
BARBARA SIEW SWAN HONG [FOSTER]

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EDUCATION

- Oct 2002 **COLUMBIA UNIVERSITY, PH.D.**
 Mild-Moderate Disabilities; Early Childhood through Adolescence; Health & Behavioral Sciences
- May 2002 **COLUMBIA UNIVERSITY, MASTER OF PHILOSOPHY**
Education Leadership & Policy Administration
- Feb 2001 **TEACHERS COLLEGE, COLUMBIA UNIVERSITY, MASTER OF EDUCATION**
Instructional Practices for the Diverse Learners
- May 1999 **TEACHERS COLLEGE, COLUMBIA UNIVERSITY, MASTER OF ARTS,**
Learning Specialist
- Jun 1997 **BRIGHAM YOUNG UNIVERSITY, Hawaii, BACHELOR OF SCIENCE**
Special Education, K-12

PROFESSIONAL PROFILE

2020 – present **Texas A&M International University**

Dean of University College

Professor of Special Education

- Chair of Dean’s Advising Council
- Overseas *A.C.E.–Academic Center for Excellence*, which encompasses the Office of Advising & Retention (AR) and all Academic Support (AS) services on campus
 - Academic Support services include the University Learning Center, Writing Center, TRiO and TRiO STEM programs.
- Oversees university-wide *Advising “n” Transition (AnT)* Team.
- Oversees freshmen seminars and curriculum development on Self-Determination through a Growth Mindset.
- Oversees the Multidisciplinary bachelorette degree.
- Oversees faculty members who are teaching freshmen seminars and Signature courses.

2015 – 2020 **Brigham Young University—Hawaii**

Special Assistant to Vice Presidents on A.I.D.E.–Access, Inclusion, Diversity, Equity
504/ADA Compliance Officer

- Chair the University Accessibility Advisory Council
- Chair the University Diversity Committee

- Serve as a resource to the President’s Council and key auxiliary teams in responding to emerging issues, exceptional cases, and challenges impacting campus’ ability to effectively carry out A.I.D.E. efforts.
- Serve as an internal and external liaison in supporting and advocating for proactive policies, procedures and systemic improvements that remove barriers to students and employees.
- Maintain policies to align with institutional, accreditation, and Federal regulations involving 504/ADA, Title IX, EEOC, and OCR.
- Develop standardized incident management practices, including complaint reporting, investigation, conflict of interest, crisis management, grievance protocol, and discriminatory allegation involving students, faculty, and staff.
- Develop and implement staff and faculty training in support of A.I.D.E. competencies and audit compliance initiatives.
- Provide leadership, coordination, consultation, assistance, strategic oversight, and training regarding in all matters related to A.I.D.E.
- Provide assistance to Disability Services and Human Resources in delivering reasonable accommodations to students and employees by ensuring policies and procedures meet required standards and legal guidelines.
- Consult and train supervisors in formal and informal handling of discrimination complaints.
- Collaborate with Human Resources and Equity and Title IX investigators to develop investigatory process that meets university policies and federal regulations.
- Interpret policies regarding 504/ADA and other disability-related legislation with offices (e.g., Dean of Students Office, HR, Events & Outreach, Food Services, Risk Mgt, Facilities Mgt, Library, and Campus Planning)
- Update the list of current 504 deficiencies in physical facilities. Work with auxiliary units on correcting barriers in facilities.

Professor and Program Coordinator of Special Education [Awarded early promotion & tenure]

**** Recipient of University Exemplary Faculty Award**

- Teaching upper-class elementary and secondary teacher-candidates—Hawaiians and Pacific Islanders; Southeast Asians; mainlanders
- Program Coordinator, Special Education CAEP & AAQEP
- Board of Directors, CEC (*Council for Exceptional Children*)
- Founder & Director, PACE (*Parents as Advocates for Change in Education*)
- ESSA State Program Reviewer, US Department of Education
- Advisory Council, Oxford Education Research Symposium
- Principal Investigator, Harold K. L. Castle Foundation Grant, Hawaii
- Senior Advisor, University Accessibility Advisory Council
- Mentor faculty for Fulbright Applications
- Professional-Chair, Community Children’s Council, Windward District, Hawaii DOE
- University Competency Accreditation Committee, WASC
- Speaker Bureau, Fetal Alcohol Syndrome Association
- Past-President, Phi Kappa Phi Honor Society
- Collaborator, LDAH (*Leadership in Disabilities & Achievement of Hawaii*)—Office of Special Education (OSEP), U.S. Department of Education

2014 – 2015

Education Specialist in Professional Development

Fairfax County Government, Virginia

Department of Family Services, Office for Children & Institute for Early Learning

- County Consultant, Curriculum Evaluation and Learning Outcomes
- Complete evaluation of Early Childhood standards for county preschools
- Provided training for county on research-based practices
- Parent consultant and disability specialist

2008 – 2014

The Pennsylvania State University, Altoona [Awarded Early Tenure]

Associate Professor of Education, Division of Education, Human Development & Social Sciences

* *Recipient of Teacher-of-Honor Award*, International Education Honor Society

* *Excellence in Student Advising*

* **Speaker Specialist & Expert**, appointed by the U.S. Dept. of State, Bureau of International Programs

- *Senior Fulbright Specialist*—Turkey
- *Senior Fulbright Scholar*—Qatar
- *Fulbright Hays Fellow*—Qatar

- First Honorable Visiting Scholar—Taiwan
- Taught undergraduate elementary and secondary teacher candidates
- Doctoral Faculty Advisor
- Research advisor for graduate candidates in the Department of Vocational Rehabilitation
- Chair, Faculty Senate Research
- Chair, Senate Faculty Affairs
- Chair, International Committee, Kappa Delta Pi, International Education Honor Society
- Chapter President, International Education Honor Society
- Chair, International Committee, Headquarters of Kappa Delta Pi

2005 – 2008

Texas A&M International University [Awarded Early Promotion]

Associate Professor of Education Administration & Special Education

Department of Professional Programs—Full Doctoral Status

- Taught graduate school administration candidates and teacher candidates—Majority Hispanics
- Supervised doctoral candidates as Graduate Faculty
- Co-Chair, First-Year Success Initiatives
- Chair, University Technology Committee
- Chair, University Code of Honor
- Principal Author, Graduate Handbook, School of Education
- Executive, Faculty Senate Secretary

2002 - 2005

Dowling College, New York

Assistant Professor of Special Education

- Taught graduate teacher candidates
- Coordinator, National Council for Accreditation of Teacher Education (NCATE)

LANGUAGES

Mandarin, Hokkien, Teochew, Cantonese, and Malay in fluency sequence

LICENSURES

New York - State **District** Administrator Certification
 New York - State **Principal** Certification
 New York - State **Teacher** of Special Education, K-12
 Hawaii - State **Teacher** of Special Education, K-12
 Comprehensive Multisensory Training in **Literacy** Skills, Recertified 2011

PUBLIC SCHOOL EXPERIENCES

1996 – 2001 New York City – 4th, 5th grade-fully self-contained
 Assistant Principal, K-5 elementary school
 Hawaii, 2nd, 6th, 12th grade - fully self-contained
 Awarded **Outstanding Achievement in Multimedia Festival

SCHOLARSHIP OF TEACHING

Average Student Rating as of Fall 2015
 Overall Quality of the Course = **6.61 out of 7.0**
 Overall Quality of Instructor = **6.73 out of 7.0**
 Recipient of “**TEACHER OF HONOR**” award by the International Honor Society in
 Education, Kappa Delta Pi

 Recipient of “**EXEMPLARY FACULTY AWARD**” in 2018, BYU–Hawaii

 Nominee for **Excellence in Advising Award** in 2011 at Pennsylvania State University

SAMPLE COURSES

*Undergraduate, Graduate, and Doctoral level courses leading to licensure in School
 Administration, Special Education, and Early Childhood/Elementary Education*

100% PASSING RATE for PRAXIS in Special Education Licensure since 2015

- Special Education, Etiologies, Law, & Implications for Practice
- Psycho-Educational Assessment
- Adapting Curriculum for Students with Special Needs (Universal Designed Learning)
- Adapting Instruction for Diverse Learners
- Educational Psychology
- Autism Spectrum Disorders
- Applied Behavior Analysis
- Critical Issues in Education
- Working with Families & Professionals in Special Education
- Evidence-Based Instruction for Elem. Students with Disabilities in Reading, Math, Writing, Spelling, & Handwriting
- Educational Theory & Philosophy Disability Issues
- Management of Students with Behavioral Problems
- Organization & Evaluation of Curriculum
- Practicum in School Supervision
- Research Design
- Leadership in Technology for School Administrators (+ developed online)
- IEP & Assessment

INTERNATIONAL EXPERIENCES**2014 Qatar—Fulbright Hays Fellow**

Consulted with the Supreme Education Council on reading and math

Consulted with health care professionals at Rumailah Hospital, Qatar Foundation, and Hamad Medical Corporation on Early Childhood mental health issues

2014 Turkey—Senior Fulbright Specialist

Trained teachers and faculty on cognitive science of teaching and learning;
Advisors for Masters and Ph.D. candidates

2011 Taiwan—Honorable Visiting Scholar

Trained faculty on pedagogical practices for students with special needs in cognitive psychology, brain research, universal design learning, and international trends and policies in special education

2011 Qatar—Senior Fulbright Scholar

Trained teachers in the Gulf—Bahrain, UAE, Saudi Arabia, Oman, Iraq, Jordan, Egypt, Armenia, Syria, Georgia, and Somalia
Collaborated with US Embassy, Cultural Affairs & Education division on strategic planning for faculty, principals, healthcare professionals, and educational specialists on mental health and disability issues

1986-current Singapore

Consultant for *Autism Pathlight School* and the *Nanyang Technological* on framing schools for special needs in Singapore

Consultant for low-functioning, severe disabilities residence in group *homes* (4-18) in the development of self-help skills, social growth, basic academics, independent living, sustained employment, and functional adaptations

Planned training programs in home management and social skills to promote independent living for individuals with intellectual disabilities (18 and above)

Malaysia

Assisted therapists in sensory stimulation, physical exercise, and recreational guidance for individuals (2-21) with pervasive developmental delay, fetal alcohol syndrome, autism, intellectual disabilities, and health impairments

2008-Current Guatemala—Rigoberta Menchu Foundation Online Learning

(via satellite) Consultant for English Language Learners in Technology Immersion;
Developed curriculum for non-native English speakers;
Integrated technology in rural communities;

EDITORIAL RESPONSIBILITIES**Associate Editor**

Journal of Curriculum Studies Research, 2019-present

International Journal of Learning, Spring 2009-present

International Journal of Leadership in Education, Spring 2009-present

International Journal of Educational Policy & Leadership, Spring 2009-present

International Journal of Technology, Knowledge, & Society, Spring 2009-present

International Journal of World Universities Forum, Fall 2009-present

Member, Editorial Board

Journal of Research for Educational Leaders, 2006-present

Referee for Journals

Journal of College Student Retention: Research, Theory, & Practice, 2012-present

National Council of Professors of Educational Administration/Connections Journal, 2006-2008

Current Issues in Education, 2006-2007

School Leadership Review, 2006

Teacher Education & Practice, 2006

Referee for Book Manuscripts

John Wiley & Sons, April 2009-present

Rowman & Littlefield, January 2009-present

Pearson Hall, December 2004-February 2006 present

Houghton Mifflin, January 2006-present

SELECTED PUBLICATIONS

Hong, B.S.S. (2015). Qualitative Analysis of the Barriers College Students with Disabilities Experience in Higher Education. *Journal of College Student Development*, 56(3), 209-226. The Johns Hopkins University Press.

Herbert, J.T., Hong, B.S.S., Byun, S., Welsh, W., Kurz, C.A., & Atkinson, H.A. (2014). Persistence and graduation of college students seeking disability support services. *Journal of Rehabilitation*, 80(1), 22-32.

Hong, B.S.S. (2014). Why schools in America should not be like schools in Singapore. The American Association of School Administrators—*Journal of Scholarship & Practice*. Invited Author Special Issue, 10(4), 43-50.

Hong, B.S.S., & Chick, K.A. (2013). Understanding students with learning difficulties –How do they learn? *Kappa Record*, 49(1), 30-36.

Chick, K. & Hong, B.S.S. (2012). Differentiated instruction made simple: Where do teachers begin. *Journal of Social Studies Research & Practice*, 7(2), 114-121.

Schulte, D.P., & Hong, B. S. S. (2012). Portraits of Leaders: Striving for a fuller humanity. *Journal of Cases in Educational Leadership*, 14(4), 31-46.

Hong, B.S.S., Haefner, L. A., & Slekra, T.D. (2011). Faculty attitudes toward promoting self-determination and self-directed learning with college students with and without disabilities. *International Journal of Teaching & Learning in Higher Education*, 23(2), 175-185.

Hong, B.S.S., Herbert, J.T., & Petrin, R. A. (2011). A Ten-Year Analysis of the Postsecondary Outcomes of Students with Disabilities at The Pennsylvania State University. *Journal of Education for Teaching*, 37(2), 237-238.

Hong, B.S.S., Shull, P.J., & Haefner, L.A. (2011). Impact of perceptions of faculty on student outcomes of self-efficacy, locus of control, persistence, and commitment. *Journal of College Student Retention: Theory, Practice, & Research*, 8(3), 289-309.

Hong, B.S.S., & Shull, P.J. (2009). Self-determination as an outcome for students: An educational paradigm shift [Translated to Lithuanian: Apsisprendimas kaip auklėjimo rezultatas: Paradigmos kaita. *Special Education [Specialusis Ugdymas]*, 2(21), 76-82.

Hong, B. S. S., & Shull, P. J. (2009). A retrospective study of how faculty dispositions influenced the learning experiences of undergraduate engineering students. *College Student Journal*, 44(2), 226-238.

Schulte, D. P., Schulte, R., Ivy, W. F., & Hong, B. S. S. (2009). The cost of leadership for social justice: The price is 'Right.' *Journal of Knowledge, Culture, & Change Management*, 9(1), 227-238.

Hong, B. S. S., Ivy, W. F., Gonzalez, H. R., & Ehrensberger, W. J. (2007). Preparing students for postsecondary education: What K-12 teachers and higher education faculty can do to empower students with and without disabilities. *TEACHING Exceptional Children*, 40(1), 32-38.

BOOK CHAPTER

Hong, B. (2017). Seduction of "East Asian" Schools. Edited by Ness, D., & Farenga S. J., in *Studies in Education and Neoliberalism: Alternatives to Privatizing Public Education & Curriculum*. New York, NY: Routledge.

Hong, B. S. S., & Weitman, C. (2012). Strategies for augmenting students' attention in higher education. In R. Barnett, C. Nygaard, J. Branch, C. Holtham, Eds. *Learning in University Education—Contemporary Standpoints*. International Academic Association for the Enhancement of Learning in Higher Education. Oxfordshire, UK: Libri.

Ivy, W. F., Schulte, D. P., & Hong, B. S. S. (2013). Leaders exerting pressure for positive change: Leverage for educational leadership reform. In Westover, J, Ed. *Leadership & Organizational Change*. Champaign, IL: Common Ground Publishing LLC.

BOOK

Hong, B. S. S. *Failing Up: A Professor's Odyssey of Flunking, Determination, and Hope*. Columbia Publishing House, April 12, 2018. ** Earned KIRKUS STAR REVIEW; Selected as 100 Indie Books of 2018

CITATION BY MAJOR VENUES

Handbook of Adult & Continuing Education—**American Association of Adult & Continuing Education**

Career Development for Exceptional Individuals—**Hammill Institute on Disabilities**

Higher Education Abstracts—**Wiley Online Library**

Transition Specialists Literature Report—**Council for Exceptional Children**

Readings for Transition Module—**University of North Carolina**

Strategies and Planning for Success—**Syracuse University**, Center on Human Policy, Law, & Disability Studies

Advanced Instructional Principles for Students with Severe Disabilities—**Vanderbilt University**

British Library Direct” database — **British Library Board**

Transition to Postsecondary Education for Students with Disabilities—**Division on Career Development & Transition**

Hong Kong Institute of Education Library

Russian-American Education Forum

Northeastern Educational Research Association (NERA) —**University of Connecticut**

SELECTED KEYNOTES

Don't Leave the Parents Out: Understanding the Critical Power of Family Partnerships. Closing the Research to Practice Gap. Inclusive and Supportive Education Conference, **London**, August 3-5, 2020.

Seek Learning, Even By Study and By Faith. Stake Youth Fireside. The Church of Jesus Christ of Latter-Day Saints, **Singapore**, July 16, 2017.

Disability Issues Around the Globe: Attitudes, Perspectives, and Challenges. **Clemson University**, Education and Human Development, Oct 26, 2016.

Have Technology and Multitasking Rewired How Students Learn? Early Childhood and Special Needs Academic Group, National Institute of Education. Nanyang Technological University, **Singapore**, June 7, 2013.

Cultivating High-Quality Teacher Dispositions for Working with Students with Special Needs. Redesigning Pedagogy International Conference. Centre for Research in Pedagogy & Practice and The Learning Sciences Lab. National Institute of Education, **Singapore**, June 3-5, 2013.

Universal Design Learning for the Diverse Classroom: Teaching Students in the Digital Age!” College of the North Atlantic and the Supreme Council of Information & Communication Technology, **Qatar**, 16, 17, and 18, April 2011.

SELECTED PROFESSIONAL DEVELOPMENT, P-16 (INTERNATIONAL)

U.S. Department of State. By Invitation from the **U.S. Embassy in Qatar** in consultation with the Supreme Education Council, Qatar Foundation, Rumaillah Hospital, and Hamad Medical Corporation. April 24-May 2, 2014.

Improving Teacher Quality, Student Learning, and School Outcome: Implications for Impactful Change.

How the Brain Learns

Myths about Teaching and Learning

How to Teach Reading

How to Teach Math

What are Learning Disabilities

How to Handle Difficult Behaviors in the Classroom

*Diagnosis of Childhood and Teens Depression and Mental Health
Behavior Disorders & Emotional Disturbances; Social Maladjustment; Childhood Schizophrenia*

U.S. Department of State, Speaker Specialist. By Invitation from the **U.S. Embassy in Qatar** in collaboration with the Qatar Scientific Foundation. Nov 20-28, 2014.

Science Spectacular: Hands-on Science Modules on Fundamental Scientific Principles on Energy, Motion, Sound, Pressure, Light, Forces, and Electricity.

Senior Fulbright Specialist, Zirve University, Gaziantep, **Turkey,** Feb 9-March 10, 2014.

*What are Developmentally Appropriate Practices?
We Know How the Brain Works, But How Does It LEARN?
What You Think You Know: 5 Myths about Teaching and Learning.
If Critical Is So Important, Why is it so Difficult to Teach?
How Do Students with Learning Disabilities Really Learn?
Students with Learning Disabilities: How do they learn?
Hearing and Visual Impairment: Adaptations for teachers
Early Math Learning: Red flag for math difficulties
Communicating with and about People with Disabilities*

Current Issues and Practices of Special Education: Implications for Children with Special Needs in Singapore, Autism Resource Center, Key Management Board Meeting, **Ministry of Education and the National Council of Social Services, Singapore,** July 2004.

Honorable Visiting Scholar for **Taiwan Municipal University of Education,** June 11-18, 2011. Conducted Professional Development for educators and consulted with Taiwan Teacher Education.

*Integrating Universal Design for the Diverse Learners
U.S. Trends in Special Education
Understanding How the Brain Works
International Trends in Special Education*

Qatar University, Jan to May 2011.

*What Every Healthcare Professionals Should Know About Learning Disabilities. Education for Healthcare Providers, Qatar Rumailah Hospital.
Research Seminar: Self-Determination for People with Disabilities
How do Students Learn Best: Brain Research on Knowledge, Depth, Intentions, & Emotions, Establishing a Research Agenda. Research Inquiry, Department of Psychological Sciences.
Integrating University Design Learning and Assistive Technology for Educational Leaders. Department of Educational Leadership.*

SELECTED PROFESSIONAL DEVELOPMENT, P-16 (USA)

Parents as Advocates for Change in Education (PACE), Hawaii.

*Autism: What It Is and What It's Not
Teaching Math the Correct Way
Reading Diagnosis and Interventions
Diagnosis and Application of Spelling Error Patterns*

Edgewood College, Wisconsin, Madison, Jan 15, 2015.

Who Are Our Students: Responding to Students' Learning Needs in the Classroom
Effective Teaching in Diverse College Classrooms

New Faculty Effective Teaching Workshops, Penn State Altoona

How to Reach Students with Learning Difficulties: Is It What You Teach or How You Teach?
How College Students Engage, Retain, & Transfer What They Have Learned
Cognitive Science of Learning

Title V Sophomore Success & PROF Center, Texas A&M International University, Laredo, Texas, October 14, 2011.

Successful Students are Self-Determined Students
Promoting Self-Determination & Self-Directed learning with College Students
Why Students Think They Understand When They Don't: Differentiating Learning Skills & Studying Habits
Promoting Student outcomes of Self-Efficacy, Locus of Control, Persistence, & Commitment
How to Reach Students with Learning Difficulties: Is it What You Teach or How You Teach
How College Students Engage, Retain, & Transfer what They have Learned

SELECTED BOOK REVIEWS

Hong, B. S. S. (2011). Review of Instructional Materials: Identities: English is Part of Who I Am. 4-Semester English Series for Mexican High Schools by Douglas Tedford, Cengage Learning, Mexico. *Journal of Applied Instructional Design* 1(2): 26-29.

Hong, B. S. S. (2010). "Foreword." *In The Importance of Average: Playing the Game of School to Increase Success & Achievement* by Stephen J. Farenga, Daniel Ness, Bonnie Johnson, and Dale D. Johnson. Lanham MD: Rowman & Littlefield.

[Hong] Foster, B. (2003). *A review of The Survival Guide for Kids with L[earning] D[ifficulties]* by Gary Fisher and Rhoda Cummings. Metapsychology Online Reviews. <http://mentalhelp.net/books/books.php?type=de&id=1671>.

SELECTED PRESENTATIONS

Myths of Learning. **Chair** of International Conference on Teaching Learning Innovation & Educational Technology. **Singapore**, July 27-29, 2018.

College Tutor and Academic Advisor Understanding in Working with Students Identified as Learning Disabled," Oxford University Education Research Symposium, **Oxford**, UK, Dec 7-9, 2016.

Have Technology and Multitasking Changed the Way We Learn? Workshop at the World Congress on Education, Sept 2-4, 2013, **London**, UK. **BEST WORKSHOP AWARD**.

Multitasking in the 21st Century: Is it Helping or Hurting kids? Ireland International Conference on Education, Dublin, **Ireland**, 16-18 April 2012.

Faculty Attitudes & Knowledge Toward Promoting Self-Determination & Self-Directed Learning for College Students with & without Disabilities. The Clute Institute for International College Teaching & Learning, Las Vegas, NV, October 2010. **AWARDED BEST PAPER.**

How to Reach Students with Learning Difficulties: Is It What You Teach or How You Teach?" 17th International Conference on Learning, **Hong Kong**, July 2010.

Impact of Faculty Value of Teaching on Undergraduate Engineering Student Learning Outcome. World Universities Forum, Davos, **Switzerland**, January 2010.

Do You Have What It Takes to be a Special Educator? Exploring Teacher Dispositions and the Effects on Students with Disabilities." 16th International Conference on Learning, University of Barcelona, **Spain**, July 2009.

Leaders Exerting Pressure for Positive Change: Leverage for Educational Leadership Reform. 9th International Conference on Knowledge, Culture, & Change in Organization, **Northeastern University, Boston MA**, June 2009.

International Association of Intercultural Communication Studies, Harbin, **China**, April 2007.

INSTRUMENTATION BY EDUCATIONAL TESTING SERVICES (ETS) DATABASE

Faculty Caring Scale (FCS). Call Number: TC024711

Perceptions of College Students with Disabilities. Call Number: TC024709

Self-Determination in Higher Education (SDHE). Call Number: TC024710

College Learning Assessment of Student Scale (CLASS). Call Number: TC024712

Perceptions of Students with Disabilities (PSWD). Call Number TC023926

Teacher-Candidate Perceptions of Mathematics. Call Number: TC023927

FUNDED PROJECTS, GRANTS, COMMISSIONS, & CONTRACTS

P.A.C.E. (Parents as Advocates for Change in Education), Castle Foundation, *\$15,000*

U.S. Dept. of State, Foreign Assistance Award, *\$24,784.00*

U.S. Dept. of State, Qatar Supreme Council of Education, *\$15,000*

U.S. Dept. of State, Eurasia, Turkey, *\$10,000*

U.S. Dept. of State, Middle East, *\$31,000*

Taipei Municipal University of Education, Taipei National Science Council, *\$6,000*

A Ten-Year Exploratory Analysis of the Transition, Persistence and Graduation Outcome of College Students with Disabilities. *\$5,000.00* (Honorable Mention). Finalist for the Paul P. Fidler Research Grant at the National Resource Center. First-Year Experience and Students in Transition, University of South Carolina

A Feasibility Assessment of the Impact of First-Year Seminars on Persistence of College Students with Disabilities at Penn State University"- The Pennsylvania State University, Research Collaborative Fellowship, *\$10,000*

Post-Secondary Outcomes of Students Receiving Services from the Office for Disability Services: Penn State University, Social Sciences Research Institute, Children, Youth & Families Consortium, *\$8,800*

Effects of Self-Determination Training on College Students with Learning Disabilities, Penn State Research Development Grant, *\$2,499.00*

On-Course,” Penn State Chancellor’s Development Fund, \$3,967.00
Undergraduate Research Funding (2008-2014): \$9,000.00

SELECTED PROFESSIONAL AFFILIATIONS/SERVICES

Board of Directors, Council for Exceptional Children (2016-2019)
President, BYUH Chapter of Phi Kappa Phi Honor Society (2015-2018)
Advisory Council, Oxford Educational Research Symposium (since 2016)
Speaker Specialist, U.S. State Dept. Bureau of International Programs (since 2014)
Advisor, University Disability Council, BYUH (since 2015)
Director, *P.A.C.E. (Parents as Advocate for Change in Education)* (since 2015)
Professional Chair, Ko'olauloa Children's Community Council (since 2015)
Speaker Bureau, Hawaii Fetal Alcohol Syndrome Disorder (since 2015)
Executive Committee, Faculty Senate, Texas A&M International University (2005-2008)
Chair, University Technology Committee, Texas A&M International University (2005-2008)
Co-Chair, First-Year Success Committee, Texas A&M International University (2005-2008)
Chair Senate, Research Committee, Penn State Altoona (2013-2014)
Senate, Faculty Affairs Committee, Penn State Altoona (2013-2014)
Judicial Hearing Board, Penn State Altoona (2009-2014)
Academic Integrity Committee, Penn State Altoona (2008-2014)
Chapter Counselor, Kappa Delta Pi, Penn State Altoona (2008-2014)
Headquarters Chair, International Committee, Kappa Delta Pi, (2013-2014)