

# spectrum

2016 NEWSLETTER: A YEAR IN REVIEW



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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT • THE UNIVERSITY OF TEXAS AT SAN ANTONIO



College of Education and Human Development

# spectrum

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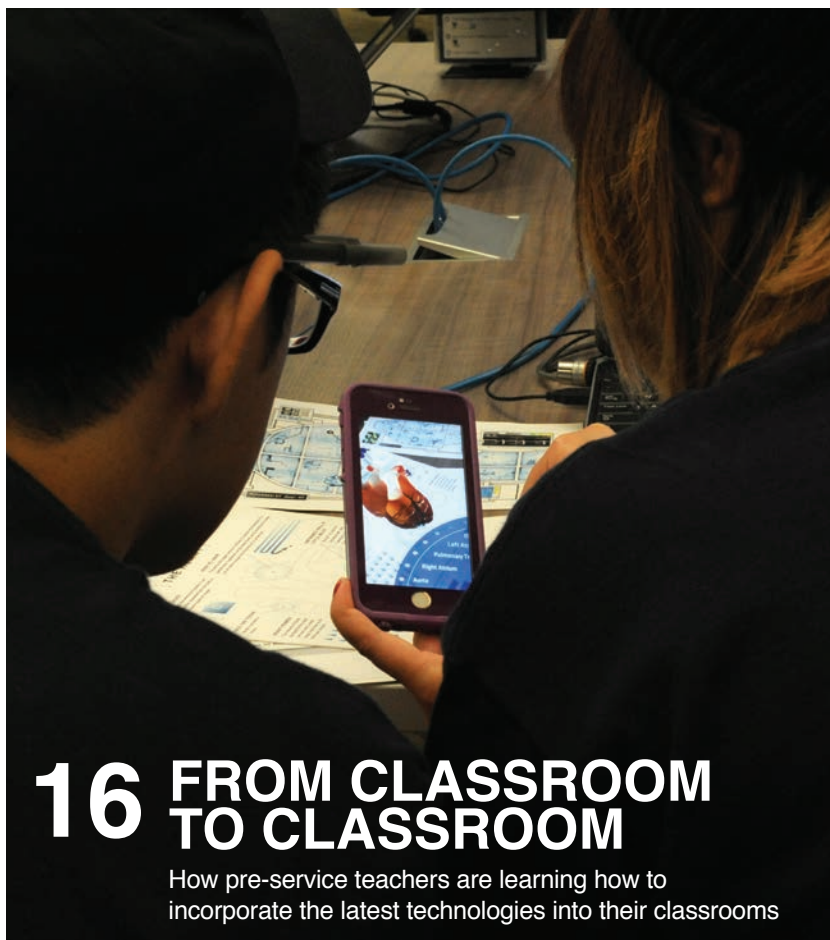
## About the cover

UTSA students, faculty, and staff work with children in the Academy for Teacher Excellence's La Clase Mágica Informal Learning Club to teach them how to airdrop presentations for a viewing party at one of the San Antonio Independent School District's Community Lab Schools.



**Kevin Richards, graduate student in the Department of Kinesiology, Health, and Nutrition, demonstrates one of the many experiments conducted in the Human Performance Laboratory. Find out more about the lab on page 12.**

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# Get to know our NEW FACULTY



## Eunhee Chung

Assistant Professor  
Kinesiology, Health, and Nutrition

**Hometown:** Kosung, Kyungnam, South Korea

**Education:** Ph.D. in Kinesiology, University of Wisconsin-Madison

**Research area:** The effects of maternal obesity on cardiometabolic health of

offspring; the effects of maternal exercise before and during pregnancy on cardiometabolic dysfunction of offspring born from an obese mother

**Favorite thing to do in S.A.?** My favorite things to do are to visit the zoo with my family and watch the Spurs NBA games.



## Timothy Grigsby

Assistant Professor  
Kinesiology, Health, and Nutrition

**Hometown:** Riverside, CA

**Education:** Ph.D. in Preventive Medicine, University of Southern California

**Research area:** Substance misuse and related negative behaviors, health communication, and research methodology

**Favorite thing to do in S.A.?** I enjoy being outdoors and have been to the Guadalupe State Park to float the river with my wife and three children. I enjoy visiting the downtown area and frequenting the diverse collection of restaurants and historical sites.



## Liset Leal Vasquez

Senior Lecturer & Director,  
Coordinated Program in Dietetics  
Kinesiology, Health, and Nutrition

**Hometown:** Harlingen, TX

**Education:** Ph.D. in Health Studies, Texas Women's University

**Research areas:** Health literacy, poverty, food insecurity, childhood

obesity and type 2 diabetes among Hispanic women and children

**Favorite thing to do in S.A.?** I enjoy the Helotes Market days and finding new farmer's markets around San Antonio. I also enjoy taking long walks with my husband and kids.



## Masataka Umeda

Research Assistant Professor  
Kinesiology, Health, and Nutrition

**Hometown:** Nagoya, Japan

**Education:** Ph.D. in Kinesiology, University of Wisconsin-Madison

**Research areas:** Endogenous pain modulation within the central nervous system, and the influence of regular physical activity on

it; research expertise is used to better understand individual differences in pain sensitivity as determined by several factors such as gender, race/ethnicity, and health status

**Favorite thing to do in S.A.?** We enjoy doing many kinds of family activities here, like going to the zoo, to the museums, cycling, and fishing.



## Guan Saw

Assistant Professor  
Educational Psychology

**Hometown:** Penang, Malaysia

**Education:** Ph.D. in Measurement and Quantitative Methods, Michigan State University

**Research area:** Educational equity, school-to-work transitions, social contexts in education, STEM

education and workforce, causal inference methods

**Favorite thing to do in S.A.?** My favorite thing to do in San Antonio is going out for a run on river and greenway trails. River Walk Mission Reach, Salado Creek Greenway, and Leon Creek Greenway are some of my favorite trails to do a long run. I am training for the upcoming Austin marathon race in February 2017.



## Carmen Tafolla

Professor  
Bicultural-Bilingual Studies

**Hometown:** San Antonio, TX.

**Education:** Ph.D. in Foreign Language Education and Bilingual Education, The University of Texas at Austin

**Research area:** Latino & Multicultural Children's Literature,

Creative Writing in the Classroom, Chicano Poetry, San Antonio Mexican-American History 1845-1917, and the Life & Work of Civil Rights Activist & Labor Organizer Emma Tenayuca

**Did you know?** I love spending time at the parks, missions, or San Antonio River, because when I'm there, I can hear the centuries of history of this special place singing loud and clear.



# Message from the Dean

*Dr. Margo DelliCarpini*



**W**elcome to the 2016 Spectrum Magazine for the UTSA College of Education and Human Development! While no single publication can capture the full range and quality of activities that our students and faculty have participated in, this issue provides a glimpse into some of the wonderful work that we have done over the past year. In 2016, we welcomed seven new faculty members, produced more than 350 new teaching professionals, added four new academic programs, and graduated over 1,100 students.

In this issue of the Spectrum, you will read about how our education students are learning how to incorporate the latest technology tools and programs into their classrooms. You will also read about the college's commitment to community service through the new Academy for Crisis and Trauma Counseling and through the off-campus doctoral program in the Department of Educational Leadership and Policy Studies.

This issue will also introduce you to some of our top-tier students, including Amanda Hernandez, who has dreams of becoming a professor and mentor to Latina college

students. You can also read about some of the innovative research our faculty and students, like Amanda, are actively engaged in.

Over the past six months as Dean, I have gotten to know the faculty, staff, students, and community partners that have made the college a great success over the years. Together, we are setting new goals and reaching new heights to continue our momentum towards Tier One. Right now, there's no better place to be than the UTSA College of Education and Human Development.

Thank you for your continued support of our college!

Best Wishes,

*Margo DelliCarpini*

Dr. Margo DelliCarpini, Dean



# On the road with COEHD

*How the Department of Educational Leadership and Policy Studies is bringing quality doctoral education to rural communities*

By: Jo Ann Jones, COEHD

Twice a week, eight education professionals gather together in a Southwest Texas Junior College classroom in Uvalde, Texas in front of a large screen. Through the screen, they are virtually transported to the UTSA Main Campus nearly 90 miles away into a class that is taught alongside other graduate students physically on campus.

These professionals, however, are more than just principals, administrators, teachers, and higher education administrators. They are members of the third Wintergarden cohort, an off-campus doctoral program offered through the College of Education and Human Development's Department of Educational Leadership and Policy Studies (ELPS).





"We are one of the few, if not the only, off-campus doctoral programs in the university," said Dr. Mariela Rodriguez, associate professor in ELPS and co-creator of the program. "Through this program, we wanted to extend our teaching outside our walls."

The program was developed over a five-year period after discovering a need for a high-quality doctoral program in the Wintergarden area, which is comprised of several Southwest Texas cities including Uvalde, Del Rio, Eagle Pass, Crystal City, Asherton, and Carrizo Springs. The curriculum for the program was uniquely designed to fit the needs of educators and administrators that serve the historically underrepresented region.

"The Wintergarden doctoral program is the same doctoral program that the students take on campus," said Rodriguez. "The only difference is that the Wintergarden program does not have electives. We purposefully selected courses in our catalog under the ELPS designation because of the specificity of working with culturally and linguistically diverse students in the Wintergarden region of Texas."

Like the department's award-winning master's degree program, the Urban School Leaders Collaborative, the Wintergarden doctoral program focuses on the preparation of socially just educational leaders and advocates.

"What grounds our pedagogy is the social justice aspect of it," said Dr. Encarnacion Garza, ELPS professor and co-creator of the program. "We focus a lot on self-inquiry and on developing the self, to help them understand who they are as leaders and educators."

The small class size provides a space for the students to have open and self-reflective conversations. This past November, all eight members of the third cohort presented their research during the University Council for Educational Administration's (UCEA) annual conference.

"We do have very tense conversations, but it is through these conversations that we start making meaning out of life," said Dr. Juan Manuel Niño, assistant professor in ELPS. "There is a familial aspect among the cohort. The students are able to feel more open and really take ownership of the material and reflect on the content that is being delivered. I think that is what makes the difference."

During the summer and occasionally throughout the fall and spring semesters, the Wintergarden students will take face-to-face classes on Saturdays in the same teleconferencing classroom in Uvalde, Texas. This was made possible through a Memorandum of Understanding established between the college and UTSA, facilitated by then-Department Chair, Dr. David Thompson.

"Southwest Texas Junior College, the Uvalde campus, has been so generous to us," said Rodriguez. "They offer us a choice of the dates and times of their lab room first before they offer it to their faculty. We have an amazing agreement with them for eight years."

The travel to and from the Wintergarden area is not easy, Niño said, but the students' transformation makes it all worth it.

"It would have been easier to have the students come to us rather than

us go to the students, but we believe in social justice and we need to align that research and scholarship with our service," said Niño. "We have people who have contacted us very informally about when we start recruiting for the next cohort. They see the difference in their colleagues themselves in how they practice and how they teach, and they want to be a part of it."

Since its inception in 2010, the program has boasted a 100% graduation rate with the first Wintergarden cohort. Many of the graduates have gone on to pursue higher leadership positions in their school district or teach at the local community college, making a difference in lives of the students in the Wintergarden community.

"This program is an opportunity for us to do the work that we say we do, social justice work," said Garza. "To me, it's important to do this kind of outreach in an area that has been historically ignored. That's important. That's social justice. If we ignore it, then we continue to be part of the system that oppresses certain areas because they are not immediately beneficial to the system. We are giving educational opportunities, like earning a doctorate, to people who would normally not have these opportunities."



Photo courtesy of Dr. Juan Niño





## UTSA researchers identify key to better mental health treatment for children

**S**chool-community collaboration is a critical key to helping youth receive proper mental health treatment, according to Victor Villarreal and Felicia Castro-Villarreal, UTSA educational psychology faculty.

In a recent paper published in "Intervention in School and Clinic," the UTSA researchers described ways that schools and community mental health providers can work together to provide effective and comprehensive mental health services to K-12 students.

In 2013, the Center for Disease Control and Prevention released a report stating that few of the 20 percent of children with mental health challenges actually receive treatment services. In fact, less than half do. Of the students who do receive services, a majority receive them at schools.

However, Villarreal and Castro-Villarreal found that many schools are ill equipped to properly treat mental health issues,

such as mood disorders, which require specialized services. In addition, school-based mental health professionals, such as school psychologists or counselors, are often stretched thin and assigned more cases than industry standards suggest are manageable.

At the same time, the researchers found that looking outside schools for care also presented challenges for families. Limited access to affordable resources and the perception of mental health treatment often prevented families from pursuing the services their children needed.

To mitigate these challenges, Villarreal and Castro-Villarreal recommend that school professionals serve as a critical bridge between families and community mental health providers. They say that schools can also share educational resources regarding the benefits of mental health treatment and available community services.

## Coordinated Program in Dietetics graduates first cohort of students

**E**ight students from the College of Education and Human Development walked the stage and graduated last May as part of the first cohort of students from the UTSA Coordinated Program in Dietetics (CPD). Each student received both a Bachelor of Science in Dietetics and Nutrition and a Master of Dietetics Studies.

"It feels really exciting and bittersweet to know this first group of students is graduating," said Dr. Sarah Ullevig, assistant professor of dietetics and nutrition. "It just seems like the last three years have flown by from getting it started at UTSA to graduating the first class."

The program, which is housed in the Department of Kinesiology, Health, and Nutrition, was established in May of 2012 by Dr. Carmen Roman-Shriver, retired associate professor. They admitted their first cohort of students in the fall of 2013.

"One of the most rewarding aspects of being in the first graduating cohort of the program is building relationships with dietitians across San Antonio," said

Tracy de Leon, CPD graduate. "This was the first time that dietetic interns from UTSA were able to work with nutrition professionals. As the first cohort, we laid out the foundation for a partnership between each facility and students in the program."

The program, which received full accreditation in 2013 from the Accreditation Council for Nutrition and Dietetics, begins course work in the students' junior year of study. Students enrolled in the program earn a bachelor's degree and, subsequently, a



master's degree.

"This cohort has paved new roads for the dietetics program," said Ullevig. "I hope these graduates follow their passion in dietetics and are open to opportunities presented to them that they might not realize they would like. I am happy for all of them."





Photo courtesy of Dr. Zaid Haddad

## COEHD partnership with DoSeum showcases education research

The UTSA College of Education and Human Development's Department of Interdisciplinary Learning and Teaching (ILT) is bringing education research to the community through a partnership with the DoSeum, the children's museum in San Antonio.

The partnership, which brings together local families, DoSeum staff, and ILT students and faculty, is part of the National Living Laboratory initiative that aims to make research accessible by educating the community about what education research is, how it is conducted, and why it is beneficial.

"The hope is that with this research, there is a constant connection between the college and the DoSeum," said Dr. Zaid Haddad, ILT assistant professor. "The DoSeum serves as a place where our students are able to learn and where the families are able to learn about research. It also serves as a tool for our doctoral students to get their hands dirty and answer their own questions through research."

"Our partnership allows us to more powerfully live out our core competencies of being a resource,

convener, and laboratory for kids, their caregivers, and local educators," said Ryan Smith, vice president for education at the DoSeum and UTSA alumnus. "The Living Laboratory partnership, in particular, allows us to provide resources to child caregivers by sharing research with them on early learning that they can apply to their work with their child or children."

At the DoSeum, the Living Laboratory site is called Rowdy's House. For four weeks during the spring 2016 semester, ILT faculty and students conducted two pilot studies concurrently in Rowdy's House. The first of the two studies focused on understanding how children work and play in pairs. The second study looked at gender and toy selection.

The results from the pilot studies will be shared with the DoSeum education staff, the college, and the community.

"At the end of this all, we are hoping to publish our research and bring our students into the publication process as coauthors," said Haddad. "We really want to show others that the Department of Interdisciplinary Learning and Teaching is doing important research."

## UTSA establishes partnership project for children with autism

Researchers at UTSA have partnered with The Children's Hospital of San Antonio and the Autism Treatment Center – San Antonio to form the San Antonio Applied Behavior Analysis Project. The project aims to provide easy access to top-tier applied behavior analysis services to individuals with autism and developmental disabilities in the San Antonio area.

"UTSA has already established itself as a leader in providing ABA access to the San Antonio community," said Leslie Neely, assistant professor of educational psychology, who leads the project on behalf of UTSA. "Through this partnership with the Children's Hospital of San Antonio and the Autism Treatment Center, we are taking another important step toward ensuring that children in need and their families receive the top-tier services that can change their lives for the better."

The SAABA Project's first major initiative will be establishing a new Autism Treatment Center clinic on-site at The Children's Hospital of San Antonio. The site will provide direct ABA services to children with autism and developmental disorders, serve as a training ground for UTSA students, and help educate parents and practitioners.





## COEHD names new associate dean for Graduate Studies

**T**he UTSA College of Education and Human Development (COEHD) recently named Dr. Juliet Langman, professor in the Department of Bicultural-Bilingual Studies, as the new associate dean for Graduate Studies. Langman began her role in COEHD's senior leadership on Sept. 10.

As associate dean, Langman is responsible for overseeing the college's graduate programs. Currently, the college has the largest enrollment of graduate students in the university and offers four doctoral programs, eight master's programs, and several professional certifications and graduate certificates.

"I am both excited and honored to have been selected as the new associate dean for Graduate Studies," said Langman. "Having the opportunity to work with a larger number of programs, and to support graduate student growth has been one of my strong interests throughout my academic career."

In her new role, Langman plans to support departmental faculty in improving existing programs and working towards developing new graduate programs.

"I also hope to find creative ways to increase graduate student funding, linking such support with additional research and practical experience support that will help to make our graduates even more prepared for achieving their career goals," Langman said. "I would like to see the COEHD Graduate Studies Program continue to be responsive to local needs in the community, be consistently moving towards enhancing program quality, balanced with increasing graduate enrollment in sustainable ways."

## COEHD names new director of the Coordinated Program in Dietetics



**T**he Department of Kinesiology, Health, and Nutrition in the College of Education and Human Development recently named Dr. Liset Leal Vasquez as the new director of the Coordinated Program in Dietetics (CPD). She began her role as director in June.

"As the new director of the Coordinated Program in Dietetics, I am humbled by this honor to lead this program and build on the foundation set by the previous program director," said Vasquez.

Vasquez comes to UTSA from Texas A&M University San Antonio, where she served as a faculty member in the Department of Counseling, Health, and Kinesiology. She received her doctoral degree from Texas Women's University and her master's degree from UTSA.

"I consider myself a forward thinker with experience in leadership, relationship building, and strategic planning," said Vasquez. "My experience will help to position our CPD program in preparing new leaders to play an important role in the field of dietetics and nutrition."

In her new role, Vasquez will oversee the program's students, faculty, and curriculum. She is also responsible for developing partnerships with area organizations in order to provide the CPD students with opportunities to learn in multiple settings.

"From a community perspective, the CPD program will seek opportunities to partner with organizations that are committed to serving underrepresented populations," said Vasquez. "CPD students will have the direct opportunity to engage in real world experiences and to find sustainable solutions that improve nutrition and health."



## COEHD names new director of AAS program

**T**he UTSA College of Education and Human Development recently named Karla Broadus, senior lecturer in the Department of Interdisciplinary Learning and Teaching, as the new director of the African American Studies (AAS) program. She began her role as director in July.

"As a member of the UTSA family both as a non-tenure track faculty and alumni, it is an honor to be the new African American Studies director," said Broadus.

As director, Broadus oversees the program's students, faculty, and courses. In addition, she will also coordinate UTSA and community events throughout the year to bring awareness to the program and

field of study.

"I am very excited about Professor Broadus being named as our new director for the AAS program," said Dr. Michael Jennings, associate dean of the Consortium for Social Transformation. "She has a wealth of experience working with undergraduate students at UTSA and a strong track record as both a faculty member in COEHD and a recognized businesswoman in the local community."

The AAS program, which is housed in the college's Consortium for Social Transformation, offers an 18-hour minor in African American Studies open to all UTSA students.



## COEHD professors named to Graduate School leadership

**D**r. Theodorea Berry, associate professor in the Department of Interdisciplinary Learning and Teaching, and Dr. Mariela Rodriguez, associate professor in the Department of Educational Leadership and Policy Studies, were recently named to leadership positions in the UTSA Graduate School.

Berry was named associate dean of Academic Affairs and director of recruitment and engagement for the Graduate School. In this role, Berry is responsible for overseeing the Graduate School's recruitment and engagement efforts in addition to developing new programs and academic policies.

"It is an honor to be named associate dean of Academic Affairs and director of recruitment and engagement for the Graduate School," said Berry. "I am thrilled to be able to serve in this capacity for the university and, most importantly, for our students."

As an associate dean, Berry hopes to increase the visibility of the university's graduate programs and develop policies that support graduate student academic development. She has already been working on projects connected to academic policy and with the college's graduate recruiters.

"I am most excited to engage in supporting and promoting policy that focuses on the well-being and success of our graduate students," said Berry. "I am also excited about promoting our graduate programs locally, nationally, and internationally."

Berry joined the university in 2013 and previously served as the director

of the African American Studies program and a graduate advisor of record for her department's doctoral program. She received her doctorate from National-Louis University in curriculum and social inquiry.

Rodriguez was named associate dean and director of Teaching, Learning, and Professional Development. As an associate dean, Rodriguez works with the Student Success and Professional Development team and the development of graduate student academic and professional development programs.

"I feel honored to have been appointed as an associate dean in the graduate school and to work with a dynamic group of people," said Rodriguez. "Vice Provost and Dean of the Graduate School, Dr. DeBrenna Agbenyiga, has an innovative vision for the Graduate School and I'm excited to do my part to fulfill that vision."

Her role also includes coordinating sessions related to excellence in teaching and learning for teaching assistants and graduate students interested in university teaching careers. She has also led efforts to help establish the Graduate Student



Professional Development Center.

"I am privileged to be part of an innovative team that is fostering a top-tier community for graduate students," said Rodriguez. "My goals for this position focus on providing a supportive space and network for UTSA graduate students that promotes their professional growth inside and outside the classroom. I want to collaborate with faculty members and graduate students to design a college teaching certificate."

Rodriguez has been a faculty member in the Department of Educational Leadership and Policy Studies since 2004. She has served as an assistant department chair, and as the K-12 educational leadership program graduate advisor of record for both the master's, and doctoral degrees. Rodriguez received her doctorate degree from New Mexico State University in educational administration.

Photo courtesy of UTSA Graduate School

## Westmeyer family pays a visit to the COEHD



**T**he family of the late Dr. Paul Westmeyer, including his daughter, grandson, and great grandchildren, visited the College of Education and Human Development's Dean's Office this past summer. Westmeyer served as the college's associate dean for Graduate Studies and Research until his passing in 2006. His wood carving work can be found displayed in the Main Campus Dean's Office.

# Dr. Margo DelliCarpini

*Meet the College of Education and Human Development's newest Roadrunner*

By: Jo Ann Jones, COEHD

**B**yond the boxes, furniture, and dust that filled her grandmother's attic sat a stack of paper belonging to Dr. Margo DelliCarpini. At the top of this stack was a resume that she had typed up on a typewriter as a teenager for a lifeguard position at a local pool. Under career aspirations, a single word was listed; a word that marked the beginning of a dream career for the new dean of the UTSA College of Education and Human Development.

That word was "linguist."

"I don't even think I knew what a linguist was at the time," said DelliCarpini. "I always had some sense that I would be in education. I don't think I have ever thought about doing anything else."

DelliCarpini's love of language and education began in her grandmother's household in New York. As a young girl fascinated with teaching, she would repeatedly quiz her grandmother about what school was like for her growing up.

"I used to talk to my grandmother and ask her a thousand questions," said DelliCarpini. "When I was finally able to understand that English was not her native language, I was fascinated about what happened for her in school."

DelliCarpini's grandmother came to the United States at a young age from Puerto Rico. They placed her grandmother, and her grandmother's older sister, in a class together. Neither of them knew any English, but over the course of a year, they were able to learn the language. Back then, English as a second language (ESL) classes did not exist.

"I remember asking my grandmother, 'how did you do it Nina? How did you not understand anybody?'" said DelliCarpini. "She said she didn't understand the language, but she always knew who wanted her there at school and who didn't. So when I became an ESL teacher, I thought to myself, I want to be the teacher who shows my grandmother who is wanted. That, to me, is the role of the ESL teacher."

DelliCarpini took on this role during her time in New York as an ESL teacher in an alternative high school, working with misunderstood, and often, unwanted students.

"I loved every minute of it," she said. "Sometimes I would go home and think 'I didn't do enough today,' but I loved it. I always said that if I woke up tomorrow and everything had been a dream, as long as I was still an ESL teacher, I would be happy because I was always happy being an ESL teacher."

One of the things these students taught her was the importance of listening. Many times, she said, the students in her classroom were overly frustrated because they weren't being heard. She would sit with them, listen, and help them work through their problems. Sometimes they were just happy that someone, anyone, was listening.

"What I found with my students was that they were at their most frustrated when they felt like they weren't being heard," said DelliCarpini. "Sometimes there was no solution to anything, but just their ability to tell me what was on their mind

made them feel better."

This, she said, is something she has continued to develop throughout her career in higher education and has brought with her to her new role as dean of the college, which began this past summer.

"I learned that you have to listen to your students, so listening has become a big feature of how I interact with people," said DelliCarpini. "I've taken that with me that people want to be heard and people deserve to be heard."

As dean, she has taken her listening skills to the community, to strengthen the partnerships between the college, non-profit agencies, and the community.

"I really like the interaction between the university and the community," DelliCarpini said. "It enables me to highlight the good things that are happening in our college, and find places where we fit outside in that community. I hope that we can have a great impact collectively and be able to make connections with the community to participate in opportunities that we didn't know existed."

These partnerships and opportunities, she said, will help the college produce the best education and human development professionals in the state of Texas.

"I want to continue creating the best opportunities that we can for our students," said DelliCarpini. "My aspirational goal is that we are number one in the state for educator preparation."

And there's no better place for that than in San Antonio, a city that has become her home and reignited her passion for language.

"I love that San Antonio is truly a bilingual and bicultural city," she said. "I love the fact that what I've seen of the city so far is a welcoming place where people come together and celebrate the rich history of the city and its arts, culture, and heritage."

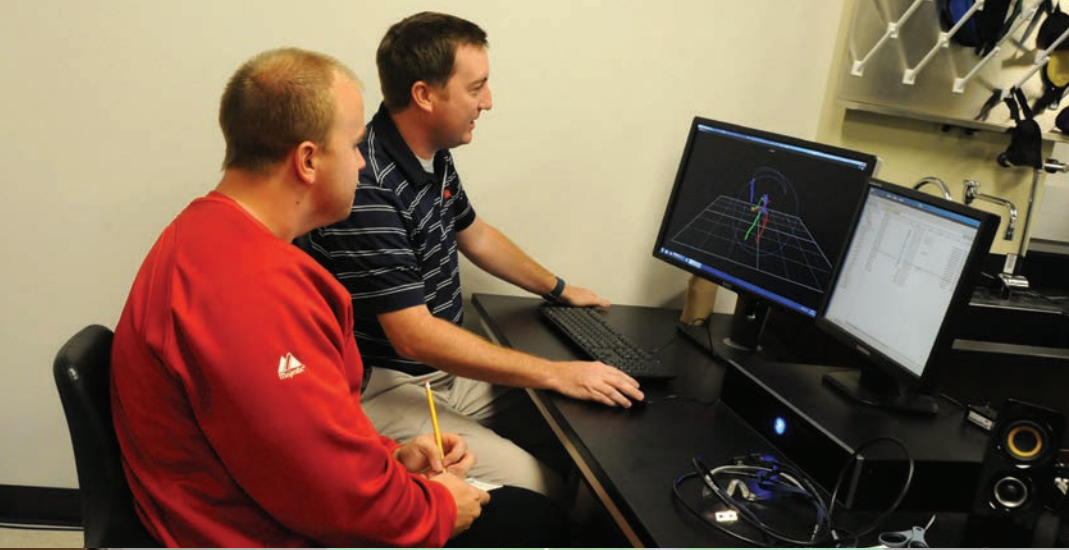


**Above:** Dr. Margo DelliCarpini (left) and her grandmother, Celina 'Nina' Cruz-Roces (right), in 1991 with Margo's middle child, daughter Becky DelliCarpini.









# UTSA Human Performance Laboratory helps athletes reach peak performance

By: Jesus Chavez,  
University Communications

**A**ction: The athlete swings his golf club. Effect: A golf ball rolls to one end of the room. In the seconds before and after the action and its effect, six specialized cameras capture the motions of the athlete, the club, and the ball.

Nearby, William Land, assistant professor of kinesiology at The University of Texas at San Antonio (UTSA) watches as real-time, three-dimensional representations of each appear on his computer monitors and on the large projection wall at the back of the laboratory.

This is the UTSA Human Performance Laboratory. In it, Land and his graduate student assistants are working on understanding the cognitive and psychological factors that influence human movement, athleticism and—as the name suggests—performance.

"Fundamentally, humans move to bring about desired effects and outcomes in the environment. Athletes in particular train very hard to ensure their movements produce consistent effects," said Land, who is an expert in sports psychology, attention and focus, and athletes choking under pressure.

According to Land, professional athletes excel at developing cognitive techniques for producing



consistent motion such as anticipating the desired effects and outcomes of a skill. After extensive practice, the movements to produce those effects, like scoring a basket or pitching a ball, become almost automatic and require significantly less mental effort to do correctly.

Currently, Land is engaged in two ongoing research studies with a group of UTSA graduate students who assist him in the laboratory. The first project deals with figuring out how the relationships between a subject's actions and its consequences can be used to improve learning and performance. The second study aims to understand how "attentional focusing," or what someone is thinking about, can translate into greater accuracy during movement and performance.

In order to better understand and visualize these concepts, the UTSA laboratory is home to a variety of specialized equipment designed to assist in Land's research. The technology includes motion capture equipment and cameras, Doppler software and hardware that can track movement in the air, and visual occlusion glasses that can manipulate a subject's vision at the researchers' wills.

"Through our state-of-the-art equipment and set-up, we can manipulate everything from visual to aural feedback and see in real-time the changes in subjects' performances," said Land. "It really helps us get a sense of how human cognition drives the body in performing actions, and this knowledge is important for facilitating the training and learning of motor skills."

Though Land and his assistants conduct their research using athletic performance as their main frame of reference, Land imagines their findings and research can be translated into other contexts, too.

"Every day, we're finding new applications for our work," said Land. "I can easily see our work being used to help in physical therapy and rehabilitation to improve patients' motions, for example, and we are beginning to make exploratory efforts into seeing the applications available there."

# Making science accessible

By: Jo Ann Jones, COEHD

Nearly 10 years ago, Dr. Jorge Solís, assistant professor of bicultural and bilingual Studies, set out on a quest to help support and increase access to science in bilingual and linguistically diverse classrooms. His most recent four-year study, which brings together colleagues from Arizona State University, the University of Arizona, and the University of California, Santa Cruz, has tested the effectiveness of a teaching model designed for pre-service and novice teachers in these types of classrooms.

"When secondary science teachers think of English language learners, they think of just using vocabulary as a strategy," said Solís, who directs the UTSA portion of the multi-site project. "We are helping them become aware that there are many more strategies they can use, like modifying the way they speak and changing how they structure activities in the classroom."

The project, "Secondary Science Teaching with English Language and Literacy Acquisition" (SSTELLA), is completing the final phase of the study by following up with teacher education graduates across the four sites in their first and second year of full-time teaching.

"The data collection focuses on our case study teachers who graduated two years ago," said Solís. "Now, they are in their second year of teaching at sites across the city and we are seeing how the model is holding up in their everyday teaching of science."

Preliminary results have shown that there is a parallel between how professors were modeling and reflecting the practices with the teachers and how the teachers ended up doing while completing their clinical teaching and their first two years of teaching.

"When we implemented the model we developed, we saw a positive impact," said Solís. "It's something we want to continue to work on because this is the kind of audience we want to target. We want teachers to see themselves as more capable of teaching scientific concepts to linguistically diverse students not just early on, but throughout their careers."

Recently, the researchers



published a book on the project, "Secondary Science Teaching for English Learners: Developing Supportive and Responsive Learning Contexts for Sense-Making and Language Development," which is endorsed by the National Science Teachers Association, that shared some of these initial findings. So far, the project has been successful with first year teachers being able to adapt some of the curriculum from the model into different classroom contexts.

"The book is really trying to bring to life some of these concepts in real time with pretty particular kinds of classrooms contexts," said Solís. "We are seeing how the teachers are still using the model we developed and how it has impacted their students, which is a significant part of the study."

The project, which is funded by the National Science Foundation's Discovery Research K-12 Program, has been a labor of love for Solís and the SSTELLA collaborators for the last four years.

"The teacher education field, especially in terms of science education, has just grown leaps and bounds over the last 15 years, and that just goes to show that there is an interest in addressing this from a pre-service teacher perspective," said Solís. "Working on a project like this has pushed me to dig deeper into the field, a field that includes linguists, science educators, and cultural psychologists. It has been eye opening and challenging, but it shows that there are now greater avenues of access to science education for diverse populations."



Photo courtesy of UTSA Research



Photo courtesy of Teresa Peña, EDP

## UTSA researchers study how young adult literature portrays bullying

**D**rs. Roxanne Henkin and Janis Harmon, researchers with the UTSA College of Education and Human Development (COEHD), recently scoured young adult fiction published in the last 10 years to understand how bullying is portrayed.

Bullying is a pervasive theme in young adult fiction. Henkin and Harmon have long been interested in how modern literature handles such a sensitive subject.

In 2011, the Pew Research Center wrote that nearly one in five teens reported they had experienced bullying either in-person, by phone or by text, or online. Henkin estimates, however, that the number of children who observe peers experiencing bullying is even greater.

Henkin and Harmon read through 21 books published in the last decade and identified how the authors presented bullying, the characters involved, the context in which the bullying occurred, reactions to the bullying by others within the story, parental relationships, and outcomes.

Henkin is the author of two books that focus on literacy as a tool to promote social justice issues, including "Confronting Bullying: Literacy as a Tool for Character Education." Her research focuses on the intersection of social justice and literacy. She is the director of the San Antonio Writing Project.

Harmon is a professor and associate dean for undergraduate student success in the UTSA Department of Interdisciplinary Learning and Teaching. Her research interests include educational theory and practice, reading and language arts, and children's literature.

## Student organization promotes undergraduate education research

**T**he Texas Foreign/Second Language Education Student Organization in the Department of Bicultural-Bilingual Studies is helping to bridge the gap between undergraduate students and education research through their project, "Developing Undergraduate Researchers and Leaders."

The project will focus on increasing undergraduate student research and participation in the 18th Texas Language Education Research Conference, which is hosted annually by the organization. With a grant received from the UTSA Family Fund, the organization will be able to waive registration fees for undergraduate students and award prizes for the top undergraduate research presentations.

## EDP students present their research

**G**raduate students from the Department of Educational Psychology presented their research at the fifth annual UTSA School Psychology Symposium and Reception on Wednesday, May 4, 2016 at the Downtown Campus.





## Can Mariachi music be used to teach math to third graders?

A new case study by Crystal Kalinec-Craig, assistant professor of Interdisciplinary Learning and Teaching, explores the benefits and challenges of using Mariachi music to introduce math concepts to elementary school students.

In the study, Kalinec-Craig describes her observation of a third grade math teacher in Tucson, Arizona who introduced the concept of equivalent fractions to her primarily Hispanic students with the help of a Mariachi instructor and his students. The Mariachi music helped the students gain the ability to distinguish between whole numbers and fractions. It also helped them understand the relative value of fractions, such as  $\frac{1}{2}$  versus  $\frac{1}{4}$ . Kalinec-Craig believes that the students better grasped the idea of fractions because the concepts were presented to them in a way that helped the children to model their understanding of fractions while connected to their out-of-school experiences with music.

## BBL awards inaugural research award in honor of late student

Daphne Villarreal, a graduate student in the Department of Bicultural-Bilingual Studies, received the inaugural Dr. Miguel Alvarez Research Award. The award was named in honor of Dr. Miguel Alvarez, a doctoral student and bilingual educator who passed away last fall. While a student at UTSA, Alvarez dedicated his time to his research on educational equity. Alvarez's wife and sons presented the award to Villarreal for her dedication to Latina/o education research.

## Researcher receives \$3.1 million to study obesity prevention program

UTSA and University of Texas at Austin researchers have received a five-year, \$3.1 million federal grant from the National Institutes of Health and the U.S. Department of Health and Human Services to study local obesity prevention efforts.

Zenong Yin, Loretta J. Lowak Clarke Distinguished Professor in Health and Kinesiology of the Department of Kinesiology, Health and Nutrition at the UTSA College of Education and Human Development, and Deborah Parra-Medina, director of the Latino Research Initiative at UT Austin, will co-lead a multidisciplinary team of researchers. UTSA COEHD faculty members Erica Sosa and Meizi He will also contribute to the research.

Conducted in partnership with the Family Service Association of San Antonio, Yin and his team will focus on evaluating Head Start program "¡Míranos! Look at Us, We are Healthy!" ¡Míranos! is a multifaceted obesity intervention program meant to promote healthy growth in preschool-aged children enrolled at Head Start Centers. The ¡Míranos! study will enroll 523 preschool-aged children in 21 Head Start centers across Bexar County and track their health progress for two years.





When Kim Grossett first looked through a pair of Google Cardboard glasses during a technology workshop, she immediately knew that she wanted to bring the glasses to the students in her cooperating teacher's classroom.

"I wasn't sure how I was going to make Google Cardboard work for English," said Grossett, a future secondary level English teacher. "You can make it work for social studies, but for an English class, I was really concerned. I thought about how I would use it and then I thought, 'I'll just have them write about the experience.'"

She quickly checked out two, eight-piece Google Cardboard kits from the UTSA Library and brought them with her to her eighth grade, English Language Arts field experience classroom. The results were everything she had hoped for.



"When the kids put the glasses up to their face and looked in the Google Cardboard, they all went 'oooooh, ahhhhh,'" said Grossett. "They loved it and all we did was one video, the demo video, on Google Cardboard. It's an arctic scene, so you can go all around and click on things you see and they come to life. The whale comes up and splashes out of the water right in front of you. It's virtual reality and you really felt like you're in it."

After the demo video, the students put pen to paper and were able to write about the experience and what they saw using the information they had learned in the previous week's lesson.

"They wrote about the experience and

described it like they were describing it to someone who didn't see it," said Grossett. "We had just finished a lesson on adjectives and adverbs, so it was perfect. They were able to practice using their adjectives to describe the

scene. It was a big hit."

Grossett is just one of more than 350 UTSA students who have taken a technology workshop through the Office of Teacher Education Services during the fall 2016 semester. The workshops, which are free and open to all students, faculty, and staff in the College of Education and Human Development, cover a wide variety of technologies available to use in the classroom.

"Our workshops range anywhere from learning how to use a Smart Board to identifying credible sources through curation sites like the Library of Congress, National Geographic for Educators, and the Google Arts Institute," said Ilina Colemere, program coordinator and technology workshop instructor. "The workshops that we offer are based on the International Society for Technology and Education standards and also the Texas Essential Knowledge and Skills technology application standards."

All of the workshops are immersive and participants leave with new skills that they can use during their field experiences, clinical teaching, and as a full-time educator.

"My belief is that the students, the





# From classroom to classroom

*The newest crop of pre-service teachers are learning how to incorporate the latest technologies into their classrooms*

By: Jo Ann Jones, COEHD

clinical teachers, have to be sitting at a computer because that's the only way that they're going to learn," said Colemere. "They are not going to learn with me standing in front of them telling them where to click. All of the workshops are hands-on."

At the start of the fall 2016 semester, Colemere led a technology workshop, "Imagine the Possibilities," for all new clinical teachers in the UTSA Advanced Visualization Laboratory (VizLab) in the College of Engineering. The clinical teachers were able to experience the VizWall, a 14-foot wall comprised of 24 high-definition monitors, and a virtual reality simulator.

The clinical teachers then continued the workshop in the library where they were given a lesson on similar technologies that are more affordable and accessible.

"We wanted to give students the experience of the ideal, of what could be if we had a lot of money in the classroom," said Colemere. "Because we don't have a lot of money, we showed them some applications that are comparable, that can do the same thing and are free. We wanted the students to 'Imagine the Possibilities'

and look at the reality and see that they are both great."

In fact, there are more than 78 different types of technology materials that UTSA students can check out for their classrooms, including Snap Circuits, Little Bits, and Google Cardboard.

"Google Cardboard is just amazing to me because it tears down the walls of the classroom and it expands that environment and the experience for the students," said Colemere. "Virtual and augmented realities are increasingly important in the classroom."

Over the last few years, the classroom environment has shifted to focus more on the growing number of technologies available.

"They're using technology more and more in the classroom," said Grossett. "They're doing quizzes on software called Kahoot, where the kids answer questions from their phones or laptops from their desk. There are a lot of different software programs and websites out there that teachers are using."

Recently, Grossett participated in a workshop on Google Arts and Culture Institute, which is something

she is already planning on using during her clinical teaching and in her own classroom in the future.

"With the Google Arts and Culture Institute, you can go on tours of museums," said Grossett. "When we're studying a writer, we can go to their house and really see it. It's really a great way to be an armchair traveler. I'm looking forward to that."

Like Grossett, Colemere hopes that these workshops do more than just prepare educators for the changing classroom environment.

"I want them to be critical consumers of technology, and I hope that's one of the things they leave with," said Colemere. "Just because it's out there, it doesn't mean that it's good. You have to find what works for you and your classroom."



# Mentoring the FUTURE

*Amanda Hernandez hopes to use her college experience to make a difference in the lives of Latina students*

By: Jo Ann Jones, COEHD

Amanda Hernandez always loved learning. As a child, she would spend hours at a time in the library contently reading books. School recess would become optional whenever she was given the chance to pursue her passion for knowledge. When she was a high school senior, she had dreams about going off to college to learn even more. But life had other plans for her.

After her high school graduation, Hernandez enrolled as a student at San Antonio College (SAC). Half way through her first semester, she was assaulted, causing her to drop out of school. Life, she said, was leading her in another direction.

"I ended up getting married at 19 and then I had my son, Ethan," said Hernandez. "I was working at a retail cosmetics company at the time and I just thought, 'what am I going to do?' I couldn't be in the mall working in retail cosmetics for the rest of my life. I just knew that if I wanted something better for my son, then I needed to go to school."

In 2013, she returned to SAC to continue her coursework and quickly got involved with the college's Honors Academy. It was during her time in the Honors Academy that she found her calling as a researcher.

"I had some really amazing instructors there that made me realize that I really loved research," she said. "I like the really challenging part of academia."

It was this love of research that brought her to UTSA.

"Knowing that I had this long term plan of graduate school, I wanted to go to an institution like UTSA where there's this push for undergraduate students to do research," said Hernandez. "This push for everyone at UTSA to rise to a really high level was impactful."

As soon as she arrived at UTSA, she hit the ground running, declaring a major in women's studies and earning a spot in the UTSA Honors College. Since then, she has used her personal experience as the inspiration for her research.

"I wanted to do research with people like me, people who had gotten married young or had kids young and didn't know what to do after that," Hernandez said. "It's not unusual at all in San Antonio for people to find themselves in those situations. I wanted to figure out what is going on in those populations. I've been able to do that since I've been here."

Currently, Hernandez is working on her undergraduate honors thesis about family and religion as social institutions and how these social institutions influence Latina's ideas of womanhood and decision-making in higher education.



*Amanda (right) discusses her research with a student*

"I'm glad that there's a place like UTSA where I am able to do research with the community I'm from," she said. "It's been really important to me."

Last spring, Hernandez returned to SAC's Honors Academy to complete her internship for the women's studies program. She piloted a new mentoring program for students at-risk of falling below the academy's GPA requirements. Like herself, all 10 of the students she mentored were first-generation Latina students.

"I had been through the program they were going through and I hope that I was someone they felt like they could come to with those concerns that they didn't feel comfortable going to a professor with," said Hernandez. "I felt like it was really important to listen to them and what they wanted. I wanted them to work through some of the problems that first generation students had. A lot of them worked or were taking care of their families. All of them had these common frustrations, so I'm glad I was able to bring them together and let them talk about it."

She hoped that she was the kind of mentor to them that her UTSA professors have been for her.

"One of the things that I found at UTSA that was really impactful was seeing Latina professors," said Hernandez. "They are young, ridiculously smart women who look like me and talk like me. If they can do it, I can. It's important for me that I am able to do that for someone else. I want to be able to be that mentor that others have been for me."

Shaped by her experiences and focused through her



research, Hernandez's aspirations continue with sights set for her Ph.D., becoming a university professor, and maybe even running for a political office.

"I want to help people," she said. "It's important that people realize their worth. It's something that I constantly have to work on when I get discouraged or feel like I'm swimming

against the current. To know that I am a part of the chain of women helping other women is important to me."

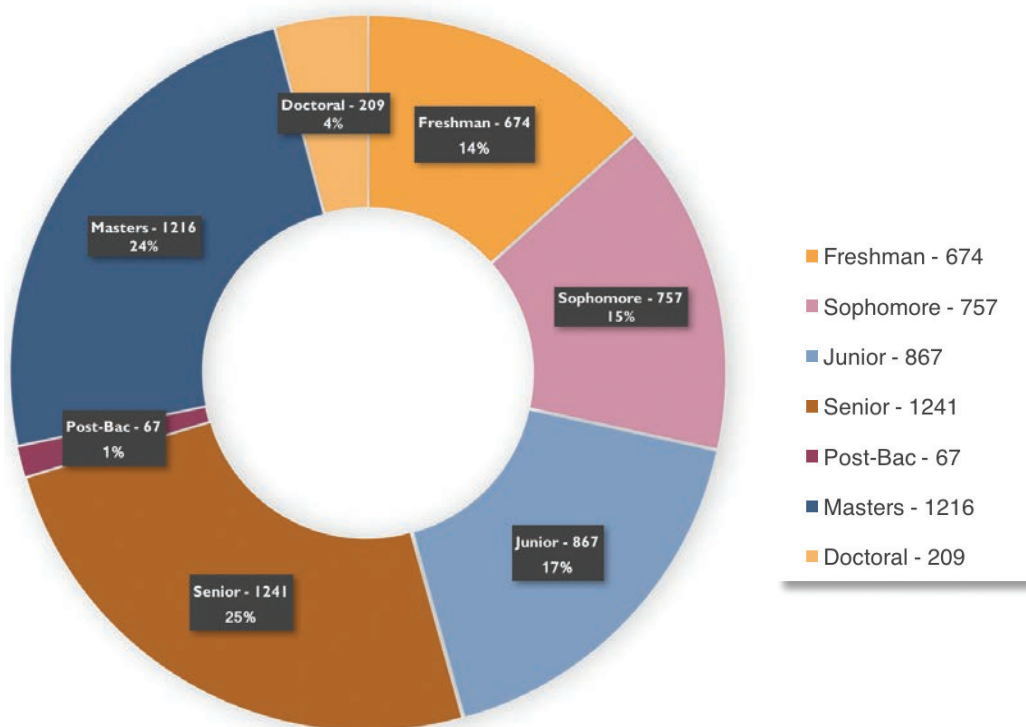
But no matter where she goes, she will always carry with her what she has learned as a women's studies and honors student here at UTSA.

"I can't speak highly enough about what the women's studies program has done for me," said Hernandez.

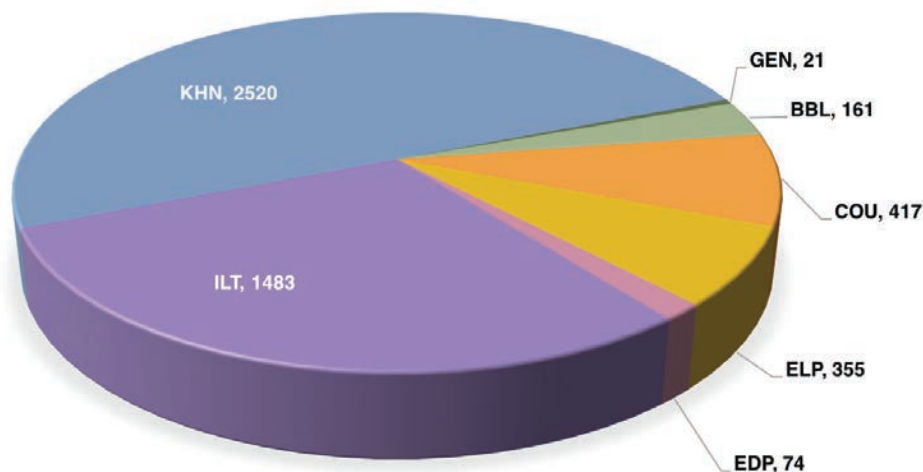
"The instructors are amazing and dedicated. You hear a lot of, 'oh women's studies, what are you going to do with that?' The thing I keep telling people is that when you are a women's studies major, you are fed so much knowledge that you are just so excited to get out there and do something. You don't just stop at a bachelor's degree. It's a catalyst for something better."

## By the numbers

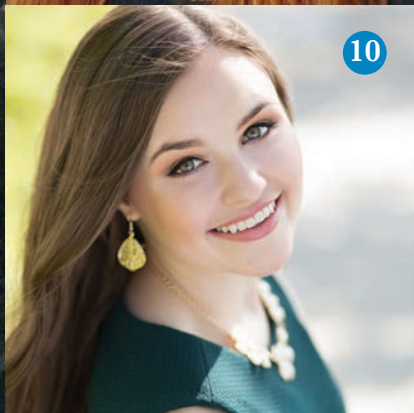
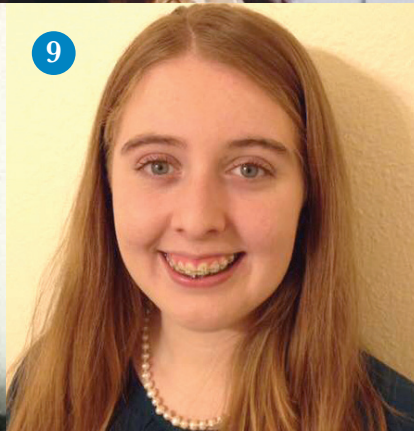
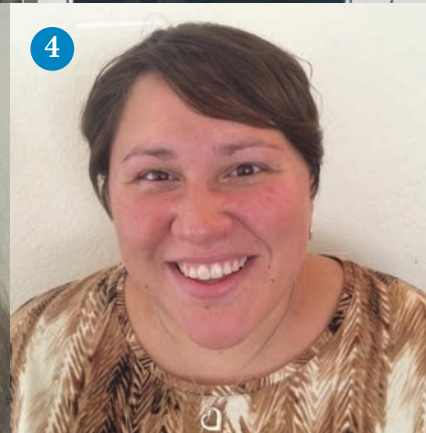
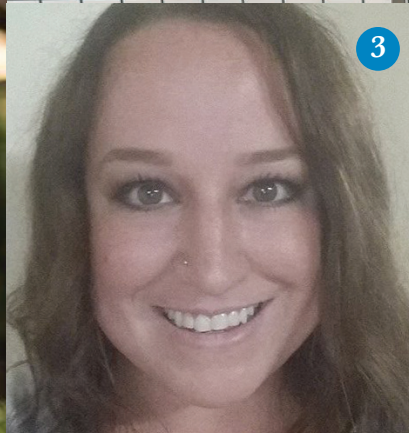
### Enrollment by Classification



### Enrollment by Department









# Scholars & Leaders

The students in the College of Education and Human Development may come from diverse backgrounds, but they all have one thing in common: they want to make a difference in the world. Here are just a few of the top-tier students who have gone above and beyond in their studies at UTSA.

- 1 "Serving the community is very important when being a teacher and I have been fortunate to gain a lot of experience throughout my college career reaching out into the community. Teachers are not only responsible for reaching out into the community, but building a community within their classrooms."  
**Alissa Desmet, Interdisciplinary Studies (EC-6)**
- 2 "My goal is to become a math educator, especially in middle school. I want to get involved in our education system because I believe it is important to create the best education for all students."  
**Stephanie Cintron, General Math Studies with Teacher Certification**
- 3 "For my master's thesis, I am looking at how therapy dogs may inspire reading engagement for elementary school English language learners. I have seen firsthand the academic struggles students face when a book is placed in their hands, and I hope through my research that my students will come to love reading."  
**Amanda Swearingen, Master of Arts in Teaching English as a Second Language**
- 4 "I want to research teacher preparation and education to work in inclusive environments, particularly with students with the most significant disabilities. I plan to become a professor so that I can teach teachers in this educational setting and continue to research change policy to make the most impact on education that I can."  
**Cynthia DeMunbrun, Interdisciplinary Studies (Special Education)**
- 5 "I believe that every student deserves a good education. Teachers need to be there for their students to help get them excited about learning, to get them wanting to come to school every day and learn new things and help get them on the right track to a bright future. My intentions are to become a positive, uplifting, educational, and successful teacher."  
**Shelby Arredondo, Interdisciplinary Studies (EC-6)**
- 6 "When knowledge and skills are taught with love, enthusiasm, and passion, it changes and impacts people in a way that is difficult to avoid. I want to be a teacher that helps students reach their potential and keep them from a future that is limited to narrow, unappealing choices."  
**Rebecca Hammond, Interdisciplinary Studies (EC-6, ESL)**
- 7 "I plan to teach in a bilingual classroom in San Antonio as I grew up in this environment. I feel that learning should be something we should not take for granted and we, as teachers, should model for students the importance of higher education. I know that I had role models that inspired me to become an educator."  
**Karina Martinez, Interdisciplinary Studies (EC-6, Bilingual)**
- 8 "I want to become a middle school math teacher and become certified to coach football and basketball. I also want to continue on and get my master's degree."  
**Michael Castillo, Interdisciplinary Studies (4-8, Math/Science)**
- 9 "I enjoy being a leader and role model for UTSA through student organizations. I was a peer mentor for the First-Year Experience Program and a student assistant for the Student Leadership Center. I plan to begin law school out of state in the Fall of 2017 and hope to practice family law as a licensed attorney,"  
**Katie Hebert, Interdisciplinary Studies, Legal Studies**
- 10 "I have chosen to become a teacher because I absolutely love to facilitate children's learning and love watching them grow. I feel that I have the power to make a difference in children's lives, both academically and personally."  
**Kaitlin Brown, Interdisciplinary Studies**
- 11 "I believe that getting to know each child and building rapport with them is the best way to effectively teach. I also believe that it is important for teachers to make a safe learning environment that will foster academic success. It brings me so much joy to watch a child that struggled in the past feel successful or show growth."  
**Rachel Peterman, Interdisciplinary Studies (EC-6)**



A Study Abroad group from the Department of Bicultural-Bilingual Studies, led by Drs. Peter Sayer and Patricia Sánchez, poses in front of their host university, Universidad Autónoma Benito Juárez de Oaxaca..



Dr. Misty Sayers, professor in the Department of Interdisciplinary Learning and Teaching, traveled to Mozambique, Africa with CODE (Canada) and the Progresso Association (Maputo) in December 2016 to host a literacy workshop as a way to improve teacher education in the country.



Dr. Rosalind Horowitz (center), professor in the Department of Interdisciplinary Learning and Teaching, was invited to speak at the World Congress of Comparative Education Societies in Beijing, China in August 2016.



Bicultural-Bilingual Studies faculty members Drs. Sidury Christiansen, Peter Sayer, and Kristen Lindahl presented at the International Qualitative Research Conference in Guanajuato, Mexico in July 2016.

COEHD student M... at La Sociedad Me... Vallarto, Jalisco, M... from th...



Twenty-five teach... have traveled to... take part in thei...



Drs. Derek Robertson, Heather Trepal, and Elias Zambrano from the Department of Counseling traveled to Oaxaca Mexico in June 2016 for the COEHD Exploratory Study Abroad Trip.



Dr. Bekisizwe Ndimande (fifth from left), associate professor in the Department of Interdisciplinary Learning and Teaching, was invited as a visiting professor at two different universities in Brazil this past summer.





Mariana delos Santos presented her research Mexicanade Análisis de la Conducta in Puerto Mexico with Dr. Lee Mason and Alonzo Andrews of the TEAM Center in November 2016.



Dr. Guadalupe Carmona, associate professor of interdisciplinary learning and teaching, and her research team are providing schools across Mexico with a low-cost, revolutionary approach to teaching science, technology, engineering, and mathematics (STEM) concepts through the program Campus Viviente.



Dr. Lee Mason, associate professor in the Department of Interdisciplinary Learning and Teaching, took a break from presenting his research at La Sociedad Mexicana de Análisis de la Conducta in Puerto Vallarta, Jalisco, Mexico in November 2016.



Members from Aguascalientes and Durango, Mexico, traveled to The University of Texas at San Antonio to attend the inaugural 2016 Summer Institute for Mexican English Teachers.

# COEHD Abroad

This year, faculty members and students from the College of Education and Human Development traveled all around the world to attend conferences, participate in study abroad trips, and bring world-class health and educational practices to other communities. Here is just a snapshot of their travels this year.



Dr. Thelma Duffey was the Opening Session presenter at the June 2016 Asia Pacific Counseling Association - American Counseling Association Conference in Singapore. She spent some time during her trip discussing her research with students who are studying in Southeast Asia.



Dr. Guadalupe Carmona, associate professor in the Department of Interdisciplinary Learning and Teaching, was the invited keynote speaker at the XII National Forum for Evaluation and Assessment in Education at the Universidad de San Luis Potosí in Mexico.



# Education without borders: teachers teaching teachers

By: Jo Ann Jones, COEHD



The clicking of keys and the scratching of pen across paper created a quiet buzz that filled the air. Tables spread out around the room were filled with teachers from all walks of life. Some of them taught in elementary schools while others in middle or high schools. Four of them, however, traveled thousands of miles from countries around the world to come to UTSA's College of Education and Human Development and the San Antonio Writing Project (SAWP).

Mfundo Diko from Capetown, South Africa, and Purva Sharma, Gopal Krishna Sharma, and Manaswita Singh from Dev Sanskriti Vishwavidyalaya (DSVV) in Haridwar, India, joined more than 20 local graduate students and teachers at the SAWP 2016 Summer Institute.

The four-week institute featured a variety of activities and writing workshops designed around the "teachers teaching teachers" model. The institute also gave each of the international students, who had never been to the United States, the opportunity to share their personal stories.

Mfundo Diko's journey to San Antonio and to the education field, he said, was not easy. For 16 years, Diko worked as a gardener until one day, inspired by the pastor at his church in Africa, he felt called to pursue a career as a teacher.

"I saw the way he was teaching us in church and I got to see his passion for teaching," said Diko. "Something inside of me told me that I must apply to the university to become a teacher, so I applied and they accepted me."

Many times, it was so expensive to attend the learnership orientation, which is required to become a teacher, that sometimes, he said, there wasn't much money left for food. But that only added to his passion to become a teacher.

It took him six years of hard work to become a teacher, and now he teaches seven-year-olds in grade one.

"It was not easy, but I cannot complain about anything," said Diko. "I was able to finish my studies and move forward with my life as a teacher."

Purva Sharma, Gopal Krishna Sharma, and Manaswita Singh were part of the inaugural group of attendees at the Haridwar Writing Project, which was established last summer in partnership with DSVV, a university dedicated for the global and spiritual renaissance, in Haridwar, India. Each of them were invited to continue to develop the knowledge they gained from the workshop they attended last year at the 2016 Summer Institute.

"When the workshop happened in Haridwar last year, we learned so much," said Gopal Krishna Sharma. "This summer institute is a bonus for us. It has given us a vision that everyone is a writer and we take our inspiration from our patron-founder Pandit Sriram Sharma Acharya who has written many texts for thought revolution and social change"

Gopal, who is a lecturer of computer science and scientific spirituality and is also pursuing his doctorate in quantum artificial consciousness at DSVV, already began implementing some of the information and skills he learned at the Haridwar Writing Project. On Saturdays, he said, he has an open class and allows his students to write whatever they want in whatever language they choose.

"The students are making drama, they are making songs, and they are making documentaries all about computer science," he said. "In everyday learning, we try to inculcate the things we were taught at the workshop."

His wife, Purva Sharma, who is pursuing her doctorate in cyber psychology, has also implemented some of the writing techniques she learned in her role as a research scholar, lecturer of life management, and personally.

"I now have a platform for how to put my writings in a proper format because of this experience," said Purva Sharma. "The feedback I have received has given me motivation to write."

The information Purva has learned this past summer, she said, will also be shared with the teachers at the school



that her parents have managed in her hometown of Rajnandgaon, Chhattisgarh, India, for the last 30 years. The school, Gayatri Vidyapeeth, teaches children value based education modeled around the patron Pandit Sriram Sharma Archarya's teachings and vision for children from early childhood through the 12th grade.

"I will definitely share these writing skills in my hometown so that more and more students and teachers will benefit," said Purva Sharma.

Like Purva and Gopal Sharma, Manaswita Singh was also excited when asked to come to the United States to attend the SAWP Summer Institute. It was one of the biggest moments in her life, she said.

"We are learning a lot and we would like to give that back to our students and the community at large through the activities of the All World

Gayatri Pariwar, a socio-spiritual organization working towards the betterment of humanity, when we go back home," said Singh, a research associate and assistant editor of the Dev Sanskriti Interdisciplinary International Journal (DSIIJ) at Dev Sanskriti Vishwavidyalaya University. "We are going to pass along all that knowledge and information. I think this partnership is really going to work out well between both of the universities and benefit all."

Although they come from different cultures and different countries, each of the four international students took the information and knowledge gained in the SAWP Summer Institute back home with them.

"I think what the San Antonio Writing Project is doing is great things, especially for teachers," said Singh. "Once you get on the other side, you have the power to make a change and

SAWP makes you realize that even more. Often you forget how it feels like to be a student. Here, you are among teachers feeling like a student, which is helpful for better understanding their perspective. I think it's something that every teacher should do at some point in his or her career."



## UTSA training researchers to improve care for children with autism in Japan

By: Jesus Chavez, University Communications

**D**r. Leslie Neely, assistant professor of educational psychology at UTSA, is providing top-tier training to researchers and volunteers from Japan in methods to help improve social behaviors in children with autism in their country.

"It's a great honor to share the top-tier expertise we have here at UTSA with Japan," Neely said. "I believe we are forging a strong connection and are at the forefront of helping other researchers meet the needs of children around the world with autism and developmental disabilities."

Neely is the coordinator for the UTSA Applied Behavior Analysis graduate certification program and a doctoral-level board certified behavior analyst. Her approach, applied behavior analysis (ABA), involves understanding a child's behavior and modifying the environment in order to help improve social and communication skills, reduce challenging behavior and improve academic behavior.

According to Neely, ABA therapy can be immensely helpful for autism or developmental disabilities, but it

is not employed in many countries due a number of factors, including cultural barriers, lack of funding, or a lack of training and education about the needs of children with autism or developmental disabilities.

"There is a desperate need in these countries for training and education in care for children with autism," said Neely. "Unfortunately, there aren't enough certified experts available to train or educate others. My partners and I hope to create a culturally responsive model that can address those needs."

This past fall, Neely and her collaborator, Ee Rea Hong from the University of Tsukuba, Japan, began the initial training sessions for what they are calling the Global ABA Project. The project's goal is to craft a culturally sensitive training and education model using specialized therapy methods for children with autism that can be replicated by local organizations.

At last count, said Neely, there were only approximately 13 ABA experts in Japan who are certified by the Behavior Analyst Certification Board, an international non-profit which oversees



Dr. Leslie Neely (top left) Skypes with Sawako Kawaminami in Japan.

behavior analysts. A 2004 report by the Japanese Autism Association stated that about 360,000 individuals in Japan had been diagnosed with autism.

"Most of Japan's behavior analysts are tied to research hospitals or universities," Neely said. "So, as much as they might like to, they often cannot provide direct services or education on ABA therapy to communities, especially those living in rural towns or cities."

After the fall collaboration, Neely and Hong will meet with researchers in Brazil led by Siglia Hoher Camargo from the University of Pelotas to continue the project. Neely hopes that the project can be adapted to serve the needs of other countries and cultures.



# *Comfort in crisis*

The new Academy for Crisis and Trauma Counseling hopes to provide mental health services those who need it the most

By: Jo Ann Jones, COEHD

**H**ardly a week goes by when we aren't confronted with headlines of mass shootings, national disasters, or other traumatic events. When these crises take a personal turn, people in our community are left feeling angry, afraid, hurt, and in pain.

The Academy for Crisis and Trauma Counseling, an extension of the Department of Counseling's Sarabia Family Counseling Center, will offer mental health services to assist individuals dealing with crisis situations, post traumatic stress disorder (PTSD), or traumatic events.

"We are very excited about the new academy," said Dr. Thelma Duffey, chair of the Department of Counseling and co-director of the academy. "We see this as another opportunity to connect with our community and provide enhanced resources specialized in crisis and trauma counseling. We also look forward to becoming a resource nationally, while training our students to work with people during times of crisis and following a traumatic loss."

The academy, which hopes to open its physical location at the UTSA Downtown Campus in the fall of 2017, will expand its existing services of one-on-one, family, couples, group counseling and biofeedback, to focus on treating individuals with complicated grief, trauma, and PTSD.

"We would also like to serve the military members of the community" said Duffey. "San Antonio is home to many military families, and we envision

**"I'd love for this  
academy to make a  
difference in the lives of  
people who are hurting."**

**-Dr. Thelma Duffey**



providing support and resources for families as they negotiate the deployment cycle.”

They are also hoping to connect with the college’s Center for Military Families and local school districts.

“Dr. Elias Zambrano, who is our school counseling coordinator, has been working closely with San Antonio area Directors of Guidance and will lead the academy’s training and coordination efforts with area school districts,” said Duffey. “We are also engaged in partnerships with local non-profit agencies that help individuals, families and children facing crises.”

This mission to help those in crisis, Duffey said, is what inspired the creation of the academy. In 2014, Duffey was invited to provide consultation and training to counselors, teachers, and families from Sandy Hook Elementary School in Newtown, Conn. She and a group of faculty from the UTSA Department of Counseling met with the Newtown Recovery and Resiliency Team and its team leader, Deb Del Vecchio Scully, along with school administrators, counselors, and teachers. Months prior to the faculty members’ visit, a shooter had taken the lives of 26 children and teachers in one of the deadliest mass shootings in the United States. In February of this year, Duffey also provided training in creative interventions in grief and loss counseling to students at the Northern Illinois University, where five

students were killed and 17 injured as a result of a school shooting eight years ago.

“We want to train our students to respond with compassion, knowledge, and advocacy for people facing crises and dealing with trauma,” said Duffey. “It is important that our students learn to serve our community through a well-supervised, hands-on experience.”

In addition to counseling services and counselor training, the academy also hopes to conduct research to investigate novel interventions and approaches to help people cope with traumatic events.

“I see the academy creating a community of faculty members and students involved in research, training, and service,” said Duffey.

While it is still in the planning stages, the academy hopes to become a beacon of light for those who are hurting in the San Antonio community and around the nation.

“I’d love for this academy to make a difference in the lives of people who are hurting,” said Duffey. “This is an opportunity to invest our passion and our training into something that can make an impact. And as students acquire these important skills, we hope their training will shape their practices for years to come.”

## New gifts are helping COEHD student succeed

By: Yvonne Zamora Byrd, UTSA Development



**A**s Board President of Northside Independent School District, Katie Reed has seen countless teachers begin their careers—many of them UTSA alumni.

“Because of my work with the board, I know that we get many teachers and student teachers from UTSA,” said Reed, who has served on the Northside Board for 27 years.

Seeing the impact UTSA has had in the community, Reed decided to help the next generation of educators studying here. In 2011, the former English and physical education teacher established the Katie N. Reed Endowed Scholarship at UTSA.



**H**ow do you honor someone special? For San Antonio couple Steve Griffin, '92, M.S. '93, and Tami Griffin '94, they decided that a scholarship to help others at The University of Texas at San Antonio would best honor their mothers.

“Both of our mothers believed strongly in giving back, so I think they would be very happy about this scholarship,” said Tami, a counselor at Northside ISD, who along with her husband established the Betty Lou Griffin and Bertha Rae Damon Endowment for Education.

**The COEHD is thankful and grateful for all of our generous donors.  
For the most updated Donor Honor Roll list, visit [education.utsa.edu/donors](http://education.utsa.edu/donors).**

# COEHD in the community

An interdepartmental team of UTSA researchers has been awarded nearly \$1 million in funding from the Texas Higher Education Coordinating Board to provide services and training to Texas teachers and military-affiliated parents who are caring for youth with autism.

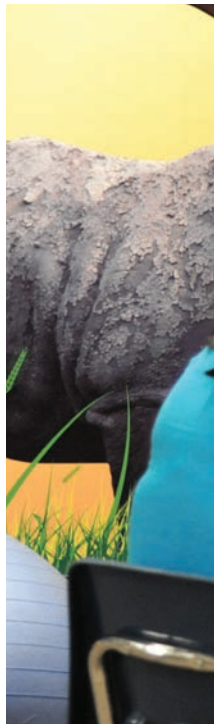
The grant, awarded to the UTSA Teacher Education Autism Model (TEAM) Center in collaboration with the UTSA Department of Educational Psychology and the Center for Military Families, comes from an \$8.1 million allotment to the Higher Education Coordinating Board by the 84th Texas Legislature to better serve children with autism through training and research.

UTSA faculty Lee Mason, Leslie Neely and Carmen Fies with help from faculty, staff, and students in the UTSA College of Education and Human Development (COEHD), will implement two projects to fulfill the legislature's mission of using online resources, training

modules and in-person and teleconference counseling to improve services for individuals with autism.

The researchers will train more than 960 teachers and community providers and 550 military-affiliated parents across Texas in applied behavior analysis (ABA) methods. ABA is a form of therapy that involves modifying a child's environment to encourage socially appropriate behaviors while reducing inappropriate ones.

Neely, in partnership with Fies and the UTSA Center for Military Families, will oversee the parent training project. The military-affiliated families will self-select social, educational or behavioral concern areas for their children, and the initiative will provide them with tools to assist them. The online aspect of the program is designed to remove disruptions in ABA services to children should they be relocated.



**Photos clockwise from top left:** 1. Twenty-six members of the UTSA Facilities and Housekeeping staff read their short stories aloud during the Erlinda's Wish Program Author Reading in June. 2. The UTSA Center for Military Families hosted the Military Life Talks discussion in November on resources and information for military families with special needs. 3. The UTSA Women's Studies Institute honored Yonnie Blanchette, executive director of the Carver Community Cultural Center, as the 2016 Women's Advocate of the Year and celebrated the 30th anniversary of the start of women's history celebrations at UTSA. 4. The UTSA Academy for Teacher Excellence, along with the College of Engineering and the Center for Civic Engagement, helped to provide service learning opportunities for 34 students in Dr. Pranav Bhounsule's Fundamentals of Robotics course. 5. The Roadrunner Diabetes Screening and Education Project, under the direction of Dr. Zenong Yin, Loretta J. Lowak Clarke Distinguished Professor, has provided free screenings for height, weight, blood pressure, cholesterol, and glucose levels aboard the Mobile Health Lab to nearly 2,000 people at a variety of locations across the city. 6. The Office of Teacher Education Services inducted nearly 200 students into the profession of teaching during a special ceremony in the spring of 2016.







Photo courtesy of the Academy for Teacher Excellence

# Award

## Faculty, Staff,



**Elizabeth Cook**

*Doctoral Candidate, ELPS*

Taylor & Francis Past President's Award for Outstanding Graduate Student Dissertation Research from the American Educational Studies Association; Gay Theresa Johnson Doctoral Fellow for the UTSA African American Studies Program



**Dr. Lorena Claeys**

*Executive Director, ATE*  
2016 Higher Education Honoree Award  
Texas Association for Bilingual Education

**Dr. Theodorea Regina Berry**

*Associate Professor; and Associate Dean of Academic Affairs and Director of Graduate Recruitment and Engagement, ILT*  
Scholar-in-Residence at the University of North Carolina at Chapel Hill



**Dr. Shane Haberstroh**

*Associate Professor, COU*  
2016 Presidential Award from the American Counseling Association



**Dr. Kathryn Henderson**

*Assistant Professor, BBL*  
Outstanding Dissertation Award from the American Educational Research Association



**Dr. Rosalind Horowitz**

*Professor, ILT*  
Treasurer-Secretary for the American Educational Research Association  
Special Interest Group in Reading and Literacy



**Dr. Abraham DeLeon**

*Associate Professor, ELPS*  
Executive Council Member for the American Educational Studies Association



**Dr. Elias Zambrano**

*Clinical Assistant Professor*  
2016 Presidential Award from the American Counseling Association



**Dr. Mariela Rodriguez**

*Associate Professor; and Associate Dean and Director of Teaching, Learning and Professional Development, ELPS*  
President-Elect of the University Council for Educational Administration

**Dr. Heather Trepal**

*Associate Professor, COU*

2016 Presidential Award from the American Counseling Association (ACA); 2016 Outstanding Outcome Research Award from the Association for Assessment and Research in Counseling/CORE





# Winning and Students



**Dr. Juan Manuel Niño**  
Assistant Professor, ELPS  
2017 Faculty Fellow for  
the American Association  
of Hispanics in Higher  
Education



**Vincent Carales**  
Doctoral Candidate, ELPS  
2016-2017 Graduate  
Research Associate for the  
American Council on  
Education



**Dr. Felicia Castro-  
Villarreal**  
Associate Professor, EDP  
Grant Recipient from  
DOCumation



**Dr. David Thompson**  
Professor, ELPS  
2016 Advocate of the Year  
Texas Council of  
Professors of Educational  
Administrators



**Dr. Carmen Tafolla**

Professor, BBL

Vice President of the Texas Institute of Letters; 2016 Inductee in the Texas Literary Hall of Fame; Top 10 Hispanic Hero by AARP; honorary doctorate from Austin College



**Drs. Jeremy Sullivan and  
Norma Guerra**

Faculty, EDP  
Top 25 Most Productive  
Scholars  
National Association of  
School Psychology



**Dr. Erin Doran**

Graduate, ELPS  
Dissertation of the Year  
Award from the Council for  
the Study of Community  
Colleges



**Vincent Carales and  
Vanessa Sansone**

Doctoral Candidates, ELPS  
Data Institute Participants  
at the National Center for  
Education Statistics



**Dr. Maricela Oliva**

Associate Professor; and Associate Vice Provost for Academic and  
Faculty Support, ELPS

2016 Distinguished University Faculty Award from the Texas  
Association of Chicanos in Higher Education



**Nancy Gonzales and  
Janeth Martinez**

Doctoral Candidates, BBL  
Shirley Brice Heath New  
CAE Scholar Stipend from  
the Council on Anthropology  
and Education

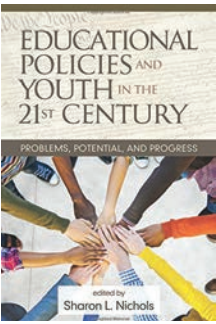
**Dr. Nicole Alia Salis Reyes**

Graduate, ELPS

Bobby Wright Dissertation of the Year Award from the Association  
for the Study of Higher Education



# Literary Leaders

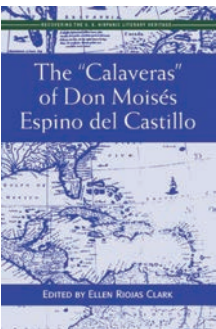


**D**r. Sharon Nichols, associate professor in the College of Education and Human Development's Department of Educational Psychology, recently edited a book on 21st century education policy. The book was published this August by Information Age Publishing.

Nichols' book, "Educational Policies and Youth in the 21st Century: Problems, Potential, and Progress," examines the effects of education policies k-12 students, particularly on underrepresented populations such as

immigrant, Hispanic, African American, and LGBT youth.

The book acts as a guide for in-service and pre-service teachers to acknowledge these education policies and understand how they affect their teaching practices.

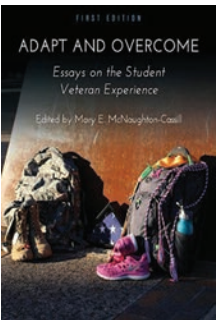


**D**r. Ellen Riojas Clark, professor emerita in the College of Education and Human Development's Department of Bicultural-Bilingual Studies, recently published an e-book on the work of the late poet Moisés Espino del Castillo.

The book, "The 'Calaveras' of Don Moisés del Castillo," provides a detailed look into Castillo's 'calaveras,' a collection of satirical poems in Spanish about celebrities, politicians, activists, and others in celebration of El Día de los Muertos (the Day of the Dead). The book

includes a biography of Castillo, the history of 'calaveras,' a description of the poetic genre, and an analysis of his 'calaveras,' which were published for more than 20 years.

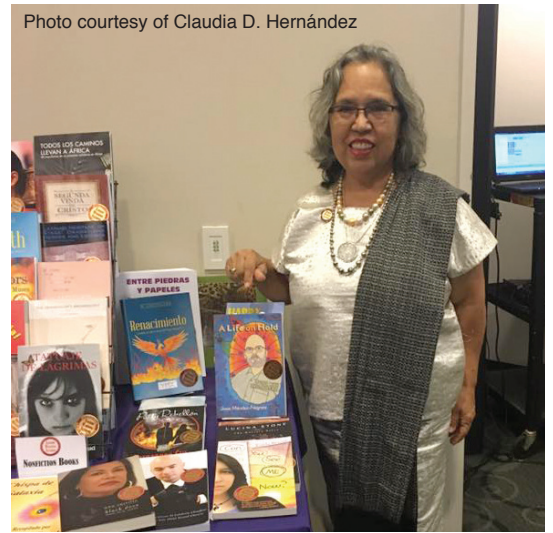
"The 'Calaveras' of Don Moisés del Castillo" was published by Arte Publico as part of their Recovering the U.S. Hispanic Literary Heritage program this past March. It is a compilation of 10 years of research conducted by Clark.



**I**n a new book, "Adapt and Overcome: Essays on the Student Veteran Experience," Brandy Cuevas and other UTSA veterans describe the unique challenges of transitioning into higher education. As she recounts in her "Adapt and Overcome" chapter, she wasn't sure where life would take her despite being a great student in high school. The fall after graduation, though, she opened herself up to new experiences, considering for the first time an opportunity with the U.S. Army Reserve.

In the Army, Cuevas says she came into her own, quickly rising in the ranks to become a sergeant in the Reserve and gaining a strong background in the medical field. In 2008, Cuevas decided that it was time to expand her skills. When her husband got a job in San Antonio, she applied to UTSA.

Photo courtesy of Claudia D. Hernández



## MAS professor wins international book award

**D**r. Josie Méndez-Negrete, professor in the Consortium for Social Transformation's Mexican American Studies (MAS) program and the Department of Bicultural-Bilingual Studies, recently authored a book on her family's experience with schizophrenia. The book, which was published in July of 2015 by the University of New Mexico Press, won first place in the Best Health Book Category in the Latino Literacy Now's 18th Annual International Latino Book Awards.

The book, "A Life on Hold: Living with Schizophrenia," is written as an autoethnography that weaves both personal stories of her son, Tito, with current literature on schizophrenia. Tito was first diagnosed with schizophrenia in 1991.

"It was a cathartic yet painful process of telling my son's story so that others may glean information about a person who is beset by severe mental illness and how the illness also impacts those with whom Tito interacts and relates," said Méndez-Negrete.

Méndez-Negrete's book was written, she said, by placing herself in her son's shoes. Her book, which took 10 years to complete, is one of the first books of its kind published by a Mexican American author.

"With the publication of 'A Life on Hold: Living with Schizophrenia,' I feel accomplished and relieved to have been able to tell and document our experience with mental illness," said Méndez-Negrete. "I wanted to show how the disease consumes and impacts the lives of those who live with schizophrenia, and to impart knowledge about the evolution of the disease so that others who may be confronting it can recognize the disease."

Book covers courtesy of Amazon





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# 2016 At A Glance



**41**

scholarship recipients



**\$91,040**

awarded in scholarships



**19**

partner school districts



**1,109**

COEHD graduates



**368**

new teaching professionals



**4**

new academic programs



**7**

new faculty members



Photo courtesy of UTSA Research

## UTSA launches next chapter in literacy learning

**T**he University of Texas at San Antonio (UTSA) has taken a giant step forward in its ongoing mission to support the improvement of literacy in the San Antonio area and across the State with the opening of The Center for the Inquiry of Transformative Literacies (CITL). The center redevelops La Plaza de Lectura (The Reading Place), a pre-existing UTSA service center that provides services to children who struggle with learning to read, into a formal research center and consolidates the university's many literacy-focused programs under one roof.

Located in the Buena Vista Building on the UTSA Downtown Campus, the goal of the CITL is to improve literacy achievement through research, development and new approaches to literacy instruction. The center is managed by the UTSA College of Education and Human Development (COEHD).

The CITL provides opportunities for research activities for UTSA undergraduate and graduate education students, offers research-based professional development for San Antonio area classroom teachers, and provides reading and literacy experiences for children and youth in a way that draws upon their potential. Undergraduate and master

reading teachers can also practice teaching literacy at CITL.

"Our mission is to improve the literacy rate of all children," said Misty Sailors, CITL director and UTSA professor of interdisciplinary learning and teaching in the UTSA College of Education and Human Development (COEHD). "By reclassifying La Plaza as a research center, we can leverage our findings for systemic change to improving literacy not only in our city but in our state and around the world."

The CITL aims to be an international example as a site for top-tier research on teacher education and serve as a resource for the State of Texas. The Nation's Report Card reported in 2015 that only 28 percent of Texas public school fourth graders are proficient readers. The Annie E. Casey Foundation reports that 80 percent of Latino fourth graders in the U.S. are reading below grade level.

In addition to its research, the CITL will continue to serve the San Antonio community through its outreach programs, including La Plaza de Lectura, San Antonio Writing Project, Roadrunner Readers, and summer literacy camps.

"The UTSA Center for the Inquiry of Transformative Literacies will allow the

College of Education and Human Development to approach the idea of literacy more thoughtfully through research," said Margo DelliCarpini, COEHD dean. "By opening a new research center at COEHD, we can expand the scope and breadth of research opportunities and partnerships within the college, and further UTSA's top-tier mission."

Boosting literacy rates among elementary school students is a priority for University of Texas System Chancellor William McRaven. He says the CITL is one more step toward "shining a spotlight" on COEHD.

"The Center for the Inquiry of Transformative Literacies aligns with our System Chancellor's series of Quantum Leaps, specifically the Texas Prospect Initiative, which focuses on engaging with key stakeholders involved with improving literacy achievement in Pre-K through 12 education. We want to ensure Texas students are prepared to successfully enter higher education and flourish," said Bernard Arulanandam, UTSA interim vice president for research.

The UTSA Center for the Inquiry for Transformative Literacies is UTSA's 22nd research center and the second for COEHD.