

Curriculum Vitae

Hyun Uk Kim, Ph.D.
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 Springfield, MA 01109

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EDUCATION

Ph.D., Education (Special Education Emphasis) University of California, Los Angeles	2004
Teacher Preparation Program in Special Education (Autism Emphasis) California State University, Los Angeles	1998-2000
M.A., Applied Linguistics Southern Illinois University, Carbondale	1995
B.A., Linguistics (Cum Laude) Southern Illinois University, Carbondale	1992

ACADEMIC APPOINTMENTS

Assistant Professor <i>Department of Education</i> Springfield College Springfield, Massachusetts	2023-present
Associate Professor <i>Programs in Special Education</i> <i>College of Education</i> Eastern Oregon University La Grande, Oregon	2021-2023
Associate Professor <i>Programs in Special Education</i> <i>Department of Education</i> Simmons University Boston, Massachusetts	2017-2019

- Associate Professor** 2015-2017
Department of Exceptional Student Education
School of Education
 Barry University
 Miami Shores, Florida
- Assistant Professor** 2007-2014
Programs in Special Education
School of Education
 Fairfield University
 Fairfield, Connecticut

RELATED EXPERIENCE IN EDUCATION

- Translator**, Modified Checklist for Autism in Toddlers (M-CHAT) into Korean 2010
[http://www2.gsu.edu/~psydlr/Diana L. Robins, Ph.D. files/M-CHAT Korean.pdf](http://www2.gsu.edu/~psydlr/Diana_L_Robins_Ph.D_files/M-CHAT_Korean.pdf)
- Educational Consultant** July 2009-Nov 2009
 Seungnam Mental Health Community Center, Korea
- Psychometrist/Research Assistant** 2001-2004
 Autism Evaluation Clinic, Neuropsychiatric Institute, UCLA
 Supervisor: Dr. B. J. Freeman
- Pre-K Teacher** 1998-2001
 Early Intervention Program
 University of California, Los Angeles
 Supervisor: Dr. Steven Forness

PUBLICATIONS

Dissertation

Kim, H. U. (2004). *Early stages of communicative and linguistic development in preschool children with autism.*

Articles, Peer-reviewed (*student coauthor)

Kim, H. U., & Ballin, A. (under review). Pedagogical strategies to inspire teachers to teach all: How to change teachers' perceptions about students from being a problem to having a problem.

Kim, H. U., & Ballin, A. (2023). Making the shift in theoretical orientation and teaching practices to disability studies: Two educators' narrative journey. *The Educational Forum*. <http://doi.org/10.1080/00131725.2023/2168812>

Kim, H. U. (2017). Reflecting on a daughter's bilingualism and disAbility narratively. *International Journal of Whole Schooling*, 13(1), 21-34.

Kim, H. U., & *Roberti, M. (2014). "Tengo que habla español. Yo no entiendo ingles!": A qualitative case study on a bilingual child with autism. *Journal of Special Education Apprenticeship*, 3(1). <http://josea.info/archives/vol3no1/vol3no1-7-FT.pdf>

Kim, H. U. (2012). Autism across cultures: rethinking autism. *Disability & Society*, 27(4), 535-545.

Kim, H. U. (2008). Development of early language and motor skills in preschool children with autism. *Perceptual and Motor Skills*, 207, 403-406.

Book Chapters

Kim, H. U. (2022). "My son caught autism.": Representation of dis/ability in the Korean language and culture. In D. M. Thomas (Ed.). *Women's health: Readings on social, economic, and political issues* (7th ed.). (pp. 348-354). Dubuque, IA: Kendal Hunt.

Kim, H. U. (2020). Placing disAbility front and center in EDI studies. In S. B. Storms, S. Donovan, & T. Williams. (Eds.), *Teaching through challenges for equity, diversity, and inclusion (EDI)*. (pp.7-16). Maryland: Rowman & Littlefield.

Kim, H. U. (2020). The underrepresentation of faculty of color in higher education: Perspectives from disAbility Studies of Education. In R. Endo (Ed.), *Experiences of racialization in U.S. colleges and schools of education: Critical reflections on inclusion in the academy* (Research in Educational Equality & Diversity Series). New York, NY/Abington, UK: Routledge.

Kim, H. U., & Thomas, D. M. (Under Letter of Intent). Disability among Asian Americans. In D. M. Thomas (Ed.), *Disability, culture, and inclusion*. Boulder, CO: Lynne Rienner.

Thomas, D. M., **Kim, H. U.**, & Colin, A. (Under Letter of Intent). Disability from theory to practice. In D. M. Thomas (Ed.), *Disability, culture, and inclusion*. Boulder, CO: Lynne Rienner.

Publication in Preparation

Kim, H. U. *My academic journey as migrant faculty in the United States*.

GRANTS & RESEARCH PROJECTS

Faculty Development Fund, Simmons University, 2018.

Spencer Foundation. 2012. Project title: *Language characteristics of children with disabilities in bilingual household*. Amount requested: \$50,000. – Unfunded.

Young Scholars Program, Foundation of Child Development, 2010. Project title: *Language characteristics of preschool children with autism and developmental delays raised in a bilingual household*. Amount requested: \$50,000. – Unfunded

Pre-Tenure Research Leave, Fairfield University, 2009.

Fairfield University Faculty Research, Fairfield University, 2008. Project title: *Bilingualism in children with developmental delays*.

The science inquiry project. 2001-2003. Principle Investigator: Noel Enyedy. Research Assistant. Collected data on science inquiry projects. (Funded through Dr. Enyedy's NSF grant).

PEER-REVIEWED PRESENTATIONS

(* Denotes student co-presenters)

Ballin, A., & **Kim, H. U.** (forthcoming November 2023). *Creating socially just classrooms by using calming corner*. National Association for Multicultural Education. Montgomery, Alabama.

Kim, H. U., & Ballin, A. (May 2023). *Pedagogical strategies to inspire teachers to teach all: How to change teachers' perceptions of students from being a problem to having a problem*. American Educational Research Association. Virtual Conference.

Kim, H. U. (February 2023). *My academic journey as migrant faculty in the United States*. Paper presentation at the Critical Questions in Education Symposium, San Diego, California.

Kim, H. U., & Ballin, A. (October 2022). *Changing attitudes to change the narrative about teaching and learning*. Paper presentation at the Critical Questions in Education Symposium. Denver, Colorado.

Kim, H. U., & Ballin, A. (March 2022). *From being a problem to having a problem: Practical applications for caring classrooms through WALK (Watch the behavior and don't judge it; Accept that the student wants to communicate; Listen to what the student has to say; and Keep the student's needs in the forefront)*. National Association for

- Multicultural Association. Virtual Conference.
- Ballin, A., & **Kim, H. U.** (October 2020). *Student activist or difficult student: How the misreading of student activism leads to inequitable educational outcome*. National Association for Multicultural Association. Virtual Conference.
- Kim, H. U. (November 2019). *At the intersection of past, present, and future: Reimagining multicultural ~~education~~ and special education*. Paper presented at the National Association for Multicultural Association. Tucson, Arizona.
- Kim, H. U. (2019 - Paper accepted). *Reimagining multicultural education in a globalizing world*. The 2019 Korean Association for Multicultural Education International Conference, Seoul, Korea.
- Kim, H. U.**, & Ballin, A. (November 2018). *Distance between Disability Studies and special education*. Interactive workshop presentation at the National Association for Multicultural Education. Memphis, Tennessee.
- Endo, R., Neal, R., Storm, S., **Kim, H. U.**, & Marrun, N. (April 2018). *Narratives of remorse, resistance, and resilience: The experiences of women of color scholars in predominantly White colleges/schools of education*. Symposium presentation at the American Educational Research Association, New York, New York.
- Endo, R., Neal, R., Storms, S., **Kim, H. U.**, & Marrun, N. (2017). *Separate and un/equal: Women of color navigating the tenure-track 'hidden curriculum.'* Panel presentation at the National Association for Multicultural Association, Salt Lake City, Utah.
- Kim, H. U.**, & Storms, S. (2016). *Practicing what we preach: Critical engagement and pedagogy for ALL*. Paper presented at the National Association for Multicultural Association, Cleveland, Ohio.
- Kim, H. U. (2015). *Reflecting on a daughter's language impairment and bilingualism narratively: Four labels, two schools and one vision*. Paper presented at the National Association for Multicultural Education, New Orleans, Louisiana.
- Kim, H. U. (2014). *Promoting social justice and dignity for all through Disability Studies*. Paper presented at the National Association for Multicultural Association, Tucson, Arizona.
- Kim, H. U. (2014). *Autism across cultures: Rethinking autism*. The 4th Annual Conference on Autism. Colleges of Humanities and Social Sciences, Utah Valley University, Utah.
- Kim, H. U. (2013). *Mother to child: Reflecting narratively on a daughter's impairment*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

- Kim, H. U. (2012). *Autism across cultures*. Poster presented at the Annual Meeting of the American Anthropological Association, San Francisco, California.
- Kim, H. U. (2012). *Myths and misconceptions in autism: What every teacher needs to unlearn, relearn, and learn*. Paper presented at the 12th Annual Second City Conference on Disability Studies in Education, New York, New York.
- Kim, H. U.**, & Goldberg, J. S. (2011). *Cross-cultural perspectives on ability and disability: A framework for special education in South Korea, Nicaragua, and the United States*. Paper presented at the Meeting of the International Society for Cultural Activity Research, Rome, Italy.
- Goldberg, J. S., **Kim, H. U.**, *Santos, S., & *Bavido, G. (2011). *Experiencing early childhood education in rural Nicaragua through narrative*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.
- Goldberg, J. S., & **Kim, H. U.** (2011). *Cross-cultural perspectives on special education*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.
- Kim, H. U.**, & *Roberti, M. (2011). *Language characteristics of a bilingual child with Autism Spectrum Disorder*. National Association of Bilingual Education. New Orleans, Louisiana.
- Naser, C., & **Kim, H. U.** (2008). *Reflective writing online*. Paper presented at Integration, Learning, Community: Pedagogy, Technology, Course Redesign Conference VIII, Fairfield, Connecticut.
- Kim, H. U. (2004). *Development of early language and motor skills in preschool children with autism*. Paper presented at the Gatlinburg Conference, San Diego, California.
- Goldberg, J. S., **Kim, H. U.**, & Enyedy, N. (2002). *Critical choices and outcomes in inquiry science classrooms: Video comparisons of different classroom practices for environmental science*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.
- Enyedy, N., **Kim, H. U.**, Goldberg, J., & Muir, K. (2002). *Teacher identity and variation in implementing GLOBE*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana.

INTERNATIONAL & REGIONAL PRESENTATIONS

- Kim, H. U. (May 2023). *Four whys & five hows of making my classes accessible*. Evidence-based Teaching Conference Series. Palo Alto University, Palo Alto, CA. Virtual presentation.

- Ballin, A., **Kim, H. U.**, & Davidson, E. (November 2018). *Using a course syllabus to build classroom community*. The Colleges of Fenway 2018 Annual Teaching & Learning Conference, Simmons University, Boston, MA.
- Johnson, S., **Kim, H. U.**, & Doran, M. (October 2018). *Reflection as a learning tool: Effectively incorporating and grading reflective practices in your class*. Lunchtime Dialogue, Simmons University, Boston, MA.
- Kim, H. U. (August 2013). *Creating critical practices with least restrictive attitudes*. Professional Development Workshop for Bassick High School Teachers, Fairfield University, Fairfield, CT.
- Kim, H. U. (October 2012). *Myths and misconceptions of autism: What we need to learn, unlearn, and relearn*. Giant Steps, Southport, CT.
- Kim, H. U. (August 2010). *Overview of Autism Spectrum Disorder*. Carousel Early Childhood Educators, Norwalk, CT.
- Kim, H. U. (November 2009). *Understanding Autism Spectrum Disorder: From early identification to interventions*. Seungnam Community Mental Health Center, Seungnam, Korea.
- Kim, H. U. (October 2009). *Understanding diagnostic assessment processes and tools for children with autism spectrum disorder*. Community Mental Health Forum. Bundang Seoul National University Hospital, Seungnam, Korea.
- Kim, H. U. (September 2009). *Myths and misconceptions about autism spectrum disorder: What we need to unlearn and relearn*. Psychiatric Grand Round. Seoul National University Hospital, Seoul, Korea.

Doctoral Dissertation Committee Work

Barry University

Valerie Scott Committee member

COURSES TAUGHT – EASTERN OREGON UNIVERSITY

Undergraduate

- EDU313-001 Development & Individual Differences (face-to-face)
 EDU313-101 Development & Individual Differences (hybrid: synchronous)
 EDU320 Exceptionalities (face-to-face)
 EDU320 Exceptionalities (hybrid: synchronous)
 SPED316 Theories and Characteristics of Exceptionality
 SPED317 Special Education and the Law

SPED320	IEP development and implementation (online: asynchronous)
SPED309A	Professional Instruction to the School Year (Juniors in Special Education Program)
EDU409B	Year Two Fall Field Experiences (Seniors in Elementary Education Program)
EDU417A	Student teaching I (Senior in Elementary Education Program)

Special Educator Endorsement Program (hybrid: synchronous)

SPED520	Theories and Characteristics of Exceptionality
SPED522	Legal Issues in Special Education
SPED526	Assessment of Academic and Communication skills
SPED528	Assessment of Functional, Life and Transition skills
SPED534	Planning for the Exceptional Learners & Planning
SPED540	Academic Methods for Exceptional Learners
SPED541	Communication Methods in Special Education
SPED550	Collaboration & Consultation in Special Education
SPED556	Issues in Special Education
SPED562	Practicum & Field Experience

COURSES TAUGHT – SIMMONS UNIVERSITY

Undergraduate

LDR 101-07 Because Who is Perfect? (A leadership course with disability studies focuses for first-year students)

Undergraduate/Graduate

SPND 412	Inclusion, Consultation, and Collaboration for Meaningful Access to Curriculum
SPND 444	Special Education Laws & Regulations for Teachers & Administrators
SPND 445	Individualized Education Program: Strategies for Development, Interpretation, & Implementation
SPND 446	Learners with Special Needs

Graduate

SPND 487	Seminar & Fieldwork in Education
SPND 488	Seminar & Fieldwork in Education

COURSES TAUGHT – BARRY UNIVERSITY

Undergraduate

Curriculum & Instruction

EDU 372 Inclusionary Settings

Graduate

Exceptional Student Education

- ESE 527A Behavior Management & Positive Behavior Support for Children with Autism
 ESE 583 Educational Assessment of Student with Exceptionalities
 ESE 583-BA¹ Educational Assessment of Student with Exceptionalities
 ESE 665-BF² Collaborative Consultation and Inclusive Practices in Exceptional Student Education
 ESE 683 Instructional Strategies for Students with Autism: Technological and
 Communication Interventions
 ESE 690 Curriculum Design in Exceptional Student Education
 ESE 690-BA Curriculum Design in Exceptional Student Education

Doctoral Program

- ESE 785 Future Trends and Issues in Exceptional Student Education

COURSES TAUGHT – FAIRFIELD UNIVERSITY

Graduate

General Education

- SE 405 Exceptional Learners in the Mainstream

Special Education

- SE 403 Psychological Issues in Special Education
 SE 411 Introduction to Individuals with Intellectual Disabilities
 SE 417 Introduction to Children and Youth with Social and Emotional Disturbances
 SE 465 Early Childhood in Special Education
 SE 500 Autism Spectrum Disorder: Theories and Interventions
 SE 534 Skill Development in Individualized Education Plans (IEPs)
 SE 537 Curriculum & Methods for Students with Mild and Moderate Disabilities
 SE 595 Independent Study in Special Education
 PY 595 Independent Study in Special Education

Special Education Supervision

- SE 571 Practica in Special Education I (for in-service teachers)
 SE 572 Practica in Special Education II (for in-service teachers)
 SE 593 Student Teaching in Special Education

SERVICE TO UNIVERSITY

Eastern Oregon University ***University Level***

¹ BA - Courses taught in Nassau, The Bahamas

² BF - Courses taught in Freeport, The Bahamas

Faculty Senate (2022-2023)
 Diversity Committee (2022-2023)
 Diversity Scholarship Committee (2023)

Simmons University

University Level

Faculty Learning Community (2017-2018)

Department Level

Inclusive Teacher Education Programs (2018-2019)

Disability Studies Minor (2017-2019)

Local School Partnership Initiatives (2018-2019)

Barry University

University Level

Faculty Welfare Committee (2016-2017)

School Level

Chair-Elect (2016-2017)

Department Level

Autism Endorsement Online Course Developer (2015-2017)

Fairfield University

University Level

Public Lectures and Events Committee (2013)

Library Committee Chair (2010-2011)

New England Association of Schools and Colleges (NEASC) Steering Committee for
 Accreditation (2011-2012)

School Level

Search Committees

Department of Psychological & Educational Consultation (2010-2011)

Department of Psychological & Educational Consultation (2008-2010)

Department of Curriculum & Instruction (2008)

Faculty Mentoring Committee (2010-2011)

Faculty Governance Handbook Task Force Committee (2009-2010)

Early Childhood Master's Program Committee (2008)

PROGRAM DEVELOPMENT

Special Education Undergraduate Initial Teacher Licensure Program (refining), *Eastern Oregon University*, 2021-2023.

Inclusive Teacher Education Program (redesigning existing teacher education programs), *Simmons University*, 2019.

Disability Studies Interdisciplinary Minor, *Simmons University*, 2017-2019.

Online certificate program on autism spectrum disorder (4 courses), *Barry University*, 2015-2017.

ESE 673: Nature and Needs of Students with Autism Spectrum Disorder (ASD)

ESE 583A: Educational Assessment of Students with Exceptionalities: Focus on ASD

ESE 527A: Behavior Management & Positive Behavior Support for Children with ASD

ESE 683: Instructional Strategies for Students with ASD: Technological and Communication Interventions

SERVICE TO COMMUNITY

Parent/Professional Empowerment Workshop (2012-present)

Offer free education workshops to parents and teachers in urban schools and provide consulting services to parents and professionals.

Task Force Member for Education & Early Care, CT (2010-2014)

Child Advocacy Coalition Agency, Bridgeport, CT (2008-2014)

Faculty Representative for Annual Scholarship (2010-2014)

Connecticut Down Syndrome Congress (2008-2014)

SERVICE TO PROFESSION

Editorial Board Member

Journal of the American Academy of Special Education Professionals (2018-present)

Special Education Research, Policy & Practice (2018-present)

Austin Journal of Autism & Related Disabilities (2014-2018)

Journal of Special Education Apprenticeship (2012-2017)

Conference Proposal Reviewer

National Association for Multicultural Education (2016-present)

Current Professional Organization Affiliations

American Educational Research Association

Disability Studies in Education, SIG

National Association for Multicultural Education

SPECIAL SKILLS, FELLOWSHIPS & AWARDS**Languages:**

Korean – Native speaker

English – Fluency in reading, writing, and speaking

Awards:

International Fellowship (July 2009 - November 2009). Bundang Seoul National University Hospital, Seoul, Korea

Phi Beta Kappa International Students Award
University of California, Los Angeles

Southern California Phi Beta Kappa
University of California, Los Angeles

Anita K. Onderwyzer Memorial Fellowship
University of California, Los Angeles

Robert H. Levine Memorial Fellowship
University of California, Los Angeles

Rotary International Scholarship
Southern Illinois University, Carbondale