Nicole Megan Edwards, Ph.D.

Professor of Special Education | Department Chair
Department of Wellness and Inclusive Services in Education (WISE)
College of Education | Rowan University
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EDUCATION

Ph.D.	Special Education (Focus: Early Childhood Special Education) University of Maryland, College Park Dissertation: *The Maternal Role in Promoting Emotional Competence: Factors Associated with Head Start Mothers' Expressiveness, Perceived Role, and Receptivity to Support* (3350 downloads); Chair: Dr. J. Lieber https://drum.lib.umd.edu/items/bc302794-18c9-44c4-a66b-be4992ff0790	2010
M.Ed.	Early Childhood Special Education New York University	2002
B.A.	Psychology and Certification: Elementary Education State University of New York at Geneseo (Summa cum Laude)	2001

PROFESSIONAL EXPERIENCE

9/2025 – Present
Professor, Special Education (tenured)
Department Chair (Elected, three-year term: 7/2026 – 6/2029)
Department of Wellness and Inclusive Services in Education
College of Education, Rowan University

9/2018 – 8/2025
Associate Professor, Special Education (with tenure)
Department of Wellness and Inclusive Services in Education (as of 9/2023)
Department of Interdisciplinary and Inclusive Education (9/2018 - 8/2023)
College of Education, Rowan University

Coordinator/Advisor of Two Programs* (7 years: 9/2019 – 6/2026)

- *MA in Special Education & Inclusive Practices* - multiple tracks
- *Graduate Endorsement: Teacher of Students with Disabilities*

As of 1/2024, 126 active students in MA & 140 active students in Graduate TOSD

*Ongoing: Reviewing applicants for year-round admissions, clinical, capstone, TOSD completion, and MA graduation; tailored welcome memos for matriculated students; new student & clinical orientations; Community of Practice meetings; advising; proofs/ staffing; hiring adjuncts; assigning supervisors; leading team meetings & middle states/CAEP reports; CEC/CAEP Standard mapping; submitting curriculum proposals (e.g., *matriculation status to enroll; undergrad GPA; SPED PRAXIS; adding birth-5 family-focused class to MA core; adding SPED Tech course; course/program title name changes; adding ESL track; adding SPED Foundations track; merging clinical bundle*)

9/2013 – 8/2018
Assistant Professor, Special Education (tenure-track)
Department of Interdisciplinary and Inclusive Education, Rowan University

6/2010 – 6/2013	**Associate Director**, *Project Skilled Credentialed Early Interventionists*, Georgia State University, Atlanta, GA {Supported collaborators across five institutions in personnel preparation for providers and service coordinators in Georgia's statewide Early Intervention program (Part C, IDEA)}
Fall 2012; Fall 2011	**Adjunct Instructor**, *Methods for Infants and Toddlers with Disabilities* Birth-Five Program, Georgia State University
2008-2009	**Supervisor**, undergraduates in birth-5 placements (2008-2009) and co-supervisor of a student teacher in an inclusive preschool (2007), U. Maryland, College Park
Summer 2007	**Intern**, Early Head Start National Resource Center, Zero to Three, Washington, DC
2006-2008	**Research Assistant**, *Children's School Success*, assessed children ages 4-7 on social and academic measures, University of Maryland, College Park
2004-2006	**Home-Based Early Intervention Special Educator**, Hand in Hand Development, Inc., New York, NY
Summer 2004	**Home-Based Early Intervention Special Educator**, TheraCare, NY
2003-2006	**Center-Based Early Interventionist**, Kennedy Child Study Center, NY, NY
2002-2003	**Special Educator**, ages 2, 17-21, The Jewish Guild for the Blind, New York, NY
Summer 2002	**Child Life Intern**, 480+ hour internship, in-patient and out-patient pediatric oncology units, Memorial Sloan Kettering Cancer Center, NY
2001-2002	**Substitute Teacher** (K-6th), Merrick elementary schools, Merrick, NY
Summer 1999	**Direct Care Counselor**, Level III group home (high support needs), adults with diagnosed Intellectual Disability, Nassau AHRC, Hicksville, NY

COURSES TAUGHT

Undergraduate (UG); Graduate (G); Doctoral (PhD)

Rowan University

CASE 90850, Access, Success, and Equity in Special Education (PhD) - developed
CASE 90851, Research to Practice in Special Education (PhD) - developed
SPED 08555, Education and Psychology of Students with Disabilities (online) (G)
SELN 10581, Implementing Positive Behavior Interventions & Supports (online) (G) (FBA/BIP template)
ECSE 10500, Characteristics of Young Children with Disabilities & their Families (online) (G), developed
SPED 08130, Honors Disability as Diversity (prior: Human Exceptionality); in-person, 15-weeks (UG)
SPED 08130, Disability as Diversity (prior: Human Exceptionality), 8-weeks (online) (UG)
SPED 08360, Positive Behavioral Support Systems for Students with Exceptional Learning Needs (UG)
ECED 23447 & SPED 08445, Early Childhood/ECSE Blended Field Seminar (UG)

Additional courses I have developed (not yet taught):

ECSE 10501, Methods for Assessing & Teaching Infants & Toddlers with Disabilities (G)
ECSE 10503, Supporting Diverse Families, Community Partnerships, & Transitions (G)
ECSE 10504, Self-Study Project Inquiry in Early Childhood Special Education (G)

Georgia State University
EXC 4520, Methods for Infants and Toddlers with Disabilities (UG)

University of Maryland, College Park
EDSP 422, Curriculum and Instruction: Early Childhood Special Education (*co-instructor*) (UG)
EDSP 424, Early Childhood Field Placement Seminar (*co-instructor*) (UG)

PUBLICATIONS

Books

Edwards, N. M. & Miller, G. E. (Eds.) (10-chapter monograph submitted 5/20/2026; edits from proofs submitted10/2026; anticipated 1/2027 publication). *Promising Family-School-Community Partnerships in Early Childhood Settings (Birth-8)*. Wiley Publishing (merger from Emerald). Series Editor: Dr. D. Hiatt-Michael.

Foreword (Hiatt-Michael)
Chapter 1 **(Edwards** & Miller) – *Need for Early Childhood Cross-Disciplinary Exemplars that Promote Transformative Family-School-Community Partnerships*
Chapter 2 (Hobbs, Banerjee, Rausch, & Joseph) – *Lessons learned from a virtual community of practice with early intervention professionals*
Chapter 3 (Hancock) – *Video analysis to transform home visiting partnerships: Insights from an umbrella review*
Chapter 4 (Brown) – *Supporting underserved students: A multi-faceted partnership program to diversity the K-3 teacher workforce*
Chapter 5 (Osieja & Puig) – *Fostering successful partnerships with families of children with disabilities during teacher preparation*
Chapter 6 (Guha) – *Collaborative home, school, and community health education programming for young children*
Chapter 7 (Stetson) – *Stronger in the broken places: How early childhood education can support children and families healing from trauma*
Chapter 8 (Schmidtke, Snyder, Jolley, & Wells) – *Building and sustaining family and community partnerships using a school as hub approach*
Chapter 9 (Gleason, Warren, Nelson, & Davis) – *Consultation with pediatric primary care clinicians to promote early childhood mental health through family-school-community partnerships*
Chapter 10 (Xu & Ngo) – *Systemic advances in infant and early childhood mental health consultation*

Edwards, N. M. (2018, May). *Early Social-Emotional Development: Your Guide to Promoting Children's Positive Behavior.* Paul H. Brookes Publishing Co., Inc. http://products.brookespublishing.com/Early-Social-Emotional-Development-P1059.aspx

Chapter 1: *The Impact of Early Social-Emotional Development* | Chapter 2: *Environmental Influences and the Educator's Role* | Chapter 3: *Guiding Principles* | Chapter 4: *Strategies Supporting Social-Emotional Growth* | Chapter 5: *Potential Roadblocks to Implementing PBIS* | Chapter 6: *Effective Family–Provider Communication* | Chapter 7: *Next Steps for Sustaining Healthy Social-Emotional Development*

Refereed Journal Articles (*Indicates publication with student**)**

Haines, S. J., Caspe, M., Beltran-Grimm, S., Delale-O'Connor, L., **Edwards**, N. M., Paulick, J., Vogel-Campbell, K., Goss*, P., Santamaria Graff, C., Kang, V., Hine, M. G., Lynch, J., & Snyder*, J. (2026). Establishing a practice-informed research agenda: The family-school partnership research we need, *School Community Journal*, *36*(1), p. 211-232. https://www.schoolcommunitynetwork.org/SCJ.aspx

Lieberman-Betz, R., **Edwards**, N. M., & Wiegand, S. (2025). Supporting parents with Intellectual Disabilities and Mental Health Concerns: A cross-disciplinary scoping review to inform Part C practices. *Infants and Young Children*; Impact Factor: 1.125; https://doi.org/10.1097/IYC.0000000000000314

Lu, H., **Edwards**, N. M., Isik-Ercan, Z., Fall, M., & Sebti, L. (2025). Perceived social support correlated with parent mental health self-report among urban immigrant parents of young children (Birth-5), *Current Psychology;* https://doi.org/10.1007/s12144-025-07451-5 (Impact Factor: 2.5)

Isik-Ercan, Z., Lu, H., **Edwards**, N. M., Fall, M., & Sebti, L. (2024). Social experiences, life satisfaction, and social support of immigrant families with young children in a highly urban city. *Early Child Development and Care;* (Impact Factor: 1.0) https://doi.org/10.1080/03004430.2024.2391884 (Open Access)

Edwards, N. M. (2024). Court-level stakeholders' reunification decisions and perceived role in parents' readiness to support early emotional development post-abuse and/or neglect. *Journal of Public Child Welfare*; https://doi.org/10.1080/15548732.2024.2315119; (Impact Factor: 1.6) https://www.tandfonline.com/doi/full/10.1080/15548732.2024.2315119 (Open Access)

Edwards, N. M., Isik-Ercan, Z., Lu, H., & Sebti, L.* (2024). Support networks among immigrant parents of young children: Assessing ecologies to inform outreach efforts. *Child and Family Social Work, 29*(1), 167-184; doi: 10.1111/cfs.13060; Impact Factor: 1.83.

Edwards, N. M. & Panlilio, C. (2023). Neglecting to Consider Early Emotional Development after Abuse and/or Neglect: Insights and Recommendations from Child Welfare Providers. *Child and Family Social Work;* doi: 10.1111/cfs.13107; Impact Factor: 1.83.

Edwards, N. M., Isik-Ercan, Z., Lu, H. T., Fall, M., & Sebti, L.* (2023). "Do the best you can with resources you have to offer": Community stakeholder views on supporting immigrant families. *Journal of Community Psychology*, 51(3), 837-859; doi: 10.1002/jcop.22970; Impact factor: 2.29.

Edwards, N. M., Lieberman-Betz, R., & Wiegand, S.* (2023). Parents with intellectual disability and mental health conditions: Early Intervention providers' perceptions. *Journal of Intellectual and Developmental Disability,* 48(3), 225-237; doi: 10.3109/13668250.2022.2112530; Impact Factor: 1.94 (Published online: 2022).

Edwards, N. M., Kaiser, E., & Stapel-Wax, J. (2021). Investigating a 'wait and see' mindset among pediatric providers: Missed opportunities to refer toddlers with Autism Spectrum Disorder to Part C Early Intervention. *Infants and Young Children, 34*(4), 284-305;
doi: 10.1097/IYC.0000000000000201; Impact Factor: 1.063

- *May 2026 – E. Williams, Doctoral Candidate from Fielding Graduate University, requested permission to use our devised scale as part of her doctoral dissertation.*

Edwards, N. M. & Steed, E. A. (2021). Building capacity from within: A pilot peer coaching project in an early childhood program. *Journal of Early Childhood Teacher Education*, 42(3), 318-344.
doi: 10.1080/10901027.2020.1740842; Impact factor: 0.49

Edwards, N. M. (2020). Are we maximizing the role of caregivers' support networks in Early Intervention? *Journal of Early Intervention, 43(3), 203-223*. Available in print, 7/16/2020; available online, 9/18/2019; https://doi.org/10.1177/1053815119873087; Impact factor: 1.294

Edwards, N. M. (2020). Introducing the perceived role in emotional development scale: Using indirect, reflective questioning with parental caregivers. *Applied Developmental Science, 26(1), 57-73*;
doi: 10.1080/10888691.2019.1693271; (online 2020; volume as of 2022); Impact factor: 1.841

Edwards, N. M. (2018, July). Family feedback and programmatic decision-making: Responsiveness of early childhood administrators. *Early Childhood Education Journal, 46*(4), 397-407;
doi: 10.1007/s10643-017-0874-6; Impact factor: 0.74

Edwards, N. M. (2018, May). The role of mentors in Early Intervention referrals: Overlooked views of Pediatric Residency Training Directors. *Maternal and Child Health Journal*, *22*(5), 745-752;
doi: 10.1007/s10995-018-2443-z; Impact factor: 1.788

Edwards, N. M. & Xin, J. (2017, November). Factors influencing satisfaction among teacher candidates and cooperating teachers in conducting a functional behavior assessment. *Teaching and Teacher Education, 68*, 161-169; https://doi.org/10.1016/j.tate.2017.08.013; Impact factor: 2.61

Edwards, N. M. (2017, July). Teacher perceptions impeding child behavior assessment in an early childhood setting. *Preventing School Failure: Alternative Education for Children and Youth*, 61(3), 220-233; doi:10.1080/1045988X.2016.1263928; Impact factor: 0.42

Edwards, N. M. & Gallagher, P. A. (2016). Early intervention special instructors and service coordinators in one state: Characteristics, professional development, and needed lines of inquiry. *Infants and Young Children. 29*(4), 299-311;
doi: http://dx.doi.org/10.1097/IYC.0000000000000074; Impact factor: 0.91

Edwards, N. M. (2014). Distinct factors associated with Head Start mothers' self-report of perceived low positive and high negative maternal expressiveness. *Early Education and Development, 25*(8), 1219-1247; doi: 10.1080/10409289.2014.925844); Impact factor: 1.18

Edwards, N. M. & Gallagher, P. A. (2014). Parent educators in early intervention: Insights from evaluations. *Infants & Young Children, 27*(3), 220-240;
doi: 10.1097/IYC.0000000000000011; Impact factor: 0.91

Edwards, N. M. (2014). Number of children associated with mothers' perceived need for behavior support: Implications for parenting interventions. *Journal of Child & Family Studies, 23*(3), 527-536. (Available online, 1/2013: doi: 10.1007/s10826-013-9712-7); Impact factor: 1.163

Edwards, N. M., Gallagher, P. A., & Green, K. B. (2013). Existing and proposed child find initiatives in one state's Part C program. *Rural Special Education Quarterly, 32*(1), 11-19; doi: 10.1177/875687051303200103; Acceptance rate: 36%.

Edwards, N. M. (2012). Understanding emotional development: Helping early childhood providers better support families. *National Head Start Association (NHSA) Dialog: A Research-to-Practice Journal for the Early Childhood Field, 15*(4), 355-370; doi: 10.1080/15240754.2012.725490; Impact factor: 0.40

Manuscripts submitted/under review

Fall, M., **Edwards**, N., Isik-Ercan, Z., & Sebti, L. Perceived discrimination & psychosocial well-being for immigrant parents: Families' strengths, trauma, and integration in early parenthood. Under review, *Children and Youth Services Review*.

Edwards, N. M. & Isik-Ercan, Z. Cross-disciplinary stakeholders' experience with an immigrant parent-focused intervention. *(Pending submission.)*

Manuscripts in progress

Isik-Ercan, Z., **Edwards**, N. M., Fall, M., & Sebti, L. US State Administrators' Perceptions of Immigrant Families with Young Children: Support Seeking, Advocacy, and Roadblocks. *(Manuscript in progress.)*

Isik-Ercan, Z. & **Edwards**, N. M. (Paper on Immigrant parents' experience.) *(Data analysis in progress.)*

Houser, K. & **Edwards**, N. M. Navigating systemic barriers: How our prison system can affect incarcerated parents' preparedness to reunify with their child. *(Data collection in progress.)*

Edwards, N. M. & Houser, K. Parole Agent perceptions of the parent-child reunification process post-incarceration. *(Data analysis in progress.)*

Edwards, N. M. & Houser, K. Factors associated with incarcerated mothers and fathers' perceived readiness to reunify with their child after release. *(Data collection in progress.)*

Pending projects in early stages of development:

- **Edwards**, N. M. & Lieberman-Betz, R. (**co-PIs**); Summer 2027 project development; anticipated IRB Submission & data collection; UGA Doctoral Student support; *Early Family-Provider Conflict vs. Rapport-Building in Part C EI*

- Miller, G. & **Edwards**, N. M. (**co-PIs**); Spring/Summer 2027 project development; surveying school psychology & special education students on teaming vs. working in silos.

- **Edwards**, N. M. & Barge, M. (**co-PIs**); Spring/Summer 2027 project development; parent-friendly modules on emotion coaching and adaptive behavior to support more successful parent-child reunification post-abuse &/or neglect.

PRESENTATIONS

International, National, and Regional Presentations (refereed)

Edwards, N. M. (4/7/2027). *Cross-disciplinary professionals embracing emotion coaching in the earliest years of development*. National Center for Pyramid Model Innovations, National Training Institute (NTI) on Effective Practices: Addressing Challenging Behavior. Tampa, Florida (90-minute invited session).

Edwards, N. M. (3/15/2027). *Families describing experiences with Early Intervention/ Early Childhood Special Education: Benefits for educators of older students*. NJ CEC Conference. (One-hour session).

Edwards, N. M. & Houser, K. A. (12/4/2026). *Better supporting parent-child reunification and community reintegration post-incarceration.* TASH Conference. Philadelphia, PA. (One-hour session).

Wiegand, S., Lieberman-Betz, R. (Presenters) with **Edwards**, N. M. and Fallon, C. (non-Presenters) (9/2026 conference). [Updates on our pilot PD for Part C EI professionals tailoring coaching support for parents with Intellectual Disability]. Division for Early Childhood. (Poster).

Haines, S. J., Vogel-Campbell, K., Kreider, H. M, Caspe, M., Lynch, J.… (Presenters) and other FSCP SIG Executive Board members, including **Edwards**, N. M. (non-Presenter). (4/2026). *Establishing a practically-informed agenda for research to transform family, school, and community partnership*, AERA (Roundtable Session).

Edwards, N. M. (Presenter) and Isik-Ercan, Z. (non-Presenter). (2/2026). *Supporting immigrant families of young children: Strengthening professionals' awareness, efficacy, and outreach*. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA (Poster).

Wiegand, S., **Edwards**, N. M. (Presenters) and Lieberman-Betz, R. (non-Presenter). (2/2026). *Tailoring coaching strategies for parents with Intellectual Disabilities or Mental Health conditions*. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA (Poster).

Edwards, N. M. (11/2025). *Pausing before responding: Collecting multiple data sources to better understand children's strengths, needs, and the context surrounding maladaptive behavior*. National Association for the Education of Young Children (NAEYC), Orlando, FL (1.5-hour session).

Edwards, N. M. (Presenter) and Houser, K. (non-Presenter). (3/2025). *How can we better support families during and post-parent incarceration*. Council for Exceptional Children, Baltimore, Maryland (60-minute Collaborative Session); to be Presented in a joint session that merges four proposals: Boyden, A. H., **Edwards**, N.E., Fewster, D., & Mixon, D. *Fostering Relationships and Empowering Parents through Learning Processes and Transitions*.

Edwards, N. M. (Presenter), with Lieberman-Betz, R., & Wiegand, S. (non-Presenters) (3/2025). Recommendations to tailor coaching strategies for parental caregivers with intellectual disability or mental health conditions. Council for Exceptional Children, Baltimore, Maryland. (Poster).

Edwards, N. M., Nichols, S., Oh, J.*, Reese, M., & Schnurr, M. (9/2024). *Establishing community norms and equitable engagement in virtual spaces*. Division for Early Childhood 40th Annual International Conference on Young Children with Disabilities and their Families, New Orleans, Louisiana (DEC CoP Development Committee; 60-minute session).

Edwards, N. M. (Presenter) and Houser, K. (non-Presenter). (9/2024): *Supporting families of young children with an incarcerated parent*. Division for Early Childhood 40th Annual International Conference on Young Children with Disabilities and their Families, New Orleans, Louisiana. (Poster).

Edwards, N. M. (Presenter) (April 23, 2024). *Roadblocks to Supporting Parental Caregivers' Role in Early Emotional Development Post-Abuse/Neglect: Insights and Recommendations from Caseworkers and Family Court Judges.* 2024 CASE Summit, College of Education; 1-hour session, Glassboro, NJ

Isik-Ercan, Z., **Edwards**, N (non-Presenter), & Sebti, L. *US state administrators' perspectives on immigrant families' support-seeking/ advocacy behavior and roadblocks they experience*. 2024 World Forum on Early Care and Education, April 16-19, 2024, Vancouver, Canada.

Edwards, N. M., Paulick, J., & Lynch, J. (April 2024). *An AERA SIG Community of Practice: Collective inquiry on timely issues affecting family-school-community stakeholders*. American Educational Research Association, Philadelphia, PA (Invited one-hour session).

Edwards, N. M. (Presenter) & Green, K. (non-Presenter) (4/2024). *Social-emotional information-sharing and preferred mode of outreach with childcare providers and other community stakeholders: Self-report from rural parental caregivers pre/post pandemic*. 21st Roundtable of the International Network (INET) on School, Family, and Community Partnerships at AERA, Philadelphia, PA (roundtable).

Sebti, L., Ercan, Z., & **Edwards**, N. M. (April 2024). Ecological Understanding of Immigrant Families with Young Children's Support System in an Urban City. 21st Roundtable, International Network (INET) on School, Family, & Community Partnerships at AERA, Philadelphia, PA (paper).

Co-Presenter, DEC CoP Development committee (November 2023). *Supporting equitable engagement in Communities of Practice*. Division for Early Childhood, Minneapolis, Minnesota (one-hour session).

Green, K. & **Edwards**, N. M. (11/2023.) *Communicating with families about social-emotional skills: pre-post COVID19*. Division for Early Childhood, Minneapolis, Minnesota (poster).

Lieberman-Betz, R., **Edwards**, N. M., & Wiegand, S. (November 2023). Coaching parents with developmental disabilities and mental health concerns (scoping review). Division for Early Childhood, Minneapolis, Minnesota (poster).

Edwards, N. M., Isik-Ercan, Z., Lu, H., Fall, M., & Sebti, L. (April 2023.) *'Do the best you can with resources you have…': Community stakeholder views on immigrant families.* American Educational Research Association (virtual).

Fall, M., **Edwards**, N. M., Isik-Ercan, Z., & Sebti, L. (April 2023.) *Discrimination in an urban community: Immigrant language and culture as precursor to marginalization and exclusion*. Live session in Multicultural/Multiethnic Education SIG. American Educational Research Association (virtual).

Edwards, N. M. (September 2022.) *Assessing the extent to which court-level processes support early emotional development post-abuse and/or neglect: Insights from surveying family court judges and juvenile hearing officers.* International Society on Early Intervention (ISEI), Chicago, Illinois.

Edwards, N. M. and Sebti, L. (Presenting), with non-Presenting co-authors (Ercan, Z., Lu, H., & Fall, M.) (9/2022) *Are you collaborating with community partners to support immigrant parents?* DEC, Chicago, IL

Edwards, N. M., Lieberman-Betz, R., & Long, S.* (April 2022). *Early Intervention Providers' Perceived Needs to Support Parents with Intellectual Disability or Mental Health Conditions, in a Roundtable session titled "Supporting Special Needs",* American Educational Research Association (virtual).

Ercan, Z., **Edwards**, N. M., Sebti, L.*, Fall, M., & Lu, H. (April 2022). *"Nothing Specific to Immigrant Families (yet)": State Administrators' Perspectives on Initiatives for Immigrant Families, Paper session, Issues in Childcare and Early Education in the U.S.,* American Educational Research Association.

Ercan, Z., **Edwards**, N. M., Fall, M., Sebti, L.*, & Lu, H. (April 2022). *US State Administrators' Perceptions of Immigrant Families with Young Children: Support Seeking, Advocacy, and Roadblocks, in a Roundtable session titled, Supporting Diverse Cultures through Advocacy and Empowerment,* American Educational Research Association (hybrid format).

Edwards, N.M., Stegenga, S., & Amsbary, J. (September 2021). *Vital role of birth-5 program directors in interdisciplinary collaboration*, 60-minute session, Division for Early Childhood (virtual).

Edwards, N.M., Lu, H., and Sebti, L. (Presenters); Isik-Ercan, Z. (non-Presenter). (September 2021). *Understanding ecologies of support among immigrant parents in birth-5,* 60-minute session, annual Division for Early Childhood conference (virtual).

Edwards, N. M., Isik-Ercan, Z., Lu, H., & Sebti, L.* (April 2021). *Support networks among immigrant parents of young children: Assessing ecologies to inform outreach efforts*. Family-School-Community Partnerships SIG, Roundtable Presentation, AERA (virtual).

Isik-Ercan, Z., Lu, H., **Edwards**, N. M., & Fall, M. (April 2021). *Social experiences and life satisfaction of immigrant families with young children in a highly urban city*. Early Education and Child Development SIG, Poster Presentation, American Educational Research Association (virtual).

Edwards, N. M. & Panlilio, C. (non-Presenter) (March 2021). *"We're thinking about everybody but the child": Neglecting early emotional development post-abuse.* Council for Exceptional Children Conference (Presentation with Q&A held virtually 3/2021).

Edwards, N. M., Lieberman-Betz, R., & Wiegand, S* (March 2021). *Are we supporting Early Intervention providers to effectively coach parents with developmental disabilities and mental health concerns?* Council for Exceptional Children Conference (Presentation held virtually 3/2021).

Edwards, N. M. & Hebron, H. (January 2021). *Teaching emotion regulation and mindfulness in an inclusive birth-5 setting*. Annual Division for Early Childhood Conference (1-hour session held virtually).

Edwards, N. M., Staple-Wax, J., & Kaiser, E. (April 2020). *Roadblocks to Early Intervention referrals for toddlers with Autism: Exploring a 'wait and see' mindset*. Special and Inclusive Education Research SIG, American Educational Research Association. San Francisco, CA (virtual paper).

Edwards, N. M., Lieberman-Betz, R., & Wiegand, S.* (October 2019). *Coaching parents with developmental disabilities: Reviewing recommendations to support Early Intervention providers*. Poster session. International Division for Early Childhood (DEC) Conference, Dallas, Texas.

Stapel-Wax, J., **Edwards**, N., & Kaiser, E. (October 2019). *Let's Explore a 'Wait and See' Mindset to Improve Early Intervention Referrals.* Annual Zero to Three (ZTT) conference, Ft. Lauderdale, Florida.

Kaiser, E., **Edwards**, N., Guerra, K., Stapel-Wax, J. (May 2019). *Revisiting a 'Wait and See' mindset to improve Early Intervention referrals".* Poster session, INSAR 2019 Annual meeting, Montreal, Canada.

Edwards, N. and Panlilio, C. (2019, April). *Needs Assessment of Child Welfare Professionals to Support Early Socioemotional Development after Child Abuse*. Paper session. Annual Meeting, American Educational Research Association, Toronto, Canada.

Edwards, N., Kaiser, E., & Stapel-Wax, J. (2019, February). *Let's Explore a 'Wait and See' Mindset to Improve Early Intervention Referrals.* Council for Exceptional Children (CEC), Indianapolis, Indiana.

Edwards, N. and Xin, J. (2019, February). *How Can We Effectively Communicate with Families about the Functional Behavior Assessment Process?* Council for Exceptional Children, Indianapolis, Indiana.

Edwards, N. and Accardo, A. (2018, November). *Promoting Family-Centered P-21 Transitions for Students with Special Needs: Recommendations for Teacher Candidates and Gaps in Our Understanding.* Teacher Education Division (TED) annual conference, Las Vegas, Nevada

Edwards, N. (2018, November.) *Systems of Support for Professionals: Indirect Role of Mentors in Early Intervention Referrals.* Teacher Education Division (TED) annual conference, Las Vegas, Nevada.

Edwards, N., Kaiser, E., & Stapel-Wax, J. (2018, October.) *Revisiting a 'Wait and See' Mindset to Improve Early Intervention Referrals;* 90-minute session, Division for Early Childhood, Orlando, FL.

Edwards, N., Brown, S., Walpole, M., Fall, M.*, & Alexander, J.* (2018, March). *Supporting Male Students in a Teacher Preparation Program: Student and Faculty Perceptions on Recruitment and Retention*. Roundtable session, AACTE, Baltimore, MD (Convener of the subgroup on recruitment for COE Diversity Committee); ***doctoral students*

Edwards, N. & Green, K. (2018, February). *Can We Use More Tailored Modes of Outreach to Share Behavior-Related Information with Diverse Families?* Multi-session Presentation, Council for Exceptional Children, Tampa, FL.

Edwards, N. & Xin, J. (2018, February). *What Roadblocks Are Keeping You from Conducting Functional Behavior Assessments on Students with Prolonged Maladaptive Behavior?* One-hour Presentation, Council for Exceptional Children, Tampa, FL.

Edwards, N. & Steed, E. (2018, February). *How Can We Empower Teachers to Willingly Request and Objectively Complete Peer Observations?* Poster session, Council for Exceptional Children, Tampa, FL.

Edwards, N., Xin, J., & Vernon-Dotson, L. (2017, November). *Retention and Application of Positive Behavior Supports Coursework during Clinical Practice and Initial Employment.* Roundtable session, International Teacher Education Division, Savannah, GA.

Edwards, N. (2017, November). *Embedding Family Connections in Pre-Service Teacher Coursework: Should Students Interview a Familiar or Unfamiliar Caregiver?* Roundtable session, International Teacher Education Division, Savannah, GA.

Edwards, N. (2017, October). *Supporting Early Emotional Development after Child Abuse: Provider Insights on Obstacles and Desired Changes*. International Division for Early Childhood, Portland, OR.

Edwards, N. & Green, K. (2017, October). *Preferred Mode of Social-Emotional Communication among Head Start Families and Providers*. International Division for Early Childhood, Portland, Oregon.

Steed, E. & **Edwards**, N. (2017, October). *The Key to Collaboration: How to Use Peer Coaching in Your Program*. International Division for Early Childhood, Portland, Oregon.

Edwards, N. (2017, April). *Revisiting the Early Intervention Coaching Model: Are We Fully Empowering Caregivers?* Poster, American Educational Research Association (AERA). San Antonio, TX

Edwards, N. (2017, April). *Do Families Adequately Inform Programmatic Decisions? Assessing Early Childhood Administrators' Response to Family Satisfaction Data.* Roundtable, American Educational Research Association (AERA). San Antonio, TX

Edwards, N. & Corr, C. (2017, April). *Provider and Family Insights on Supporting Early Emotional Development after Child Abuse*. Oral Presentation at the Council for Exceptional Children (CEC) 2017 Annual International Conference, Boston, MA.

Walpole, M., **Edwards**, N., Accardo, A., Rios, H., Browne, S., & Maddan, M. (February 2017). *Growing Diversity Knowledge in Pre-Service Teachers*. Multiple session Presentation at AACTE, Tampa, FL

Edwards, N. & Isik-Ercan, Z. (2016, November). *Beyond Reading "About": Engaging Teacher Candidates in Meaningful Parent-Teacher Communication, Collaboration and Involvement Opportunities*. Conversation session at the Teacher Education Division (TED) 2016 Annual International Conference, Lexington, Kentucky.

Edwards, N. & Xin, J. (2016, November). *Developing an Authentic Behavior Plan: Factors Influencing Satisfaction Ratings among Teacher Candidates and Cooperating Teachers in an Assigned Field Placement.* Single paper at the Teacher Education Division (TED) 2016 Annual International Conference, Lexington, Kentucky.

Edwards, N. & Steed, E. (2016, November). *Building Capacity for Objective Peer Observation Data and Self-Reflection: Pilot Study Insights on Peer Coaching with Early Childhood Educators*. Single paper at the Teacher Education Division (TED) 2016 International Conference, Lexington, Kentucky.

Edwards, N. & Gallagher, P. (2016, November). *Recruiting and Providing Professional Development for Early Intervention Providers: Insights from Special Instructor and Service Coordinator Data in One State*. Interactive paper, Teacher Education Division (TED) 2016 Conference, Lexington, Kentucky.

Edwards, N. & Steed, E. (2016, October). *Empowering Early Childhood Providers to Collect and Reflect on Peer Observation Data*. One-hour oral Presentation at the Division for Early Childhood's 32nd Annual International Conference. Louisville, KY.

Edwards, N. (2016, October). *Seeking Family Feedback to Inform Programmatic Decisions: Insights for Early Childhood Administrators*. One-hour oral Presentation* at the Division for Early Childhood's 32nd International Conference, Louisville, KY.

Edwards, N. (2016, April). *Seeking Family Feedback to Inform Programmatic Decisions: Insights for Early Childhood Administrators*. Poster Presentation at the International Council for Exceptional Children Conference. St. Louis, MO.

Edwards, N. (2016, February). *Family and Provider Perceptions of Early Intervention: Overlooked Considerations that May Influence Outcomes*. Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA.

Edwards, N. (2015, November). *Considerations When Coaching Families in Early Intervention: Insights from Providers & Families.* Poster Presentation, American Speech-Language-Hearing Association (ASHA) National Convention. Denver, CO.

Edwards, N. (2015, October). *Missed Opportunities: How Can We Collaborate to Improve Early Intervention Referrals?* One-hour oral session at the Division for Early Childhood's 31st Annual International Conference, Atlanta, GA.

Edwards, N. (2015, October). *Revisiting How We Coach Families in Early Intervention: Provider and Family Perceptions.* Poster Presentation, Division for Early Childhood's 31st Conference, Atlanta, GA.

Hebron, H. & **Edwards**, N. (2015, October). *Helping Early Childhood Providers Understand Positive Behavior Supports and Use Data-Driven Interventions*. Poster, Division for Early Childhood's 31st Annual International Conference, Atlanta, GA.

Edwards, N. (2015, April). *Self-Reported Maternal Expressiveness: Consider Low Positive Expressiveness and High Negative Expressiveness as Separate Constructs*. Poster Presentation at the international American Educational Research Association (AERA) Conference. Chicago, IL.

Edwards, N. (2015, April). *Partnering with Families to Embed IFSP/IEP Outcomes across Home and School Settings for Young Childhood with Disabilities.* Presentation at annual Early Childhood Education Conference, Rowan University.

Edwards, N. (2014, November). *Young Children with Behavior Concerns: Role of Speech-Language Pathologists in Using Recommended Intervention Strategies*. Presentation at American Speech-Language-Hearing Association's National Convention. Orlando, FL.

Edwards, N. (2014, October). *Pediatric Residency Training Directors: Attitudes toward Early Intervention and Role in Screening.* Poster, Division for Early Childhood's 30th Annual International Conference. St. Louis, MO

Edwards, N. (2014, October). *Extending Usefulness of a Positive Behavior Support Workshop for Early Childhood Programs*. Poster, Division for Early Childhood's 30th Annual Conference. St. Louis, MO

Edwards, N. & Gallagher, P. (2014, October). *Early Intervention Providers in One Part C Program: Insights and Unanswered Questions*. Poster, Division for Early Childhood's 30th Annual International Conference. St. Louis, MO

Edwards, N. (2014, April). *Opening your door: Developing partnerships to promote use of Positive Behavior Supports.* Presentation at Council for Exceptional Children Conference. Philadelphia, PA

Edwards, N. (2014, April). *Let's talk with parents about young children's emotional development!* Presentation at Council for Exceptional Children Conference. Philadelphia, PA

Edwards, N. & Gallagher, P. (2014, April). *Early Intervention Parent Educators: Lessons learned from family and staff evaluations.* Poster, Council for Exceptional Children Conference. Philadelphia, PA

Edwards, N. & Gallagher, P. (2014, February). *Early Intervention Special Instructors and Service Coordinators: Descriptive Statistics in One State's Part C Program and Needed Lines of Inquiry to Support Nationwide Provider Outreach and Retention.* Poster Presentation, Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA

Edwards, N. (2013, November). *Young children with behavior concerns: Role of Speech-Language Pathologists in supporting diverse caregivers.* Presentation at American Speech-Language-Hearing Association's Convention. Chicago, IL.

Edwards, N. (2013, October). *Empowering teachers to support parents with young children's emotions and behavior*. Poster Presentation at Division for Early Childhood's (DEC) 29th Annual International Conference on Young Children with Special Needs and their Families. San Francisco, CA.

Edwards, N., Gallagher, P., & White, S. (2013, October). *Early intervention parent educator program: Lessons learned from family and staff evaluations.* Presentation at Division for Early Childhood's (DEC) 29th Annual International Conference, San Francisco, CA.

Gallagher, P., **Edwards**, N., Buttone, T. & Pineda, C. (2013, October). *How Can Early Intervention Providers Empower Diverse Families in Natural Environments?* Presentation at Georgia Association for Young Children (GAYC), Atlanta, GA.

Edwards, N. (2012, December; 2011, December). *Addressing roadblocks to promoting positive classroom behavior.* Presentation, Georgia State University's Positive Behavioral Supports Conference, Atlanta, GA.

Edwards, N. M., Gallagher, P. A., & Armond-Walker, L. (2012, November). *Empowering diverse families in natural environments: Considerations for EI providers.* Poster Presentation at the American Speech-Language-Hearing Association Conference, Atlanta, GA.

Edwards, N. M., Gallagher, P. A. & White, S. (2012, November). *Evaluating the role of parent educators in early intervention: Empowering families*. Presentation at the National Association for the Education of Young Children, Atlanta, GA

Edwards, N. M., Gallagher, P. A., & Green, K. (2012, October). *Child Find initiatives for Part C: Seeking earlier detection and screening*. Poster Presentation at the Division for Early Childhood's Annual International Conference on Young Children with Special Needs and Their Families, Minneapolis, MN.

Edwards, N. M., Gallagher, P. A., Kaiser, E., & Barnes, C. (2012, September). *Facilitating smooth transitions for families exiting Early Intervention*. Presentation at Georgia Association for the Education of Young Children (GAYC), Atlanta, GA

Edwards, N. (2012, February). *The Maternal Role in Promoting Emotional Competence: Predicting Head Start Mothers' Expressiveness, Perceived Role, and Receptivity to Support.* Poster Presented at 2012 Conference on Research Innovations in Early Intervention (CRIEI), San Diego, California.

Edwards, N. (2011, December). *Laying Strong Foundations: Helping Caregivers Nurture Emotional Development*. Presentation at the 2011 No Excuses TASH Conference, Atlanta, GA

Edwards, N., Gallagher, P., Lewis, K. & Oschack, J. (2011, October). *Empowering Families of Young Children with Special Needs: The Role of Parent Educators in Georgia's Early Intervention Program.* Presentation at the Georgia Association for Young Children (GAYC) Conference, GA.

Edwards, N., Gallagher, P., & Lewis, K. (2011, November). *Empowering Families in Early Intervention: The Role of Parent Educators.* Poster Presented at the Annual International Division for Early Childhood Conference, National Harbor, Maryland.

Laushey, K. & **Edwards**, N. M. (2011, October). *Making modifications for children with special needs across the 5 domains and activity settings in the inclusive environment*. Presentation at the Georgia Association for Young Children Conference, GA.

Edwards, N. (2011, April). *Insights from Head Start Mothers: Need for Tailored Maternal Supports to Help Nurture Preschoolers' Emotional Development.* Two-hour Presentation, University of Georgia's Responsive Early Education for Diversity (REED) Seminar Series, Athens, GA

Edwards, N. (2010, October). *The Maternal Role in Emotional Competence: Factors Associated with Expressiveness, Perceived Role, and Receptivity to Support.* Presentation at the Research Symposium, Georgia Association on Young Children Conference; Gwinnett, GA

Edwards, N. (2010, Sept.) Guest speaker, *Opportunities in the Field of Early Intervention*, sharing experiences with middle school students at an Annual Career Fest. Clark Atlanta University, Atlanta, GA

Instructional Presentations

Edwards, N. (2026). *Inclusive and Special Education in P-12 Teaching and Learning*. PD presenter as part of the Growing Apprenticeship in Nontraditional Sectors grant program for paraprofessionals, Glassboro, NJ (two 1-hour virtual sessions).

Edwards, N. (2015, June*). Preventing and Addressing Bullying on Camp Grounds*. Invited Presentation/ workshop for camp counselors, Center Valley, PA.

Edwards, N. (2015, January). *Integrating Diversity into the College Classroom*. Invited Presenter/ facilitator; webinar for College of Education faculty, Rowan University, Glassboro, NJ.

Edwards, N. (2012, October; 2011, October; 2010, October). *Part C: Early Intervention Systems and the IFSP.* Lecture, EXC 7650 Characteristics of Young Children with Disabilities (MA level). GSU, GA

Edwards, N., Gallagher, P., & Steed, E. (2012, October; 2011, October). *Early Intervention Support Services: Part C of IDEA and Transition to Part B.* Invited two-hour Presentation for Georgia LEND program (Georgia Leadership Education in Neurodevelopmental and Related Disabilities Program).

Edwards, N. (2010, September). *Rewarding Experiences in Early Intervention*. Lecture in Methods for Teaching Infants and Toddlers with Disabilities [Birth through Five (B-5) program]. GSU, Atlanta, GA

Edwards, N. (2009, March). *Behavior Management for Infants and Toddlers*. Lecture, Field Placement Seminar. University of Maryland, College Park, MD

Edwards, N. (2009, February; 2008, February; 2007, June). *Early Childhood Special Education.* Presented in Introduction to Special Education course. U. of Maryland, College Park, MD

Edwards, N. (2008, October). *Classroom Management.* Lecture, Curriculum and Instruction in ECSE course (MA Level). U. Maryland, College Park, MD

Edwards, N. (2008, August). *Promoting Positive Classroom Behavior.* Post-research Presentation for in-service preschool educators, Center for Young Children, College Park, MD

Edwards, N. (2005, June). *Challenging Behavior and Effective Strategies*, Kennedy Child Study Center, NY

GRANTS & EFFORT TO SECURE FUNDING

Efforts to Secure External Funding:

2026 Brown, C., (PI) with Jean-Marie, G., Connor, J., & Leftwich, S. (co-PIs)
Co-Investigator: Professional Development Faculty *(I. Abi-El-Mona, S. Brown, A. Drelick, N. Edwards, B. Hoffman, C. Karayigit, Y. Kuo, & J. Sykes-Ratliff)*
GAINS (Growing Apprenticeship in Nontraditional Sectors) grant program
NJ Department of Labor and Workforce Development
Project: Teach South Jersey: Expanding Teacher Pathways (~74 candidates)
Requested: **$900,365**: 2/1/2026 – 7/31/2027
Funded

November 2025 Houser, K. & **Edwards**, N., **Co-PI**
NJ Health Foundation Community Health, Social Services & Education Grant
Project's Working Title: *Children of Incarcerated Parents: Perceptions of Adult Children & School Professionals;* Amount Requested: $35,000 (3/2026 – 2/2027)
Not Funded

September 2025 Wiegand, S., Lieberman-Betz, R., **Edwards**, N., & Collins, F.*
Co-PI/ Key Collaborator
Emerging Scholars Grant at New Mexico State University
Project: *Coaching Caregivers with Intellectual Disabilities in Early Intervention: A Professional Development Pilot Program*
Amount Requested: **$14,000** (Spring 2025 – Fall 2027)
Funded

May 2025 Drelick, A., Elder, B., **Edwards**, N., McDevitt, S., & Sykes-Ratliff, J.
Consultant *(devising parent needs assessment tool for district use)*
NJ DOE, Office of SPED, Engaging Parents of Students with Disabilities in Schools
Project: *Stronger Together NJ: Empowering Families, Advancing Inclusion*
Amount Requested: $399,024 (7/1/2025 – 6/30/2026); Not Funded

February 2025 **Edwards**, N. M., & Houser, K.
Lead PI
NJ Health Foundation Community Health, Social Services & Education Grant
Project: *Factors Associated with Perceived Readiness to Reunify with Minor Children: Insights from Incarcerated Parents, Parole Officers, and Prison-Affiliated Professionals*
Amount Requested: **$35,000** (2/2025 – 2/2026)
Funded (Grant # PC 248-25)

April 2024 **Edwards**, N. M., Stapel-Wax, J., Brasher, S., and Kaiser, E.
Lead/Contact PI (Partnership with Colleagues from Emory University)
Health Resources and Services Administration (HRSA) Autism FIRST Grant (HRSA-24-048); FY 2024 Autism Field-Initiated Innovative Research Studies
Accountable Community Commitment to Early Support (Detection/Referral) for Social-Communication Delay and Emerging ASD (Project ACCESS-ASD)
Total Requested: $899,906.00 (~$300,000/year for 3 years)
(CFDA 93.877 and competition ID HRSA-24-048)
Not Funded

2024 Invited as an educational advisor of curriculum development (Houser et al.)
Socio-Behavioral, Security & Law Endorsement Cannabis Center WIRE Protocol
Not Funded

2/2024-2/2025 **Edwards**, N. M., & Isik-Ercan, Z.
Lead PI
NJ Health Foundation Community Health, Social Services & Education Grant
Project: *Bolstering Community Stakeholders' Awareness, Self-Efficacy, and Outreach to Strengthen Partnerships with and Supports for Immigrant Families of Young Children (Birth-5)*
Amount: **$35,000**
Funded (Grant # PC 62-24); IRB Approval (3/6/2024): PRO-2024-51

January 2024 **Edwards**, N. M., Stapel-Wax, J., & Kaiser, E.
Lead PI
Kellogg Foundation
Project: *Coordinated Community Approach to Strengthening Awareness, Accountability, and Action in Early Social-Communication Delay*
Letter of Intent declined (not as aligned with foundation priorities)

2019-2022 Isik-Ercan, Z., **Edwards**, N. M., Lu, H., Selznick, R., Fall, M., & Sebti, L.
Co-PI
Camden Health Research Initiative Grant
Project: *Understanding the Ecology of Immigrant Families and their Integration into Camden City: Multiple Systems for Health and Well-Being of Young Children from Birth-Age 5*
Amount: **$150,000** (2+ years)
Funded

Spring 2021 Spencer, L., LoBuono, D., **Edwards**, N. M., Accardo, A., Meenar, M., Simmons, C., & Sonaike, A.
Co-PI
Robert Wood Johnson Foundation
Project: *Equity-Focused Policy Research: Building Cross-Cutting Evidence on Supports for Families with Young Children*
Amount: $200,000 (2 years)
Not Funded

Summer 2020 Isik-Ercan, Z. & **Edwards**, N. M.
Co-PI
TD Bank: TD Ready Challenge Grant
Project: *COACH and CONNECT: Building Parent Capacity for Supporting Health Development and Engaging in Meaningful Community Connections*
Amount: $745,000 (3 years)
Not Funded

Summer 2016, 2017 **Edwards**, N. M., with Co-PIs (Drs. B. Dever, R. Dihoff, & L. Vernon-Dotson)
Program Director/ Lead PI
Consultants (Dr. Z. Ercan, Dr. E. Steed, consultant: online course/app); site director approval (Philadelphia and Allentown, PA, & NJ EIP)
Institute of Education Sciences Special Educ. Research; Early Intervention and Early Learning in SPED; Goal 2: Dev't/ Innovation, IES (84.324A17)
Project: *Developing and Implementing an Emotion Coaching Intervention for Teachers in Early Intervention and Inclusive Early Childhood Settings*
Amount in 2016: $1,112,053 (3 years); 2017 revision: $1,224,616 (3 years)
Not Funded

2015: Project: *Enhancing Early Childhood Emotional Development after Child Abuse through a Needs Assessment Study of Vested Key Players**

December 2015* **Edwards**, N. M.
Charles LaFitte Foundation
Amount: $5000
Not Funded: LOI declined

November 2015* **Edwards**, N. M.
Spencer Foundation
Amount: $50,000 (submitted application with budget)
Not Funded (limited funds)

June 2015* **Edwards**, N. M.
Caplan Early Childhood Foundation
Amount: $43,766
Not Funded: LOI declined

April 2015* **Edwards**, N. M.
Doris Duke Charitable Foundation
Amount: $28,000 (2 years)
Not Funded: LOI declined

**Given the site director's interest, following the above attempts, a non-funded version was initiated.*

Internally Funded Projects

Summer/Fall 2023 **Edwards**, N. M., & Houser, K.
Co-PI
Rowan University College of Education Faculty Research Fellowship
Project Title: *Factors Associated with Incarcerated Parents' Self-Efficacy and Perceived Readiness to Reunify with their Child(ren) on Reentry*
Amount: **$10,000** (IRB Approval: PRO-2023-177)
Funded (e.g., supported graduate student worker: literature; SPSS coding)

Summer 2023 **Edwards**, N. M., Accardo, A., Drelick, A., and other program team members
Lead/Program Coordinator, *MA in Special Education & Inclusive Practices*
College of Education Program Innovation Award, Rowan University
Amount: **$3500**
Funded, with deliverables including:

- Book study for faculty/adjuncts *(Demystifying Disability* by E. Ladau*)*
- Content specialist: UDL on syllabi, assignments, module access
- Content specialist: orientation *(disability models & neurodiversity)*
- Guest speaker disability self-advocate - content-related recordings to be embedded in courses *(lived experiences)*

Summer 2021 **Edwards**, N. M.
PI
Rowan University College of Education Faculty Research Fellowship
Project Title: *Systems Supporting Early Emotional Development Post-Abuse and/or Neglect: Survey of Family Court Judges and Juvenile Hearing Officers*
Amount: **$2500, Funded**

Summer 2015 **Edwards**, N. M.
PI
Rowan University Internal Seed Grant Funding
Project Title: *Provider and Caregiver Perceptions of Part C EI Coaching and Use of Recommended Practices by Members of One's Informal Support System*
Amount: **$9600, Funded**

PROFESSIONAL AFFILIATIONS

Organizational Membership
The Council for Exceptional Children (CEC) (2001 – Present)
CEC's Division for Early Childhood (DEC) (2001 – Present)
CEC's Teacher Education Division (TED) (2014 – Present)
National Association for the Education of Young Children (NAEYC) ('09, '14 – Present)
American Educational Research Association (AERA) (2014 – Present)
Zero to Three (2017 – Present)
The Child Life Council (2003-2008)

Certifications
New York State Permanent Certification in Special Education (2006 – Present)
New York State Preliminary Certification in Elementary Education (2001-2006)
Certified Child Life Specialist (2003-2008)

SERVICE

Department Service

Department Tenure, Recontracting, & Promotion Committee (Fall 2026 – Present)
Department Master's in special education & inclusive practices program committee (Fall '17 – Present)
Coordinator and Advisor, MA in Special Education & Inclusive Practices (8/2019 – 6/2026)
Coordinator and Advisor, TOSD Graduate Endorsement (8/2019 – 6/2026)
Facilitator: *Implementing Positive Behavior Supports* (SELN 10581) | *Clinical Practice* (SPED 08520); *Clinical Seminar* (SELN 10592) | *Characteristics of Young Children with Disabilities & their Families* (ECSE 10500) | *Education & Psychology of Students with Disabilities* (SPED 08555; co-facilitator)
Department Sabbatical Committee – Chair (Fall 2019, Fall 2022, Fall 2023)

Department Curriculum Committee (Fall 2013 – Present)
Co-Chair (Fall 2017 – Spring 2018); Chair (Fall 2018 – Spring 2020)
Department Special Education Advisory Board (Spring 2016; Fall 2019 – Present)
Department Search Committee, Co-chair (Fall 2022)
Department Tenure and Recontracting Committee (Fall 2018 – Spring 2020)
Department Early Childhood Special Education (ECSE) Certificate of Graduate Study Committee
Syllabi development, course development and recruitment (Fall 2018 – Present)
Department Early Childhood Program Committee (Fall 2015 – Spring 2019)
Department Teacher of Students with Disabilities (TOSD) Committee (Fall 2013 – Fall 2019)
Course Facilitator, Post Bac Positive Behavior Supports (Fall 2013 – Fall 2019)
Department Student Progress Committee (Fall 2013 – Fall 2014)
Department Personnel Committee (Fall 2015 – Fall 2017)
Department Budget Committee (Fall 2013 – Spring 2018; Spring 2020)
Workgroup Member, Special Education track in new PhD in Education (Fall 2014)
Collaborated to align seven courses with CEC Adv Standards & identify signature assignments; Co-Developed a doctoral course proposal, *Personnel Preparation and Effective Teaching in Special Education*; Developed a doctoral course proposal, *Access, Success & Equity in SPED*
Workgroup Member, Chair - Election Committee
Appointing chair, Fall 2015 Interdisciplinary and Inclusive Education Department (Spring 2015)
Workgroup Member, Teacher of Students with Disabilities Endorsement
Inter-rater reliability meeting (PBS signature assignment) and revising rubric (March-April 2015)
Workgroup Member, Early Childhood Special Education Certificate of Graduate Studies
Proposal finalized and submitted (2016)
Recruitment, planning, and course development (2018-2019)

Peer Observations (adjuncts, 3/4, lecturer, and tenure-track/tenured faculty); ongoing, as needed

Department Search Committee Member
2015: F/T, tenure-track, *Quantitative Methodologist* (September 2016 appointment)
2015: F/T, tenure-track position, *Early Childhood* (September 2016 appointment)
2017: F/T, tenure-track position, *Early Childhood* (needed to re-open search Fall 2017)
2017: F/T tenure track, two positions, *Special Education* (September 2018 appointment)
Lecturer position, *Special Education* (September 2018 appointment)
2021: *Assessment Coordinator*, Dean's Office, College of Education (Summer 2021 appointment)
2022: F/T tenure track positions, *Special Education* (MA SPED/LDT-C) (relaunched 2023) - Co-chair
2023: F/T tenured Associate Professor, *Special Education* (MA SPED/Grad TOSD) (relaunching 2024)

College Service
College of Education Tenure, Contracting, and Promotion Committee (Fall 2025 – Present)
College of Education CAEP Standard 4 Team (Program Impact) (Fall 2025 – Present)
Search Committee Member, F/T tenured Associate or Full Professor, *Early Childhood* (Department of Early Childhood, Elementary Education, and Critical Foundations) (Fall 2025 – Spring 2026)
College of Education Curriculum Committee (Spring 2018 – Spring 2020; Fall 2023 – Present)
College of Education, Accepted Presenter, *2024 CASE Summit*, Rowan University (April 23, 2024)

College of Education CAEP Standard 3 Team (Fall 2020 – Spring 2022); paused AY23
College of Education Restructuring Steering Committee (Fall 2022)

Facilitator of Group 2: Distribution of Faculty Across Departments - *Assessing faculty distribution and disseminating/analyzing results from a CED survey to better understand programmatic alignment considerations; collaborating to devise a data-informed alternate restructuring Plan B and C to share with CED colleagues*

Search Committee Member, *Assessment Coordinator in the College of Education* (Spring 2021)
Continuous Improvement Committee on Diversity (*Diversity in Action* Committee) (2014 – 2019; 5 academic years); Convener, subgroup on recruitment (Fall 2014 – Fall 2018)
Co-Presented on piloting pre/post diversity prompts (AACTE conference, 2016)
Leadership Team for New Jersey Early Intervention (EI) Program - Invited Cross-College Member (facilitated by CASE executive director) - Visionary work and strategic planning (2016-2018)
Advisory Team for MA in Urban Education and Community Studies

Invited to provide feedback and engage in course review (2016 –2017)

Inaugural Faculty Member, COE PhD Program (2015 – 2018)

Co-Facilitator, PhD program website (2015)
Co-Facilitator, PhD handbook (Fall 2015)
Applicant evaluation and discussion (January 2016)
PhD Curriculum Proposal Revision requested by Senate (January 2016)
Developed syllabi, lectures, and assignment rubrics for two PhD specialization courses:
Access, Success, and Equity in Special Education (Fall 2016) and
Research to Practice in Special Education (Spring 2017)
Collaborative work on specialization redesign (Fall 2016)
Ongoing meetings (e.g., recruitment taskforce) (Fall 2017 – Spring 2018)
Collaborative work to develop an outline of guidelines for newly devised option for students to serve as Teaching Assistants prior to teaching independently (Spring 2018)

Teacher Education Redesign (Fall 2014 – Spring 2016)
- Participated in Teacher Preparation Retreat, to discuss frameworks informing the redesign of the COE's Teacher Education program (Summer 2014); Curriculum Work Group Member, Teacher Education Redesign (Fall 2014)

Site visit to Early Childhood Programs adhering to constructivist principles aligned with John Dewey's work (to brainstorm ways of infusing such a framework into the COE Child Development Center; invited by dean) – Bank Street College in New York City (Fall 2014)

Special Interest Group: Urban Education (Fall 2013 – Spring 2017)

Developed an electronic COE Urban Outreach Survey to assess existing and desired outreach from COE faculty in urban and underserved areas (*sent to SIG members for feedback; Spring 2014 sent to all COE faculty);*
Co-Chair (March 2014 – Spring 2017);
Co-Presented formal status update at COE meeting, April 2014;
Supported new director of Rowan's Urban Teaching Academy (RUTA);
Co-facilitated forum for members to seek feedback, brainstorm and/or collaborate on urban-related research (in progress/completed) in a monthly "Urban Scholar Community" brown bag (Spring '16 – Spring '17)

Rowan University, College of Education Invited Presentations

- Co-Presenter (May 2017), *Growing Diversity Knowledge in Pre-Service Teachers*, sharing updates and brainstorming next steps with faculty; end-of-year COE meeting
- Walpole, M., **Edwards**, N., Accardo, A., Rios, H., Browne, S., & Maddan, M. (February 2017). *Growing Diversity Knowledge in Pre-Service Teachers*. Faculty Research Panel, Grand Opening of the College of Education's Center for Access, Success, and Equity.
- **Edwards**, N. (February 2017). *Building Capacity for Objective Peer Observation Data and Self-Reflection: Pilot Study Insights on Peer Coaching with Early Childhood Educators*. Faculty Research Panel for the Grand Opening of the College of Education's Center for Access, Success, and Equity (CASE).
- **Edwards**, N. (April 2015). *Partnering with Families to Embed IFSP/IEP Outcomes across Home and School Settings for Young Childhood with Disabilities*. Early Childhood Education Conference, Rowan University
- **Edwards**, N. (January 2015; archived), *Integrating Diversity in the College Classroom*. Invited guest speaker/facilitator, webinar for COE faculty

Rowan University, Doctoral Dissertation Committee Member

Completed:

- L. Sebti, Ph.D. Candidate (Role: Generalist); **oral defense: 3/28/24** [One-on-One quantitative methodology meetings: 11/10/23, 1/8/24]: *"You have to first recognize that there's a problem before you can enact change": A Mixed-Methods Study of General and Special Education Co-teachers' Critical Consciousness and Agency in Enacting Socially-just Inclusive Practices*
- S. Dube, Ed.D. Candidate (Role: Methodologist); **oral defense: 1/15/19**: *Self-reflection among teachers of culturally diverse learners: An Intervention study exploring the influence of cultural identity*
- M. Lucchesi, Ed.D. Candidate (Role: Generalist): Working Title: *Mathematics teachers' perceptions of co-teaching (3/5/25 proposal meeting;* **oral defense: 11/12/2026:** *"An exploration of middle school mathematics teachers' perceptions of co-teaching with special education teachers in title I single school districts"*

In Progress:

- K. Carino, Ed.D. Candidate (Role: Content Area Specialist): *Examining how preschool staff understand and apply inclusive education practices before and after participating in Practice Based Coaching (anticipated proposal Spring 2026; anticipated defense Spring 2027)*

Pending (Invited):

- A. Rivera, Ed.D. Candidate (Content Area Specialist)
- J. Grabowy, Ed.D. Candidate (Generalist)
- A. Ziegler, Ed.D. Candidate (Generalist; Early Childhood specialist)

University Service

- Invited Member, *Standard II: Ethics and Integrity Self-Study Working Committee* for Rowan University's 2027 Middle States Commission on Higher Education (MSCHE) reaccreditation report (Fall 2025 – Fall 2027)
    - *"Working group members will: collect, review and assess data and evidence related to specific accreditation standards; contribute to writing sections of the Self-Study report; participate in group discussions to ensure a thorough and balanced evaluation; serve as ambassadors of the Self-Study process within their departments."; "This is a meaningful opportunity to engage in the accreditation process, rePresent your department's area of expertise, and contribute to strengthening our institution."*
- Appointed inaugural workgroup member, *Rowan-Virtua Health Equity Institute*, 1/2024 – 6/2026
- *Senate Professional Ethics and Welfare Committee*, Rowan University (2016-2017; 2019 – 2026); Ethics Violation Sub-Committee (2021 - 2026)
- *Mentoring Program* (Mentee), Women's Alliance Network, Rowan University, 2023-2024
- *Commencement* (ongoing, yearly attendance in the CED and/or University ceremonies)
- *Graduate Advisory Council*, Rowan University (Spring 2020 – Spring 2022)
- Consulting Scholar (Fall 2020), *Virtual Mental Health Care and Wellness Training and Multi-Tiered Supports for New Jersey P-12 School Personnel, Students, and Families* - Collaborating on a White Paper with other colleagues across Rowan University: Gauthier, T., Ieva, K., Joy, S., Kerwin, M. L., Lu, H., McCann, S., Miller, D., Simmons, C., Spencer, L., Williams, B., & Wilson-Hill, Z (it was pending passage of NJ legislation)
- Invited Presenter, *Faculty Research Day*, Rowan University (March 25, 2020)
- Invited faculty reviewer, Rowan University *Seed Funding Program* (Spring 2019)
- *Faculty Center liaison*, Department of Interdisciplinary & Inclusive Education (4/2017 – 5/2019)
- *Senate Sabbatical Committee*, Rowan University (2017 – 2018; 2018 – 2019)
- Invited panelist, *Young Athlete with a Concussion: An Inter-Professional Approach to Treatment*, Rowan SOM Interprofessional Grand Rounds (2/15/2019)
- Rowan University, *Leadership Team for New Jersey Early Intervention* (EI) *Program* - Invited Cross-College Member; visionary work and strategic planning, 2016-2018; collaborated on a proposal to merge/house the EI program & Assessment Center
- Invited panelist, *1st Annual Disability Research Panel*, Rowan University (April 4, 2017)
- *Student Relations Committee*, Rowan University (Spring 2016)
- *University Learning Community*, Interdisciplinary (2013 – 2016)
- Created a resource webpage on work-life balance for junior faculty (accessible 1/23/2015)

Community-Engaged Service

April 2026 Invited, *Ad Hoc Board of Directors Nominating Committee*, Temple Beth El, Allentown, PA

6/16/2022 Invited Presenter, JCC Camp Staff Orientation, *Proactive Supports and Maladaptive Behavior*, Allentown JCC (33 attendees; 1-hour), Allentown, PA

Spring 2021 Invited Presenter, *Emotion Coaching among Providers and Parents: Supporting Early Social-Emotional Development,* 1-hour webinar, Brookes Coffee Chat Series (May 2021; over 1700 people registered and now accessible via YouTube, 820+ views)

Spring 2021 Invited to meet with and support staff in an aftercare program to address an increase in behavior concerns among K-5 full-day remote learners, 3/10/2021, Allentown, PA

Spring 2021 Invited Presenter, *Understanding and Embracing My Role in Early Social-Emotional Development;* three 2-hour virtual workshops; Invited by the Director of Professional Development and Research at Elwyn Early Learning Services (ELS), the preschool EI provider for Philadelphia County and the city of Chester (~10,000 preschoolers annually)

12/4/2019 Invited co-Presenter on disability awareness (Edwards & Freedman), *Reflecting on Dis/Ability and Embracing Neurodiversity*, 1st year Honors Students, Rowan University

9/3/2019 Invited Presenter, *Embracing Proactive Strategies and Environmental Redesign to Promote Positive Behavior*, Religious School Professional Development day, PA

5/17/2019 Invited Presenter, 2-hour workshop (65 registered), *Optimizing Therapists' Role in Early Social-Emotional Development*, TheraPlay, Inc., Continuing Education Day, PA

11/2018 Invited speaker on disability awareness, Diversity Dinner for 1st year Honors Students

Summer 2015 Connected childcare director with resources (e.g., scripted stories, visuals) to assist children with maladaptive behavior (birth-5 program; Allentown, PA)

Summer 2015 Invited Presenter on anti-bullying for 30+ camp counselors, Northeastern, PA (i.e., enhancing sensitivity, recognizing signs, and understanding of steps to take when bullying occurs); invited by camp director, B. Finberg; June 2015

2014- 2015 Invited, informal feedback on child with prolonged behavior concerns (Fall 2014); provided ECE director with suggestions to discuss developmental concerns with parents (Spring 2015); *Early Childhood Demonstration Center*, Rowan University, Glassboro, NJ

Fall 2014 Invited, 50-minute Presentation for high school students at the New Jersey Future Educators Association (NJFEA; October, 2014); Presentation entitled, "*Discovering Your Path: Rewarding Career Options in Special Education*"

Spring 2014 Invited, two-hour workshop, *Positive Behavior Support*, childcare, Allentown, PA

Spring 2014 Invited, hiring committee selecting an ECE program director, Allentown, PA

State-Level Service

New Jersey State Interagency Coordinating Council (NJ SICC)

Appointed by Governor Murphy to the NJ SICC, advising and assisting the state lead agency in the NJ Department of Health on the NJ Part C Early Intervention Program (**11/2020 – Present**)

- Meetings, NJ SICC (3.5-hour meetings open to the public, every other month)
- Chair, *Family Support Committee* of the NJ SICC
    - 2021 – Present - Overseeing a team of 11-15 stakeholders in the state in monthly work meetings focused on closely examining the issue of low screening/referral rates among birth-1 *(to make yearly recommendations to the NJ Department of Health based on a four-pronged assessment of exemplars in NJ, exemplars in U.S., voices from the field in lowest performing NJ counties, and a review of the literature); focus on transition added as a workgroup in 2022. (The transition portion will split into its own committee, effective Summer 2024.)*
    - 11/14/2023 - Invited guest speaker for the first 30-minutes of the monthly Regional Early Intervention Collaborative (REIC) meeting; shared an overview of what our Child Find subgroup/task force found from our multi-website review (from the lens of a new parent considering a referral)

New Jersey Part C of IDEA (birth-36 months) Early Intervention (EI) Program

- Invited workgroup member, NJ Department of Health, discussing Indicator-C4 (Family Outcomes) and reviewing the effectiveness and distribution of the current family survey tool for families in *New Jersey's Part C Early Intervention program* (Fall 2021 - Present)
- Invited workgroup member, *Steering Committee, NJ EI System*, preparing for an Annual Performance Report, Office of Special Education Programs (2020, 2021)
- Invited workgroup member, NJ Department of Health, *Annual Performance Report/State Performance Plan Target Setting Subcommittee*, Indicator 11 (Summer - Fall 2021)

Division for Early Childhood, New Jersey subdivision

Faculty advisor, Fall 2016 – Fall 2021
Executive Board Member, Fall 2019 – Fall 2021 *(Early Intervention Liaison; 2.5 years)*
(Meetings, reviewing survey data, and brainstorming with board members; members elected to reset/pause at the end of all 2021)

Think Babies Coalition: Advocates for Children of New Jersey (New Jersey Pritzker Initiative)
Member, Infant Mental Health (IMH) Workgroup (June 2020 – Spring 2022)
Co-Lead, Data Goal Action Team (Fall 2020)

National Professional Service

American Educational Research Association (AERA)

Conference Proposal Reviewer (2015 – 2017; 2020 – Present)

Chair/Discussant, Roundtable (4/2022): *Families and Children Navigating during COVID-19*
Chair/Discussant, Roundtable (4/2021): *Family Engagement in Early Childhood*
Discussant, Paper Session (4/2019): *Promoting School-Community Partnerships*

Program Co-Chair (2018-2020) - *Family, School, Community Partnerships SIG*

Based on peer reviewer ratings/comments, co-creating the full multi-day SIG program (theme-based roundtables, poster sessions, paper sessions) and assigning chairs/discussants at two consecutive AERA annual meetings.

Dissertation Award Committee, Co-Chair, *FSCP SIG* (Spring 2019)

Co-Chair-Elect (2020-2022), *FSCP SIG* (#43) (elected; two-year term)

SIG Co-Chair (2022-2024), *Family, School, Community Partnerships* SIG

Co-facilitating monthly executive board meetings; Initiated SIG Community of Practice meetings to foster meaningful connections and discussion of timely topics to reach more of our cross-disciplinary 220+ SIG members throughout the academic year; Co-facilitator, Business Meeting

Executive board position of past co-Chair (post-April 2024 conference - April 2026)

Contributing to monthly meetings, the devised CoP and proposal review process, and overseeing nominations for new positions; 2024-2025: co-leading a new mentoring initiative with V. Kang from U. Maryland for SIG members.

- April 9, 2025 (2pm) - invited panelist ("How to AERA") orienting graduate students connected with the FSCP SIG

Division for Early Childhood (birth - eight) - Subdivision, Council for Exceptional Children

Peer-Reviewer, proposals for the Annual DEC Conference (Spring 2016 – Present)

Chair, *DEC Community of Practice Development* Committee (Two-Year Term: 2/2024 - 6/2026) –

Appointed member since 7/1/2022 {overseeing/supporting facilitators across multiple DEC CoPs (groups of professionals and families consisting of DEC members and nonmembers interested in one of the following topics: family partnership, infant mental health, leadership, policy & advocacy, service coordination, professional development, Early Intervention, and efforts to enhance the quality of doctoral education in EI/ECSE}

Member, *DEC Research Committee* (April 2020 – June 2022; appointed to a two-year term)

Sub-Committee: *Interdisciplinary Support to EI/ ECSE and Partners*; monthly meetings

Member, *DEC's Advisory and Editorial Work Group*

Revising the Response to Intervention (RTI) Framework paper (3/2018 – 12/2019): Multi-Tiered System of Support Framework in Early Childhood: Description and Implications

Co-Leader, *Early Intervention Special Interest Group/ Community of Practice* (11/2016 – 12/2018)

Member, Special Interest Groups:

- *Early Intervention Special Interest Group* (Oct. 2015 – Present)
- *Child Well-Being Special Interest Group* (July 2016 – July 2018) - Written feedback on new position statement on Child Maltreatment (July 2016)
- DEC's *Technology and Communication Council* (May 2015 – May 2018)

Editorial Board Member, Associate Editor

Journal of Child and Family Studies (December 2022 – Present); Impact Factor: 2.784

Editorial Board Member, Peer Reviewer

Teaching Exceptional Children (2016 – Present)
Early Education and Development (2018 – Present)
Journal of Early Intervention (2018 – Present) - mentor JEI student reviewers, starting 1/2025

Invited, Ad Hoc Guest Reviewer (Sampling)

- *Journal of Public Child Welfare (April 2024)*
- *Child Abuse and Neglect* (July 2022) - invited by guest editor
- *Journal of Child and Family Studies* (November 2020 - November 2022)
- *Early Childhood Education Journal* (April 2019 – invited by the editor as a guest reviewer on a manuscript assessing parent–educator written communication)
- *American Behavioral Scientist* (September 2018 – invited by guest editors of a special issue on qualitative policy analysis and research)
- *Young Exceptional Children* (April 2018 – invited by the editor; manuscript on CoPs)
- *Journal of Teacher Education* (May 2017)
- *Journal of Psychoeducational Assessment* (June 2015, April 2017)

Invited Consultant/External Reviewer

Spring 2024 External Reviewer, survey: *Children & Adolescents: Police Athletic League Impact* Project: *Police Athletic League Program Evaluation and Outcomes Study for El Salvador*; funded by the Bureau of International Narcotics and Law Enforcement Affairs, US Dept. of State; PI: Dr. C. Saum; Co-PIs: Drs. K. Houser, J. Capellan, & E. Sorg
College of Humanities and Social Sciences, Rowan University

Summer 2023 External Reviewer, Assistant professor applying for tenure and promotion
Department of Curriculum and Instruction, College of Education & Human Development
University of Massachusetts Boston

Summer 2023 External Reviewer (topic of professional collaborations), Assistant professor applying for tenure and promotion, School of Education & Human Development, University of Virginia

Fall 2022 External Reviewer, Assistant professor applying for tenure and promotion
School of Education and Human Development, Fairfield University

2021-2022 Invited reviewer for the DEC Recommended Practices Monograph on Leadership

Fall 2021 Endorsement request to review and write an endorsement for a new book focused on K-12 students by Perez (2021): *The Social-Emotional Learning Toolbox: Practical Strategies to Support All Students*; Brookes Publishing

Fall 2020	External Reviewer, Assistant professor applying for tenure and promotion College of Education and Human Development, University of Maine
Spring 2020	External Reviewer, University of Georgia (UGA) College of Education Special Education Preschool program (Content validation of two program key assessments; required by GA Professional Standards Commission)
Summer 2018	External Reviewer, Assistant professor applying for tenure and promotion Department of Curriculum and Instruction, Wichita State University

AWARDS and DISTINCTIONS

2026	Elected Department Chair (7/1/2026 – 6/30/2029)
2026	APC Compensation: primary academic liaison in supporting the initial launch of the *MA in Special Education & Inclusive Practices* in the Rowan Online portfolio
2025	Approved promotion to the rank of *Professor* (as of 9/1/2025), Rowan University
2023	*Faculty Research Fellowship*, Rowan University, College of Education
2023	*Program Innovation Award*, Rowan University, College of Education (Coordinator)
2022	Nominee, *Lindback Distinguished Teaching Award*, Rowan University
2021	*Faculty Research Fellowship*, Rowan University, College of Education
2021	*Foundations of Diversity, Equity, and Inclusion (DEI)* Certificate (7 workshops)
2016, 2018-2021	*Travel Funds*, NJ State Subdivision, Division for Early Childhood
2014, 2016, 2017	Assistant Professor *Travel Grant*, Provost's Office, Rowan University
2016	*Excellence in Equity* award, Rowan University, College of Education
2009	Recipient, *Special Education Endowed Fund*, in Honor of Jean R. Hebeler, University of Maryland, College Park
2001	*Academic Achievement Award*, New York University