

# The University of Miami

## School of Education & Human Development

# The Educator



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### Notes from the Dean...

Dear Colleagues, Students, and Friends,

The University of Miami, and our own School, are vibrant and dynamic places. As we strive to make both places the best they can be, we embrace change and opportunity. At the University level, we get ready to welcome a new President and to say thank you to President Shalala, who has been a transformative leader during her 14-year tenure. The committee searching for the new President consists of 14 individuals, including 4 academics, one student, and members of the Board of Trustees. I'm pleased to be one of the four academics on the committee. The search committee, chaired by Richard Fain, from the Board of Trustees, has already met with students, faculty, deans, and administrators at the University to collect input. The outreach continues as we meet with diverse groups from campus and the outside community. If you have nominations please go to the following website [http://www6.miami.edu/communications/messages/2013-2014/um\\_psc\\_11\\_21\\_14.html](http://www6.miami.edu/communications/messages/2013-2014/um_psc_11_21_14.html).

As we prepare for a leadership transition, many of us continue to work on improving the culture of the University of Miami. The Culture Leadership Team, on which I serve, is actively discussing with all schools and colleges the meaning of our purpose statement and values. Our purpose statement reads as follows:

“At the U, we transform lives through teaching, research, and service”

In an effort to improve the culture of the University, an extensive consultative process produced the following values as guiding principles for our behavior: Diversity, Integrity, Responsibility, Excellence, Creativity, Compassion, and Teamwork. After the leadership team spent countless hours trying to find a suitable acronym for our values we settled for DIRECCT. If you wish to see a brief video describing our purpose statement, values and behaviors, please click on the following link:

<https://umshare.miami.edu/web/wda/humanresources/CultureTransformation/ManagerUpdate.html>.

For those of us accessing UM Healthcare services, a brand new facility is being built on our Coral Gables campus next to the Bank United Center. This will make life easier for many of our employees. To help with the cost of the facility, the Lennar Foundation and the Miller Family donated \$50 million. Another major infrastructure project will be the construction and renovation of new and existing dorms for our students.

At our own School we also embrace change and opportunity. As I've shared with School Council, we have an exciting opportunity to partner with the city of Barranquilla in Colombia to provide master's programs there in Spanish. In meetings in Colombia and Miami, representatives from the city have expressed a wish to partner with us to enhance the competencies of their teachers, psychologists, and community service professionals through Master's programs in Education, Counseling, and Community and Social Change. School Council voted in favor of exploring this opportunity further. At this time, the directors of the three programs, and the Chairs of the respective departments, are working on proposals that will eventually come to the entire school for a vote. This is a wonderful opportunity for us to make a positive difference in Latin America. Should the faculty endorse this initiative, we will learn a great deal, help to enrich the education of colleagues in Colombia, and benefit financially as well. Needless to say, we have to be sensitive to the cultural differences involved and have to make sure that our content and pedagogy are as useful to our partners as they can be. While this will be a challenge, I think we are well positioned to do it. After all, the vision of the School is:

“To be a Center of Excellence in the Study, Promotion and Integration of Educational, Psychological, and Physical Well-Being in Multicultural Communities”

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### Upcoming Events

- January 30, 2015 - Diversity Day at Shake a Leg - 2PM
- January 28, 2015 - Men's basketball vs Georgia Tech- 9PM, Coral Gables, FL
- February 5, 2015 - Women's basketball vs Virginia Tec - 7PM, Coral Gables, FL

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The Colombia project is also very well aligned with our mission, which is:

“To Produce Knowledge and Prepare the Next Generation of Leaders, Researchers,  
and Agents of Change and Well-Being in Education and the Community”

Another exciting development at the graduate level is the launch of the online Master’s Program in Sport Administration. Our colleagues in Sport Administration have done a remarkable job putting their program online. We will welcome our first online cohort next semester. If you want to learn more about this, please visit <http://online.miami.edu/online-degrees/masters-sport-administration/>

At the doctoral level, we have had a productive year in 2014, with 15 doctoral graduations. We also launched a new Ph.D. program in Community Well-Being. Our programs continue to be very competitive, with an acceptance rate of only 16%.

At the undergraduate level, schools and colleges will now be expected to assume responsibility for the Writing Requirements of their own students. A vote was recently passed at Faculty Senate creating this expectation. Our Undergraduate Curriculum Committee is already working on a proposal that they will bring to School Council and eventually the entire School for a vote.

Our research activities continue to grow, with expenditures reaching \$ 5,855,426 in 2014, as compared to \$5,560,772 in 2013. Part of our strategic plan is to grow our external funding, and from the data we are going in the right direction.

As reported in the previous edition of The Educator, we have grown our undergraduate population considerably, and based on very positive conversations with the Provost and the President, our budget is expected to grow significantly to meet the increasing demand for our programs. The Provost was very understanding about our need to adjust the budget, and I remain confident that we will have more resources in the New Year to meet the growth in credit hours.

In fund raising, we have long surpassed our initial goal of \$13.5 million and are now getting ready to surpass our new self-imposed goal of \$20 million, which should happen in the very near future. I will continue to work with Marsha Talianoff to make sure that we meet as many of the financial needs of the School as we can.

Finally, I want to thank Dr. Beth Harry for serving as Chair of Teaching and Learning with great distinction for the last several years, and I also want to thank Dr. Walter Secada, who has agreed to serve as Interim Chair of the department until they hire a new Chair. I’m confident that a new Chair will emerge from the current searches.

As we close out the old year and begin anew in 2015, I want to express my gratitude to all our faculty, staff, and students, who make this place an exemplar of Diversity, Integrity, Responsibility, Excellence, Creativity, Compassion, and Teamwork – in other words, for “Building a Better U together.”

Isaac

## *Awards and Accolades*

The SEHD’s new Assistant Professor, Dr. Blaine E. Smith, was selected for the Reading Hall of Fame’s Supporting Young Scholars Mentoring Program. She will be mentored by Dr. Don Leu, who is an expert in digital literacies and Director of the New Literacies Research Lab at the University of Connecticut. Supporting Young Scholars is a highly competitive program with only a small number of talented new scholars selected each year by the membership of the Research Lab.

On February 5, 2015, Virginia Emmons McNaught will receive this year’s Education Award at the Red Cross Spectrum Awards. Virginia is a graduate of the SEHD’s first cohort of the Community & Social Change Program.

## *The Institute for Individual and Family Counseling Holds Its Second Alumni Night*

On October 16<sup>th</sup>, the school's Institute for Individual and Family Counseling (IIFC) had a second successful alumni night that provided an opportunity for ties to be strengthened between local alumni and the University community. About 30 alumni attended the event along with representatives from the School of Education, the department of Educational and Psychological Studies, the PhD program in counseling psychology, and the Master's program in counseling. They were hosted by the IIFC staff including the director Lissette Perez-Lima, office manager Jackie Ojeda, IIFC licensed psychologist supervisors, and current student representatives from the Master's in Counseling and PhD in Counseling Psychology programs.

The clinic, which serves the community by providing counseling for adults, adolescents, children, families, and couples on a sliding scale fee, has been at the current location for about one and a half years. The new clinic has advanced recording technology for therapist training, comfortable therapy rooms, and effective staff workspace. All clients are seen by graduate students in the Master's and PhD programs, who in turn receive one-on-one and group supervision from licensed psychologists that are either adjunct or full-time faculty. The clinic also provides educational and psychological assessments at a discounted rate for individuals requesting those services.

Attending the event was special guest of honor Dr. Carolyn Garwood who helped create the counseling program and original clinic. She received an award in recognition of her effective mentoring, excellence in teaching, and diligent service in founding the IIFC as an affordable and useful resource for those in the community seeking counseling. Alumni who worked with Dr. Garwood during her time at the University praised her ability to instill confidence in her students and to encourage them to be successful clinicians and therapists. Some alumni also reflected on the hands-on approach that was required to get the original clinic ready for clients; on their own time they worked together to paint and prep the building.

Dean Prilleltensky also shared some thoughts about the IIFC's capability to promote individual and family well-being. He encouraged those attending to continue to focus on increasing clients' personal efficacy and sense of self-direction while keeping in mind the various social pressures that may weigh them down.

Overall, the evening was full of good conversation, food, and opportunities for networking among members of the University and of the community. Students, staff, and alumni alike took the opportunity to learn about the advances taking place at the IIFC and honoring the rich history upon which the current program is built.



## Max Orovitz Research in Top 25

The Max Orovitz Laboratory Complex, in the Department of Kinesiology and Sport Sciences, includes the Laboratory of Athletic Training, The Laboratory of Sports Medicine and Motion Analysis, and the Laboratory of Neuromuscular Research and Active Aging.

In the past year, the Max Orovitz Laboratories have published over 20 peer-reviewed articles on topics ranging from sarcopenic obesity to electromyography. In January of 2015, two of the articles published by researchers from Max Orovitz Complex made it to the 'Top 25 Most Read Articles' for the past three months in their respective journals. The first study entitled "Comparative impacts of Tai Chi, balance training, and a specially-designed yoga program on balance in older fallers," was published in the Archives of Physical Medicine and Rehabilitation 1. It compared a targeted yoga program designed by the Laboratory's research team with two highly successful programs, Tai Chi and multi-directional balance training. Results indicated that our newly designed yoga program produced the same improvements in balance for older fallers as these two established interventions.



The second article entitled "High-speed circuit training vs hypertrophy training to improve physical function in sarcopenic obese adults: A randomized controlled trial," was published in Experimental Gerontology 2. This is the first exercise intervention study that targeted improvements in physical function in older adults with sarcopenic obesity. Sarcopenia is the loss of skeletal muscle mass and function often associated with the aging process. Obesity is defined as having a high level of body fat established by a body mass index of 30 or above. The study results showed that our unique high-

speed circuit resistance training program produced greater improvements in functional performance and lower body power than a standard resistance training program, and did so at a lower perceived level of exertion.

These rankings reflect the quality of research, the effectiveness of our faculty/student research teams, and the importance of the research being conducted in KIN at the Max Orovitz laboratories.

## Active Grants...

| PI                        | Title  |
|---------------------------|--|
| Aldarondo, Etiony         | RESOURCE CENTER ON DOMESTIC VIOLENCE: CHILD PROTECTION AND CUSTODY                             |
| Aldarondo, Etiony         | 2014-2015 IMMIGRANT CHILDREN'S LEGAL AND SERVICE PARTNERSHIP (ICLASP)                          |
| Avalos, Mary              | WRITING FOR ENGLISH LANGUAGE LEARNERS (WELLS): EXPLORING THE RELATIONSHIP BETWEEN WRITING      |
| Bessell, Ann              | CEC/PASS STATEWIDE EVALUATION  |
| Bessell, Ann              | MOU - STRONG WOMEN, STRONG GIRLS EVALUATION  |
| Calhoon, Mary Beth        | READING ACHIEVEMENT MULTI-COMPONENT (RAMP-UP)  |
| Elbaum, Batya             | PARENT SURVEY PROJECT  |
| Elbaum, Batya             | MEASURING OUTCOMES FOR PRESCHOOL CHILDREN WITH DISABILITIES                                    |
| Elbaum, Batya             | MEASURING OUTCOMES FOR PRESCHOOL CHILDREN WITH DISABILITIES                                    |
| Evans, Scotney            | CAPACITY BUILDING FOR NON PROFIT ORGANIZATIONS IN MIAMI  |
| Harry, Elizabeth          | FAMILY - CENTER SPECIAL EDUCATORS FOR EARLY CHILDHOOD FAMSEEC                                  |
| Harry, Elizabeth          | INCLUSIVE COLLABORATIVE LEADERS UNITED FOR DIVERSITY IN EDUCATION (INCLUDE)                    |
| Krawec, Jennifer          | IES - SOLVE IT!  |
| Morrison-Cavendish, Wendy | SECOND CHANCE RE-ENTRY GRANT: BACK TO A FUTURE   |
| Nicolas, MarieGuerda      | HAITI'S LEGACY PROJECT: AN EDUCATION PROGRAM FOCUSING ON HAITIAN HISTORY AND ITS GLOBAL IMPACT |
| Nicolas, MarieGuerda      | UM/BREAKING THROUGH MIAMI PARTNERSHIP  |
| Santisteban, Daniel       | CULTURALLY INFORMED FAMILY - BASED TREATMENT OF ADOLESCENTS: A RANDOMIZED TRIAL                |
| Santisteban, Daniel       | INTEGRATING SPIRIT INTO PRIMARY CARE: A SCHOOL OF NURSING TRAINING PROGRAM                     |
| Secada, Walter            | REPLICATING THE CGI EXPERIMENT IN DIVERSE ENVIRONMENTS   |

## Pending Grants...

| PI                    | Title  |
|-----------------------|--|
| Avalos, Mary          | THE EFFECT OF DEFINITIONS, CONTEXTUAL SUPPORT, AND COGNATES  |
| Avalos, Mary          | THE EFFECT OF DEFINITIONS, CONTEXTUAL SUPPORT, AND COGNATES  |
| Krawec, Jennifer      | VIDEO MODELING TO IMPROVE THE MATH PROBLEM-SOLVING PERFORMAN |
| Krawec, Jennifer      | VIDEO MODELING TO IMPROVE THE MATH PROBLEM-SOLVING PERFORMAN |
| Krawec, Jennifer      | SOLVE IT! GRADES 5-6: IMPROVING THE PROBLEM-SOLVING PERFORMA |
| Krawec, Jennifer      | SOLVE IT! GRADES 5-6: IMPROVING THE PROBLEM-SOLVING PERFORMA |
| Kuenze, Christopher   | RESPONSE TO EXERCISE AS A PREDICTOR OF KNEE FUNCTION FOLLOWI |
| Kuenze, Christopher   | RESPONSE TO EXERCISE AS A PREDICTOR OF KNEE FUNCTION FOLLOWI |
| Nicolas, MarieGuerda  | CULTURALIZED MENTAL HEALTH RESEARCH TRAINING INSTITUTE (CMH  |
| Nicolas, MarieGuerda  | CULTURALIZED MENTAL HEALTH RESEARCH TRAINING INSTITUTE (CMH  |
| Perez Benitez, Carlos | A BRIEF INTERVENTION FOR TREATMENT ENGAGEMENT FOR INDIVIDUAL |
| Perez Benitez, Carlos | A BRIEF INTERVENTION FOR TREATMENT ENGAGEMENT FOR INDIVIDUAL |
| Santisteban, Daniel   | TELE-CULTURALLY INFORMED AND FLEXIBLE FAMILY-BASED TREATMENT |
| Santisteban, Daniel   | TELE-CULTURALLY INFORMED AND FLEXIBLE FAMILY-BASED TREATMENT |
| Shen, JI              | DIGESTING STEM THROUGH FOOD MYTH-BUSTING (PROJECT FOODMYTH)  |
| Shen, JI              | DIGESTING STEM THROUGH FOOD MYTH-BUSTING (PROJECT FOODMYTH)  |
| Shen, JI              | DESIGNING INTERDISCIPLINARY STEM EDUCATION RESOURCES AND TOO |
| Shen, JI              | DESIGNING INTERDISCIPLINARY STEM EDUCATION RESOURCES AND TOO |
| Zopluoglu, Cengiz     | A FINITE MIXTURE IRT MODEL FOR CONTINUOUS RESPONSE OUTCOMES  |
| Zopluoglu, Cengiz     | A FINITE MIXTURE IRT MODEL FOR CONTINUOUS RESPONSE OUTCOMES  |

## Publications...

**Cavendish, W.**, Artiles, A., & Harry, B. (2014). Tracking inequality 60 years after Brown: Does policy legitimize the racialization of disability? *Multiple Voices for Ethnically Diverse Exceptional Learners*, 14(2). 30-40.

**Cavendish, W.**, Harry, B., Espinosa, A., Mahotiere, M., Menda, A. (in press). Implementing Response to Intervention: Challenges of Diversity and System Change in a High Stakes Environment. *Teachers College Record*.

**Clachar, A.** (in press) "Processing Subject Relative Clauses in English: Evidence from Child Speakers of English-Lexified Creoles" *Applied Linguistics*.

**Lipsky, M.G.**, Schumm, J.S., Doorn, K., & Adelman, A. (2014). Preparing preservice teachers for data-based decision making: A collaborative effort. *Journal of Reading Education*, 39(1).

## Conferences...

Clachar, A. "Markedness and Acquisition of Relative Clauses by Creole-Speaking Children" Paper to be presented at the Society for Pidgin and Creole Linguistics/89th Annual Meeting of the Linguistic Society of America, Portland, Oregon, January 8-11, 2015.