

Yi-Fan Li, Ph.D.
Assistant Professor
Special Education
Department of Interdisciplinary Learning and Teaching
College of Education and Human Development
The University of Texas at San Antonio
1 UTSA Circle, San Antonio, TX 78249
516-225-0395
yi-fan.li@utsa.edu

AREAS OF INTEREST

- Exploration of individual, family, and school-based research-based practices for transition, such as self-determination and universal design for learning.
- Postsecondary experiences outcomes for individuals with disabilities
- Inclusive teaching practices and evidence-based practices for teacher candidates

EDUCATION

2021

Ph.D. in Educational Psychology, emphasis in Special Education,
Texas A&M University

Advisor: Dr. Dalun Zhang

Dissertation: Universal design for learning in postsecondary education: measure and explore perspectives of students with disabilities

2016

M.A. in Special Education
National Taiwan Normal University (NTNU), Taiwan

Advisor: Dr. Hsinyi Chen

Thesis: Effects of a self-monitoring strategy to increase classroom task completion for high school students with moderate intellectual disability

2011

B.A. in Special Education
National Changhua University of Education (NCUE), Taiwan

PROFESSIONAL EMPLOYMENT HISTORY

2022-present

Assistant Professor, The University of Texas at San Antonio

2021-2022

Assistant Professor of Instruction, The University of Texas at San Antonio

2017-2021

Graduate Research Assistant, Texas A&M University

2012-2017

Special Education Teacher, Taoyuan Special Education School, Taiwan

AWARDS

2023

The Internal Research Awards (INTRA), UTSA

Project title: Examining the Effects of an Email-Writing Intervention for Students With Cognitive Disabilities Using ChatGPT

2022

COEHD Faculty Research Award, UTSA

Project title: Creating an Accessible and Inclusive Classroom: Translating Research to Practices Step-by-Step

2017-2021

Doctoral Scholarship in Special Education from Taiwan

Funding Organization: Ministry of Education of Taiwan

2019

Graduate Oral First

Student Research Week

Presentation title: Effects of a self-monitoring strategy to increase classroom task completion for high school students with moderate intellectual disabilities

2019

Melbern G. Glasscock Humanities Special Award

Student Research Week

Presentation title: Effects of a self-monitoring strategy to increase classroom task completion for high school students with moderate intellectual disabilities

2018

Region V - Student Membership Scholarships at AAIDD 142nd Annual meeting: Reaffirming, Diversity, & inclusion.

Presentation title: Effects of a Self-Monitoring Strategy to Increase Classroom

Task Completion among Senior High School Students with Moderate Intellectual Poster Disabilities

SCHOLARSHIP

PEER-REVIEWED JOURNALS

Self-Determination

1. Li, Y., Liu, C., & Zhao, Y. (Apr 2024). Understanding self-determination learning experiences among Taiwanese adults with severe disabilities. *Journal of Developmental and Physical Disabilities (IF: 1.5; 5-year IF: 1.7)*. <https://doi.org/10.1007/s10882-024-09961-9> *Online first*.
2. Li, Y., Byrne, S., Yan, W., & Ewoldt, K.B. (Feb 2023). Self-monitoring intervention for adolescents and adults with autism: A research review. *Behav. Sci. (IF: 2.5; 5-year IF: 2.7)*, 13,138.
3. Zhang, D., Li, Y., & Cavazos, M (Aug 2020). Effective practices for teaching self-determination. *Oxford Research Encyclopedia of Education*
4. Li, Y., Chen, H., Zhang, D., & Gilson, C. B. (Sep 2019). Effects of a self-monitoring strategy to increase classroom task completion for high school students with moderate

intellectual disabilities. *Education and Training in Autism and Developmental Disabilities (No IF, CEC journal)*, 54, 263-273.

Transition Work

5. Chang, W., Zhang, D., **Li, Y-F**, Boroughni, T., Li P., Mukherji, S.B. (2025). Communication challenges and supports in pre-employment transition services: Provider perspectives. *Journal of Vocational Rehabilitation*, 63(3), 55-367.
6. **Li, Y.**, Zhang, D., Dulas, H., & Whirley, M. (Jul 2024). Academic learning experiences and challenges of students with disabilities in higher education. *Journal of Postsecondary Student Success. (No IF, Indexed by Scopus)*
7. Zhang, D., Roberts, E., Maddalozzo, R., **Li, Y..***, Orsag, M., & Glass, T. (Oct 2023). Postsecondary education outcomes for individuals with intellectual and developmental disabilities: Self-determination, independent living, employment, and the impact of COVID-19. *Behav. Sci. (IF: 2.5; 5-year IF: 2.7)*, 13, 832. *Corresponding author
8. **Li, Y.**, Zhang, D., Dulas, H. M., & Whirley, M. L. (Jul 2023). The impact of COVID-19 and remote learning on education: Perspectives from university students with disabilities. *Journal of Disability Policy Studies*, 35(3), 166-174. (IF: 1.1; 5-year IF: 1.5). <https://doi.org/10.1177/10442073231185264>.
9. Zhang, D., **Li, Y.**, Roberts, E., Orsag, M., Maddalozzo, R. (May 2023). An investigation of the collaborations between educators and vocational rehabilitation counselors in providing pre-employment transition services. *Inclusion (IF: 0.7, AAIDD journal)*, 11, 135-146.
10. Zhang, D., Roberts, E., Orsag, M., Maddalozzo, R., & **Li, Y.** (2022). Promoting interagency collaborations for enhancing transition to employment for individuals with special needs. *ICERI2022 Proceedings*, 7874-7883. doi: 10.21125/iceri.2022.2021.
11. Gilson, C. B., Sinclair, J., Whirley, M., **Li, Y.**, & Blustein, D. L. (Feb 2022). "More than a job, it's a purpose": What work means to individuals with intellectual and developmental disabilities, *Journal of Career Assessment (IF:2.8; 5-year IF:3.8)*, 30, 367-386.
12. Petcu, S., Zhang, D., & **Li, Y.** (Nov 2021). Students with Autism Spectrum Disorders and their first-year college experiences. *International Journal of Environmental Research and Public Health (CiteScore 7.3)*, 18, 11822.
13. Sinclair, J., Gilson, C. B., Whirley, M., & **Li, Y.** (Mar 2020). "It's an opportunity to get opportunities": A brief report on the working lives of individuals with intellectual and developmental disabilities during the Covid-19 pandemic. *Developmental Disabilities Network Journal (No IF)*, 1, 45-52.
14. Gilson, C. B., Gushanas, C. M., **Li, Y.**, & Foster, K. (Feb 2020). Understanding faculty and student attitudes regarding inclusion and postsecondary education for students with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities (No IF, AAIDD journal)*, 58, 65-81.
15. Dulas, H. M., Bowman-Perrott, L., Georgio, T. E., Dunn, C. M., & **Li, Y.** (*in press*). Increasing prosocial employment skills for adolescents with emotional behavioral disorders: A systematic literature review and quality review. *Behavioral Disorders (IF: 2.1; 5-year IF: 2.6)*.

Universal Design for Learning

16. Li, Y., Zhang, D., Dulas, H., & Whirley, M. (Jan 2026). Universal Design for Learning: Explore perspectives of students with disabilities in higher education. *International Journal of Disability, Development and Education* (IF: 1.1; 5-year IF: 1.5).
17. Li, Y., Zhang, D., Liu, C., Wang, K., Yan, W., & Dong, X. (May 2024). Perceptions of UDL teaching practices among university students with disabilities. *Educ. Sci.* (IF: 2.5; 5-year IF: 2.6), 14, 501. <https://doi.org/10.3390/educsci14050501>
18. Li, Y., Zhang, D., Zhang, Q., & Dulas, H. (Feb 2020). University faculty attitudes toward disability and universal design: A literature review. *Journal of Inclusive Postsecondary Education* (No IF), 2, 1-20.

Areas of Further Research Interests

19. Lee, H. B., Peña, H., Li, Y., & Cheak-Zamora, N. (Jun 2025). Integrating Chatbots: Supporting the College Transition for Autistic Students in Texas. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-025-06909-6>
20. Li, Y., Ewoldt, K. B., Yan, W., & Cornelius-Freyre, M. (Feb 2025). Interventions for English learners with learning disabilities: 2002–2022. *International Journal for Research in Learning Disabilities*, 8(1). <https://doi.org/10.28987/ijrld.8.1>
21. Li, Y., Liu, C., Dong, X., Chang, W-H., & Chien, H-T. (Sep 2024). An email-writing intervention for adults with intellectual disability using an email checklist and ChatGPT. *Global Journal of Intellectual & Developmental Disabilities*, 14(1), 555877. (IF: 1.6). DOI:[10.19080/GJIDD.2024.14.555877](https://doi.org/10.19080/GJIDD.2024.14.555877)
22. Li, Y., & Liu, C (July 2024). Using self-monitoring and ChatGPT to teach students with intellectual disability email writing. *Global Journal of Intellectual & Developmental Disabilities*, 13, 555871. (IF: 1.6). [10.19080/GJIDD.2024.13.555871](https://doi.org/10.19080/GJIDD.2024.13.555871)
23. Liao, C. Y., Ganz, J. B., Vannest, K. J., Wattanawongwan, S., Pierson, L., Yllades, V., & Li, Y. (Sep 2021). Caregiver involvement in communication intervention for culturally and linguistically diverse families with individuals with ASD and IDD: A systematic review of cross-cultural research. *Review Journal of Autism and Developmental Disorders* (IF: 2.9; 5-year IF: 3.9), 10, 239–254
24. Liao, C. Y., Ganz, J. B., Vannest, K. J., Wattanawongwan, S., Pierson, L. M., Yllades, V., & Li, Y. (Oct 2020). Caregiver involvement in communication skills for individuals with ASD and IDD: A meta-analytic review of single-case research on the English, Chinese, and Japanese Literature. *Review Journal of Autism and Developmental Disorders* (IF: 2.9; 5-year IF: 3.9), 8, 350-365.

BOOK CHATERS

1. Li, Y., Ryan, A.M., Swoyer, J., Farias-Sokoloski, T., & Yang, D- Y. (2026). *Integrating UDL across Teacher Education to Support Students' Learning Needs*. In B. B. Flores, A. M. Ryan, & P. Sánchez (Eds.). *Juntos we rise: Innovative Teacher Preparation at a Hispanic-Serving Institution*. Routledge.
2. Zhang, D., Li, Y., Landmark, L. Ju, S., & Williams-Diehm, K. (2020). Transition to Postsecondary education and preparation for employment. In C. H. Huang & P. C. Chao (Eds.) *Transition Education for Students with Disabilities: From Theory to Practice*. Taipei, Taiwan: Psychological Publishing Co., Ltd.

3. Zhang, D., Landmark, L., Ju, S., & **Li, Y.** (2020). Transition assessment. In C. H. Huang & P. C. Chao (Eds.) *Transition Education for Students with Disabilities: From Theory to Practice*. Taipei, Taiwan: Psychological Publishing Co., Ltd.

UNDER REVIEW

1. Liao, C. Y., Ganz, J. B., Vannest, K. J., **Li, Y.**, Li, Y., & Ura, S. (under review). Culturally responsive parent coaching in multimodal communication intervention for culturally and linguistically diverse caregivers of children with autism spectrum disorder.
2. Montague, M. L., **Li, Y.**, Omaboe, L., & Boroughani, T. (under review). A systematic review of the literature: The intersection of disaster preparedness and transition planning for adolescents with disabilities. *The Journal of Research in Special Educational Needs (IF:1.3)*.
3. **Li, Y.**, Liu, C., & Zhao, Y. (under review). The impact of the COVID-19 pandemic on adults with developmental and physical disabilities. Sage Open.
4. Alhassan, N. A., **Li, Y.**, Ju, S., Yang, X., Zhang, D., Alajmi, N. (under review). Essential Employability Skills for People with Disabilities: A Comparative Study between the United States and Saudi Arabia.

IN PREPARATION

1. Montague, M. L., **Li, Y.**, Omaboe, L., & Boroughani, T. (in preparation). Factors influencing disaster or emergency preparedness transition outcomes for adolescents and young adults with disabilities.
2. **Li, Y.**, Ryan, A. M., Swoyer, J., & Farias, T. (in preparation). Universal design for learning: Teacher candidates' strategies
3. **Li, Y.**, & Cornelius-Freyre, M. (in preparation). Using TED talks to prepare teacher candidates in introduction to special education.
4. Bowman-Perrott, L. Gilson, C., **Li, Y.**, Haas, A., & Boon, R. (in preparation). Peer-mediated interventions for students with intellectual and developmental disabilities: A systematic review of reviews addressing academic outcomes.

SCHOLARLY PRESENTATIONS

Li, Y., & Cornelius-Freyre, M. (2025, October). Empowering Independence: Experiences of Adults with Severe Disabilities in Taiwan. Poster session at the Division on Career Development and Transition. Denver, CO.

Li, Y., & Cornelius-Freyre, M. (2025, October). Cultural Influences on Self-Determination: Differences in Practice. Poster session at the Division on Career Development and Transition. Denver, CO.

Zhang, D., Alhassan, N., Ju, S., **Li, Y.**, Yang, X., & Al-ajmi, N. (July, 2025). Essential Employability skills for people with disabilities: A comparative study between the U.S. and KSA. Oral presentation at the European Conference on Education. London, UK.

Yan, W., Ewoldt, K.B., **Li, Y.** (2025, March). Game-Based Interventions for Students with Dyslexia in K-12—A Systematic Review. Poster session at the annual Council for Exceptional Children (CEC) Convention and Expo. Baltimore, MD.

Yan, W., Ewoldt, K.B., **Li, Y.** (2025, March). Participatory Design of Vocabulary Enhancing Game for Gifted and Talented Children. Poster session at the annual Council for Exceptional Children (CEC) Convention and Expo. Baltimore, MD.

Li, Y., & Liu, C., (2024, November). Understanding self-determination learning experiences among Taiwanese adults with severe disabilities. Oral presentation at Annual Conference of the Special Education Association. Taipei, Taiwan.

Li, Y., Ewoldt, K.B., & Yan, W. (2024, March). Interventions for English Learners with Learning Disabilities: A Literature Review 2002 – 2022. Poster session at the annual Council for Exceptional Children (CEC) Convention and Expo. San Antonio, TX.

Montague, M. L., **Li, Y.**, Omaboe, L. (2024, March). *Seamless transitions in disaster and emergency preparedness: Maximizing medical readiness*. Poster session at the annual Council for Exceptional Children (CEC) Convention and Expo. San Antonio, TX.

Montague, M., Omaboe, L., & Li, Y. (2023, June). Assisting families as they support their adolescent with a disability through the transition to adulthood: A look at strategies to incorporate disaster preparedness. 30-minute presentation at the annual Family Life Education Virtual Summit hosted by the National Council on Family Relations.

De Marin, S., **Li, Y.** (2023, March). Educational diagnosticians' perceptions on math disabilities, assessments, and interventions. Poster session at CEC2023 Convention and Expo. Louisville, KY.

Li, Y., Ryan, A. M., Swoyer, J. Farias, T. (2023, March). Creating an accessible and inclusive classroom: translating research to practices step-by-step. Pre-recorded session at 2023 UDL-IRN International Summit.

Liao, C. Y., Ganz, J. B., Vannest, K. J., Wattanawongwan, S., Pierson, L. M., & Yllades, V., & **Li, Y.** (2021). Caregiver involvement in communication intervention for culturally and linguistically diverse families with individuals with autism spectrum disorder and intellectual/developmental Disability across cultures. Paper accepted to present at the Association for Behavior Analysis International 47th Annual Convention. Online.

Liao, C. Y., Ganz, J. B., Vannest, K. J., Wattanawongwan, S., **Li, Y.**, Pierson, L. M., & Yllades, V. (2020, February). Caregiver involvement in communication skills for individuals with ASD and IDD across cultures: A meta-analysis. Paper presented at the Council for Exceptional Children Special Education Convention & Expo. Portland, OR.

Montague, M. L., Biggs, B., & **Li, Y.** (2020). *Preparing special educators for transition: Collaboration between an Institution for Higher Education (IHE) and a Local Education Agency (LEA)*. 60-minute presentation at the annual Texas Transition Conference. San Antonio, TX.

Li, Y., & Zhang, D., (2019). Universal design for learning in postsecondary education: measuring attitudes and perceptions from students with disabilities. Poster presentation at Division on Career Development and Transition (DCDT): Council for Exceptional Children. Seattle, WA.

Liao, C. Y., Ganz, J. B., Vannest, K. J., **Li, Y.** Li, Y., & Ura, S. (2019, September). Cultural and family factors on parent-mediated multimodal communication intervention for children

with autism spectrum disorder. Paper presented at the Association for Behavior Analysis International 10th International Conference. Stockholm, Sweden.

Liao, C. Y., Ganz, J. B., **Li, Y.**, Li, Y., & Ura, S. (2019). *Culturally responsive parent coaching on culturally and linguistically diverse parents of children with autism spectrum disorder*. Paper presented at the Association for Behavior Analysis International 13th Annual Autism Conference. San Francisco, CA.

Li, Y., & Zhang, D., (2018). *University faculty attitudes toward disability and universal design: A literature review*. Poster presentation at Division on Career Development and Transition (DCDT): Council for Exceptional Children. Cedar Rapids, IA.

Gilson, C. B., Gushanas, C. M., **Li, Y.**, & Foster, K. (2018). *Understanding faculty and student attitudes regarding inclusion and postsecondary education for students with intellectual and developmental disabilities*. Oral presentation at Division on Career Development and Transition (DCDT): Council for Exceptional Children. Cedar Rapids, IA. Exceptional Children Special Education Convention & Expo, Portland, OR.

Gilson, C. B., Gushanas, C. M., **Li, Y.**, & Foster, K. (2018). *Understanding faculty and student attitudes regarding inclusion and postsecondary education for students with intellectual and developmental disabilities*. Oral presentation at Climate and Diversity Conference: Able Active and Adaptive. College Station, TX.

Gushanas, C. M., Gilson, C. B., **Li, Y.**, & Foster, K. (2018). *Who belongs in college? Perspectives of faculty and students about inclusive higher education for individuals with IDD*. Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD). St. Louis, Missouri.

Li, Y., Chen, H., Zhang, D., & Gilson, C. B. (2018). *Effects of a self-monitoring strategy to increase classroom task completion for high school students with moderate intellectual disabilities*. Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD). St. Louis, Missouri.

Zhang, D., **Li, Y.**, & Liu, J. (2018). *How do UCEDDs address the intersections of disability and diversity?* Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD). St. Louis, Missouri.

GRANTING ACTIVITIES

2025

An AI-Driven Sensory Response Assessment System

Role in the project: Co-Principal Investigator

Funding source: Disability, Independent Living, and Rehabilitation Research

(Not funded)

2024

Empowering Families: A Comparative Study of Transition Education for Individuals with Severe Disabilities in Taiwan and the United States

Role in the project: Principal Investigator

Funding source: Spencer Postdoctoral Fellowship

(Not funded)

2024

Empowering Hispanic Families with Developmental Disabilities: Navigating Special Education and Related Services

Role in the project: Principal Investigator

Funding source: Strategic Research Award-Research Interest Group program

(Not funded)

2023

Examining the Effects of an Email-Writing Intervention for Students With Cognitive Disabilities Using ChatGPT

Role in the project: Principal Investigator

Funding source: UTSA VPREDKE

(Funded \$ 4951)

2022

Systems to Enable Continuing Workforce Training for Persons with Disabilities

Role in the project: Key Personnel

Funding source: National Science Foundation- Convergence Accelerator Research (Not Funded)

2022

Creating an Accessible and Inclusive Classroom: Translating Research to Practices Step-by-Step

Role in the project: Principal Investigator

Funding source: COEHD Faculty Research Award

(Funded \$4233)

2021

Understanding the Impact of COVID-19 on Transition Aged Employment and Education

Students in Underserved Communities

Role in the project: Co-Principal Investigator

Funding source: COVID-19 and Equity in Education (CEE) Mini-

Research Grant for Emerging Scholars

(Not Funded)

2019

Universal Design for Learning in Postsecondary Education: Measuring Attitudes and Perceptions from Students with Disabilities

Role in the project: Principal Investigator

Funding Organization: 2BSD (To Be Self-Determined)

(Funded \$500)

2019

Universal design for learning in postsecondary education: Measuring attitudes and perceptions from students with disabilities.

Role in the project: Principal Investigator

Funding Organization: COEHD, TAMU

(Funded \$1132)

TEACHING IN HIGHER EDUCATION

LEAD FACULTY COURSE

2023-Present EED 3303Teaching, Learning, and Classroom Culture (Undergraduate)

2022-Present SPE 3603 Introduction to Special Education (Undergraduate)

2022-Present SPE 3683 Special Education Across the Lifespan (Undergraduate)
COURSE TEACHING

2025 Summer I Course number: SPE 3603 (one section)
Course title: Introduction to Special Education (Undergraduate)

2025 Spring Course number: SPE 3603 (two sections, large class)
Course title: Introduction to Special Education (Undergraduate)

2024 Fall Course number: SPE 3603 (two sections, large class)
Course title: Introduction to Special Education (Undergraduate)

2024 Summer I Course number: SPE 3603 (one section, a large class)
Course title: Introduction to Special Education (Undergraduate)

2024 Spring Course number: SPE 3683
Course title: Special Education Across the Lifespan (Undergraduate)

2023 Fall Course number: SPE 3603 (two sections, large class)
Course title: Introduction to Special Education (Undergraduate)

2023 Summer I Course number: SPE 3603 (large class)
Course title: Introduction to Special Education (Undergraduate)

2023 Summer II Course number: SPE 3603 (a large class)
Course title: Introduction to Special Education (Undergraduate)

2023 Spring Course number: SPE 3683
Course title: Special Education Across the Lifespan (Undergraduate)

2022 Fall Course number: SPE 3603 (two sections, a large class)
Course title: Introduction to Special Education (Undergraduate)

2022 Summer Course number: SPE 5403
Course title: Survey of Special Education (Graduate)

2022 Summer Course number: SPE 3603 (a large class)
Course title: Introduction to Special Education (Undergraduate)

2022 Spring Course number: SPE 3683
Course title: Special Education Across the Lifespan (Undergraduate)

2021 Fall Course number: SPE 3603 (two sections a large class)
Course title: Introduction to Special Education (Undergraduate)

2018-2021 Instructor, PATHS Program, Center on Disability and Development, TAMU
2020 Teaching Assistant
Course number: SPED 601, TAMU
Course title: Assessment in School Settings (Graduate)

2020 Teaching Assistant, TAMU
Course number: SPED 628
Course title: Consultation in Special Education (Graduate)

2019-2020 Teaching Assistant, TAMU (Teaching Assistant)
Course number: SEFB 420
Course Title: Education and Employment Issues in Secondary Special Education (Undergraduate)

DISSERTATION COMMITTEES

Suzanne Byrne

MENTORING AND ADVISING

Wei Yan (Doctoral student)
Dana Cervantes (Doctoral student)
Melissa Cornelius-Freyre (Doctoral student)
Lisa Perez (Master student)
Juanita Arellano (Master student)
Tianesha Junghans (Master student)

JOURNAL AND CONFERENCE REVIEWER

Journal	Invited date
Journal of Disability Policy Studies	2025-11-24
Educational Research Review	2025-11-10
Frontier in Education	2025-10-23
Computer	2025-10-21
Journal of Inclusive Postsecondary Education	2025-04-22
International Journal of Educational Research	2025-04-23
Discover Education	2025-03-11
Journal of Disability Policy Studies	2025-01-11
Journal of Postsecondary Student Success	2024-10-07
Disabilities	2024-10-06
Disabilities	2024-09-23
Disabilities	2024-09-09
School Psychology	2024-04-18
Healthcare	2023-12-21
Journal of Developmental and Physical Disabilities	2023-12-17
Behavioral Sciences	2023-11-28
Educational Sciences	2023-11-07
Journal of Postsecondary Student Success	2023-10-27
Children	2023-10-18
Behavioral Sciences	2023-10-14
Behavioral Sciences	2023-09-29
Behavioral Sciences	2023-09-14
International Journal of Environmental Research and Public Health	2023-08-30
International Journal of Environmental Research and Public Health	2023-08-14
Sustainability	2023-07-24
Behavioral Sciences	2023-07-04
Remedial and Special Education	2023-05-22
Disabilities	2023-05-19
The New Educator	2022-11-02
The New Educator	2022-08-25
Journal of Disability Policy Studies	2022-12-03
TESOL	2021-10-22
Journal of Disability Policy Studies	2020-09-13
Journal of Disability Policy Studies	2020-03-12

Journal of Disability Policy Studies	2019-09-02
Journal of Disability Policy Studies	2019-08-21
Journal of Disability Policy Studies	2019-05-09

Journal Editorial Board

Journal of Disability Policy Studies

Conference

2022 the American Association of Hispanics in Higher Education (AAHHE) conference
proposal reviewer

2020 Association of University Centers on Disabilities (AUCD) conference proposal reviewer

Service Committee

2026	Chair of college scholarship committee (COEHD, UTSA)
2026	Committee member of 18th COEHD Research Colloquium (COEHD, UTSA)
2024-present	Department Academic Policy and Curriculum Committee (ILT, UTSA)
2021-present	Master of Education Department Graduate Committee (ILT, UTSA)
2022-2024	University Faculty Grievance Committee (UTSA)
2023 Fall	Search committee for an Assistant Professor of Learning, Design, and Technology (ILT, UTSA)
2022-2023	Department Review Committee (ILT, UTSA)
2020-2021	Professional Development and Service Executive in Educational Psychology. Student Organization (TAMU)
2019-2021	Student Advisory Board for the disability services (TAMU)
2020-2021	Reviewer for student teachers' efolio evaluations (EPSY, TAMU)
2020-2021	Reviewer for special education master's application (EPSY, TAMU)

Guest Speaker

2025	Enhancing healthcare readiness through self-determination for students with disabilities. Course title: Foundations of Special Education, Department of Educational Psychology, Texas A&M University.
2024	Navigating Post-Secondary Education: Exploring Non-degree and Degree-Seeking Programs for Students with Disabilities. Course title:

	Department of Special Education, National Taiwan Normal University in Taiwan).
2024	Early Children Intervention. Course title: Research in Family and Special Education: Policies, Practices, and Research, Department of Educational Psychology, Texas A&M University.
2022	Post-Secondary Education in the U.S., Course title: Practicum in Special Education I, Department of Special Education, National Changhua University of Education.
2019	International Educator Panel, Course number and title: INST 210 Understanding Special Populations, Department of Educational Psychology, Texas A&M University.
2019	Guest Speaker session, Course number and title: UGST181 ACHIEVING Inclusion in Higher Education, Texas A&M University.
Other	
2021-2022	US PREP-Served as a SPE representative to participate in the retreat
2022	Secondary Computer Science certification (UTSA)-assist in the development of the performance-based assessment for SPE 3603.

PROFESSIONAL TRAINING AND CERTIFICATION

2012-present **Certified Special Education Teacher** for Secondary Education in Taiwan.

2024 Spring	Innovation Academy The Innovation Academy invites faculty to enhance their teaching skills by creating a holistic learning environment, leveraging technology for effective teaching, incorporating experiential learning, and designing student-centered classrooms. This program encourages educators to reflect on their teaching methods and collaborate with peers to discover new ways to engage and empower students.
2025 Spring	
2024 Fall	The Student Experience Project
2024 Spring	
2023 Fall	The Student Experience Project is a collaborative of university leaders, faculty, researchers and national education organizations committed to innovative, research-based practices to increase degree attainment by building equitable learning environments and fostering a sense of belonging on campus.
2023 Spring	Strategies for Inclusive Teaching Institute (ACUE) In the training, participants learned: Define inclusive teaching and how it aligns to UTSA mission and vision to become a R1 Hispanic Thriving Institution. Implement inclusive teaching practices in their courses across all modalities.

	<p>Design inclusive learning environments to promote a holistic approach for students' wellbeing and success.</p> <p>Embrace an inclusive approach for research and service sectors of faculty work.</p>
2022 Fall	<p>Adobe Institute</p> <p>Participants will be introduced to Adobe Creative Cloud and complete short projects that provide the opportunity to produce artifacts they can use to improve digital literacy in their courses.</p>
2022 Fall	<p>Inclusive Instruction for Equitable Learning</p> <p>Association of College and University Educators</p> <p>This certificate signifies my completion of a 5-module course in inclusive teaching practices requiring the implementation of evidence-based instructional approaches. The certificate distinguishes faculty for their commitment to educational excellence and student success.</p>
2021	<p>Graduate certificate in Education & Social Sciences Advanced Research Methods (Awarded on June, 30, 2021)</p> <p>Description: A graduate certificate demonstrates a student's successful mastery of advanced competencies in education and social sciences research methods, with emphasis on quantitative or qualitative approaches.</p> <p><u>4 advanced research methods courses as follows:</u></p> <p>EPSY 625 Advanced Psychometric Theory EPSY 650 Multiple Regression and Other Linear Models in Education Research EPSY 651 Theory of Structural Equation Modeling EDCI 661 Mixed Methods Research in Curriculum and Instruction</p>
2020	<p>Teaching certificate in the Academy for Future Faculty</p> <p>Description: A graduate certificate demonstrates a student's professional development of teaching preparation in higher education.</p> <p><u>Core seminars as follows:</u></p> <p>Learning Outcomes & the Course Development Cycle Curriculum Vitae Philosophy of Teaching Statement Syllabus Design</p>
2019	<p>Person-centered approach certificate</p>