# LUCINDA S. SPAULDING

*School of Professional and Applied Sciences*
University of Lynchburg
Thompson-Polloway Hall 211

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Google Scholar


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## PROFESSIONAL EXPERIENCE

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| 2024 - Present | Professor of Special Education<br>*School of Professional and Applied Sciences*<br>*University of Lynchburg, Lynchburg, VA* |
| 2024 - Present | Director of Special Education Programs<br>*School of Professional and Applied Sciences*<br>*University of Lynchburg, Lynchburg, VA* |
| 2021 – 2024 | Associate Professor of Special Education<br>*College of Education, Leadership Studies, and Counseling*<br>*University of Lynchburg, Lynchburg, VA* |
| 2019 – 2021 | Professor of Education<br>*School of Education*<br>*Liberty University, Lynchburg, VA* |
| 2018 – 2021 | Chair of Special Education<br>*School of Education*<br>*Liberty University, Lynchburg, VA* |
| 2017 – 2018 | Administrative Chair of Research<br>*School of Education*<br>*Liberty University, Lynchburg, VA* |
| 2014 – 2019 | Associate Professor of Education<br>*School of Education*<br>*Liberty University, Lynchburg, VA* |
| 2009 – 2014 | Assistant Professor of Education<br>*School of Education* |

*Liberty University, Lynchburg, VA*

2007 – 2009 Doctoral Fellow
*School of Education*
*Regent University, Virginia Beach, VA*

2005 – 2007 Special Education Teacher (4th Grade; Inclusion/Resource)
*Thurgood Marshall Elementary School*
*Chesapeake Public Schools, Chesapeake, VA*

2004 – 2005 Assistant Language Teacher (10th and 12th Grade)
*Shizuoka High School, Shizuoka, Japan*
*Japanese Exchange & Teaching Programme*

2002 – 2004 Elementary Education Teacher (3rd Grade; Inclusion)
*Charter School of Science & Technology, Rochester, NY*

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## EDUCATION

Doctor of Philosophy (PhD): Special Education & Educational Psychology
Outstanding Graduate Award
*Regent University, 2009*

Master of Education (MEd): Special Education
*Roberts Wesleyan College, 2004*

Bachelor of Science (BS): Elementary Education (Magna Cum Laude)
Concentration: Intercultural Studies
*Houghton College, 2002*

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## PROFESSIONAL LICENSURE, CERTIFICATIONS, & TRAININGS

New York State Permanent Teacher Certification
*Elementary Education PreK – 6*
*Special Education PreK – 12*

Commonwealth of Virginia Postgraduate Professional License (2005 – 2019)

*Elementary Education Pre K - 6*
*Emotional Disturbance K - 12*
*Intellectual Disabilities K - 12*
*Specific Learning Disabilities K- 12*

National Site Reviewer
*Council for the Accreditation of Educator Preparation (CAEP)*

Research Ethics Training, Social & Behavioral Research with Human Subjects (valid through 2029)
*Collaborative Institutional Training Initiative (CITI Program)*

Recovery Ally Training
*University of Lynchburg*, 2023

SafeSpace Ally Training
*University of Lynchburg*, 2023

CyberRisk Awareness Training
*University of Lynchburg, 2023*

Certificate of Advanced Graduate Studies
*Regent University, 2008*

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## AWARDS & RECOGNITION

Fulbright Specialist Award: Teaching Strategies for Students with Special Needs (Cairo, Egypt)
*Fulbright Specialist Program* (*November - December, 2025)*

Outstanding Organization Advisor (Neurodiverse Student Alliance)
*2023-2024 Leadership, Service, and Student Life Awards, University of Lynchburg*

Phi Kappa Phi Honor Society (PKP; Inducted Spring 2024)
*University of Lynchburg*

Institutional Nominee: State Council of Higher Education for Virginia Outstanding Faculty Award
*University of Lynchburg, Fall 2023*

Nominee: Edward A. Polloway Award for Excellence in Graduate Teaching
*University of Lynchburg, Spring 2023*

Nominee: Shirley E. Rosser Award for Excellence in Teaching
*University of Lynchburg, Spring 2022*

Alpha Alpha Alpha (Tri-Alpha; Inducted Fall 2021)
*National Honor Society for First Generation College Students*

Nominee: Provost Award for Excellence in Research Mentorship
*Liberty University, Spring 2021*

Fulbright Specialist Award: Implementing Inclusive Education in Uzbekistan
*Fulbright Specialist Program* (*Scheduled April – May 2020; Canceled due to COVID-19)*

Fulbright Specialist: Roster Duration: December 6, 2019 - December 6, 2024
*Fulbright Specialist Program*

Honorable Mention: SIG 168 *Outstanding Publication Award*, American Educational Research Association (AERA); *Navigating the Doctoral Journey: A Handbook of Strategies for Success*; Presented at the *AERA 2015 Annual Meeting* in Chicago, IL on April 19, 2015.

First Place Recipient: Chancellor's Award for Excellence in Teaching
*Liberty University, Spring 2012*

Institutional Nominee: State Council of Higher Education for Virginia "Rising Star" Outstanding Faculty Award
*Liberty University, Spring 2012*

Award of Excellence: Outstanding Graduate (PhD in Education)
*Regent University, 2010*

Graduate Selected to Deliver the Graduate Reflections & Response to Charge Speech
*Regent University Commencement Ceremony, 2010*

Who's Who Among Students in American Universities & Colleges
*Regent University, 2008, 2009, 2010*

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## SCHOLARSHIP: PUBLICATIONS

### Peer-Reviewed Journal Articles

Spaulding, L.S., Dunn, R., Bruce, A., & Owens, R. (in progress). A phenomenology examining the lived experience of teacher assistants transitioning into special education teachers. *The Teacher Educator's Journal.*

Spaulding, L.S., Warren, E., & Weaver, G. (2026). A phenomenology examining the lived experiences of college students who identify as neurodivergent. *Journal of Education, Leadership, and Counseling, 18,* 15 - 38.

Dolegowski, M. & Spaulding, L.S. (2024). Rural teachers' and school leaders' perceptions of school climate and student achievement in math and reading. *Southeastern Regional Association of Teacher Educators Journal, 33*(1), 1-10.

Kerins, S. & Spaulding, L.S. (2022). A phenomenology of the job-related experiences of early career Catholic elementary school principals. *The Journal of Catholic Education, 25*(1), 1-24. https://doi.org/10.15365/joce.2501012022

Hosek, M., & Spaulding, L.S. (2020). Special education in China: Exploring the perceptions of Chinese teachers. *Journal of Qualitative and Ethnographic Research, 15*, 34-46.

Hudson, M. D. M., Spaulding, L. S., Ford, A. Y., & Jones, L. E. (2020). Growing grit to produce doctoral persistence. *International Journal of Doctoral Studies*, 15, 705-736. https://doi.org/10.28945/4671

Rockinson-Szapkiw, A. J., Sosin, L., & Spaulding, L.S. (2018). Does family matter? A phenomenological inquiry exploring the lived experiences of women persisting in distance education, professional doctoral programs. *International Journal of Doctoral Studies, 13,* 497-515.

Rockinson-Szapkiw, A. J., Spaulding, L. S., Owen, D., & Justice, J. S. (2017). Identify, intervene, and advocate: Human service workers' role in youth sex trafficking. *Journal of Human Services, 37*(1), 63-76.

Rockinson-Szapkiw, A. J., Spaulding, L. S., & Lunde, R. M. (2017). Women in distance doctoral programs: How they negotiate their identities as mothers, professionals, and academics in order to persist. *International Journal of Doctoral Studies, 12,* 49-71.

Rockinson-Szapkiw, A. J., Spaulding, L. S., & Spaulding, M. T. (2016). Identifying significant integration and institutional factors that predict online, doctoral persistence. *The Internet and Higher Education, 31,* 101- 112.

Spaulding, L.S., & Pratt, S. M. (2015). A review and analysis of the history of special education and disability advocacy in the United States. *American Educational History Journal, 42* (1 & 2), 91 – 109.

Rockinson-Szapkiw, A., Spaulding, L.S., & Knight, A. (2015). Protecting the marriage relationship during the doctoral journey: Strategies for students and partners based on the Strong Marital House concept. *Family Journal: Counseling and Therapy for Couples and Families, 24,* 1 – 6.

Rockinson-Szapkiw, A., Spaulding, L.S., & Heuvelman-Hutchinson, L. (2014). Connecting at a distance: The relationship between Facebook use and doctoral connectedness. *Journal of University Teaching & Learning Practice, 11*(3/4), 1-13.

Rockinson-Szapkiw, A. J., Spaulding, L.S., & Bade, B. (2014). Completion of Educational Doctorates: How universities can foster persistence. *International Journal of Doctoral Studies, 9,* 293-308.

Rockinson-Szapkiw, A. J., Bray, O. R., & Spaulding, L. S. (2014). Examining the predictive validity of GRE scores on doctoral education students' success and methodology choices in the dissertation process. *Journal of College Student Retention: Research, Theory, & Practice, 14*(4), 203–218.

Rockinson-Szapkiw, A., Spaulding, L.S., Swezey, J. A., Wicks, C. (2014). Poverty and persistence: A model for understanding individuals' pursuit and persistence in a doctor of education program. *International Journal of Doctoral Studies, 9*, 181-190.

Wighting, M., Nisbet, D., & Spaulding, L. S. (2014). Relationships among graduate students' sense of community, their perceived learning, and actual learning. *The International Journal of Assessment and Evaluation, 20*(1), 25–32.

Spaulding, L. S., & Rockinson-Szapkiw, A. J. (2012). Hearing their voices: Factors doctoral candidates attribute to their persistence. *International Journal of Doctoral Studies, 7*, 199-219.

Spaulding, L. S., & Flannagan, J. S. (2012). $DIS_2ECT$: A framework for effective inclusive science instruction. *Teaching Exceptional Children, 44*(6), 6–14.

Wighting, M., Nisbet, D., & Spaulding, L. S. (2010). Relationships between sense of classroom community and perceived learning. *The International Journal of the Humanities, 8*(8), 119-126.

Spaulding, L.S., Mostert, M. P., & Beam, A. P. (2010). Is Brain Gym® an effective educational intervention? *Exceptionality, 18*(1), 18-30.

Schuette, C., Wighting, M., Spaulding, L. S., Ponton, M. K., & Betts, A. L. (2010). Factors that influence teachers' views on standardized tests. *The Teacher Educators' Journal, 17*, 27-40.

*Spaulding, L. S. (2009). Best practices and interventions in special education: How do we know what works? *Teaching Exceptional Children Plus, 5*(3), 1-14.

*Article selected by the Office of District and School Improvement and Accountability (DSIA) at Office of Superintendent of Public Instruction (OSPI) to be used in Professional Development Modules distributed in school districts throughout Washington State (Fall, 2010).

Wighting, M., Nisbet, D., & Spaulding, L. S. (2009). Relationships between sense of community and academic achievement: A comparison among high school students. *The International Journal of the Humanities, 7*(3), 63-72.

Kavale, K. A., Spaulding, L. S., & Beam, A. P. (2009). A time to define: Making the SLD definition prescribe specific learning disability. *Learning Disability Quarterly, 32*(1), 39-48.

Kavale, K. A., & Spaulding, L. S. (2008). Is Response-to-Intervention a good policy for specific learning disability? *Learning Disabilities Research & Practice, 23*(4), 169-179.

**Book**

Rockinson-Szapkiw, A. J., & Spaulding, L. S., & Perry, J. A. (Eds.) (2026). *Navigating the doctoral journey: A handbook of strategies for success* (2nd Ed). New York, NY: Bloomsbury Publishing.

Rockinson-Szapkiw, A. J., & Spaulding, L. S. (Eds.) (2014). *Navigating the doctoral journey: A handbook of strategies for success*. Lanham, MD: Rowman & Littlefield Education.

**Book Chapters**

Hobson, V. & Spaulding, L. S. (in press). Taking a stand against injustice. In Cormier, K. K., & Brant, C. A. (Eds), *Universal Design for Learning in Social Studies Education: Inclusive Practices for Young Learners.* Routledge/Taylor & Francis.

Spaulding, L. S., Rockinson, A.J., & Swezey, J. (2026). Understanding the conceptual and theoretical framework. In Rockinson, A.J., Spaulding, L.S., & Perry, J. A. (Eds.), *Navigating the doctoral journey: A handbook of strategies for success.* New York, NY: Bloomsbury Publishing.

Rockinson, A.J., Spaulding, L. S., & DeBolt, E. (2026). Understanding the excitement and post-doctoral blues following degree-conferment. In Rockinson, A.J., Spaulding, L.S., & Perry, J. A. (Eds.), *Navigating the doctoral journey: A handbook of strategies for success.* New York, NY: Bloomsbury Publishing.

Pratt, S. M., & Spaulding, L. S. (2026). Identifying and developing a relationship with a dissertation chair. In Rockinson, A.J., Spaulding, L.S., & Perry, J. A. (Eds.), *Navigating the doctoral journey: A handbook of strategies for success.* New York, NY: Bloomsbury Publishing.

Holder, D., Rockinson, A.J., & Spaulding, L. S. (2026). Consolidating learning across the doctoral program. In Rockinson, A.J., Spaulding, L.S., & Perry, J. A. (Eds.), *Navigating the doctoral journey: A handbook of strategies for success.* New York, NY: Bloomsbury Publishing.

Spaulding, L.S. (2022). Chapter 14: Inclusive Education in the United States: Moving Beyond Access to Effectiveness. In Hodkinson, A., & Brown, Z. (Eds), *Key Issues in Special Education Needs and Disabilities (SEND) and Inclusion: International Perspectives Across Six Continents.* United Kingdom: Routledge: Taylor & Francis Group.

Mostert, M. P., & Spaulding, L. S. (2020). Learning challenges for adults with learning disabilities. In M. London (Ed.), *The Oxford Handbook of Lifelong Learning, 2nd Ed.* New York, NY: Oxford University Press.

Spaulding, L. S. (2017). Building resilience in children in relation to bullying, discipline and classroom management. In Etherington, M. (Ed.), *What Teachers Need to Know: Topics of Inclusion.* Eugene, OR: Wipf and Stock Publishers.

Rockinson-Szapkiw, A. J. & Spaulding, L.S. (2015). The Intersecting Identities of Female Ed.D. Students and their Journey to Persistence. In Stead, V. (Ed.), *The Education Doctorate (Ed.D.): Issues of Access, Diversity, Social Justice, and Community Leadership.* New York, NY: Peter Lang Publishing.

Spaulding, L.S. (2015). Biography: Jean Piaget. In G. T. Kurian & M. A. Lamport (Eds), *Encyclopedia of Christian Education.* Lanham, MD: Scarecrow Press.

Spaulding, L.S. (2015). Biography: Thomas Gallaudet. In G. T. Kurian & M. A. Lamport (Eds), *Encyclopedia of Christian Education.* Lanham, MD: Scarecrow Press.

Spaulding, L.S. (2015). Biography: Louis Braille. In G. T. Kurian & M. A. Lamport (Eds), *Encyclopedia of Christian Education.* Lanham, MD: Scarecrow Press.

Spaulding, L.S. (2015). Biography: Erik Erikson. In G. T. Kurian & M. A. Lamport (Eds), *Encyclopedia of Christian Education.* Lanham, MD: Scarecrow Press.

Pratt, S. M., & Spaulding, L. S. (2014). Building professional relationships with faculty. In Rockinson-Szapkiw, A. J., & Spaulding, L. S. (Eds.), *Navigating the doctoral journey: A handbook of strategies for success*. Lanham, MD: Rowman & Littlefield Education.

Rockinson-Szapkiw, A. J., Spaulding, L. S., & Swezey, J. (2014). Right sizing your research method. In Rockinson-Szapkiw, A. J., & Spaulding, L. S. (Eds.), *Navigating the doctoral journey: A handbook of strategies for success*. Lanham, MD: Rowman & Littlefield Education.

Spaulding, L. S. & Rockinson-Szapkiw, A.J. (2014). Introduction. In Rockinson-Szapkiw, A.J. & Spaulding, L.S. (Eds.). *Navigating the doctoral journey: A handbook of strategies for success.* Lanham, MD: Rowman & Littlefield.

Mostert, M. P., & Spaulding, L. S. (2010). Learning challenges for adults with learning disabilities. In M. London (Ed.), *The Oxford Handbook of Lifelong Learning.* New York, NY: Oxford University Press.

Kavale, K. A., & Spaulding, L. S. (2011). The efficacy of special education. In M. A. Bray & T. J. Kehle (Eds.), *The Oxford Handbook of School Psychology.* New York, NY: Oxford University Press.

**Contributor to Edited Textbook**

Hark, K. (Ed). (2017). *Research Across the Disciplines: An Introduction.* Dubuque, IA: Kendall Hunt.

**Invited Book Review**

Spaulding, L. S. (2012). Book review: Comparing special education: Origins to contemporary paradoxes (J. G. Richardson & J. J. W. Powell, 2011). *History of Education Quarterly, 52*(3), 450-453.

**Peer-Reviewed Conference Proceedings/Paper Presentations**

Vu, C., & Spaulding, L. S. (April 14, 2023). A Phenomenology Examining the Persistence Experiences of Asian American Women in Distance Education Doctoral Programs. *American Educational Research Association*, Chicago, IL.

Rockinson-Szapkiw, A. J., Spaulding, L.S. & Sosin, L. (2017). The salience of family in promoting women's doctoral persistence in limited residence programs. *American Educational Research Association*. San Antonio, TX.

Rockinson-Szapkiw, A., Spaulding, L.S., Swezey, J. A., & Wicks, C. (2013). Poverty and persistence: Explaining how doctoral candidates from backgrounds of poverty persist through to completion. *American Educational Research Association.* San Francisco, CA.

Rockinson-Szapkiw, A. & Spaulding, L.S. (2012). Strategies for fostering doctoral student persistence. In *Proceedings of Conference on Higher Education Pedagogy,* Blacksburg, VA. Retrieved from http://www.cider.vt.edu/conference/

**Dissertation**

Spaulding, L. S. (2009). *"Education will be our Mother": An exploration of resilience mechanisms relating to the educational persistence of Sudanese refugees* (Doctoral dissertation). Retrieved from ProQuest. (AAT 3388398)

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## PRESENTATIONS: PEER-REVIEWED

Rockinson, A., Spaulding, L.S., DeBolt, E. (April, 2026). A Conversation on the Emerging Phenomenon of Post-Doctoral Graduation Blues. *American Educational Research Association Annual Meeting,* Los Angeles, CA

Spaulding, L.S., Dunn, R., Bruce, A., & Owens, R. (2026, March 12). The Lived Experience of Teacher Assistants Transitioning into Special Education Teachers: A Phenomenology. *Council for Exceptional Children Convention & Expo,* Salt Lake City, UT.

Reina, L., Bailey, S., Radack, R., Spaulding, C. (2025, October 18). Balancing the Load: A Theoretical Model to Support Mental Health and Well-Being of Students in DPT Education. Platform Presentation. *American Council of Academic Physical Therapy and APTA Academy of Education, Education Leadership Conference*. Kansas City, MO.

Spaulding, L.S., Dunn, R., Bruce, A., & Owens, R. (2025, September 26). A Phenomenology Examining the Lived Experience of Teacher Assistants Transitioning into Special Education Teachers. *Virginia Educational Research Association (VERA)*, Richmond, VA.

Spaulding, L.S., Dunn, R., & Bruce, A., Owens, R. (2025, April 23). A Phenomenology Examining the Lived Experience of Transitioning from Teacher Assistant to Special Education Teacher. *American Educational Research Association Annual Meeting,* Denver, CO.

Rockinson, A., Spaulding, L.S., & Perry, J. (2025, April 26). Strategies for Successful Completion of Research and Professional Doctorates: A Synthesis of Evidence-Based Practices. *American Educational Research Association Annual Meeting,* Denver, CO.

Warren, E., Spaulding, L. S., & Weaver, G. (2024, July 18). Supporting Students with Disabilities and Students who Identify as Neurodiverse in Higher Education. *Association of Higher Education and Disability (AHEAD) Excellence & Equity Conference,* Baltimore, MD.

Spaulding, L.S., Warren, E., & Weaver, G. (2024, April 12). A Phenomenology Examining the Lived Experiences of College Students who Identify as Neurodivergent. *American Educational Research Association Annual Meeting,* Philadelphia, PA.

Spaulding, L.S., Warren, E., & Weaver, G. (2023, November 3). Supporting Students with Disabilities and Students who Identify as Neurodiverse in Postsecondary Education. *Virginia Federation of the Council for Exceptional Children Annual Conference*, Harrisonburg, VA.

Spaulding, L.S., Rockinson-Szapkiw, A., Spaulding, M. T., & Armstrong, L. (April 20, 2023). A Model for Differentiating Support for Online Doctoral Dissertation Candidates. *Online Learning Consortium: Innovate 2023,* Nashville, TN.

Szapkiw, A., Armstrong, A., & Spaulding, L.S. (April 19, 2023). The Systematic Design Process Of Virtual Peer Mentoring Training For Women In Engineering. *Online Learning Consortium: Innovate 2023,* Nashville, TN.

Vu, C., & Spaulding, L. S. (April 14, 2023). A Phenomenology Examining the Persistence Experiences of Asian American Women in Distance Education Doctoral Programs. *American Educational Research Association Annual Meeting,* Chicago, IL.

Spaulding, L.S, Rockinson-Szapkiw, A., Theiling, T. M., & Spaulding, M. T. (April 21, 2022). Distance Education Disrupting Inequality: A Qualitative Research Synthesis of Doctoral Persistence of Historically Marginalized Populations. *American Educational Research Association Annual Meeting,* San Diego, CA.

Spaulding, M. T, & Spaulding, L.S. (April 21, 2022). A Multiple Case Study: Online Doctoral Mentor and Candidate Interactions. *American Educational Research Association Annual Meeting,* San Diego, CA.

Huband, M., Alden, A., & Spaulding, L. (March 11 - 12, 2022). Examining the Intersection of Poverty, Race, and Special Education and the Role of Pre-Service Institutions in Preparing Candidates

for the Profession. *Virginia Federation of the Council for Exceptional Children Annual Conference*, Williamsburg, VA.

Spaulding, L.S. (January 18, 2022). Strengths-Based Approaches to the IEP and Collaborating with Families and Colleagues. *The Council for Exceptional Children 2022 Conference & Expo,* Orlando, FL.

Lambert, A., Weaver, G., & Spaulding, L. (January 17, 2022). Fostering Self-Advocacy and Shared Leadership Opportunities for Students on the Autism Spectrum on the College Campus. *The Council for Exceptional Children 2022 Conference & Expo,* Orlando, FL.

Hudson, M. & Spaulding, L. S. (April 17 - 21, 2021). Growing Grit to Produce Doctoral Persistence. *American Educational Research Association Annual Meeting,* San Francisco, CA. (Conference Canceled due to COVID-19)

Lumpe, A., Rockinson-Szapkiw, A., Shelton, K., Wicks, D., McMichael, D., Spaulding, L., & Moss Breen, J. (November 22, 2019). Online Doctoral Programs in Education: Systems for Creating Communities of Inquiry. *Online Learning Consortium*, Orlando, FL.

Huband, M., Spaulding, L., & Mott, C. (September 12, 2019). From opinion to understanding: The impact of a poverty simulation on the attitudes and perceptions of college students. *Virginia Educational Research Association Conference*, Charlottesville, VA.

Ross, P., & Spaulding, L. (April, 2019). Military veterans and their motivation to persist in distance education doctoral programs. *American Educational Research Association Annual Meeting*, Toronto, ON, Canada.

Blount, B., & Spaulding, L. (2019, April). Students' Spiritual Integration into Bible Colleges: A Grounded Theory Study. *American Educational Research Association Annual Meeting*. Toronto, Canada.

Spaulding, L.S. & Milacci, F. (2018, February 26). Learning by Doing: Teaching Qualitative Analysis in a Limited Residency Doctoral Program. *Ethnographic and Qualitative Research Conference*, Las Vegas, NV.

Rockinson-Szapkiw, A. J., Spaulding, L.S. & Sosin, L. (2017, April). The Salience of Family in Promoting Women's Doctoral Persistence in Limited Residence Programs. *American Educational Research Association Annual Meeting*, San Antonio, TX.

Reynolds, J., Spaulding, L. S., Keith, D. L. (2017, April 19 – 22). A View of the Needs of Parents of Children with Autism Spectrum Disorder. *The Council for Exceptional Children 2017 Conference & Expo,* Boston, MA.

Sosin, L., Rockinson-Szapkiw, A. J., & Spaulding, L.S. (2017, March 16 – 19). Understanding the Role of Family in Female Doctoral Students' Persistence. *American Counseling Association 2017 Conference & Expo,* San Francisco, CA.

Spaulding, L.S., & Spaulding, M. T. (2016, November 18). Thinking of Starting your Masters or Doctorate in Special Education? Tips and Strategies for Getting Started and Persisting. *Virginia Federation of the Council for Exceptional Children Annual Conference,* Richmond, VA.

Spaulding, L. S. & Keith, D. L. (2016, April 16). Resilience-Based Strategies for Preventing and Responding to Bullying in the Classroom. *The Council for Exceptional Children 2016 Conference & Expo,* St. Louis, MO.

Keith, D. L. & Spaulding, L. S. (2016, April 14). Disabilities Awareness 101! *The Council for Exceptional Children 2016 Conference & Expo.,* St. Louis, MO.

Spaulding, L. S., Rockinson-Szapkiw, A. J., & Williams, B. (2016, April 8-12). A Phenomenological Study of Female Faculty and Their Intersecting Identities as Mothers and Scholars. *American Educational Research Association Annual Meeting*, Washington, DC.

Spaulding, L. S., Hicks, K., & Bell, A. (2016, March 11). School Based Strategies for Preventing & Responding to Student Bullying. *Virginia Federation of the Council for Exceptional Children Annual Conference,* Lynchburg, VA.

Rockinson-Szapkiw, A. J., & Spaulding, L. S. (2016, February 11). Generation of a Persistence Model for Online Doctoral Candidates. *Conference on Higher Education Pedagogy*, Blacksburg, VA.

Spaulding, L. S. & Rockinson-Szapkiw, A. J. (2016, February 1). Intersecting the Identities of Research Scholar and Mother: How is it Done and What Does it Look Like? *Annual Ethnographic and Qualitative Research Conference*. Las Vegas, NV.

Rockinson-Szapkiw, A. J., & Spaulding, L. S. (2015, March 8 - 10). Understanding the 21st Century Practitioner-Scholar Identity and Its Development for Persistence. *Second 21st Century Academic Forum Conference at Harvard.* Boston, MA.

Rockinson-Szapkiw, A. J., & Spaulding, L. S. (2015, February 9). A Grounded Theory Study Explaining how Female Doctoral Candidates Negotiate Their Identities as Mothers and

Scholars and Persist Unto Degree Completion. *27th Annual Ethnographic and Qualitative Research Conference*, Las Vegas, NV.

Spaulding, L.S., Rockinson-Szapkiw, A. J., & Spaulding, M. T. (2015, February 4). A Conversation on the Need for Female Doctoral Students to Successfully Manage their Multiple Identity Dimensions in Order to Persist in the Doctoral Process. *Conference on Higher Education Pedagogy*, Blacksburg, VA.

Weeks, R., Schellenberg, A.C., & Spaulding, L. S. (2014, October 17-18). Child Trafficking: The Role of Educators in Protection and Identification. *Virginia Federation of the Council for Exceptional Children Annual Fall Conference,* Virginia Beach, VA.

Spaulding, L. S., & Spaulding, T. R. (2014, September 18). On the Front Lines: The Role of Teachers in the Prevention of Child Trafficking Through Education and Awareness of Online Recruitment Tactics. *Virginia Educational Research Association Annual Meeting*, Charlottesville, VA.

Spaulding, L. S., & Flannagan, J. S. (2014, June 24). Science and Co-Teaching: $DIS_2ECT$. *15th Annual Content Teaching Academy*, James Madison University, Harrisonburg, VA.

Spaulding, L. S., & Flannagan, J. S. (2014, March 1). DIS2ECT: A Framework for Effective Inclusive Instruction in Science. V*irginia Council for Learning Disabilities Spring 2014 Symposium*, Blacksburg, VA.

Spaulding, L. S., & Rockinson-Szapkiw, A. J. (2014, March 27). Increasing Educator Awareness of Child Trafficking in the United States. *Virginia Association of Colleges for Teacher Education Spring Conference*, Sweet Briar College, VA.

Spaulding, L.S., & Szapkiw, A. J. (2014, February 6). Successfully Navigating the Doctoral Journey: A Multi-Stage Approach. *Conference on Higher Education Pedagogy*, Blacksburg, VA.

Rockinson-Szapkiw, A., Spaulding, L.S., Swezey, J., & Wicks, C. (2014, February 6). Understanding the Role of Childhood Poverty in Doctoral Motivation and Persistence. *Conference on Higher Education Pedagogy*, Blacksburg, VA.

Pratt, S., & Spaulding, L.S. (2013, November 8). Preparing Special Educators with Effective Instructional Practices for Using Math Manipulatives. *Annual TED Conference*, Teacher Education Division (TED) of the Council for Exceptional Children (CEC). Ft. Lauderdale, FL.

Rockinson-Szapkiw, A.J. & Spaulding, L.S. (2013, November). Facebook Communities: Building Online Community and Increasing Retention Among Online Students. *Sloan-C*, Orlando, FL.

Rockinson-Szapkiw, A.J., Spaulding, L.S., & Milacci, F. (2013, November). Success in the Online Dissertation and Thesis Process: How One Online University Supports Their Students, *Sloan-C*. Orlando, FL.

Rockinson-Szapkiw, A., Spaulding, L.S., Swezey, J., & Wicks, C. (2013, April 29). Poverty and Persistence: Explaining how Doctoral Candidates from Backgrounds of Poverty Persist Through to Completion. *American Educational Research Association (AERA) Annual Meeting*, San Francisco, CA.

Spaulding, L. S., Keith, D. L., & Wicks, C. (2013, April 6). Supporting Parents of Children with ASD through Maslow's Hierarchy of Needs. *The Council for Exceptional Children 2012 Conference & Expo.,* Austin, TX.

Milacci, F., Rockinson-Szapkiw, A. J., & Spaulding, L. S. (2013, February 6). E-Surance: Ensuring Quality Dissertations in a Burgeoning Online Doctoral Program. *Conference on Higher Education Pedagogy*, Blacksburg, VA.

Rockinson-Szapkiw, A. J., & Spaulding, L. S., Knight, A. (2013, February 6). Using a Complex Dynamical Systems View of Marital Stability and Satisfaction to Assist Doctoral Students in Understanding and Protecting Their Marriage Relationships During the Doctoral Journey. *Conference on Higher Education Pedagogy*, Blacksburg, VA.

Spaulding, L.S., & Flannagan, J. S. (2012, November 2). $DIS_2ECT$: A Framework for Managing and Motivating in the Inclusion Science Class*. Virginia CEC Annual Fall Conference*, Lynchburg, VA.

Gerst, S., & Spaulding, L. S. (2012, November 2). Two Can be Better Than One: Blending Different Perspectives on Classroom Management to Resolve Challenges Found in Co-Teaching. *Virginia CEC Annual Fall Conference*, Lynchburg, VA.

Gerst, S., & Spaulding, L. S. (2012, April 30). How special and general education co-teaching partners overcome challenges inherent in the co-teaching process. *YAI Network's 33rd Annual International Conference on Intellectual and Developmental Disabilities*, New York, NY.

Keith, D. L., Spaulding, L. S., Beam, A., & DeWitt, K. (2012, April 12). Maslow's Hierarchy and Parents. *The Council for Exceptional Children 2012 Conference & Expo.* Denver, CO.

Rockinson-Szapkiw, A. & Spaulding, L.S. (2012. February 9). Strategies for fostering doctoral student persistence. *Conference on Higher Education Pedagogy*, Blacksburg, VA.

Spaulding, L. S., & Keith, D. L. (2011, November 18). Applying Maslow's Hierarchy to the parent/teacher relationship. *Virginia CEC Annual Conference*, Lynchburg, VA.

Flannagan, J. S. & Spaulding, L. S. (2011, March 10). Best practices for inclusive science instruction. *National Conference on Science Education*, San Francisco, CA: National Science Teachers Association (NSTA).

Spaulding, L. S. (2010, November 6). *Lessons from the past, implications for the future: The history of special education.* Virginia CEC Annual Conference, Virginia Beach, VA: Virginia Federation of the Council for Exceptional Children.

Spaulding, L. S., & Keith, D. L. (2010, November 4). *The history of special education: Lessons from the past, implications for the future.* Annual TED Conference, St. Louis, MO: Teacher Education Division (TED) of the Council for Exceptional Children (CEC).

Keith, D. L., Spaulding, L.S., & Beam, A.M. (2010, November 4). *The effects of poverty in the role of schools: Implications for teacher-preparation programs*. Annual TED Conference, St. Louis, MO: Teacher Education Division (TED) of the Council for Exceptional Children (CEC).

Wighting, M., Nisbet, D., & Spaulding, L. S. (2010, June 29 – July 2). *Relationships between sense of community and perceived learning*. Humanities Conference, University of California, Los Angeles, CA.

Spaulding, L. S. (2010, March 26). *Determining best practices and interventions in special education.* The Virginia Academy of Special Education Symposium, Virginia Beach, VA: The Virginia Academy of Special Education.

Flannagan, J. S. & Spaulding, L. S. (2009, October 23). *Inclusive practices for elementary science instruction*. "Bridging the Gap Between Research and Practice" National DLD Conference, San Diego, CA: Division for Learning Disabilities (DLD) of the Council for Exceptional Children (CEC).

Wighting, M., Nisbet, D., & Spaulding, L. S. (2009, February 16-18). *Relationships between sense of community and academic achievement: A comparison among high school students.* Conference of the Association of Teacher Educators, Dallas, TX.

Schuette, C. T., Wighting, M. J., Spaulding, L. S., Ponton, M. K., & Betts, A. L. (2009, February 25-27). *Factors which contribute to positive teacher views of standardized tests*. New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM.

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## MEDIA

Spaulding, L. (November 20, 2025). Interviewed by Mari White and Brian Weigand on *The Morningline*. Listen here.

## GRANTS

Spaulding, L. S. (2023). *Designing and integrating sensory spaces in the learning environment*. Teaching & Learning Center (T&LC) Innovative Teaching Grant. Amount awarded: $1000.00

Spaulding, L. S., & Dillon, M. (2022). *Promoting and supporting the Neurodiverse Student Alliance*. Diversity and Inclusion Innovation Grant, University of Lynchburg. Amount awarded: $750.00.

Spaulding, L. S. (2022). *A phenomenology examining the lived experiences of college students who identify as neurodiverse*. Summer Research Grant, Faculty Development Committee, University of Lynchburg. Amount awarded: $1,953.60.

Spaulding, L. S., & Dillon, M. (2021). *Development of a student-led community that fosters a sense of connection, belonging, and shared leadership for University of Lynchburg students who identify on the autism spectrum and/or as neurodiverse*. Diversity and Inclusion Innovation Grant, University of Lynchburg. Amount awarded: $800.00.

Spaulding, L. S., Goodwin, M., Alcindor, E. (2016). *Implementation of an urban education recognition program to equip teacher candidates for careers in urban schools*. Illuminate Grants for the Improvement of Teaching, Liberty University. Amount awarded: $4500.00.

Spaulding, L. S., & Rockinson-Szapkiw, A. J. (2013). *Using personality to understand methodology choices for dissertations*. Faculty Research Grant, Liberty University. Amount awarded: $3000.00.

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## PROFESSIONAL SERVICE

### Editorial Service

Journal Co-Editor (2024 - Present)
*Journal of Education, Leadership, and Counseling*
University of Lynchburg

Journal Co-editor (2013 - 2017)
*Research to Practice: K-12 Scholarship Journal*
Virginia Federation of the Council for Exceptional Children

Article Editor (2016)
*SAGE Open*

**Peer Review: Grant Proposals**

Peer Reviewer, *Fulbright Specialist Program,* World Learning (2026 - present)

Expert Reviewer: *Nuffield Foundation: A* UK based independent charitable trust with a mission to advance social well-being through funding research that informs social policy, in education, welfare, and justice.

**Peer Review: Conference Proposals**

AERA 2024 Annual Meeting Peer Reviewer
Special Interest Group (SIG): Special and Inclusive Education Research
*American Educational Research Association (AERA)*

AERA 2023 Annual Meeting Peer Reviewer
Special Interest Group (SIG): Qualitative Research
Special Interest Group (SIG): Special and Inclusive Education Research
*American Educational Research Association (AERA)*

AERA 2017 Annual Meeting Peer Reviewer
Special Interest Group (SIG): Research on Women and Higher Education
*American Educational Research Association (AERA)*

AERA 2016 Annual Meeting Peer Reviewer
Special Interest Group (SIG): Doctoral Education Across Disciplines
*American Educational Research Association (AERA)*

AERA 2014 Annual Meeting Peer Reviewer
Special Interest Group (SIG): Doctoral Education Across Disciplines
*American Educational Research Association (AERA)*

Conference Proposal Review
*Conference on Higher Education Pedagogy at Virginia Tech (2014)*

Conference Proposal Review
*Teacher Education Division of the Council for Exceptional Children Annual Conference (2012)*

**Peer Review: Journals**

Peer Reviewer: *Canadian Journal of Higher Education* (2015 - present)
Peer Reviewer: *SAGE Open* (2016 - present)
Guest Reviewer: *Collection of Papers of the Faculty of Philosophy in Priština* (2023)
Peer Reviewer: *Educational Policy* (2023)
Peer Reviewer: *Children & Society* (2021)
Peer Reviewer: *Mind, Brain, and Education* (2018)
Peer Reviewer: *Heliyon* (2019)
Guest Reviewer: *European Journal of Educational Sciences* (2018)
Guest Reviewer: *Study of Childhood in the Past* (2017)
Peer Reviewer: *Research to Practice: K-12 Scholarship Journal* (2010 – 2017)
Peer Reviewer: *Small Special Education Programs Caucus (SSEPC) Monograph,* Subdivision of the Teacher Education Division (TED) of the Council for Exceptional Children (CEC) (2012)

**Peer Review: Books**

Book Reviewer, Research Methods in Special Education, Spring 2020
*Health Care Books and Journals for SLACK Incorporated*

Book Reviewer, Research Methods, Fall 2015 - present
*SAGE Publications*

**Peer Review: Judge**

Judge: *Research Week* (2021, 2020, 2019, 2018), Liberty University

**Service with Professional Associations**

*Committee Member,* Fulbright National Screening Committee (2022, 2020, 2019) for the Fulbright U.S. Student Program.

*Panelist,* American Educational Research Association (AERA) Special and Inclusive Education Research (SIER) Special Interest Group (SIG) Pre-Conference Mentoring Session on the *Academic Job Search Process* (April 20, 2022).

*Session Convener,* Virginia Educational Research Association (VERA) Annual Conference, September 12, 2019. Charlottesville, VA.

*President- Elect,* Virginia Federation of the Council for Exceptional Children (CEC), December 2016 – 2017.

*Vice-President,* Virginia Federation of the Council for Exceptional Children (CEC), 2014 to 2016.

*Session Chair,* Second 21st Century Academic Forum Conference at Harvard University, Boston, MA, March 2015.

*Secretary,* Virginia Federation of the Council for Exceptional Children (CEC), August 2010 to November 2014.

*Conference Organizer,* Virginia Federation of the Council for Exceptional Children State Conference, November 18, 2011; November 2, 2012; October 26, 2013; October 17, 18, 2014; March 11, 2016; November 18, 2016).

*Conference Volunteer,* Virginia Council for Exceptional Children State Conference, November 2010

*Conference Volunteer*, Virginia Academy of Special Education Symposium, March 2008

**Program Development**

MEd in Special Education: Deaf and Hard of Hearing
*College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Graduate Certificate: Add-On Endorsement in Career & Technical Education (CTE) - Transition & Special Needs (Spring 2023), *College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Graduate Certificate: Special Education General Curriculum Elementary (K-6) Add On Endorsement (Spring 2025), *College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Graduate Certificate: Special Education General Curriculum Secondary (6 - 12) Add On Endorsement (Spring 2025), *College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Add-On Endorsement in Special Education-General Curriculum (K - 6) for Elementary Education Majors (Spring 2022), *College of Education, Leadership Studies, and Counseling, University of Lynchburg*

PhD in Education: Special Education (Spring 2019), *School of Education, Liberty University*

Developed the following state-approved teacher licensure programs at Liberty University in accordance with the regulations governing the review and approval of education programs in Virginia:

- Master of Arts in Teaching: Special Education Early Childhood (Fall 2020)
- Master of Arts in Teaching: Special Education Adapted Curriculum (Fall 2020)
- Graduate Certificate for Career and Technical Education-Transition and Special Needs (Add-On Endorsement; Fall 2020)
- Graduate Certificates for Special Education General Curriculum Add-On Endorsements in Elementary Education, Middle Grades Education, and Secondary Education (Fall 2020).
- BEd in Elementary Education: Special Education Add On Endorsement (Spring 2021)

**Accreditation**

Committee Leader, Council for the Accreditation of Educator Preparation (CAEP) Standard 1: Content and Pedagogical Knowledge (2026 - Present).
*School of Professional and Applied Sciences, University of Lynchburg*

Committee Member, Council for the Accreditation of Educator Preparation (CAEP) Standard 4: Program Impact (2021 - 2026)
*College of Education, Leadership Studies, and Counseling, University of Lynchburg.*

Committee Leader, Council for the Accreditation of Educator Preparation (CAEP) Standard 3: Candidate Quality, Recruitment, & Selectivity (2019 - 2021)
*School of Education, Liberty University*

Report Writer, Council for Exceptional Children (CEC) Specialized Professional Association (SPA) Report (2019 - 2022)
*School of Education, Liberty University*

Research Advisor, *Case Study on the Impact of Completers on P-12 Student Learning*; Study to address the Council for the Accreditation of Educator Preparation (CAEP) Standard 4: Program Impact (Fall 2017).
*School of Education, Liberty University*

Member, Quality Enhancement Plan (QEP) Steering Committee; Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) (February 2015 - March 2016)
*Liberty University*

Sub Committee Co-Chair, Quality Enhancement Plan: Best Practice and Action Committee (February 2015 - March 2016)
*Liberty University*

Faculty Participant, National Council for Accreditation of Teacher Education (NCATE) (2015, 2010)
*School of Education, Liberty University*

Accreditation Action Team Leader: Academic Achievement
Southern Association of Colleges & Schools (SACS), (2006 – 2007)
*Thurgood Marshall Elementary School, Chesapeake Public Schools*

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## INSTITUTIONAL SERVICE

### Program Advisor

Fulbright Program Adviser (FPA), Fulbright U.S. Student Program (Spring 2022 - Present)
*University of Lynchburg*

### Faculty Sponsor

Faculty Co-Sponsor and Co-Founder, Neurodiverse Student Alliance (Spring 2022 - Present)
*University of Lynchburg*

Faculty Sponsor, Autism Speaks University (ASU) (Fall 2018 to Spring 2021)
*School of Education, Liberty University*

Faculty Co-Sponsor, Council for Exceptional Children Student Chapter (Fall 2018 to Spring 2021)
*School of Education, Liberty University*

Faculty Sponsor/Co-founder, Urban Education Student Club (Spring 2016 - Fall 2016)
*School of Education, Liberty University*

### Committees

Online General Education Taskforce (Fall 2026 - present)
*University of Lynchburg*

Student Scholar Showcase (Spring 2026)
*University of Lynchburg*

First Generation Student Advisory Council (Spring 2024 - present)
*University of Lynchburg*

Institutional Review Board Member (Summer 2022 - present)
*University of Lynchburg*

Founding Member of the University of Lynchburg Fulbright Council (Spring 2022 - present)
*University of Lynchburg*

New Faculty Search Committee: School Counseling (Spring 2023 - Summer 2024)
*College of Education, Leadership Studies, & Counseling, University of Lynchburg*

Search Committee: Coordinator, Center for Accessibility & Disability Resources (Summer 2022)
*University of Lynchburg*

New Faculty Search Committee: Elementary Education - 2 positions (Spring 2022)
*College of Education, Leadership Studies, & Counseling, University of Lynchburg*

Award Selection Committee (Spring 2022 - present)
*College of Education, Leadership Studies, & Counseling, University of Lynchburg*

Lesson Plan & Student Teaching Assessment Working Group (Spring 2022)
*College of Education, Leadership Studies, & Counseling, University of Lynchburg*

New Faculty Search Committee: Leadership Studies (2021 - 2022)
*College of Education, Leadership Studies, & Counseling, University of Lynchburg*

Hornet to Hornet Homecoming Alumni Panel Committee (2021, 2022, 2023)
*College of Education, Leadership Studies, & Counseling, University of Lynchburg*

Institutional Review Board Member (2010 to 2021)
*Liberty University*

Office of Sponsored Programs Policy Review Committee (2017)
*Liberty University*

Fulbright Campus Committee Evaluation (2015 – 2021)
*Liberty University*

Advisory Board Member: Center for Research & Scholarship (2016 – 2021)
*Liberty University*

Member: Community Advisory Council (2014 - 2021)
*School of Education, Liberty University*

Committee Member: General Faculty Interview Committee (2016 – 2020)
*Liberty University*

Dissertation Award Committee Member (Spring 2018, 2017, 2015, 2014)
*School of Education, Liberty University*

Co-Developer and Reviewer for the Provost's Award for Research Excellence (2016 - 2017)
*Liberty University*

Promotion Committee Member (Spring 2017, Fall 2016, Fall 2014)
*School of Education, Liberty University*

Proposal Development for Center for Individual Excellence (Spring 2016)
*Liberty University*

PhD in Education Development Committee (Fall 2015)
*School of Education, Liberty University*

Development Team for the Grants Administration Department (2015)
*Liberty University*

New Faculty Search Committee Member (2015, 2011)
*School of Education, Liberty University*

Committee Member: Faculty Senate Committee on Student Life (2011 - 2014)
*Liberty University*

**Presentations/Workshops**

Panelist: Autism Acceptance: Understanding Neurodiversity and Building Acceptance (April 2, 2026)
*Office of Disability Accommodation Support, Liberty University*

Presenter: Supporting Students with Disabilities and Students who Identify as Neurodivergent on the College Campus (October 6, 2025). See recording here.
*Lunchtime Faculty Research Presentation Series, University of Lynchburg*

Guest Lecturer: EDUC 222 Human Diversity and Exceptionalities 6-12 (October 7, 2024)
*College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Guest Lecturer: EDCI 606 Effective Instructional Strategies (April 23, 2024)
*College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Guest Presenter: Behavior Management Workshop: The Functional Behavior Assessment & Behavior Intervention Plan (February 8, 2024)
*Urban Education Club, Liberty University*

Presenter: Noyce Workshop: Universal Design for Learning (November 14, 2023)
*College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Panelist: First-Gen Women's Leadership Panel (November 9, 2023)
*The Office of Parent, Family and New Student Connections, University of Lynchburg*

Guest Lecturer: EDUC 222 Human Diversity and Exceptionalities 6-12 (October 23, 2023)
*College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Co-presenter with Dillon, M: Neurodiverse Student Alliance (April 12, 2023)
*Diversity, Inclusion, & Innovation Grant Presentations, University of Lynchburg*

Guest Lecturer: EDCI 606 Effective Instructional Strategies (April 11, 2023)
*College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Presenter: Educational Strategies Workshop for Goochland High School (March 30, 2023)
*College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Presenter: Professional Development Workshop: Behavior Management (November 28, 2022)
*College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Guest Lecturer: EDUC 222 Human Diversity and Exceptionalities 6-12 (November 15, 2022)
*College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Co-Presenter with Cash, D: Teachers for Tomorrow Workshop: An Introduction to Special Education (October 31, 2022). *College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Presenter: Noyce Workshop: Teaching Economically and Culturally Diverse Students (October 18, 2022). *College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Co-presenter with Manian, S., Savage-Davis, E., Savage, B., & Mork, E. (May 18, 2022). An Introduction to the United States Fulbright Program and an Overview of Opportunities for Students, Faculty, and Staff. *Teaching and Learning Conference, University of Lynchburg*

Co-Facilitator with Dillon, M. & Student Panelists: Adams, C., Metz, S., Sharp, J., Walker, L., & Moench, J. (May 18, 2022): A Panel Discussion with University of Lynchburg Students about Neurodiversity. *Teaching and Learning Conference, University of Lynchburg*

Co-presenter with Dillon, M:  Neurodiverse Student Alliance (May 9, 2022)
*Diversity, Inclusion, & Innovation Grant Presentations, University of Lynchburg*

Guest Presenter: A Crash Course in Behavior Management (March 3, 2022)
*Urban Education Club, Liberty University*

Guest Presenter: Noyce Workshop: Universal Design for Learning (October 14, 2021)
*College of Education, Leadership Studies, and Counseling, University of Lynchburg*

Co-Facilitator with Warren, E. & Student Panelists: Lambert, A, Cumbo, D., Warren, B., Cashion, S., Utley, C.: Panel Discussion with Students on the Autism Spectrum at Liberty University (January 13, 2021).
*Conference on Teaching Excellence, Liberty University*

Co-Facilitator with Warren, E. & Student Panelists: Cumbo, D., Warren, B., Bowen, A. & Lambert, A.: Panel: Serving Students on the Autism Spectrum (January 9, 2020)*
*Conference on Teaching Excellence, Liberty University*

*Presentation received the *Award of Distinction for Best Workshop Presentation*.

Co-Presenter with Michael, K.: Creating a Research Agenda for Producing Scholarly Work (January 9, 2020).
*Conference on Teaching Excellence, Liberty University*

Guest Presenter: Qualitative Inquiry, Nursing Lunch & Learn (April 3, 2019)
*Liberty University School of Nursing*

Guest Speaker: Qualitative Research (March 2020; March 22, 2019; October 26, 2018).
*INDS 400, Liberty University*

Panelist: Research Mentorship Workshop (August 22, 2018)
*Liberty University*

Co-presenter with Sosin, L: Combatting the Attrition Problem: Promoting Persistence in Graduate, Online Education (January 17, 2018)
*Institute for Student Success, Liberty University*

Panelist: Mentoring Undergraduate Students in Research (August 23, 2016)
*Institute for Student Success, Liberty University*

Presenter: Resilience-Based Strategies for Addressing Bullying at the Level of the School, Classroom, and Individual (November 24, 2015).
*Liberty Christian Academy (LCA) 2015 Fall Seminars*

Co-presenter with Elder, C., & Terrell, K.: Family Educational Involvement (2015, November 24).
*Liberty Christian Academy (LCA) 2015 Fall Seminars*

Presenter: Research to Practice: K-12 Scholarship Journal (October 18, 2014)
*Virginia Federation of the Council for Exceptional Children Annual Fall Conference*

Panelist: How Can I Get My Scholarship Published? (October 2, 2014)
*Research Workshops, Liberty University*

Guest Speaker: Freedom 4/24 Student Chapter Event (February 18, 2014)
*School of Education, Liberty University*

Panelist: EDUC 125 - Introduction to Education (April 2018, 2017, 2016; March 2014; October 2013)
*School of Education, Liberty University*

Presenter: Research to Practice: K-12 Scholarship Journal (October 26, 2013).
*Virginia Federation of the Council for Exceptional Children Annual Fall Conference*.

Panelist: Winning Teaching Styles (January 25, 2013)
*Center for Teaching Excellence*, *Liberty University*

Guest Speaker: LU Student Chapter of the Council for Exceptional Children (April 6, 2012)
*School of Education, Liberty University*

**Session Moderator**

Student Scholar Showcase (2023, 2026)
*University of Lynchburg*

**Research Supervision**

Doctoral Dissertation Chair/Committee Member (2023 – present)
*College of Education, Leadership Studies, & Counseling, University of Lynchburg*

Senior Honors Thesis Director (2022 - present)
*College of Education, Leadership Studies, & Counseling, University of Lynchburg*

Doctoral Dissertation Chair/Committee Member (2009 – present)
*School of Education, Liberty University*

Doctoral Dissertation Methodologist (2018 - 2021)
*School of Education, Liberty University*

Doctoral Dissertation Research Consultant (2010 – 2017)
*School of Education, Liberty University*

Master's Thesis Committee Member (2017 – 2019)
*Department of Sport Management, Liberty University*

Senior Honors Thesis Chair/Committee Member (2010 – 2021)
*School of Education, Liberty University*

**Doctoral Dissertation Chair**

Chouiniere, C. (2026). *Unmasking unity: A grounded theory study of holistic executive functioning intervention development by support personnel for twice-exceptional high school students in a rural residential school setting*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/8365/

Schultz, S. (2026). *The experiences of females with ADHD receiving their diagnoses in post-secondary school: A phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/8470/

Benton, M. (2025). *Elementary special educators' intentions regarding the utilization of high-tech augmentative and alternative communication devices in the classroom: a transcendental phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/8183/

Barger-Johnson, J. (2025). *Recruiting today's students to become tomorrow's teachers: A single case study.* Unpublished doctoral dissertation, University of Lynchburg, Lynchburg, VA.

Lamont, K. (2025). *A phenomenological study of overcoming school experiences of disability-related stigma to gain competitive employment for individuals with learning disabilities*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. https://digitalcommons.liberty.edu/doctoral/7501/

Matthews, A. (2025). *Developing healthy friendships: A hermeneutic phenomenological study of twice-exceptional adults with autism spectrum disorder*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/7482/

Jordan, M. (2025). *The lived experiences of teachers of students with profound and multiple disabilities with respect to recess: A hermeneutic phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/7018/

Hall, M. (2024). *Factors influencing college experience among first-generation college student women.* Unpublished doctoral dissertation, University of Lynchburg, Lynchburg, VA.

Hunter, T. (2024). *Understanding special education teachers' perspectives on the least restrictive environment: A collective case study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/6361/

Squibb, E. (2024). *Special education teachers' perspective on burnout when legal counsel is part of the IEP team: A qualitative study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/6256/

George, S. (2024). *A single instrumental case study examining the needs of professional staff in elementary schools towards becoming a trauma-sensitive school.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5823/

Shank, V. (2024). *A phenomenological study of the self-efficacy of elementary reading specialists to address the mental health needs of students.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5512/

DeBolt, E. (2024). *A phenomenological study of the perinatal experiences shaping a woman's identity in academia.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5624/

Clevenger, T. (2024). *Late to the game: A phenomenological study of the educational experiences of females with autism spectrum disorder.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5447/

Wisinski, K. (2024). *Weathering the storm: A phenomenological study of K-12 special educator resilience and retention*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5649/

Lopez, K. (2024). *The lived experiences of immigrant families who have a child with a disability: A hermeneutic phenomenology*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5435/

Salzer, C. (2024). *The transformation of rural classroom elementary English language teachers during distance learning: A phenomenology*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5087/

Hamilton, N. (2023). *From dropout to doctorate: A phenomenology of the self-determination of individuals who persisted to completion.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/4166/

*Dean, M. (2023). *A constructivist grounded theory explaining how families homeschooling learners with special educational needs and disabilities mediate learning experiences*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3765/

* Recipient of the *Liberty University School of Education Qualitative Dissertation Award*, May 2023.

Johnson, J. C. (2023). *The experiences of elementary general education teachers working with students with mental health deficits: A phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/4497/

Vu, C. (2022). *A phenomenology examining the experiences of Asian American women in distance education doctoral programs: A transcendental phenomenological study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3610/

Cavender, J. (2022). *Best Buddies Club: A phenomenological study of the non-disabled peer perspective on socially interacting with students with disabilities.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3494/

Kremer, A. (2022). *Exploring how Catholic school leaders use the national standards and benchmarks for effective catholic schools as a framework for accreditation: A single case Study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3438/

Bernau, H. (2021). *Effects on the social-emotional learning of students identified as twice-exceptional: A phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3284/

Frias, J. (2021). *A phenomenological study of the experiences of principals who implemented a Schoolwide-Positive Behavior Intervention and Supports framework*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3185/

Murray, K. (2021). *Residential adjunct faculty members' experiences forming and maintaining caring instructor-student relationships: A transcendental phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3159/

*Cason, A. (2021). *A phenomenological study of how Black South African university students experience cultural identity in an English-medium instruction context*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2843/

* Recipient of the *Liberty University School of Education Qualitative Dissertation Award*, May 2021.

Hogan, T. (2020). *Professor-student relationships and the perceived influence on motivation to persist in undergraduate students: A phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2758/

Hudson, M. (2020). *Growing grit to produce doctoral persistence: A grounded theory study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2367/

Meulemans, P. (2019). *The voice of Latinas persisting in science, technology, engineering, and mathematics: A phenomenological study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2107/

Whitlow-Spurlock, B. (2019). *A grounded theory study of the educational processes implemented by parents homeschooling gifted or twice-exceptional children*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2093/

Phillips, E. (2019). *A Phenomenological study of advanced age individuals pursuing a doctoral degree.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2100/

Rudd, A. (2019). *A grounded theory study explaining teachers' instructional decision-making on mathematics fact fluency for students with a mathematics learning disability*. Unpublished

doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2102/

Koester, J. (2019). *Attitudes and perceptions of concealed carry on campus: A case study of students, staff, and faculty at Liberty University*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2082/

Motte, K. (2019). *A grounded theory study of the ideal components of an orientation for a distance education Doctor of Education program: The perspectives of students, non-per sisters, alumni, faculty, and administrators*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2051/

Ross, P. (2019). *Military veterans and their motivation to persist in distance education doctoral programs.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2020/

Kerins, S. (2019). *A phenomenological study of the job-related experiences of early Catholic elementary school principals and in the mid-eastern region of the United States*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2034/

Rogers, S. (2018). *Nothing left unfinished: A transcendental phenomenological study of the persistence of Black women in distance education doctoral programs*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/1856/

Romero, K. (2018). *A model of the process African American adolescents use to integrate their bilingual identity with their overall identity in a foreign language immersion environment: A grounded theory study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1768/

Patterson, J. (2017). *Identifying as husbands, fathers, and school leaders: A phenomenology of persistence among limited residency doctoral students.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. http://digitalcommons.liberty.edu/doctoral/1629/

Haygood, A. (2017). *The role of the short-term mission trip process in the development of cultural intelligence in university students: A collective case study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=2405&context=doctoral

*+Jones, L. (2016). *Exploring attitude transformation: A grounded theory study of Romanian teachers of Roma students.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1193/

* Selected to participate in the American Educational Research Association (AERA) *Division K Graduate Student Pre-Conference Seminar,* April 2016.

+ Recipient of the *Liberty University School of Education Qualitative Dissertation Award*, May 2016.

Barnett, A. (2016). *A multiple case study of challenges and successes experienced by founders and directors of nature-based preschools in the United States.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1211/

Rogers, A. J. (2016). *Development and validation of a classroom observation instrument for implementation of co-teaching practices.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1221/

Richardson, D. (2016). *A phenomenological inquiry of grade retention as experienced by twice retained middle school students.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1186/

Reynolds, J. D. (2015). *A view of parents of children with autism through Maslow's hierarchy of needs: A phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1240/

Wicks, C. J. (2015). *A grounded theory study exploring the technology decisions mothers make for their preschool age children in the home environment.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1064/

Jones, B. K. (2014). *A grounded theory study on the role of differentiated instruction in effective middle school science teaching*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/923/

Williams, B. (2013). *A grounded theory study investigating how parents' adolescent experiences influence their attitudes and behaviors toward their children's middle school education*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/700/

Forrester, M. (2012). *Gifted Hispanic identity: Exploring relationships among resilience, goals, and academic orientation*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/589/

*+ Gerst, S. (2012). *The co-teaching journey: A systematic grounded theory study investigating how secondary teachers resolve challenges in co-teaching.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/574/

* Selected to participate in the Council for Exceptional Children (CEC) *Division for Research Doctoral Seminars in Special Education Research*, Division for Research, Fall 2011.

+ Recipient of the *Liberty University School of Education Qualitative Dissertation Award*, May 2013.

Courbron, C. (2012). *The correlation between three reading fluency sub skills and reading comprehension in at-risk adolescent readers.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/545/

Sands, T. (2011). *The relationship factor: The nature and development of teacher-student relationships in middle school.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/462/

Logan, L.E. (2010). *Identifying middle school students at risk for dropping out of high school.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/394/

**Doctoral Dissertation Reader / Methodologist**

Simon, G. (2026). *SAY THEIR NAMES: A hermeneutic phenomenological study of the first Black students to desegregate colleges in Central Virginia*. Unpublished doctoral dissertation, University of Lynchburg, Lynchburg, VA.

Gucca, J. (2026). *Learning while leading: A relational narrative inquiry of a middle school principal's leadership learning through mentorship and professional learning communities*. Unpublished doctoral dissertation, University of Lynchburg, Lynchburg, VA.

Spaulding, K. (2026). *The Intervention Design Specialist program as a Tier III support in elementary schools: An explanatory case study.* Unpublished doctoral dissertation, University of Lynchburg, Lynchburg, VA.

Mason, M. (2026). *The weight of wings: Grief, love, and the fight to finish.* Unpublished doctoral dissertation, University of Lynchburg, Lynchburg, VA.

Ramirez Vasquez. E. (2026). *High-functioning autism, stress, and access to resources: A grounded theory analysis of families' strategies to create a network of support*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/8248/

Regala, A. (2026). *A phenomenological study of the experiences of higher education faculty towards inclusion of racial and ethnic minority students with disabilities.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. https://digitalcommons.liberty.edu/doctoral/8105/

Melvin, J. (2026). *Exploring teacher experiences and readiness in supporting twice-exceptional students: A transcendental phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/8590/

Proffit, R. (2025). *Chronic absenteeism: A case study in a central Virginia high school investigating student habits and potential interventions.* Unpublished doctoral dissertation, University of Lynchburg, Lynchburg, VA.

Botnari, C. (2025). *Investigating perceived emotional support from administrators on alleviating burnout among special education teachers in southeast texas: A phenomenological study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/6723/

Hill, J. L. (2025). *Understanding educators' experiences facilitating the psychological needs of twice-exceptional learners: A transcendental phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/7210/

McDermott, M. (2025). *Teachers' experiences implementing reading comprehension strategies with students with autism spectrum disorder: A phenomenology study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/6883/

Bonnette, A. (2025). *A multiple-case study of nature center programs, events, and service adaptations in response to emerging community needs.* Unpublished doctoral dissertation, University of Lynchburg, Lynchburg, VA.

Strafaccia, H. (2025). *An exploration of self-efficacy of online dissertation chair-only faculty during the mentoring process: A transcendental phenomenological study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/6490/

Wilson, B. (2024). *Investigating the impact of intervention design specialists in Bedford County Public Schools: A collective case study.* Unpublished doctoral dissertation, University of Lynchburg, Lynchburg, VA.

Reina, L. (2024). *A theoretical model to decrease stress and anxiety and improve mental health and well-being in physical therapy students: A grounded theory study.* Unpublished doctoral dissertation, University of Lynchburg, Lynchburg, VA.

Turner, W. (2024). *Exploring job demands that increase burnout rates among secondary, public, interrelated special education teachers: A hermeneutic phenomenology*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Smith, S. (2024). *Middle school teachers' experiences in the virtual co-teaching setting: A qualitative transcendental phenomenological study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Cox, D. (2024). *A phenomenological study of the lived experiences of early career elementary teachers' self-efficacy toward meeting the needs of the twice-exceptional students in the general education classroom*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Cain, J. (2024). *Teacher retention in Title 1 schools: A phenomenological qualitative study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Jacumin-Simmons, E. L. (2024). *A phenomenological study of special education teacher self-efficacy for English Learner instruction.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Cain, J. (2024). *Teacher retention in Title 1 schools: A phenomenological qualitative study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Smith, J. D. (2024). *The perceptions of elementary teachers in an inclusive classroom environment related to their teacher preparatory programs: A phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Douglas, A. M. (2024). *The lived experiences of active-duty military parents caring for a child with attention deficit hyperactivity disorder in grades 6 - 12: A phenomenological study.* Unpublished

doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5793/

Pore, K. (2024). *First-generation doctoral students, impostorism, and belonging: A transcendental phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5410/

Simmons, A. (2024). *Special education teachers' experiences addressing mental health concerns in students with comorbid disabilities: A phenomenological study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5416/

Golis, A. (2023). *The work adjustment of expatriate teachers employed in Chinese internationalized schools: A hermeneutical phenomenology.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/5014/

Garcia, E. (2023). *Promises made, promises kept? A phenomenological study exploring the experiences of California community college promise program students and their pursuit of a bachelor's degree*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/4934/

Ward, C. (2023). *How Eagle Public Schools' gifted program works as a system: A case study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/4949/

Fulp, A. S. (2023). *Career pathway of women in higher education leadership: A qualitative transcendental phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/4766/

Becker, N. (2023). *Tip of the iceberg in changing school in changing school culture: Acknowledging and addressing microaggressions*. Unpublished doctoral dissertation, University of South Carolina, SC.

Maxwell, J. (2023). *Historically Black Colleges and University graduates transitioning to Predominantly White Institutions for graduate school: A phenomenological study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/4359/

Stewart, N. M. (2023). *Self-determination and student persistence: A case study of a higher Education institution exclusive to students with disabilities*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/4459/

Caproni. A. (2023). *Public vocational school teachers' experiences and perceived self-efficacy in working with students with disabilities in an inclusive environment: A phenomenological inquiry.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/4363/

Owens, S. (2022). *Examining synchronous technology and corrective feedback in high school mathematics courses: A collective case study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3854/

Schloemer-Frazer, D. (2022). *A phenomenological study of one-to-one paraeducators' self-efficacy in self-contained special education programs.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3693

Dolegowski, M. (2022). *Rural teachers' and school leaders' perceptions of school climate and student achievement in math and reading: A multiple case study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3568/

Glover, L. A. (2022). *A phenomenological study: The self-efficacy of twice-exceptional students.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=4515&context=doctoral

Collins, S. T. (2022). *Higher education faculty members' experience implementing instructional technology tools and changing instructional practices during the COVID-19 pandemic: A qualitative transcendental phenomenological study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3653/

Lawrence, N. M. (2022). *A transcendental phenomenological study of attachment bonding experiences of at-risk students who graduated high school.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3388/

Agyekum, S. (2021). *The Experiences of Students with Disabilities: A Phenomenological Study of Postsecondary Students in Ghana*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3038/

Joseph, L. (2021). *Leadership Advancement: A Phenomenological Study of Black Male Leadership in Higher Education*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3380/

Tipton, D. (2021). *A Case Study Investigation: Student's Perceptions of Preferential Treatment of Student-Athletes.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3292/

Huff, J. (2021). *International Schools and Third Culture Kids Identity Development: A Qualitative Multi-Case Study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3281/

Crowder, M. A. (2021). *Overcoming Trauma: A Phenomenological Study of Adults who Overcame Childhood Trauma.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3294/

Young, S. (2021). *A Case Study of Teachers of Elementary Gifted Students and Their Perceptions of Best Practices for Teaching Visual Spatial Activities in the Classroom*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3120/

Tennefoss, K. R. (2021). *Understanding Instructional Spelling Practices of Third and Fourth Grade Teachers. An Embedded Multiple Case Study.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3229/

Daly, L. (2021). *White coat remediation: Understanding medical students' academic remediation experiences*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3122/

Kramer, A. (2021). *The Impact of Inclusive Middle School Classrooms on Students' Academic Self-Efficacy During the COVID-19 Pandemic*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3103/

Harris, M. J. (2021). *Mothers of students with a disability: A phenomenological study of experiences with school discipline*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3031/

Blackwelder, A. (2021). *The effects of a mindfulness curriculum on mathematics word problem performance in 3rd and 4th grade students*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/3059/

Yourous, K. E. (2020). *Examining the role of on-campus experiences: A phenomenological study of persistence for limited-residency doctoral graduates*. See https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=3471&context=doctoral

Algood, C. J. (2020). Improving support for non-Japanese students bullied in Japan's elementary schools. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2568/

Solomon, N. (2019). *Uncommon corps: A transcendental phenomenology of the academic experiences of military-connected high school students transitioning between states.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=3345&context=doctoral

Cassidy, J. (2019). *Fostering whole person development through high school football: A case study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://search.proquest.com/docview/2322786368

Worley, D. (2019). *Life interrupted: An auto-ethnographic exploration of doctoral persistence with a diagnosis of cancer*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2120/

Brown, R. (2019). *A phenomenological investigation into the self-efficacy of special education team teachers with regard to their mathematics content knowledge*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2097/

Ramey, J. (2019). *A single-subject study on listening to student-selected music through headphones for students with ADHD*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/2103/

Fewox, K. M. (2018). *A multiple case study examining the challenges and successes in the development and implementation of transition and post-secondary education programs for students with intellectual disabilities*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/1866/

* Blount, B. (2018). *Students' spiritual integration into Bible colleges: A grounded theory study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1758/

* Recipient of the *Outstanding Qualitative Dissertation Award*, Liberty University, School of Education, May 2018.

* Holmes, J. (2018). *Integration of doctoral students in distance programs: An instrument validation study of educational doctorate students.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1677/

* Recipient of the *Outstanding Quantitative Dissertation Award*, Liberty University, School of Education, May 2018.

Schrank, S. M. (2018). *A phenomenological study examining the journey of identity development for internationally adopted adolescents in the United States.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See https://digitalcommons.liberty.edu/doctoral/1741/

Rockinson-Szapkiw, A. J. (2018). *Doctoral student persistence and academic identity development within the contexts of professional and distance doctoral programs and families: A three-article dissertation*. Doctoral Dissertation, Liberty University, Lynchburg, VA.

Ledford, C. (2017). *Trudy's triumph: A narrative life history of an adolescent survivor of abusive head trauma*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1614/

Adams, S. (2017). *Factors that predict persistence for non-immigrant, international students at a private, four-year university in Georgia.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1424/

Erdvig, R. (2016). *A model for biblical worldview development in evangelical emerging adults.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1311/

Crooke, C. C. (2016). *The predictive relationship between specific teacher characteristics and the perceived sense of teacher self-efficacy of non-native English speaking teachers of English as a foreign language in rural Thailand.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1165/

Bade, B. (2016). *The creation and assessment of a social integration predictive model for a large suburban community college.* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1159/

Teodori, M. C. (2016). *Why do they stay? A phenomenological study on the lived experiences of teachers who persist in urban K-12 Christian education*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/1144/

Smith, A. (2014). *Child maltreatment: What attitudinal factors of commitment, confidence, and concern predict reporting practices of preservice speech therapists?* Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/925/

Lyles, S. (2014). *School psychologists' experiences with teacher-to-student mistreatment*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/855/

Davenport, P. (2014). *Educators' perspectives on having been cyber-harassed: A phenomenological study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/797/

Bealman, V. (2013). *Certified public accountant education and ethical decision-making preparedness: A phenomenological study exploring connection*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/696/

Simmons, D. B. (2013). *Examining coping strategies of young girls victimized by relational aggression: A phenomenological study*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/657/

Bremer, C. L. (2012). *Why special education? Exploring the influence of motivation on choosing special education as a career.* Unpublished doctoral dissertation, Regent University, Virginia Beach, VA. See https://www.proquest.com/docview/1240980531

Helton, E. W. (2012). *Teachers and hand-held graphing technology: An examination of concerns*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/553/

Allen, E. (2012). *A study of the relationship between caregiver education level, time spent on school activities, and mathematics achievement*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/569/

Ingiamo, M. S. (2012). *A phenomenological study of motivations, experiences and reflections as related to teacher training and development in Tanzania*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/568/

Wyman, B. (2012). *A hermeneutic phenomenological study of non-completers in online Doctor of Education programs*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. See http://digitalcommons.liberty.edu/doctoral/642/

**Senior Honors Thesis Committee Chair**

***University of Lynchburg***

Owens, B. (2023). *Examining the Lasting Impact of Eugenics on I.Q. Testing and Modern Educational Diagnoses.*

***Liberty University***

Cherry, C. (2021). *Characteristics of individuals with autism spectrum disorder: Supporting increased eye contact.*

Weaver, G. (2019). *Autism spectrum disorders and positive familial effects.*

Hosek, M. (2019). *Special education in China: Viewing special education through a cultural lens.*

Strohman, E. (2014). *An examination of research to practice gaps in education: Whole language, learning modalities, and Brain Gym*.

Williams, S. (2012). *Disney syndrome: The effects of Disney media on female children and adolescents.*

Royce, K. L. (2011). *The family unit in children's literature from the Golden Age and contemporary American children's literature.*

**Course Development/Subject Matter Expert**
LS 820: Advanced Qualitative Methods
EDUC 990: Dissertation Defense
EDUC 989: Dissertation Writing & Research
EDUC 988: Dissertation Proposal & Defense
EDUC 980: Dissertation Prospectus
EDUC 970: Comprehensive Exam
EDUC 960: Dissertation Planning
EDUC 919: Professional Writing & Research
EDUC 917: Advanced Qualitative Methods of Research
EDUC 917: Qualitative Analysis
EDUC 817: Qualitative Methods of Research
EDUC 710: Introduction to Theory & Research
EDUC 518: Educational Research & Assessment
EDSP 489: Practicum in Special Education
EDSP 413: Inclusive Planning for Diverse Learners
EDSP 363: Behavior Management
RSCH 201: Research 201

**Instruction: University of Lynchburg**
***Doctoral Courses***

LS 804: Qualitative and Action Research
LS 820: Advanced Qualitative Methods

***Graduate Courses***
SPED 600: Foundations and Legal Aspects of Special Education
SPED 601: Designing and Implementing Individualized Education Programs
SPED 625: Positive Behavior Management
SPED 675: Collaboration in General & Special Education
SPED 681: Action Research Capstone

***Undergraduate Courses***
DELL 101: What is Normal? Society & Civil Rights
SPED 220: Introduction to Exceptionalities
SPED 231: Collaboration
SPED 232: Characteristics of Low Incidence Disabilities
SPED 337: Methods for Academic Content
SPED 402: Transition in Special Education
SPED 423: Special Education Practicum for Add On Endorsement

**Instruction: Liberty University**
***Doctoral Courses***
EDUC 990: Dissertation Defense
EDUC 989: Dissertation Proposal & Research
EDUC 980: Dissertation Prospectus
EDUC 970: Comprehensive Exam
EDUC 919: Professional Writing & Research (Qualitative & Quantitative)
EDUC 917: Qualitative Analysis
EDUC 817: Qualitative Methods of Research
EDSP 725: Assessment & Evaluation in Special Education

***Graduate Courses***
EDUC 623: Principles of Behavior Management
EDUC 518: Educational Research & Assessment

***Undergraduate Courses***
EDUC 476: Student Teaching
EDSP 413: Inclusion and Diversity: Effective Practices and Strategies
EDSP 414: Inclusion and Diversity: Effective Practices and Strategies Practicum
EDSP 363: Behavior Management
EDSP 364: Behavior Management Practicum
EDUC 225: Instructional Design

EDUC 226: Instructional Design Practicum

***Student Teacher Supervision***
Two candidates with dual endorsements in Elementary and Special Education, Spring 2021
Two candidates with dual endorsements in Elementary and Special Education, Fall 2019
Three candidates with licensure, 2 Special Education, 1 Elementary Education, Fall 2018
Four candidates with licensure in Special Education, Spring 2017
Three candidates with licensure in Special Education, Fall 2016

**Instruction: Regent University**
ETSP 552: Behavior Management and Social Skills

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## PROFESSIONAL MEMBERSHIPS/ASSOCIATIONS

Neurodiversity & Autism Research in Education Committee (NAREC)
A sub-committee of the *Special and Inclusive Education Research Special Interest Group* of AERA

Beta Phi Fellow of the Beta Phi Society (Inducted Spring 2023)

American Educational Research Association (AERA)
*Division: Measurement and Research Methodology*
*Special Interest Group (SIG): Special and Inclusive Education Research*
*Special Interest Group: Qualitative Research*

Council for Exceptional Children (CEC)
*Division for Learning Disabilities*
*Division for Research*
*Division of International Special Education and Services*
*Teacher Education Division*

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## SERVICE: COMMUNITY

Advisory Board Member, Prevention Education Curriculum Development (2021 - present)
*Freedom 4/24, Lynchburg, VA*

Coach, U6 Soccer (Fall 2017)
*Forest Youth Athletic Association, Forest, VA*

Committee Member, Early Learning Committee (2014)
*Amazement Square, Lynchburg, VA*

House Parent & Volunteer (July 2010)
*Japanese Homestay Program, Lynchburg, VA*

Volunteer/English Tutor (2008 – 2009)
*Outreach Africa: The "Lost Boys" of Sudan, Norfolk, VA*

Youth Director/Mentor (2001 – 2004)
*Leroy, NY*

Math Tutor, Upward Bound (2000 – 2001)
*Houghton, NY*

English as a Second Language Tutor (1998)
*Rochester, NY*

Assistant Coach, Boys Junior Varsity High School Soccer (1998)
*Ottawa, Ontario, Canada*

Coach, Junior Varsity Girls Volleyball (1997)
*Ottawa, Ontario, Canada*

Coach, U11 Soccer (1997)
*Ottawa, Ontario, Canada*

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## OTHER HONORS/APPOINTMENTS/SERVICE

NGO Delegate: 42nd Session of the Commission on Population & Development (3/30 – 4/3, 2009)
*United Nations, New York, NY*

Selig Doctoral Fellowship
*Regent University, 2006 - 2009*

Dean's Scholarship
*Regent University, 2006 - 2007*

Supervising Teacher for Practicum Students (Special Education) (2007 – 2008)
*Old Dominion University, Norfolk, VA*
*Virginia Wesleyan College, Virginia Beach, VA*

Beginning Teacher Mentor (2006 – 2007)
*Chesapeake Public Schools, Chesapeake, VA*

Scorer: Virginia Grade Level Alternative Assessment (VGLA) (2005 – 2007)
*Chesapeake Public Schools, Chesapeake, VA*

Scorer: Virginia Alternative Assessment Program (VAAP) (2005 – 2007)
*Chesapeake Public Schools, Chesapeake, VA*

English Speech Coach (2004 – 2005)
*Shizuoka High School, Shizuoka, Japan*

Judge: English Speech Competition (2004)
*Hamamatsu, Japan*

Counselor: Global Awareness Seminar (2004)
*Mt. Fuji, Japan*

Supervising Teacher for Practicum Students (2003 – 2004)
*Roberts Wesleyan College*

Scorer: New York State Assessments (2002 – 2004)
*Rochester, NY*

Curriculum Development: Science & Technology Integration Units (2002 – 2003)
*Partnership Grant: The Rochester Museum & Science Center and the Charter School of Science & Technology, Rochester, NY*

Magna Cum Laude
*Houghton College, 2002*

Academic, Athletic, & Service Scholarship Awards
*Houghton College, 1999 - 2001*

Dean's Honor List
*Houghton College, 1999 - 2001*

All-American Scholar Athlete, Women's Varsity Soccer
*Houghton College, 1999 - 2001*

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## MULTICULTURAL/INTERNATIONAL EXPERIENCE

### Volunteer Work/Humanitarian Aid

Volunteer, Freedom 4/24 (January 2013)
*Bangkok, Thailand; Pune, India*

Volunteer, Habitat for Humanity (March 2005)
*Munum Village, Lae, Papua New Guinea*

Coach, Youth Soccer Clinic (November 2004)
*Kakegawa, Shizuoka-ken, Japan*

Coach, Youth Soccer Clinics/Humanitarian Aid (March 2001)
*Addis Ababa & Soddo, Ethiopia*

### International Travel & Residence

Bahamas, Cambodia, Canada (resided 19 years), Croatia, Cuba, Dominican Republic, Egypt, England, Ethiopia, France, Germany, Italy, India, Japan (resided 1 year), Malta, Mexico, Monaco, Netherlands, Papua New Guinea, Spain, Switzerland, Taiwan, Thailand.