

Kathleen (Kat) Marie Oertle
(435)797-3241
kathleen.oertle@usu.edu

Professional Experience

2020 – Present	<i>Associate Professor</i> , Department of Special Education and Rehabilitation Counseling, Emma Eccles Jones College of Education and Human Services, (EEJCEHS), Utah State University, Logan
2015 – 2020	<i>Assistant Professor</i> , Department of Special Education and Rehabilitation Counseling, EEJCEHS, Utah State University, Logan
2013 – 2014	<i>Research Assistant Professor</i> , Department of Special Education and Rehabilitation, EEJCEHS, Utah State University, Logan
2011 – 2013	<i>Visiting Research Scientist</i> , Graduate College, University of Illinois at Urbana-Champaign
2010 – 2011	<i>Postdoctoral Researcher</i> , Office of Community College Research and Leadership (OCCRL), University of Illinois at Urbana-Champaign
2008 – 2010	<i>Research Assistant</i> , OCCRL, University of Illinois at Urbana-Champaign
2003 – 2008	<i>Program Assistant</i> , Rehabilitation Services Administration (RSA) Region V Community Rehabilitation Providers (CRP) Rehabilitation Continuing Education Program (RCEP), University of Illinois at Urbana-Champaign
2005 – 2008	<i>Teaching Assistant</i> , Special Education/Psychology/Rehabilitation 322, Introduction to Individuals with Intellectual Disabilities, University of Illinois at Urbana-Champaign
1998 – 2003	<i>Perkins Program Coordinator</i> (A.K.A, Special Populations Coordinator), Parkland College, Champaign, Illinois
1998 – 2003	<i>Resource Specialist</i> for Special Learning Needs, Illinois Service Center System of the Illinois State Board of Education Community and Family Partnerships Division
1992 – 2000	<i>Certified Veterinary Technician</i> , A & E Animal Hospital, Urbana, Illinois
1996 – 1998	<i>Addictions Therapist</i> , Creative Consultations, Urbana, Illinois; Decatur Mental Health Center, Decatur, Illinois; and Prairie Center, Danville, Illinois
1988 – 1992	<i>Shelter Manager; Certified Veterinary Technician; Shelter Assistant</i> , Champaign County Humane Society, Urbana, Illinois
1986 – 1988	<i>Animal Caretaker</i> , College of Veterinary Medicine, University of Illinois at Urbana-Champaign

Education

2010	<u>Post-Doctorate</u> , Office of Community College Research and Leadership (OCCRL), University of Illinois at Urbana-Champaign, <i>Research Topics</i> : Equity, Access, and Opportunity in Education and Employment; Programs of Study and Pathways to Careers <i>Specialization</i> : Mixed Methods Research; Policy Development; Program Evaluation <i>Mentor/Supervisor</i> : Debra Bragg, Ph.D.
2009	<u>Doctor of Philosophy</u> in Special Education, University of Illinois at Urbana-Champaign, <i>Research Topics</i> : Transition, Collaboration, Expectations, and Employment <i>Specialization</i> : Mixed Methods Research; Program Evaluation <i>Dissertation Committee</i> : John S. Trach, Ph.D., CRC, Chair and Director, Reginald J. Alston, Ph.D., CRC, Lizanne DeStefano, Ph.D., and Jennifer Caroline Greene, Ph.D.

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

- 1996 Master of Science in Rehabilitation Counseling with emphases on Transition and Supported Employment, University of Illinois at Urbana-Champaign
Advisor: John S. Trach, Ph.D., CRC
- 1990 Associate of Applied Science in Veterinary Technology, Parkland College, Champaign, IL
Advisors: Paul Franklin Cook, DVM and Carlene Decker, CVT
- 1988 Bachelor of Science in Animal Science, University of Illinois at Urbana-Champaign
Advisor: Tom Carr, Ph.D.
- 1983 High School Diploma, General Education, Rich South High School, Richton Park, IL

Paid Internships

- 1995 - 1996 *Disability Services* at Parkland College, Champaign, IL, Norm Lambert and Evelyn Brown, Supervisors
- Summer 1995 *Supported Employment Program* at the MARC Center: Normal, IL, Jerry Jones, Supervisor
- Spring 1995 *Illinois Division of Vocational Rehabilitation*, Champaign, IL, Becky Buxton, Supervisor
- Summer 1989 *Biological Research Laboratory*, University of Illinois, Chicago, Dr. Bennett, Supervisor

Professional Development

Research Analysis Retreat

[SEM Foundations 2021](#), Stats Analysis Retreat, Participated September 24-28, 2021, Certificate of Completion (4 days/32 hours of professional development) Co-lead by Dr. Todd Little, Dr. Whitney, and Mr. Zachary

Certificates

[SEM Foundations 2021](#), Stats Camp, Completed on June 11, 2021, Certificate of Completion (1 week/40 hours of professional development) Co-taught by Dr. Todd Little and Elizabeth Grandfield

[Black Minds Matter](#), CORA Learning, Completed on October 15, 2020, Certificate of Completion (25 hours professional development/2.5 hours of continuing education units) Co-taught by Dr. J. Luke Wood and Dr. Donna Ford

[Women in Leadership Certificate](#), Cornell University, Completed in February 2020, (five weeks) Faculty author Dr. Deborah Streeter, Registration funded by Dean Beth Foley, EEJCEHS, Utah State University

[National Certificate of Achievement in Employment Services](#)

Association of Community Rehabilitation Educators (ACRE) (my name is listed as Marie Oertle)

Certified Resource Specialist for Special Learning Needs, Illinois Service Center System of the Illinois State Board of Education Community and Family Partnerships Division

SEM Foundations 2011, Stats Camp, Completed on June 10, 2011, Certificate of Completion (1 week/40 hours of professional development) Co-taught by Dr. Todd Little and Noel Card

Certification

Certified Rehabilitation Counselor (CRC) (1996)

The Commission on Rehabilitation Counselor Certification (#00014635)

Certified Veterinary Technician (CVT) - Retired

State of Illinois Department of Professional Regulations (#095-000439)

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

State Licensure

Licensed Vocational Rehabilitation Counselor (2017) (#9535823-6101) – Utah

Continuing Education**National**

Biannually attendance of and participation in professional conference and active member of the National Rehabilitation Council on Education (NRCE)

Black Minds Matter, broadcast course, taught by Dr. Luke Wood, San Diego State University, Fall 2017

Utah State University

Empowering Teaching Excellence: Foundations in Teaching Excellence August 18, 2015

Empowering Teaching Excellence full-day Conference August 19, 2015

Proposal Writing Institute May 2015

RESEARCH**Publications**

Under Review

- *Walter, C., Plotner, A. J., & Oertle, K. M. (2021). Exploring perceptions of special education teachers on guardianship and alternatives for adult decision-making support. *Journal of Rehabilitation*. Accepted 10/18/2021.

In Print Peer-Reviewed Journal Articles**Utah State University**

Oertle, K. M. (2021). Evaluating a community rehabilitation program using a participatory framework for improvement of supported employment services. *Rehabilitation Professional*, 29(3), 165-184.

Acknowledgement to Dr. Anthony Plotner at University of South Carolina for assistance with the evaluation and writing the report.

- **Oertle, K. M., ^Bobroff, S., & ^Sax, C. (2021). Organizational policies and personnel factors that are incentives for and challenges to collaboration as identified by statewide transition supervisors. *Journal of Disability Policy Studies*, 32(1), 36-50. doi: 10.1177/1044207320943544 ^Contributed equally as second authors. Note: issued on-line first in 2020 as 00(0), 1-15. Acknowledgement to *Elizabeth Chesley-Livingston, a rehabilitation counseling doctoral student at the Utah State University, for her contribution to early version of this manuscript and assistance with data collection and analysis.

Promoted at Utah State University from Assistant Professor to Associate Professor

Oertle, K. M., & Riesen, T. (2019). Responsibility to inform: Rehabilitation counselors, students with disabilities, alternatives to guardianship, and self-advocacy instruction. *Journal of Forensic Vocational Analysis, Special Issue: Transition, 19(1)*, 55-68. Accepted July 18, 2019. Published November 30, 2019. This is the publication of the American Board of Vocational Experts – the premiere society for vocational experts. This journal is the only publication specifically for professionals who give opinion and “expert testimony” regarding determinations for job performance and work limitations related to disability.

Fleming, A., Oertle, K. M., & Plotner, A. J. (2019). Increasing rehabilitation counselors’ support for college students in academic, social, and career integration. *Journal of Forensic Vocational Analysis, Special Issue: Transition, 19(1)*, 35-44. Accepted July 18, 2019. Published November 30, 2019. This is the publication of the American Board of Vocational Experts – the premiere society for vocational experts. This journal is the only publication specifically for professionals who give opinion and

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

“expert testimony” regarding determinations for job performance and work limitations related to disability.

- Plotner, A. J., *VanHorn-Stinnett, C. V., & Oertle, K. M. (2019). The emphasis on secondary transition services in rehabilitation counseling journals revisited. *Journal of Applied Rehabilitation Counseling, 50(4)*, 300-310. doi: 10.1891/0047-2220.50.4.300. Accepted July 13, 2019. Published November 20, 2019. Google’s H5 Index 8; considered one of the major rehabilitation counseling journals (Chen Vaughn, Zanskas, & Kuos, 2014) and 8% of published content was on transition research (Plotner, Stennett-VanHorn, & Oertle, 2019).
- Riesen, T., & Oertle, K. M. (2019). Developing paid and unpaid work-based learning experiences for transition-age students with intellectual and developmental disabilities: An exploratory study of employers’ perspectives. *Journal of Rehabilitation, 85(2)*, 27-36. Accepted December 6, 2018. Published June, 2019. SCImago Journal Rank 2018 0.22; Google’s H5 Index 12; considered one of the major rehabilitation counseling journals (Chen Vaughn et al., 2014) and 10% of published content was on transition research (Plotner et al., 2019).
- *Brady, A., Burke, M., Landon, T., & Oertle, K. M. (2019). Siblings of adults with intellectual and developmental disabilities: Their knowledge and perspectives on guardianship and the alternatives. *Journal of Applied Research in Intellectual Disabilities, 00*, 1-10. doi: 10.1111/jar.12597 Accepted March 8, 2019. Published April 26, 2019. Lead author’s dissertation; co-authors had equal contributions and are listed alphabetically; CiteScore 2.13; SCImago Journal Rank 2018 0.79; Google’s H5 Index 29; Impact Factor 1.769; ISI Ranking 2018 18/69 (Rehabilitation/Social Science)
- **Oertle, K. M., Sax, C. L., & *Chesley, E. (2018). Characteristics and descriptions of secondary transition content on special education and rehabilitation graduate program websites. *Rehabilitation Research, Policy, and Education, 32(1)*, 2-19. Acknowledgment to Cherissa Alldredge*, a rehabilitation counseling doctoral student at the Utah State University, who helped with the data collection for this research project. Accepted February 13, 2017. Accepted without required revisions. Published January 31, 2018. Google’s H5 Index 9; considered one of the major rehabilitation counseling journals (Chen Vaughn et al., 2014); only 1% of published content was on transition research (Plotner et al., 2019).
- Fleming, A., Oertle, K. M., & Plotner, A. J. (2017). Student voices: How colleges and universities can support students with disabilities better. *The Journal of Postsecondary Education and Disability, 30(4)*, 309-326. Accepted March 7, 2017. Published December 31, 2017. This is the publication of the Association on Higher Education and Disability – the premiere organization for research and policy for the advancement of full participation in higher education for persons with disabilities.
- **Oertle, K. M., Sax, C. L., & *Chesley, E. (2017). Statewide special education and vocational rehabilitation transition leaders’ expectations for their staff’s collaboration activities. *Journal of Rehabilitation, 83(3)*, 3-20. Accepted April 7, 2017. Accepted without required revisions. Published September 10, 2017. SCImago Journal Rank 2018 0.22; Google’s H5 Index 12; considered one of the major rehabilitation counseling journals (Chen Vaughn et al., 2014) and 10% of published content was on transition research (Plotner et al., 2019).
- Fleming, A., Plotner, A. J., & Oertle, K. M. (2017). College students with disabilities characteristics and the academic environment: Predicting performance. *The Journal of Postsecondary Education and Disability, 30(3)*, 209-221. Accepted October 21, 2016. Published September 8, 2017. This is the publication for the Association on Higher Education and Disability – the premiere organization for research and policy for the advancement of full participation in higher education for persons with disabilities.

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

- Oertle, K. M., & O’Leary, S. (2017). The importance of career development in constructing rehabilitation transition policies and practices. *Journal of Vocational Rehabilitation, 47(1)*. 407-423. doi: 10.3233/JVR-170877. Acknowledgment to Tirsia Sparr*, a rehabilitation counseling master’s student at the Utah State University, who helped with identifying the literature reviewed for this paper. Accepted July 5, 2016. Published June 6, 2017. CiteScore 0.9; SCImago Journal Rank 2018 0.49; Google’s H5 Index 20; considered one of the major rehabilitation counseling journals (Chen Vaughn et al., 2014) and 16% of published content was on transition research (Plotner et al., 2019). *Reviewer Comments*: “The author(s) of this manuscript have hit upon a timeless need for effective transitional services that begin in secondary school and end when students with disabilities have been successful in their chosen careers in the world of work.”; “From an applied perspective, the author(s) could publish the entire Table 2 as a guide to vocational rehabilitation counselors that would be mandated for them to have on their desks or desk-tops for ready referencing.”; and “Well-written paper that will be useful to rehabilitation counselors”
- Fleming, A., Oertle, K. M., Plotner, A. J., & Hakun, J. (2017). Influence of social factors on student satisfaction among college students with disabilities. *Journal of College Student Development, 58(2)*, 215-228. Accepted March 15, 2016. Published March 17, 2017. CiteScore 1.29; SCImago Journal Rank 2018 0.76; Google’s H5 Index 31; the largest and leading source of research about college students and the field of student affairs.
- Plotner, A. J., Oertle, K. M., *Reed, G. J., Tissot, K., & *Kumpiene, G. (2017). Centers for independent living and their involvement with transition-age youth with disabilities. *Journal of Vocational Rehabilitation, 46(1)*, 39-48. doi: 10.3233/JVR-160841. Accepted August 1, 2016; Published January 25, 2017. CiteScore 0.9; SCImago Journal Rank 2018 0.49; Google’s H5 Index 20; considered one of the major rehabilitation counseling journals (Chen Vaughn et al., 2014) and 16% of published content was on transition research (Plotner et al., 2019).
- Oertle, K. M. & Plotner, A. J. (2015). Opportunities, satisfaction, and the importance of leadership development and mentoring among community rehabilitation professionals. *Journal of Rehabilitation Administration, 39(1)*, 43-50. Acknowledgment to Kate (Seader) Galbraith*, MRC, CRC, who as a rehabilitation counseling master’s student at the Utah State University, reviewed literature for this study. This is a publication of the National Rehabilitation Association (NRA) and the primary journal for rehabilitation administrators; considered one of the major rehabilitation counseling journals (Chen Vaughn et al., 2014).
- Oertle, K. M., & *Seader, K. J. (2015). Research and practical considerations for rehabilitation transition collaboration. *Journal of Rehabilitation, 81*, 3-18. SCImago Journal Rank 2018 0.22; Google’s H5 Index 12; considered one of the major rehabilitation counseling journals (Chen Vaughn et al., 2014) and 10% of published content was on transition research (Plotner et al., 2019). *Reviewer Comments*: “The references that you used are up-to-date and provide readers with the current trends in transition and rehabilitation theoretical models.” And “This article offers a deep look into the current state of transition, and offers good insight into what is needed in order for transition to evolve in the future.”
- Plotner, A. J., Oertle, K. M., & *Kumpiene, G. (2015). Secondary transition planning and services for state/federal vocational rehabilitation counselors. *Directions in Rehabilitation Counseling, 25*, 225-240. The journal is a source for required continuing education credits for certified rehabilitation counselors (CRC); this was the first article published in this journal on the involvement of vocational rehabilitation counselors in transition preparation and planning.

Promoted at Utah State University from Research Assistant Professor to Assistant Professor

Oertle, K. M., & Bragg, D. D. (2014). Transitioning students with disabilities: Community college policies and practices. *Journal of Disability Policy Studies, 25(1)*, 59-67. doi: 10.1177/1044207314526435 SJR 2018 0.43 SCImago Journal Rank 2018 0.43; H Index 31; Impact factor 0.854

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

- Plotner, A. J., Trach, J. S., Oertle, K. M., & Fleming, A. R. (2014). Examining differences in transition service delivery among transition focused VR counselors and general VR counselors. *Rehabilitation Counseling Bulletin*, 57, 109-115. doi: 10.1177/003455213499075 CiteScore 0.94; SCImago Journal Rank 0.35; Google's H5 Index 15; considered one of the major rehabilitation counseling journals (Chen Vaughn et al., 2014) 5% of published content was on transition research (Plotner et al., 2019).
- Oertle, K. M., Trach, J. S., & Plotner, A. J. (2013). Rehabilitation professionals' expectations for transition and interagency collaboration. *Journal of Rehabilitation*, 79, 25-35. SCImago Journal Rank 2018 0.22; Google's H5 Index 12; considered one of the major rehabilitation counseling journals (Chen Vaughn et al., 2014); 10% of published content was on transition research (Plotner et al., 2019).

University of Illinois at Urbana-Champaign

- *Hu, X., *Oertle, K. M., & Dong, X. (2007). Rehabilitation education and services: A Chinese perspective. *Rehabilitation Education*, 21, 251-258. Google's H5 Index 9; considered one of the major rehabilitation counseling journals (Chen Vaughn, Zanskas, & Kuos, 2014).
- *Oertle, K. M., & Trach, J. S. (2007). Interagency collaboration: The importance of rehabilitation professionals' involvement in transition. *Journal of Rehabilitation*, 73, 36-44. SCImago Journal Rank 2018 0.22; Google's H5 Index 12; considered one of the major rehabilitation counseling journals (Chen Vaughn et al., 2014) and 10% of published content was on transition research (Plotner et al., 2019).

Utah State University

Invited

- Oertle, K. M., (2019). Guest Editor, Editorial: Serving transition-age youth and students with disabilities. Dr. Chrisann Schiro-Giest, Editor, [*Journal of Forensic Vocational Analysis, Special Issue: Transition, 19\(1\)*](#), 7-8. Published November 30, 2019. [First special issue on transition in a rehabilitation counseling journal to my knowledge. An American Board of Vocational Experts publication, the premier society for vocational experts.](#) This journal is the only publication specifically for professionals who give opinion and "expert testimony" regarding determinations for job performance and work limitations related to disability.

Book Chapters In Print

Utah State University

- Plotner, A. J., *Walters, C. B., Oertle, K. M., & Trach, J. S. (2021). Results-focused service delivery for the transition from high school to adult life. Chapter 21, In David R. Strauser (Ed.). *Career Development, Employment, and Disability in Rehabilitation*. 2nd Edition. New York, NY: Springer Publishing Company, LLC.

Promoted at Utah State University from Assistant Professor to Associate Professor

- Trach, J. S., Oertle, K. M. & Plotner, A. J. (2014). Transition from school through process to outcomes. In David R. Strauser (Ed.). *Career Development, Employment, and Disability in Rehabilitation* (pp. 389-400). New York, NY: Springer Publishing Company, LLC.

University of Illinois at Urbana-Champaign

- Plotner, A. J., & Oertle, K. M. (2011). Employment support facilitator (job coach). In Cynthia G. Simpson & Jeffrey P. Bakken (Eds.). *Collaboration: A multidisciplinary approach to educating students with disabilities* (pp. 380-396). Austin, TX. Prufrock Press Inc.

Research and Evaluation Projects

Active Research Projects

- Principal Investigator, (2019 – present). *Collaborate for Change (C2)*. The development of transition collaboration competencies by Utah State University and San Diego State University in partnership with

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

the Council of State Administrations of Vocational Rehabilitation (CSAVR) and National Association of State Directors of Special Education (NASDSE). Funded by the Department of Health & Human Services, Administration for Community Living, National Institute on Disability, Independent Living, Rehabilitation Research (NIDILRR) Field Initiated (FI) Projects Program. Products: Heumannizing Transition – A Collaborate for Change (HTC2) Summit held 11.19.2020 featuring Judy Heumann. To advance transition services and post-secondary outcomes, 35 in 18 U.S. states, Washington, D.C., and Puerto Rico gathered over two days via Zoom. Organized, facilitated, and hosted by Kathleen Marie Oertle and co-lead by the USU Dream Team – Kaitlin Bundock, Summer Gunn, and Kimberly Snow; in 2021 Oertle is director of Collaborate for Change in Transition (C2-Transition) a transition community hub. *C2 is funded by National Institute on Disability, Independent Living, Rehabilitation Research (NIDILRR) Field Initiated Project (FIP) grant number 90IFDV0011-01-00.* The foundational funding provided by the Grant-writing Experience through Mentorship (GEM). Funded by the Office of Research and Graduate Studies, Utah State University. (IRB protocol 10824).

Principal Investigator, (2020 – present). *Transition services, value of life decision-making policies and practices, and out-of-school youth with disabilities.* Literature review pertaining to rehabilitation counselors and out-of-school youth in transition (i.e., 14-24 years old). Research collaboration among Dr. Kathleen Oertle at Utah State University, Dr. Louise Yoho at Black Hills State University and Dr. Taryn VanderPyl at Western Oregon University.

Co-Principal Investigator, (2020 – present). *Exploring perceptions of special education teachers on guardianship and alternatives for adult decision-making support.* Data are being collected and analyzed regarding the perceptions of special educators on issues related to students with disabilities, guardianship, and supporting adult decision-making. Research collaboration among Dr. Tony Plotner at University of South Carolina, Mr. Charlie Walters at University of South Carolina, and Dr. Kathleen Oertle at Utah State University (IRB protocol 95108).

Co-Principal Investigator, (2016 – present). *Supporting college students with disabilities better through strategic improvements.* Research collaboration among Dr. Fleming at Penn State University, Dr. Oertle at Utah State University, and Dr. Plotner at University of South Carolina. Products: Three publications, 2017; one publication, 2019; one in preparation). (IRB protocol 13-0956-X4B)

Completed Projects

Utah State University

Principal Investigator, (2015 – 2019). *Transition Collaboration Competencies Construction.* Research collaboration among Utah State University and San Diego State University. Products: One publication, 2017; one publication, 2020; nine presentations; National Institute on Disability, Independent Living, Rehabilitation Research (NIDILRR) Field Initiated Project (FIP) grant - initial submission, 2016; resubmitted, 2017; *funded in 2019 until 2022*; and one course developed – REH6560 Transition Collaboration. Foundational funding provided by the Grant-writing Experience through Mentorship (GEM). Funded by the Office of Research and Graduate Studies, Utah State University. (IRB protocol 5350).

Principal Investigator, (2015 – 2019). *Transition Collaboration Pre-Service Education.* Research collaboration among Utah State University and San Diego State University. Products: One publication, 2018; five presentations; and one specialized curriculum implemented. Supported by Grant-writing Experience through Mentorship (GEM). Funded by the Office of Research and Graduate Studies, Utah State University.

Co-Principal Investigator, (2017 – 2019). *Developing paid and unpaid employment training opportunities for transition-age youth with intellectual and development disabilities.* Data collection was led by Dr. Tim Riesen. Products: One publication, 2019; one presentation, NCRE fall 2019. (IRB protocol 8402).

University of Illinois at Urbana-Champaign

Visiting Research Scientist, (2012). *Intergenerational Impact: Graduate Education Challenges and Successes*, Qualitative Research, Graduate College University of Illinois, Urbana-Champaign.

Visiting Research Scientist, (2012). *Graduate Education Transition Model*, Quantitative Research using Structural Equation Modeling, Graduate College University of Illinois, Urbana-Champaign.

Visiting Research Scientist, (2012). *Graduate Student Lifecycle*, Survey Research, Graduate College University of Illinois, Urbana-Champaign.

Visiting Research Scientist, (2012). *Illinois Graduate Education Enrollment and Completion 2000 to 2010*, Descriptive & Trend Analysis, Graduate College University of Illinois, Urbana-Champaign.

Post-Doctoral Researcher, (2010). *Adult Education Bridge Program Evaluation*, Mixed Methods Research, Office of Community College Research and Leadership (OCCRL), College of Education, University of Illinois, Urbana-Champaign. Funded by the Illinois Community College Board.

Post-Doctoral Researcher, (2010). *Pathway to Results: Illinois Programs of Study Implementation and Evaluation*. Mixed Methods Research, Office of Community College Research and Leadership (OCCRL), College of Education, University of Illinois, Urbana-Champaign. Funded by a grant from the Illinois State Board of Education.

Principal Investigator (2009). *Rehabilitation professionals' participation intensity and expectations of transition roles*. Dissertation Research Project. Mixed Methods Research, University of Illinois, Urbana-Champaign. Funded by the University of Illinois, College of Education, Traditional Dissertation Grant and Department of Special Education, Student-Initiated Research Grant.

Principal Investigator (2008). *Career and Technical Education Professionals' Expectations of the Capabilities of People with Intellectual Disabilities: Impact of An In-Service Training*, Quantitative Research, Training sponsored by the Illinois Center for Specialized Professional Support (ICSPPS), at Illinois State University. ICSPPS is funded by the Carl D. Perkins Vocational and Technical Education Act of 2006 through the Illinois State Board of Education and Illinois Community College Board.

Principal Investigator (2008). Community Employment Services for Transition (CEST), *Introduction to intellectual disabilities: Impact of An In-Service Training*. Quantitative Research, Training sponsored by RSA Region V CRP RCEP, Champaign, IL.

Principal Investigator (2007). *Rehabilitation professionals' perceptions of interagency collaboration for transition of individuals with disabilities*. Quantitative Research, University of Illinois, Urbana-Champaign. Funded by the University of Illinois Chapter of Phi Delta Kappa.

Co-Evaluator (2005). *Supported Employment Program Evaluation Project*. Funded by the RSA Region V CRP RCEP, University of Illinois, Urbana-Champaign.

Research Assistant (1996). *Consumer choice for people with cognitive disabilities: Who makes the choices in the job search process?* Qualitative Research. University of Illinois, Urbana-Champaign.

Research Practicum (1989). *Multiple Projects*. Quantitative Research, Biological Research Laboratory, University of Illinois, Circle Campus, Chicago.

Research Assistant (1988). *Depression in mothers with children who are two years old*, Mixed Method Research, Department of Psychology, University of Illinois, Urbana-Champaign.

Research Assistant (1988). *Chimera development in mice*, Quantitative Research, Department of Animal Science, University of Illinois, Urbana-Champaign.

Research Assistant (1987). *Measuring the reproductive cycle in bovine*, Quantitative Research, Department of Animal Science, University of Illinois, Urbana-Champaign.

Parkland College, Champaign, IL

Project Coordinator (2002-1998). *Parkland College Perkins Program Outcomes*. Funded by the Carl D. Perkins Vocational and Technical Education Act of 1998 through the Illinois State Board of Education.

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

Grants

Five Grants = \$4,837,207.00 Currently Funded; Principal Investigator for \$1,597,747.00.

** Oertle, K. M. (PI) & Sax, C. L. (Co-PI) (2019-2022). *Collaborate for Change (C2) CFDA Number 93.433*. Funded by the Department of Health & Human Services, Administration for Community Living, National Institute on Disability, Independent Living, Rehabilitation Research (NIDILRR) Field Initiated (FI) Projects Program. **Development**, Stage: Proof of Adoption; Outcome; Domain: Employment. **\$597,747.00**. Acknowledgment to our project team, Sheryl Bobroff and Nan Hampton, and Henry Cohn-Geltner of San Diego State University along with ***Kayla Currier, **Elizabeth (Liz) Chesley, **Eliza Jex, *Alyce McLeod, and **Azure Pellegrino**, who were *Master's and **doctoral students at Utah State University. These students assisted by editing, researching data, checking citations, and making suggestions for improvements. **NIDILRR is the primary source of funding for rehabilitation research**. The focus of NIDILRR is on people with disabilities as whole people. The long-term goals are changes in employment, community inclusion, and independent living outcomes. **This competition is one of few field initiated opportunities for rehabilitation counseling research**. Five applicants were **funded of 134 eligible submissions in the development competition (3.7%)**. C2 was the only NIDILRR FIP targeting transition. **Submitted February 6, 2019; Awarded September 15, 2019 and began on October 1, 2019.**

[NIDILRR FI Project Number: 90IFDV0011](#) *Brief Project Summary: Collaborate for Change (C2)* is a three-year project to develop and field-test competencies to advance secondary transition collaboration among special educators and vocational rehabilitation counselors. **The Primary Target Populations** are special educators and vocational rehabilitation counselors because they are the mandated transition collaborators. However, the **Targeted Benefactors** are the transition-age population with disabilities and their families, whom are the consumers of these services. The **Major Goal** is the development of validated competencies. **Objectives** include: 1) developing and validating competencies that are theory-based, and operationalized in the context of secondary transition (Oertle, Bobroff, & Sax, 2019; Oertle, Sax, & Chesley, 2017; Oertle & Seader, 2015); and 2) pilot field testing the competencies and developing a structural and measurement model. **Anticipated Outcomes** are proof of adoption by expert/early adopters at the national, state, and local levels who have contextualized competencies to collaborate for change. **Expected Products** are competencies that are operationally defined, measurable, and validated; and a piloted, field-tested: instrument and structural and measurement model. C2 is being implemented with our field contacts including the leadership of the Council of State Administrators of Vocational Rehabilitation (CSAVR) and National Association of State Directors of Special Education (NASDSE) among other key transition scholars and stakeholders.

- [Utah State University published a news story on C2](#) on June 23, 2020.

Landon, T. J. (PI), McKnight-Lizotte, M. (Co-PI), Oertle, K. M. (Co-PI), and Riesen, T. (Co-PI) (2019-2024). *Rehabilitation Training: Rehabilitation Long-Term Training Program: Rehabilitation Counseling CFDA Number 84.129B*. Funded by U.S. Department of Education, The Office of Special Education and Rehabilitative Services (OSERS). **\$1 Million**. Thirty applicants were expected to be funded in rehabilitation counseling. I shared the past three successful proposals, wrote the evaluation information, read and edited the proposal before submission, and provided overall consultation of the grant writing and submission process, the budgeting, and USU internal grant process. **Reviewer Comments:** "...PI, Dr. Oertle has 23 years as a CRC, sits on the Utah board, [and has] direct research with a focus on transition and employment services..." Acknowledgment to Drs. Julie Smart and Jared Schultz for the model for this application.

Oertle, K. M. (PI), & Riesen, T. (CoPI) (2018-2020). *Rehabilitation Training: Rehabilitation Long-Term Training Program: Rehabilitation Counseling CFDA Number 84.129B*. Funded by U.S. Department of Education, The Office of Special Education and Rehabilitative Services (OSERS). **\$1 Million**.

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

Reviewer Comments: “*The Transition Services curriculum is based on the most current research...*”

Acknowledgment to Dr. Jared Schultz, co-author and leader from 2015-2018.

Schultz, J. (PI), Oertle, K. M. (Co-PI), & Riesen, T. (Co-PI) (2015-2018). *Rehabilitation Training: Rehabilitation Long-Term Training Program: Rehabilitation Counseling CFDA Number 84.129B*. Funded by U.S. Department of Education, OSERS.

Riesen, T. (PI), & Oertle, K. M. (Co-PI) (2018-2020). *Rehabilitation Training: CSPD Graduate Certificate Programs. CFDA Number 84.129W*. Funded by U.S. Department of Education, The Office of Special Education and Rehabilitative Services (OSERS). **\$1 Million. Reviewer Comments:** “*Specific shortages are addressed in meeting the needs of those counselors practicing in the transition area as well as meeting and specific skills in customer employment strategies.*”; “*The proposed project includes several exceptional approaches, most notably the emphasis on transition and customized employment.*”; and “*The design of the proposed project considers the new and emerging issues related to WIOA.*”

Acknowledgment to Dr. Jared Schultz, co-author and leader from 2015-2018.

Schultz, J. (PI), Riesen, T. (Co-PI), & Oertle, K. M. (Co-PI) (2015-2018). *Rehabilitation Training: CSPD Graduate Certificate Programs. CFDA Number 84.129W*. Funded by U.S. Department of Education, OSERS.

Morgan, R. (PI), Oertle, K. M. (Co-PI), & Schultz, J. (Co-PI) (2016-2021). *Development and Evaluation of an Interdisciplinary Transition Leadership Project CFDA Number 84.325D*. Funded by U.S. Department of Education, The Office of Special Education Programs (OSEP). **\$1,239,460.00. Only 22% of requests were funded (17/75)**. I co-wrote with Drs. Robert Morgan and Tim Riesen. I wrote major parts of the importance, mentoring and leadership development, and evaluation sections and am the named internal evaluator. **Reviewer Comments:** “*The PI and two co-PIs are well-qualified to manage this program, including sufficient training and experiences in transition (Morgan, Oertle) and rehabilitation (Schultz, Oertle).*”

Grant Proposal in Development

Mentor, (October 2020 - Present). Research collaboration and mentoring relationship - Dr. Cassandra McCall and Dr. Kathleen Oertle as a basis for a National Science Foundation (NSF) proposal. Dr. McCall is an assistant professor at USU, an engineer, is interested in researching the intersection of engineering education and disability, and has a visual impairment. She was awarded an NSF grant as a doctoral student which funded her post-doctorate position. I was the Research Scientist in the Graduate College at the UIUC. I was working on NSF proposals for research in engineering education, graduate education, and diversity. Dr. McCall wants to focus the GEM work on furthering her *exploration of cultural factors that influence disability disclosure in engineering among faculty, graduate students, and undergraduate students in engineering at Utah State University and then pursuing a NSF proposal to conduct this work nationwide.*

Grant Proposals Submitted – Not Selected for Funding

Yoho, L. (PI), VanderPyl, T. (Co-PI), **Oertle, K. M.** (Co-PI), Osmani, K., & Hawley, C. E. (Co-PI) (2021-2026). *Leading Opportunities in Transition Under Supervision for the Employment of Youth with Disabilities (LOTUS)*, Funding requested from the Department of Health & Human Services, Administration for Community Living, National Institute on Disability, Independent Living, Rehabilitation Research (NIDILRR) Disability and Rehabilitation Research Projects (DRRP) Program: Employment of Individuals with Disabilities (Development), CFDA Number 93.433. Stage: Proof of Adoption: Amount requested \$2.5 Million. If funded USU Sub-award \$860,122.00 USU project team - **Oertle, K. M. (PI), Hager Marteniz, K. (Co-PI), & Gerald, M. E. (Co-PI)** and a Master’s student and doctoral student to be recruited and hired. **Submitted March 29, 2021**; Not selected for funding September 30, 2021.

**Oertle, K. M. (PI) & Sax, C. L. (Co-PI) *Targeting Special Education-Vocational Rehabilitation*

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

Secondary Transition Collaboration Competencies for Improved Transition Outcomes CFDA Number 93.433. Funding requested from Department of Health & Human Services, Administration for Community Living, NIDILRR Field Initiated Projects Program. Development Outcome; Domain: Employment. Amount Requested: \$599,716.00. Acknowledgment to ***Kayla Currier, *Elizabeth (Liz) Chesley, *Eliza Jex, *Alyce McLeod, and *Azure Pellegrino**, Master's and doctoral students at Utah State University, who helped with the development of this proposal by editing, researching data, checking citations, and making suggestions for improvements. NIDILRR is the primary source of funding for rehabilitation research. The focus is on people with disabilities as whole people. The long-term goals are changes in employment, community inclusion, and independent living outcomes. This competition is the only field initiated opportunity for rehabilitation counseling research. Only 3% of proposals were funded (9/272). **Submitted February 9, 2017**; not selected for funding September 30, 2017.

****Oertle, K. M. (PI) & Sax, C. L. (Co-PI)** *Targeting Special Education-Vocational Rehabilitation Secondary Transition Collaboration Competencies for Improved Transition Outcomes CFDA Number 93.433.* Funding requested from Department of Health & Human Services, Administration for Community Living, NIDILRR Field Initiated Projects Program. Development Outcome; Domain: Employment. Amount Requested: \$599,716.00. Acknowledgment to ***Elizabeth (Liz) Chesley**, rehabilitation counseling doctoral student at Utah State University, who helped with the development of this proposal by editing, researching the literature, crafting the human subjects' document, and checking citations. NIDILRR is the primary source of funding for rehabilitation research. The focus is on people with disabilities as whole people. The long-term goals are changes in employment, community inclusion, and independent living outcomes. This competition is the only field initiated opportunity for rehabilitation counseling research. Only 4% of proposals were funded (9/250). **Submitted February 19, 2016**; Not selected for funding – September 30, 2016.

Morgan, R. (PI), Oertle, K. M. (Co-PI), & Riesen, T. (Co-PI) (2015-2020). *Development and Evaluation of an Interdisciplinary Transition Leadership Project CFDA Number 84.325D.* Funding requested from U.S. Department of Education, The Office of Special Education Programs (OSEP). Amount Requested: \$1,239 460.00. **Submitted December 4, 2014**; Not selected for funding – March, 2015.

\$5,299,002.00 = Past Funding

Utah State University, Logan

Oertle, K. M. (PI) (2016-2019). *Rehabilitation Training: Rehabilitation Long-Term Training Program: Rehabilitation Counseling CFDA Number 84.129B.* Funded by U.S. Department of Education, The Office of Special Education and Rehabilitative Services (OSERS). **\$1 Million. Forty three proposals were funded out of 80 requests (53%).** I co-wrote with Dr. Julie Smart. We contributed equally. Reviewer Comments: Noting up-to-date knowledge from research and effective practice, "Dr. Kathleen (Kat) Oertle, a new RC faculty member...educational, research, and community service *transition* initiatives and activities...and building a national reputation and identity as a leader in transition research and services." And "The need for *Transition* Counselors in VR has increased over the years. The project is appropriate to the needs of individuals with disabilities who need rehabilitation services to *transition* from school to work." Acknowledgment to Dr. Julie Smart, co-author and leader from 2014-2016.

Smart, J. (PI/Director) & Oertle, K. M. (Co-PI/Co-Director) (2014-2016). *Rehabilitation Training: Rehabilitation Long-Term Training Program: Rehabilitation Counseling CFDA Number 84.129B.* Funded by U.S. Department of Education, OSERS.

Oertle, K. M. (PI) (2015). *Measuring transition collaboration: A gem project targeted for the NIDRR field initiated development grant competition.* Grant-writing Experience through Mentorship (GEM.) Funded by the Office of Research and Graduate Studies, Utah State University (USU). **\$9002.00.** *This seed*

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

funding from Utah State University was the catalyst for my research. I used this opportunity to solidify a collaborative relationship with Dr. Caren Sax that led to our NIDILRR (formerly NIDRR) FI proposal submissions and funding, multiple manuscripts for publication and presentations, and the development and implementation of specialized curriculum in transition services.

University of Illinois at Urbana-Champaign

Dutta, D. D., (PI), Oertle, K. M. (Co-PI/Director) & Fouche, R. (Co-PI) (2012-2013). *Doctoral Initiative on Minority Attrition and Completion* Funded by the Council of Graduate Schools. \$30,000.00.

Bragg, D. D., (PI) & Oertle, K. M. (Co-PI/Director) (2010). *Evaluation of Illinois' Adult Education Bridge Grants*. Funded by the Illinois Community College Board. \$150,000.00.

Bragg, D. D., (PI) & Oertle, K. M. (CoPI) (2010). *Consultation and Technical Assistance on Programs of Study* Funded by the Illinois State Board of Education. \$100,000.00.

Trach, J. S. (PI), Oertle, K. M. (Co-PI), & Plotner, A. J. (Co-PI) (2006-2008). *Rehabilitation Continuing Education Programs for Providers of Community Rehabilitation Services* Funded by Rehabilitation Service Administration Region V, U.S. Department of Education. \$1.5 Million.

Oertle, K. M. (2008). (PI) *Rehabilitation professionals' participation intensity and expectations of transition roles*. Funded by The College of Education, University of Illinois, Traditional Dissertation Award. \$2,000.00.

Oertle, K. M. (2008). (PI) *Rehabilitation professionals' participation intensity and expectations of transition roles*. Funded by Department of Special Education, University of Illinois, Student-Initiated Research Grant. \$1,500.00.

Oertle, K. M. (2005). (PI) *Interagency Collaboration between Educators and Rehabilitation Professionals for Transition of Individuals with Disabilities*. Funded by the University of Illinois Chapter of Phi Delta Kappa. \$500.00.

Trach, J. S., (PI) & Oertle, K. M. (Co-PI) (2005). *International Course Development Grant*. Funded by the College of Education, International Programs at the University of Illinois, Urbana-Champaign. This grant program is made possible by a generous bequest from the late Charles Hardie, former Dean of the College of Education at the University of Tasmania. \$6,000.00.

Parkland College, Champaign, IL.

Oertle, K. M., (PI/Project Coordinator) Lake, R., (Co-PI) & Evans, R. (Co-PI) (1999 - 2003). *The Perkins Grant*. Funded by Carl D. Perkins Vocational and Technical Education Act of 1998 through the Illinois State Board of Education. Community and Family Partnerships Division, Springfield, IL. \$2.5 Million.

Presentations

Utah State University

National – Peer Reviewed

Oertle, K. M. (April, 2020 changed to virtual July 2020). *Career development practices aligned with pre-employment transition services for consumers with disabilities*. Poster Session, National Council on Rehabilitation Education (NCRE) conference. San Diego, CA. Acknowledgement: Poster developed from Oertle & O'Leary (2017).

Oertle, K. M. (April, 2020 changed to virtual July 2020). *Responsibility to inform students about alternatives to guardianship in self-advocacy instruction*. Poster Session, National Council on Rehabilitation Education (NCRE) conference. San Diego, CA. Acknowledgement: Poster developed from Oertle & Riesen (2019).

Oertle, K. M., & Riesen, T. (October, 2019). *Business perspectives on developing work-based learning experiences for students with intellectual disabilities*. Concurrent Session, National Council on Rehabilitation Education (NCRE)/Rehabilitation Services Administration (RSA)/Council of State Administrators of Vocational Rehabilitation (CSAVR) fall conference. Washington, D.C..

Oertle, K. M., & Sax, C. (October, 2018). *Statewide transition supervisors' recommendations for collaboration*. Acknowledgements to *Elizabeth Chesley-Livingston, a rehabilitation counseling

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

- doctoral student at Utah State University and Sheryl Bobroff, coordinator of vocational and transition services at the Institute for Effective Education (TIEE) in San Diego, for work on earlier presentations and for their assistance with data collection and analysis. Concurrent Session, National Council on Rehabilitation Education (NCRE)/Rehabilitation Services Administration (RSA)/Council of State Administrators of Vocational Rehabilitation (CSAVR) fall conference. Washington, D.C..
- Oertle, K. M., & O'Leary, S. (October, 2018). *The importance of career development in constructing vocational rehabilitation transition policies and practices*. Concurrent Session, National Council on Rehabilitation Education (NCRE)/Rehabilitation Services Administration (RSA)/Council of State Administrators of Vocational Rehabilitation (CSAVR) fall conference. Washington, D.C..
- Oertle, K. M. (October, 2018). *Qualified for effective delivery of transition and employment services*. Poster Presentation. National Council on Rehabilitation Education (NCRE)/Rehabilitation Services Administration (RSA)/Council of State Administrators of Vocational Rehabilitation (CSAVR) fall conference. Washington, D.C..
- Plotner, A. J., *Stinnett, C. V., & Oertle, K. M. (October, 2018). *Transition content in rehabilitation counseling journals*. Poster Presentation. National Council on Rehabilitation Education (NCRE)/Rehabilitation Services Administration (RSA)/Council of State Administrators of Vocational Rehabilitation (CSAVR) fall conference. Washington, D.C..
- *Chesley-Livingston, E., & Oertle, K. M. (October, 2018). *Transition-age individuals with disabilities, supported employment, and the outcomes*. Concurrent Session, National Rehabilitation Association Annual Training Conference, Oklahoma City, OK.
- Oertle, K. M., & Riesen, T. (October, 2018). *Training professionals for effective delivery of transition and employment services*. Concurrent Session, National Rehabilitation Association Annual Training Conference, Oklahoma City, OK.
- Oertle, K. M., Sax, C., Bobroff, S., & *Chesley, E. (March, 2018). *The factors that impact transition collaboration as identified by statewide transition supervisors*. Concurrent Session, National Council on Rehabilitation Education (NCRE) conference. Anaheim, CA.
- Oertle, K. M. & Sax, C. (October, 2016). *Informing vocational rehabilitation counselor education with statewide transition leaders' insights on collaboration*. Concurrent Session, National Council on Rehabilitation Education (NCRE) conference. Washington, D. C..
- Schultz, J., Oertle, K. M., & Riesen, T. (October, 2016). *The role of graduate certificates in the changing landscape of pre-service education*. Concurrent Session, National Council on Rehabilitation Education (NCRE) conference. Washington, D. C..
- *Chesley, E., Oertle, K. M., Sax, C., & *Aldredge, C. (April, 2016). *Special education and rehabilitation counseling graduate program websites: Transition content – Initial findings*. Poster Presentation, National Council on Rehabilitation Education (NCRE) conference. Newport Beach, CA.
- Oertle, K. M., & Sax, C. (December, 2015). *Competencies and preparation for transition collaboration*. TASH Annual Conference. Portland, Oregon.
- Oertle, K. M. (April, 2015). *Research and practical considerations for rehabilitation transition collaboration*. Concurrent Session, National Council on Rehabilitation Education (NCRE) conference. Newport Beach, CA.
- Fleming, A. R., Oertle, K. M., Plotner, A. J., & Hakun, J. G. (April, 2015). *College students with disabilities: Institutional & personal factors predicting performance & satisfaction*. Poster Session, National Council on Rehabilitation Education (NCRE) conference. Newport Beach, CA.
- Promoted at Utah State University from Research Assistant Professor to Assistant Professor*
- Oertle, K. M. (March, 2014). *Reasons for involvement in transition: What rehabilitation professionals are saying*. Poster Presentation, National Council on Rehabilitation Education (NCRE) conference. Manhattan Beach, CA.
- Trach, J. S., Oertle, K. M., & Plotner, A. J. (March, 2014). *Transition process by outcomes to determine success and collaboration*. Concurrent Presentation, National Council on Rehabilitation Education

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

(NCRE) conference. Manhattan Beach, CA.

State – Peer Reviewed

*Gripentrog, L., & Oertle, K. M. (June, 2017). *Collaborative practices in the service of youth and students with disabilities in transition*. Transition Pre-Presentation, Utah Multi-Tiered Systems of Support Conference (UMTSS). Provo, Utah.

Oertle, K. M., & Sax, C. (October, 2016). *Statewide special education and vocational rehabilitation counseling transition leaders' perspectives on transition collaboration activities*. Concurrent Session, 11th Annual Oklahoma Transition Institute, Norman, OK.

Oertle, K. M., & *Chesley, E. (June, 2016). *Creating meaningful collaboration between educators and other disciplines leading to successful post-school outcomes for youth*. Concurrent Presentation, Utah Multi-Tiered Systems of Support Conference (UMTSS). Layton, Utah.

Oertle, K. M., & *Alldredge, C. (June, 2015). *Transition collaboration competencies construction*. Concurrent Presentation, Utah Multi-Tiered Systems of Support Conference (UMTSS). Layton, Utah.

Promoted at Utah State University from Research Assistant Professor to Assistant Professor

Oertle, K. M. (June, 2014). *Cross & within systems transition collaboration*. Concurrent Presentation, Utah Multi-Tiered Systems of Support Conference (UMTSS). Layton, Utah.

Invited Presenter/Facilitator

National

Oertle, K. M. (December, 2016). *Statewide transition supervisors' insights on collaboration activities*. Invited Presenter, Council of State Administrators of Vocational Rehabilitation (CSAVR) Monthly Membership Call.

State/Local

Oertle, K. M. (January, 2021). *Collaboration incentives and challenges as identified by statewide transition leaders*. Invited Presenter, Research Colloquium, Department of Rehabilitation and Counselor Education, University of Iowa, Iowa City.

Oertle, K. M. (January, 2019). *An overview of a transition research agenda*, Invited Presenter, Research Colloquium, Department of Rehabilitation Counseling, Virginia Commonwealth University, Richmond.

Oertle, K. M. (November, 2018). *Journey to the academy: Tips for new doctoral students*, Invited Presenter, Doctoral Seminar, taught by Dr. Charles Salzberg.

Oertle, K. M. (November, 2018). *Secondary transition overview*, Invited Presenter, USU School Counseling, taught by Dr. Michelle McKnight-Lizotte.

Oertle, K. M. (October, 2018). *Transition services and rehabilitation counseling*, Invited Presenter, USU REH Seminar, taught by Dr. Trent Landon.

Oertle, K. M. (May, 2018). *Counseling skills*, Invited Observer/Clinical Supervisor, USU REH taught by Dr. Jared Schultz.

Oertle, K. M. (November, 2016). *Secondary transition collaboration competencies*. Education Studies (EDEX 794), Foundations in Secondary Transition Planning and Services. Invited Presenter, University of South Carolina, Columbia, SC.

Oertle, K. M., & *Galbrith, K. L. (October, 2015). *Practical considerations for rehabilitation transition collaboration*. Invited Presenters, Utah Rehabilitation Association Conference, Salt Lake City, Utah.

Promoted at Utah State University from Research Assistant Professor to Assistant Professor

Oertle, K. M., Thomas, C. T., *Gripentrog, L., Jarrell, D., & Clarkson, T. (March, 2014). *Strategies for increasing VR and special education collaboration*. Panel Facilitator, Utah Transition Institute, Marriott, Provo, UT. Sponsored by Utah State Office of Education.

University of Illinois at Urbana-Champaign

National

Oertle, K. M., Trach, J. S., & Plotner, A. J. (April, 2012). *Rehabilitation professionals' perspectives on*

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

- transition services and collaboration*. Poster Presentation, National Council on Rehabilitation Education (NCRE) conference. San Francisco, CA.
- Oertle, K. M., Trach, J. S., & Plotner, A. J. (April, 2011). *Transition collaboration expectations and rehabilitation professionals' participation*. Poster Presentation, National Council on Rehabilitation Education (NCRE) conference. Manhattan Beach, CA.
- Trach, J. S., Oertle, K. M., & Plotner, A. J. (April, 2011). *Collaboration for successful transition outcomes*. Concurrent Presentation, National Council on Rehabilitation Education (NCRE) conference. Manhattan Beach, CA.
- Plotner, A. J., Oertle, K. M., & Trach, J. S. (April, 2011). *Vocational rehabilitation participation and involvement in transition services*. Concurrent Presentation, National Council on Rehabilitation Education (NCRE) conference. Manhattan Beach, CA.
- Trach, J. S., & Oertle, K. M. (October, 2010). *Degree of collaboration for successful transition outcomes for special education secondary students*. Poster Presentation, National Council on Rehabilitation Education (NCRE) conference. Washington, D.C.
- Trach, J. S., Oertle, K. M., & Plotner, A. J. (October, 2009). *Rehabilitation provider perspectives on their critical role in transition*. Presenters, 15th International DCDT Conference, The Westin Savannah Harbor, Savannah Georgia.
- Oertle, K. M. (July, 2008). *Beyond resource mapping and information dissemination: Knowing who's who in transition*. Presentation, National ASPE Conference in Louisville, KY.
- Oertle, K. M., & Trach, J. S. (February, 2008). *Rehabilitation professionals' transition expectations & participation intensity*. Poster Presentation, National Council on Rehabilitation Education (NCRE) conference. San Antonio, TX.
- Hu, X., & Oertle, K. M. (February, 2008). *Rehabilitation education and services: A Chinese perspective*. Poster Presentation, National Council on Rehabilitation Education (NCRE) conference. San Antonio, TX.
- Trach, J. S., & Oertle, K. M. (February, 2007). *Attitudinal shifts and broadening worldviews: A course redesign*. Poster, National Council on Rehabilitation Education (NCRE) conference. San Diego, CA.
- Trach, J. S., Oertle, K. M., & Plotner, A. J. (February, 2007). *ACRE: National certificate in employment services*. Presenter, National Council on Rehabilitation Education (NCRE) conference. San Diego, CA.
- Oertle, K. M. (March, 2006). *Interagency collaboration between educators and rehabilitation professionals for transition of youth with disabilities*. Presentation, Multicultural Education in a Globalizing World International Conference, Southwest University, Chongqing, China.
- Oertle, K. M. (July, 2005). *A national initiative for competency-based training*. Panel Presentation, National ASPE Conference in Mobile, Alabama.

State/Local

- Oertle, K. M., Morelock, K., & Welker, D. (April, 2010). *Career clusters and programs of study: Connecting schools to careers*. Conference session presentation, Illinois School Counselor Association, University of Illinois at Springfield.
- Oertle, K. M., & Kirby, C. (March, 2010). *Illinois pathway to results initiative*. Presenters, Connection Conference, Pheasant Run Resort and Convention Center, St. Charles, IL.
- Oertle, K. M., Kirby, C., Julian, A., & Morelock, K. (March, 2010). *Illinois programs of study professional development*. Presenters, Connection Conference, Pheasant Run Resort and Convention Center, St. Charles, IL.
- Oertle, K. M. (November, 2009). *Career and technical education: A mechanism to support successful transition for all students?* Preconference and conference sessions, Presentation, Illinois 2009 Transition Conference, Renaissance Hotel and Convention Center, Schuamburg, IL.
- Oertle, K. M., Plotner, A. J., & Trach, J. S. (November, 2009). *Take it from here: Rehabilitation's critical role in transition*. Conference session presentation, Illinois 2009 Transition Conference, Renaissance Hotel and Convention Center, Schuamburg, IL.

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

Oertle, K. M. (December, 2007). *Knowing who's who in transition*. Presentation, Illinois Statewide Transition Conference, Effingham, IL.

Guest Lecturer/Invited Presenter

- Oertle, K. M. (March, 2013). *Programs of study, career clusters, and pathways: Connecting student and career development*. Facilitator and Invited Presenter, Illinois Transition Planning Institute, Crowne Plaza Hotel, Springfield, IL. Sponsored by Illinois State Board of Education.
- Oertle, K. M. (March, 2012). *Career and technical education: Planning for transition utilizing the programs of study framework*. Invited Presenter, EDEX 619, University of South Carolina, Columbia.
- Oertle, K. M., Kachi, A., & Golato, A. (March, 2012). *Overview of recent Illinois graduate college research efforts*. Second Graduate College Research Brown Bag, University of Illinois at Urbana-Champaign.
- Oertle, K. M. (January, 2012). *First-generation graduate students*. Career Services Workshop. Kannert Art Museum, Invited Presenter, University of Illinois at Urbana-Champaign.
- Oertle, K. M. (October, 2010). *OCCRL's programs of study and pathway to results initiatives*. Invited Presenter, Region II Education for Employment System Directors meeting, Sterling, IL.
- Oertle, K. M. (September, 2010). *Project evaluation & logic model development*. Invited Presenter, Illinois Community College Board (ICCB) Adult Education Bridge Implementation Project, Bloomington, IL.
- Oertle, K. M. (October, 2009). *Transition 101: What parents need to know*. Invited Presenter, Champaign, IL. Sponsored by the Champaign County Transition Planning Committee.
- Oertle, K. M. (August, 2009). *Career and technical education: a mechanism to support successful transition*. Invited Presenter, Illinois State Board of Education 2009 Special Education Directors' Conference. Peoria Civic Center, Peoria, Illinois.
- Oertle, K. M., & Mayer, J. (August, 2009). *Job coaching 101*. Invited Presenters, Parkland College, Champaign, IL. Sponsored by the Champaign County Transition Planning Committee.
- Oertle, K. M. (June, 2009). *Response to Intervention (RtI): Access to educational opportunities for all students?* Invited Presenter, Southwestern Illinois Partnership for College and Career Success at Southwestern Illinois College, Belleville, IL.
- Oertle, K. M., Bennett, J., & Walter, S. (February, 2009). *Webinar #2, Access, equity, and opportunity*, POS Professional Development Webinar Series, Office of Community College Research and Leadership (OCCRL). On-line Presentation. University of Illinois, Urbana-Champaign.
- Kirby, C., & Oertle, K. M. (January, 2009). *Introduction to Perkins IV, career clusters, and Illinois programs of study: The vital role of the counselor*. Invited Presenters, Education for Employment, Springfield, IL.
- Oertle, K. M., & Mayer, J. (October, 2008). *Connecting the right dots: Customized transition planning*, Invited Presenters, Tazewell Mason Counties Special Education Association, Pekin, IL.
- Oertle, K. M. (May 2008). *The role of the rehabilitation professional in the transition process*. Invited Presenter, Illinois Rehabilitation Association, Bloomington, IL.
- Oertle, K. M. (March, April, & May, 2008). *Introduction to CTE learners with intellectual disabilities*. Invited Presenter, Training sponsored by the Illinois Center for Specialized Professional Support (ICSPS), at Illinois State University. ICSPS is funded by the Carl D. Perkins Vocational and Technical Education Act of 2006 through the Illinois State Board of Education and Illinois Community College Board. St. Charles, IL, Effingham, IL, and Edwards, IL.
- Oertle, K. M., & Trach, J. S. (February, 2008). *Bridging the gap through leadership: The role of the rehabilitation professional in the transition process*. Teleconference Presentation, RSA Region V CRP RCEP at University of Illinois, Urbana-Champaign.
- Oertle, K. M. (December, 2007). *Transition: From here we go*. Invited Presenter, SPED 446, University of Illinois, Urbana-Champaign.
- Oertle, K. M. (February, 2007). *Transition: From here we go*. Invited Presenter, SPED 117, University of Illinois, Urbana-Champaign.

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

- Oertle, K. M. (October, 2006). *Introduction to intellectual disabilities*. Presenter, Community Employment Services For Transition (CEST), National Certificate in Employment Services. Association of Community Rehabilitation Educators (ACRE) & RSA Region V CRP RCEP, Champaign, IL.
- Oertle, K. M., & Plotner, A. J. (October, 2006). *Program evaluation: One step toward improving your supported employment program*. Invited Presenters, teleconference, RSA Region V CRP RCEP at University of Illinois, Urbana-Champaign.
- Oertle, K. M. (October, 2006). *Transition: From here we go*. Invited Presenter, SPED 117, University of Illinois, Urbana-Champaign.
- Oertle, K. M. (June, 2006). *Transition leadership summit*, Invited Presenter, Panel Presentation, Bloomington, Illinois.
- Oertle, K. M. (April, 2006). *Interagency collaboration to assist transitioning youth with disabilities*. Invited Presenter, Young People, Entrapped, Endangered or On Their Way – The Transition Into Adulthood, Phi Delta Kappa Forum, University of Illinois, Urbana-Champaign.
- Oertle, K. M. (October, 2005). *Transition: From here we go*. Invited Presenter, SPED 117, University of Illinois, Urbana-Champaign.
- Oertle, K. M., & Brown, E. (November, 2003). *Reach all teach all; Strategies for learning*. Invited Presenters, Urbana Adult Education, Urbana, IL.

Parkland College, Champaign, IL
State/Local

- Oertle, K. M., & Brown, E. (June, 2003). *Reach all teach all; Strategies for learning*. Presentation, Connections Conference, Springfield, IL.
- Oertle, K. M., & Brown, E. (April, 2003). *Reach all teach all; Strategies for learning*. Presentation, Connections Conference, St. Charles, IL.
- Oertle, K. M. (February, 2002). *Illinois transition summit 2002: Transition. Planning for the future*. Facilitator, Springfield, IL.
- Oertle, K. M. (June, 2001). *Overview of the growth and success of the Perkins Grant program at Parkland College*. Paper Presentation, Connections Conference, Springfield, IL.
- Oertle, K. M. (June, 2001). *Special populations and privacy issues*. Presentation, Pre-Connections Conference, Springfield, IL.
- Oertle, K. M. (April, 2000). *Bridging to other initiatives*. Invited Presenter, Illinois State Board of Education, Perkins III Workshop, St Charles, IL.

Guest Lecturer/Invited Presenter

- Oertle, K. M., & Brown, E. (September, 2003). *Reach all teach all; Strategies for learning*. Invited Presenters, Student Services Committee Meeting, Champaign, IL.
- Oertle, K. M., Brown, E., & Penne, A. (September, October, & November, 2002). *Learning/teaching styles in the classroom - Seminar series*. Presentation, Parkland College, Champaign, IL.
- Corsino-Moore, D., & Oertle, K. M. (September, 2002). *The ABCs of P and P; Perkins/TRIO*. Presentation, Parkland College, Champaign, IL.
- Oertle, K. M. (November, 2001). *How to lead a group discussion*. Invited Presenter, Dental Hygiene Faculty, Parkland College, Champaign, IL.

Workshop/Seminars - Coordinated and Presented

University of Illinois at Urbana-Champaign

- Oertle, K. M., & Mayer, J. (October & September, 2010; February, 2011). *Employment services for transition (CEST), national certificate in employment services*. Presenter and facilitator, Association of Community Rehabilitation Educators (ACRE) Champaign, IL.
- Oertle, K. M., Ender, K., Johnson, K., Lopez, L., & Luxton, C. (June, 2010). *Programs of Study Webinar: Lessons Shared by P-20 Education Leaders*, Professional Development Webinar Series #7, Office of Community College Research and Leadership (OCCRL). On-line Presentation. University of Illinois,

Urbana-Champaign.

- Oertle, K. M., Rummer, B., & Iliff, L. (June, 2009). *Programs of Study self-assessment: Starting the journey on the right foot*. Bragg, D. Williams, M. Durham, B., Oertle, K.M., & Kirby, C., Presenters, Lincoln Land Community College, Springfield, IL.
- Oertle, K. M., Kirby, C., Cook, J., Hardiman, L., & Iliff, L. (May, 2009). *Programs of Study self-assessment: Starting the journey on the right foot*. Bragg, D. Williams, M. Durham, B., Jenkowski, N., Morelock, K., Welker, D., & Kirby, C., Presenters. Oertle, K. M., Cook, J., & Hardiman, L., Moderators, Malcolm X College, Chicago, IL.
- Oertle, K. M., Iliff, L., & Canna, D. (February, 2009). *Programs of Study self-assessment: Starting the journey on the right foot*. Bragg, D. Williams, M. Durham, B., Morelock, K., Welker, D., & Kirby, C., Presenters. Oertle, K. M., Moderator, Moraine Valley Community College, Palos Hills, IL.
- Oertle, K. M. (June 2008, June 2007, July 2006, July 2005, & July 2004). *Employment services simulation*, Facilitator, RSA Region V CRP RCEP, Madison, WI.
- Oertle, K. M. (December, 2008). *Programs of Study self-assessment: Starting the journey on the right foot*. Presenter and Facilitator, Office of Community College Research and Leadership (OCCRL), I-Hotel, Champaign, IL.
- Brown, E., & Oertle, K. M. (1998 - 2008). *A day at Parkland: A transition program for high school student with disabilities*. Presentation, Parkland College, Champaign, IL.
- Oertle, K. M. (August 2007). *RSA Region V CRP RCEP, Centers for Independent Living workgroup and Advisory Board planning meetings*, Facilitator, Chicago, IL.
- Oertle, K. M. (February & March, 2007). *Employment services for transition (CEST), national certificate in employment services*. Facilitator, Association of Community Rehabilitation Educators (ACRE) & RSA Region V CRP RCEP, Champaign, IL.
- Trach, J. S., Plotner, A. J., & Oertle, K. M. (August & September, 2006). *RSA Region V CRP RCEP State planning committees*, Presenter, Matteson, IL, Madison, WI, Indianapolis, IN, Columbus, OH, East Lansing, MI, & St. Paul, MN.

Parkland College, Champaign, IL

- Oertle, K. M. (May 1999 - 2002). *Study break: A holistic academic support program during Spring final examinations*. Parkland College, Champaign, IL.
- Oertle, K. M. (June, 2002). *An empowerment workshop: A.I.M. (An Investment in Me)*. Young, A., & Cunningham, V., Presenters, Parkland College Champaign, IL.
- Oertle, K. M. (April, 2002). *Special learning needs workshop*. Reha, L., Presenter, Parkland College Champaign, IL.
- Oertle, K. M. (August, 2001). *Teaching and applying critical thinking skills*. Liberman, G., Presenter, Parkland College Champaign, IL.
- Oertle, K. M. (February, 2001). *Brain compatible learning workshop*. Glosser, D. & Hanfland, S., Presenters, Parkland College Champaign, IL.
- Oertle, K. M. (June, 2000). *Improving intercultural communication*. Kayes, P. & Johnson, L., Presenters, Parkland College Champaign, IL.
- Oertle, K. M. (October, 1998). *Access and accommodations for deaf and hard of hearing students*. Harper College staff, Parkland College Champaign, IL.

TEACHING, ADVISING, AND MENTORING

(**Bolded** – activities after promotion from Research Assistant Professor to Assistant Professor at USU)

Teaching

Utah State University, Logan (373 students; 25 courses total)

Doctoral Courses

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

Fall 2018 REH Journal Reading Group (1 student)

Fall 2018 Thesis (1 student)

Master's Courses (371 students; 23 courses; 67 credit hours total)

Note. For the student evaluation data, the 5-point scale is interpreted as 5 = Highly Effective to 1 = Under Effective; score in the parentheses is the Utah State University IDEA student evaluation score interpreted as 63 or higher = Highly Effective; 56-62 = High Effect; 45-55 = Effective; 38-44 = Low Effect; 37 or lower = Under Effective

Mean = 4.08 (52.7) Progress on Relevant Objectives

Mean = 4.25 (49.8) Excellent Teacher

Mean = 3.82 (46.3) Excellent Course

Mean = 4.06 (51.3) Summary Evaluation Score

CORE Rehabilitation Counseling Master's Program Courses

Fall 2020 Rehabilitation 6500, Fundamental Skills in Transition
7 students; all distance; 3 credit hours

Fall 2019 Rehabilitation 6230, Introduction to Research in Rehabilitation Counseling
22 students; 1 on-campus and 21 distance; 3 credit hours

Fall 2019 Rehabilitation 6500, Fundamental Skills in Transition
9 students; 3 on-campus and 6 distance; 3 credit hours

Syllabus evaluated as very effective by peer evaluator Dr. Tim Riesen
Spring 2019 Rehabilitation 6190, Introduction to Assessment in Rehabilitation Counseling
27 students; 2 on-campus and 25 distance; 3 credit hours
3.6 (43) Progress on Relevant Objectives; 4.3 (51) Excellent Teacher; 3.8 (48)
Excellent Course; 3.8 (47) Summary Evaluation Score

Fall 2018 Rehabilitation 6230, Introduction to Research in Rehabilitation Counseling
12 students; 1 on-campus and 11 distance; 3 credit hours
6 students were reported for and found to have plagiarized; 3.8 (49) Progress on
Relevant Objectives; 3.1 (33) Excellent Teacher; 2.9 (33) Excellent Course; 3.4
(41) Summary Evaluation Score

******Fall 2017** Rehabilitation 6230, Introduction to Research in Rehabilitation Counseling
14 students; 2 on-campus and 12 distance; 3 credit hours
70% of course taught by doctoral student; 4.3 (58) Progress on Relevant
Objectives; 3.9 (46) Excellent Teacher; 3.5 (43) Excellent Course; 4.0 (52)
Summary Evaluation Score

Evaluated as very effective by peer evaluator Dr. Nancy Glomb
******Spring 2017** Rehabilitation 6190, Introduction to Assessment
30 students; 3 on-campus and 27 distance; 3 credit hours
70% of course taught by doctoral student; 3.9 (48) Progress on Relevant
Objectives; 3.7 (42) Excellent Teacher; 3.2 (38) Excellent Course; 3.7 (44)
Summary Evaluation Score

Evaluated as very effective by peer evaluator Dr. Bryce Fifield
******Fall 2016** Rehabilitation 6230, Introduction to Research in Rehabilitation Counseling
16 students; 3 on-campus and 13 distance; 3 credit hours
50% of course taught by doctoral student; 3.7 (47) Progress on Relevant
Objectives; 3.8 (44) Excellent Teacher; 3.5 (43) Excellent Course; 3.1 (35)
Summary Evaluation Score

Evaluated as very effective by peer evaluator Dr. Nancy Glomb
******Spring 2016** Rehabilitation 6190, Introduction to Assessment

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

36 students; 6 on-campus and 30 distance; 3 credit hours
 30% of course taught by doctoral student; 3.2 (37) Progress on Relevant Objectives; 3.3 (37) Excellent Teacher; 2.7 (29) Excellent Course; 3.7 (46) Summary Evaluation Score

- Evaluated as very effective by peer evaluator Dr. Julie Smart
- Fall 2015** Rehabilitation 6230, Introduction to Research in Rehabilitation Counseling
 14 students; 4 on-campus and 10 distance; 3 credit hours
 4.0 (52) Progress on Relevant Objectives; 4.3 (52) Excellent Teacher; 3.7 (47) Excellent Course; 4.0 (51) Summary Evaluation Score
- Evaluated as very effective by peer evaluator Dr. Nancy Glomb
- ***Spring 2015** Rehabilitation 6190, Introduction to Assessment (changed textbook, restructured)
 30 students; 6 on-campus and 24 distance; 3 credit hours
 3.9 (49) Progress on Relevant Objectives; 4.1 (48) Excellent Teacher; 3.8 (48) Excellent Course; 3.9 (49) Summary Evaluation Score
- Promoted at Utah State University from Research Assistant Professor to Assistant Professor*
- Fall 2014** Rehabilitation 6230, Introduction to Research in Rehabilitation Counseling
 15 students; 5 on-campus and 10 distance; 3 credit hours
 4.2 (57) Progress on Relevant Objectives; 4.9 (45) Excellent Teacher; 3.5 (44) Excellent Course; 4.0 (51) Summary Evaluation Score
- ***Spring 2014** Rehabilitation 6230, Introduction to Research in Rehabilitation Counseling
 31 students; 10 on-campus and 21 distance; 3 credit hours
 4.2 (57) Progress on Relevant Objectives; 4.2 (50) Excellent Teacher; 3.9 (54) Excellent Course; 4.2 (55) Summary Evaluation Score
- ***Fall 2013** Rehabilitation 6190, Introduction to Assessment
 49 students; 10 on-campus and 39 distance; 3 credit hours
 3.9 (48) Progress on Relevant Objectives; 4.3 (52) Excellent Teacher; 4.0 (51) Excellent Course; 4.1 (50) Summary Evaluation Score
- Elective Rehabilitation Counseling Master's Program Courses**
- ***Spring 2015** Rehabilitation 6350, Introduction to Addictions
 6 students; 2 on-campus and 4 distance; 3 credit hours
 4.0 (50) Progress on Relevant Objectives; 4.8 (51) Excellent Teacher; 3.7 (47) Excellent Course; 4.0 (50) Summary Evaluation Score
- Specialized Certificates of Graduate Studies: Curricula built and implemented by Oertle & Riesen**
- Transition Services Certificate Coursework (first RSA funded certificate in transition)**
- Summer 2019** Rehabilitation 6530, Transition to Postsecondary Education
 6 students; all distance; 2 credit hours
 No student course evaluation data are available.
- Spring 2019** Rehabilitation 6560, Transition Collaboration
 7 students; all distance; 3 credit hours
 4.7 (64) Progress on Relevant Objectives; 4.6 (57) Excellent Teacher; 4.7 (63) Excellent Course; 4.7 (62) Summary Evaluation Score
- Fall 2018** Rehabilitation 6500 (formerly 6560), Fundamental Skills in Transition
 8 students; all distance; 3 credit hours
 3.7 (46) Progress on Relevant Objectives; 4.3 (52) Excellent Teacher; 3.8 (48) Excellent Course; 3.9 (48) Summary Evaluation Score
- ***Fall 2016** Rehabilitation 6560, Transition Collaboration
 7 students; all distance; 3 credit hours
 4.6 (61) Progress on Relevant Objectives; 4.3 (52) Excellent Teacher; 3.8 (47) Excellent Course; 4.4 (56) Summary Evaluation Score

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

- ***Summer 2016** Rehabilitation 6530, Transition to Postsecondary Education
7 students; all distance; 2 credit hours
4.4 (59) Progress on Relevant Objectives; 4.4 (50) Excellent Teacher; 3.9 (50) Excellent Course; 4.3 (55) Summary Evaluation Score
- ***Spring 2016** Rehabilitation 6560, Fundamental Skills in Transition
7 students; all distance; 3 credit hours
3.8 (47) Progress on Relevant Objectives; 4.3 (52) Excellent Teacher; 3.9 (50) Excellent Course; 3.9 (49) Summary Evaluation Score

Competitive Integrated Employment Services Certificate Coursework

- ***Summer 2018** Rehabilitation 6560, On-the-Job Supports for People with Significant Disabilities
6 students; all distance; 3 credit hours
4.9 (67) Progress on Relevant Objectives; 4.9 (61) Excellent Teacher; 5.0 (68) Excellent Course; 5.0 (66) Summary Evaluation Score
- ***Spring 2018** Rehabilitation 6560, Vocational Assessment for People with Significant Disabilities
6 students; all distance; 3 credit hours
4.8 (66) Progress on Relevant Objectives; 5.0 (63) Excellent Teacher; 5.0 (70) Excellent Course; 4.9 (67) Summary Evaluation Score
Syllabus evaluated as very effective by peer evaluator Dr. Tim Riesen
- ***Fall 2017** Rehabilitation 6560, Introduction to Employment Services for People with Significant Disabilities
6 students; all distance; 3 credit hours
3.9 (48) Progress on Relevant Objectives; 4.6 (57) Excellent Teacher; 4.2 (55) Excellent Course; 4.2 (52) Summary Evaluation Score

University of Illinois at Urbana-Champaign

- Spring 2005-
Spring 2008
Spring 2006
Special Education/Psychology/Rehabilitation 322,
Introduction to Intellectual Disability
Employment provisions of the Americans with disabilities act. On-line course, RSA Region V Community Rehabilitation Providers (CRP) -Rehabilitation Continuing Education Program (RCEP)
- Fall 2005
Spring 2005
Natural supports. On-line course, RSA Region V CRP RCEP
Employment supports for persons with psychiatric disabilities. On-line course, RSA Region V CRP RCEP
- Summer 2004
Person-centered transition planning. On-line course, RSA Region V CRP RCEP

Parkland College, Champaign, Illinois

- 2001-2003
1999 - 2003
1998 - 2003
Pet care Vet. Care. 3rd – 8th grade students, College for Kids, Summers
GED Preparation. Adult and Continuing Education
College Preparation Course, ORN 101

Prairie Center, Danville, Illinois

- 1997 - 1998
Introduction to the impact of using alcohol and other drugs; Dealing with stress in positive ways; Anger management; Rebuilding a positive self-view. Weekly Forums

Decatur Mental Health Center, Decatur, Illinois

- 1997
Introduction to the impact of using alcohol and other drugs; Dealing with stress in positive ways; Rebuilding a positive self-view. Weekly Forums

Creative Consultations, Urbana, Illinois

- 1996 – 1997
Introduction to the impact of using alcohol and other drugs. Weekly Forums.

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

Champaign County Humane Society, Urbana, Illinois
1988 – 1992 Humane education

Advising, Mentoring, and Supervision

Utah State University, Logan

Nominations/Letters of Recommendation

Anna Brady	Recommended for The Mathematica Center for Studying Disability Policy, 2017 Dissertation Fellowships in Disability Policy Research
Alyce McLeod	Recommended for the NCRE Master's Student of the Year (2017) Recommended for employment at school as transition specialist
Kandace Jones	Recommended for the OSEP-funded scholarship in Interdisciplinary Transition Service and Research to Improve Post-School Outcomes for Youth within disabilities disciplines doctoral program specializing in rehabilitation counseling (2016), Admitted for August 2017
<i>Promoted at Utah State University from Research Assistant Professor to Assistant Professor</i>	
Elizabeth Chesley	Recommended for disabilities disciplines doctoral program specializing in rehabilitation counseling (2014), Admitted for August 2015
Kate Seader	Nominated for and the Winner of the NCRE Master's Student of the Year (2014)

Direct Learning Experiences

Exploration and Development

Learning about/assisting with Grant Proposal Development **December, 2016 – February, 2017**

Master's students: Kayla Currier and Alyce McCleod

Doctoral students: Elizabeth Chesley, Eliza Jex, Azure Pellegrino

We discussed grant writing in general, sources of funding, and proposal development. We specifically worked on the NIDILRR FI grant proposal. These students assisted with the proposal submission by editing, researching data, checking citations, and making suggestions for improvements. Note: Chesley, Jex, and Pellegrino acted as reviewers in which they provided written feedback using the NIDILRR FI criteria as part of a mock review process.

Doctoral Education

Prelim Committees

Emily Lund (**2015**)

Jeff Sheen (**2015**)

Elizabeth Chesley (**2016**)

Eliza Jex (**2016**)

Presentation Product Evaluator

Ryan Paskins – NCRE October, **2016**

Emily Lund – NCRE April, **2015**

Research Internship Supervisor

Cherissa Alldredge (**2015 - 2016**)

Dissertation Committees:

Dissertation Director

Elizabeth Chesley-Livingston (August 1, 2015 – October 15, 2018)

Specialization Rehabilitation Counseling, Transition Services

Prelim-Examinations – **Completed July 26, 27, & 28, 2016**

Required doctoral program products completed:

3. Supervised Grant Product **Completed 02.19.2016** - NIDILRR FI proposal

2. Teaching Supervision - ******Spring 2018** Rehabilitation 6190, Introduction to

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

Assessment; 29 students all distance; 3 credit hours

Teaching Preparation – **Spring, 2016, Fall 2016, Spring 2017, Fall 2017**

1. National Presentation – **Fall 2018**

Graduated and Employed

- Jex, E.** (May 5, 2019). *An assessment of self-determination behaviors in transition-age students with disabilities following instruction using the My Transition Portfolio Program*. Dissertation, Specialization Special Education, Utah State University. (Committee Member: 2017 – 2018)
- Paskins, R.** (June 29, 2018). *Supporting students with ASD in postsecondary education settings: common barriers and needed accommodations and supports*. Dissertation, Specialization Rehabilitation Counseling, Utah State University.
- Watters (Lewis), M.** (November 27, 2017). *A qualitative analysis exploring the development of problematic sexual behaviors in adolescent males with developmental disabilities*. Dissertation, Specialization Rehabilitation Counseling, Utah State University.
- Brady, A. (July 26, 2017).** *Siblings of adults with intellectual disabilities: Their perspectives on guardianship and its alternatives*. Dissertation, Specialization Disability Studies, Utah State University.
- Pavithran, S. (April 7, 2017).** *Expert consensus on barriers to college and university online education for students with blindness and low vision*. Dissertation, Specialization Rehabilitation Counseling, Utah State University.
- Lund, E. (July 21, 2016).** *Suicide and disability: Three different analyses of a nationwide sample of American adults*. Dissertation, Specialization Disability Studies, Utah State University.

Promoted at Utah State University from Research Assistant Professor to Assistant Professor
Grizzell, S. (November 21, 2014). *The use of feedback enhanced group counseling in a state vocational rehabilitation setting: A pilot study*. Dissertation, Specialization Rehabilitation Counseling, Utah State University.

Cherissa Alldredge – Committee Member: **2015 – 2016**; Specialization Rehabilitation Counseling, Graduated July, 2019

Christine Anderson – Committee Member: 2013 – **2016**; Specialization Rehabilitation Counseling, Graduated July 2016

Master's Education

Research/Creative Project Committee Member

- Cummings, K. (August 2, 2017).** *Combining intake and IEP meetings: Evaluation of the effects of interagency collaboration between vocational rehabilitation and special educators*. Master's thesis, Special Education, Utah State University.
- Raithel, H. (May 3, 2017).** *Parent perspectives on transition services and expectations for transition-age students with disabilities in a virtual school setting*. Master's thesis, Special Education, Utah State University.
- Allen, M. (November 9, 2015).** *The promotion of self-determination: A survey of general and special educators*. Master's thesis, Special Education, Utah State University.

Supervisor: Research Assistant

Tirsa Sparr (2014-2015)

Kate Seader (2013-2014)

NCRE Master's Student of the Year (2014)

Transition Services Guidance and Resource Sharing: General, Practicum, and Internship

Amy Prenatt (spring 2017)

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

Kayla Currier (spring and fall 2016)
Alyce McLeod (spring and fall 2016)
 Elizabeth (Liz) Chesley (spring 2014)
 Scott Bell (spring 2014)

Past Advising/Supervision

2011-2013	Graduate Education Research, Undergraduate and Graduate Research Assistants	University of Illinois, Urbana-Champaign.
2010-2011	OCCRL, Master's & Doctoral Level Graduate Research Assistants	University of Illinois, Urbana-Champaign.
2005-2008	Special Education, Teaching Assistants	University of Illinois Urbana-Champaign.
1998-2003	Various Disciplines, Student Assistants, Tutors, and Teaching Assistants	Parkland College, Champaign, Illinois.

Past Field Supervision

Spring 2005	Special Education, Pre-Service Teachers	University of Illinois, Urbana-Champaign.
Spring 2001	School Guidance Counseling, Practicum	Eastern Illinois University, Charleston, IL.
Fall 1999	Rehabilitation Counseling, Internship	University of Illinois, Urbana-Champaign
Fall 1998	Rehabilitation Counseling, Internship	University of Illinois, Urbana-Champaign

SERVICE

(Years bolded - service after promotion from Research Assistant Professor to Assistant Professor at USU)

National Service

Member, Stakeholder Advisory Group (SAG) for the Minority Youth and Centers for Independent Living (MY-CIL) Disability Rehabilitation and Research Project (DRRP), National Institute on Disability, Independent Living, Rehabilitation Research (NIDILRR) **(2019 – 2024)**

Consultant, ACTNow, Institute on Education Sciences (IES) Grant Funded Project, CFDA: 84.324L; PI, Dr. Shirley Dawson, Weber State University, Ogden, Utah **(2018 – Present)**

Peer Reviewer, National Clearinghouse of Rehabilitation Training Materials [NCRTM] **(November 2016 – present)**

Conference Proposal Reviewer,
The National Council on Rehabilitation Education [NCRE], **(fall 2016; fall 2017)**

Membership Subcommittee Member,
The National Council on Rehabilitation Education [NCRE], **(fall 2016 – present)**

Region VIII Representative and Board Member,
The National Council on Rehabilitation Education [NCRE], **(2015-2018)**

Grant Reviewer
Institute on Education Sciences **(2019 - Present)**
Ad Hoc Reviewer, Special Education and Transition,
National Institute on Disability, Independent Living, Rehabilitation Research (NIDILRR) **(2014 – Present)** – Review Panel Member
Switzer
Disability and Rehabilitation Research Projects (DRRP)
Vocational Rehabilitation Practices for Youth and Young Adults
Field Initiated Projects – Community Living and Participation
American Association of University Women (2011 – 2014)
Career Development Grant

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

Guest Editor for Special Issue on Transition

Journal of Forensic Vocational Analysis (2019), Volume 19, Issue 1

Journal Editorial Board

Journal of Rehabilitation (2017-2021)

Higher Education: The International Journal of Higher Education Research (2021 – Present)

Journal Article Reviewer

Community College Review (2018 – present)

Rehabilitation Counseling Bulletin (2017 – present)

American Journal of Community Psychology (2018 - present)

Career Development and Transition for Exceptional Individuals (2018 – present)

Inclusion (2015 - 2016)

Children and Youth Services Review (2014)

Journal of Disability Policy Studies (2013)

Studies in Educational Evaluation (2013)

State Service

Utah

Utah State Board of Education Appointed Member, *Utah Special Education Advisory Panel (USEAP)* (2019 – 2022)

Governor Appointed Board Member, *Utah VR Counselor Licensure* (2021-2024) (2016 – 2021)

Committee Member, *Transition Pre-Conference Planning Committee* (2016 – 2018)

Team Member, *Utah Transition Action Team (UTAT)* (2013 – 2018)

Illinois

Council Member, *State Rehabilitation Advisory Council* (2010 – 2013)

Team Member, *Coordinating Team for Secondary Transition State Planning* (2007 - 2011)

Committee Member, *Statewide Transition Conference Steering Committee* (2007 - 2011)

Local Service

Utah State University, Logan

Organizer, Judy Heumann consulting with SPERC (November 20, 2020)

Committee Member, Education Policy Committee (August 1, 2020 – Present)

Aggie First Scholars Faculty, Utah State University (August 1, 2020 – Present)

Committee Member, Karen Hager-Martinez's Promotion and Tenure Committee (2020 – Present)

Committee Member, Michael Gerald's Promotion and Tenure Committee (2020 – Present)

Proposal Reviewer, *EEJCEHS Proposal Review Network* (July 1, 2016 – Present)

Committee Member, *SPERC Rehabilitation Counseling Faculty Search Committee* (2019-2020)

Committee Member, *SPER Rehabilitation Counseling Faculty Search Committee* (2018-2019)

Committee Member, *SPER Rehabilitation Counseling Faculty Search Committee* (2017-2018)

Committee Member, *SPER Rehabilitation Counseling Faculty Search Committee* (2015-2016)

University of Illinois, Urbana-Champaign

Search Committee Chair, Assistant Director of Fellowships Search, *Graduate College*, (2012)

Committee Member, *Department of Special Education Research Committee*, (2007 - 2008)

Associate Editor, *Phi Delta Kappa Newsletter* (2006 - 2007)

Graduate student representative, *Graduate Awards Committee*, (2005 - 2006)

Parkland College, Champaign, IL

Advocate, *Safe Zone*, (2002 – 2003)

Circle member, *The Diversity Circle*, (1999 – 2001)

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

Committee member, *Core Values Committee*, (1998 – 1999)

President, *Veterinary Technician Student Association*, (1989 – 1990)

Champaign County Humane Society, Urbana, IL

Board member, *Board of Directors*, (1992 – 1997)

Professional Awards

Connections Award of Distinction Connections Project and the Illinois State Board of Education/
Center for Business, Community, and Family Partnerships, June 11, 2001

Fellowships

Bagley Scholar. William Chandler Bagley Scholar Doctoral Fellowship.

Designated outstanding graduate doctoral student.

The University of Illinois, College of Education, Urbana-Champaign (2008 - 2009)

University Fellowship. Designated outstanding doctoral student in special education.

The University of Illinois, Department of Special Education, Urbana-Champaign (2008 – 2009)

Bagley Scholar. William Chandler Bagley Scholar Doctoral Fellowship.

Designated outstanding graduate doctoral student.

The University of Illinois, College of Education, Urbana-Champaign (2007 - 2008)

University Fellowship. Designated outstanding doctoral student in special education.

The University of Illinois, Department of Special Education, Urbana-Champaign (2007 – 2008)

Graduate Fellowship. Long Term Training in Supported Employment (#H129K200721),

Rehabilitation Services Administration, the United States Department of Education,

Office of Special Education and Rehabilitation Services (1994 – 1996)

Scholarships

W. E. Albin & C. C. Young Scholarship. Outstanding academic and professional accomplishments.

University of Illinois, Department of Special Education, Urbana-Champaign (2008 – 2009)

W. E. Albin & C. C. Young Scholarship. Outstanding academic and professional accomplishments.

University of Illinois, Department of Special Education, Urbana-Champaign (2007 – 2008)

In-Service Training Projects

Rehabilitation Services Administration (RSA) Region V Community Rehabilitation Providers (CRP)

Rehabilitation Continuing Education Program (RCEP), University of Illinois at Urbana-Champaign
(2003 – 2008).

Systematic Plan for Achieving Natural Supports and Collaboration (SPANS).

Transition Research Institute, University of Illinois, Urbana-Champaign (1994 – 1996).

Honor Societies

Chi Sigma Iota, Upsilon Iota Chapter, counseling academic and professional honor society international

Phi Kappa Phi, academic honor society

Professional Affiliations

Present Membership

Association of People Supporting EmploymentFirst (APSE)

The American Association of University Women (AAUW)

The National Council on Rehabilitation Education (NCRE)

The National Rehabilitation Association (NRA)

Division Member – Transition Specialties (TRANSIT)

National Association of Multicultural Rehabilitation Concerns (NAMRC)

Utah Rehabilitation Association

Past Membership

American Educational Research Association (AERA)

*Denotes graduate student; **generated from USU GEM project; ***new course preparation; ****student teaching supervision

American Technical Education Association (ATEA)
Association for Career and Technical Education (ACTE)
Association of Community Rehabilitation Educators (ACRE)
Society for Disability Studies (SDS)
YWCA