Teacher Support Seminar on campus for credential
 candidates to receive faculty support in their teaching
- 2017 Teacher Support Seminar
 Held a Teacher Support Seminar on campus for credential
 candidates to receive faculty support in their teaching
- 2015 Qualitative Research Training Video for CSUF Center for Autism
 Developed a training video on qualitative research analysis for the
 education core associates at the CSUF Center for Autism in order
 to enable the associates to analyze existing and future data in
 preparation for research publications.
- 2014 PROCESS Project Paraeducator Strand Videos and Assessment
 Co-developed a set of 3 videos and corresponding assessment
 activities with Dr. Suzanne Robinson to educate fieldwork
 candidates about paraeducator supervision
- 2014 Qualitative Research Training Seminars for CSUF Center for Autism
 Developed and conducted 3 training seminars on qualitative
 research, interviews, transcription, and analysis for the education
 core associates at the CSUF Center for Autism