The Nutrition and Food Science faculty offers a series of programs to incorporate a global perspective into courses taken by undergraduate and graduate students. Through this initiative, students have opportunities to study abroad, participate in virtual online classrooms, and learn from faculty members from international universities. These experiences help students to better understand the global impact of food, which in turn allows them to effectively produce healthy food products that meet the needs of an increasingly diverse population here in the United States.

For the second time in two years, Dr. Charles Feldman and Dr. Douglas Murray led undergraduate Dietetics students on a spring break trip to Paris (photo above), and then to the Paul Bocuse Institute in Lyon, France, which is arguably the finest culinary school in the world. While there, students learned the nuances of traditional French culinary production with input from some of the top-rated chefs in the world. Such exposure to French cuisine and culture meets many of the certification requirements for Dietetics students. Students also learned about the important role traditional food plays in cultural identity and comfort and how food presentation affects consumption. Students found that these important attributes of food production are transportable to US institutional food services (e.g. in hospitals and senior care settings) where most of them will ultimately work as Registered Dietitians.

The department also partners with Bournemouth University in England. The relationship between Bournemouth University and Montclair State University began in 2010 at the International Conference of Culinary Arts and Sciences (ICCAS), where MSU faculty and faculty from the Bournemouth University School of Services Management shared program information. As a result of this connection, Montclair State University will host in the ICCAS conference in Spring 2015.

The partnership between Bournemouth University and Montclair State University benefits both universities. In February 2013, the universities hosted a virtual online global classroom for students from both institutions. This live-streamed food management class focused on differences between food production systems in UK and US hospitals and prisons, enhancing participants’ understanding of nutrition and food economics. In Spring 2014, Food Systems students from both institutions will participate in a semester-long exchange program.

These global efforts underlie the importance of undergraduate and graduate students not only understanding but having firsthand experiences with international issues. A holistic knowledge of food is foundational for all students in the major, whether they are focusing on nutrition, dietetics or the overall food system. Culture, tradition, politics and agro-systems structure how food is produced, processed, served and consumed in the US and around the world. The recent international initiatives have helped Nutrition and Food Science students become savvy regarding the differences between global food systems.
Working in the College of Education and Human Services (CEHS) at Montclair State has daily rewards and reminders of the important work we do in making a difference in the lives of children and families and our communities. Every day, CEHS celebrates the recognition and accomplishments of our faculty, staff members, students and graduates. Good news greets us regularly with faculty publishing and securing grants to support their research, students being hired by local agencies and schools, graduates recognized for their outstanding service and leadership in our communities, and staff members duly noted for mentoring our students towards achieving their academic goals.

For instance, just recently, our Director of the Center for Autism and Early Childhood Mental Health, Dr. Gerard Costa, was recognized by the Commission of Family and Child Services for his work promoting the health and well-being of children and families. Dr. Muninder Ahluwalia and Ms. Ruth Zerwitz-Berenson were recognized by the Montclair State University as outstanding advisors. Montclair State began its Woodrow Wilson Fellowship Program under the leadership of Tanya Maloney. And, MAT student Elisa Toturgul was named one of this year’s NJ Distinguished Student Teachers. These are just a few examples; the list goes on and on. And, it’s no wonder members of our CEHS community are consistently noted for exemplary service, leadership, and scholarship. After all, our students, our staff, our graduates, our partners and our faculty share keen expertise and wisdom and value social justice, critical reflection and inquiry, and active engagement in our political and social democracy.

But our accomplishments simply aren’t enough for us, we constantly reflect upon our work and the ways in which we might do even better. In an age when data are essential for understanding and improving practice, each of our programs undergoes rigorous peer reviews and accreditation processes to continuously improve our professional practices, programs, and expertise of our graduates, faculty and staff. Annually, we review extensive data reports regarding our students’ performances, our programs, and our teaching, and we identify ways to strengthen and maintain high standards of practice. Towards these ends, our program curricula and assessments change and our graduates are even better prepared for their exciting careers. For example, we’ve initiated a new undergraduate program in Public Health, are continuing our partnership with Newark Schools to prepare teachers for employment there through a residency program, are revising our Portrait of a Teacher to represent current practice and expectations for our graduates, have begun a certificate program focused on working with children with autism, and are welcoming our first cohort of doctoral students in Family Studies.

Over the last year, as a new member of the CEHS community, I acted like an ethnographer, gathering information about the norms, structures, routines, and values of the College. I’ve learned a great deal about enduring innovations like the Center of Pedagogy, which serves teachers from the time they decide to enter a preparation program throughout their careers as teachers, mentors, and partnering schools’ administrators; about our community members’ commitment to the integrity of their practice and constant reflection on being sure that what we say and what we do are aligned; and about a shared interest in making a positive impact on our communities so that children not only achieve high standards of learning but, along with their families, live vital and healthy lives. We are a hub of creativity and innovation, care and compassion, and social and political action that changes the world—one moment and one life at a time.
Muninder Kaur Ahluwalia is an associate professor in the department of Counseling and Educational Leadership, where she teaches in the master's and doctoral programs in Counseling. She specializes in multicultural competence in counseling and psychology. She received her master's degree in counseling and doctorate in counseling psychology from New York University.

Faculty Profile: Dr. Muninder Kaur Ahluwalia

COMMUNITIES AND ACADEMIA:
UNDERSTANDING AND COMBATING OPPRESSION

Dr. Muninder Ahluwalia, a faculty member in the department of Counseling and Educational Leadership, has specialized in the area of multicultural counseling and psychology throughout her career. Her research focuses on racism and discrimination, specifically as they impact the Sikh community and institutions of higher education. Through her research, she aims to increase culture competence in the training of counselors and psychologists to help better serve the mental health needs of racial and ethnic minorities and to make higher education institutions more responsive to diversity.

According to Dr. Ahluwalia, “racial and ethnic minority students are underrepresented in the undergraduate population in higher education. These statistics get even more dire at the graduate level. Having higher education institutions become more diverse, and responsive to diversity, serves society in multiple ways. In addition to the social justice implications, having more students of color pursue and complete higher education works towards leveling the playing field. We live in an increasingly global/local world where culture is relevant and having a diverse classroom provides an advantage for all students.”

In order for students of color to succeed, Dr. Ahluwalia has found that it is important for students to have the opportunity to see faculty of color in their colleges and universities. With counselor education doctoral students, Anna Flores Locke and Sherlene Ayala, Dr. Ahluwalia is completing a qualitative study on the experiences of faculty of color teaching multicultural competence to better understand the challenges and supports for this subject in colleges and universities. She is also beginning a multi-institutional project investigating the role of diversity climate and factors in training for multicultural competence.

In addition to higher education concerns, Dr. Ahluwalia is committed to understanding the experiences of the Sikh community post-9/11. The Sikh community has faced experiences of xenophobia, racism, macro and micro aggressions, and discrimination, including racial/religious profiling. She is beginning a project to better understand the experiences of Sikh youth in New York City; this is in response to an alarmingly high percentage of students reporting being harassed at school because of their religion or national origin. Dana Richardson, a master’s student in counseling, has helped her design the project.

In addition, Dr. Ahluwalia is helping to educate the counseling and psychological community on the strengths of using indigenous and traditional healing methods with the Sikh community in conjunction with mainstream counseling and psychological practice. She recently completed a manuscript on positive psychology and Sikhism with Ms. Locke and Steven Hylton, a school counselor and alumnus of the Montclair State University master’s in counseling program. She hopes that through these projects, the mental health community will be able to better serve the needs of the Sikh community and other communities of color.

“The common thread in these projects is that all of my work focuses on understanding oppression and discrimination, while increasing equity and promoting social justice for underserved, underrepresented and marginalized communities,” says Ahluwalia.

Dr. Ahluwalia has been recognized nationally for her work in promoting social justice. She was a recipient of the ‘Ohana Award given by Counselors for Social Justice, a division of the American Counseling Association, for her work to affirm diversity and advocate for social justice in the counseling profession. She was recently named as the chair-elect of the Committee on Ethnic Minority Affairs of the American Psychological Association, which focuses on scientific research, training, education, policy and practice in psychology that is related to ethnic minorities in the United States.
Montclair State University's graduate program in elementary teacher education was ranked 18 in the 2014 US News and World Report rankings of America's Best Graduate Schools. The rankings include 278 doctoral-granting schools of education from throughout the United States, and this College of Education and Human Services program placed ahead of those in renowned institutions such as Harvard, New York University, and the University of California-Berkeley. This is the fourth year in a row that Montclair State was recognized at the top of these elementary education rankings.

The College is collaboratively leading a University-wide partnership to create a Promise Neighborhood in Paterson. Working with the NJ Community Development Corporation in Paterson, we intend to create a web of support for children and families to ensure their health, welfare and success in educational experiences. Each of our departments will support the intellectual, social, physical and psychological well-being of children and families.

The Educational Leadership program launched one of the University's first fully-online master's degree programs. This spring, the program admitted two cohorts of 20 students each to the Online MA in Educational Leadership.

Montclair State University is one of four New Jersey universities selected to participate in the prestigious Woodrow Wilson Teaching Fellowship Program to design and implement a teacher education program that will prepare up to 80 new math and science teachers for the State and serve as an innovative model for other teacher education programs across the nation.

The American Association for Colleges of Teacher Education (AACTE) report "The Changing Teacher Preparation Profession: A Report from AACTE’s Professional Education Data System" highlights the best practices of Montclair State University's Teacher Education Program.

The MSU Network for Educational Renewal, the Newark-Montclair Urban Teacher Residency Program and the Center of Pedagogy are featured examples in a news brief published by FHI 360, in collaboration with the Teachers for a New Era Learning Network, titled "Partnering to Prepare Tomorrow's Teachers: Examples from Practice".

Mr. Gregg Festa was presented with the "Making It Happen Award" from the International Society for Technology in Education (ISTE) at the Annual Meeting of the New Jersey Educational Computing Cooperative (NJCEC).

Sherlene Ayala (right), a PhD in Counselor education student, won a scholarship to the National Conference on Race and Ethnicity (NCORE) based on her commitment to issues of diversity on her campus and overall merit. NCORE serves as a national social justice resource for higher education institutions.
Faculty

- Dean Francine Peterman has been selected to serve on the Advisory Board for the Mid-Atlantic Comprehensive Center operated by WestEd to help state leadership in Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania advance their education reforms.

- Dr. Ana Maria Villegas of Secondary and Special Education was named as an American Educational Research Association Fellow and Dr. Harriet Glosoff of Counseling and Educational Leadership was named as an American Counseling Association Fellow. Dr. Glosoff also received the Association for Spiritual, Ethical, and Religious Values in Counseling Humanitarian Award.

- Dr. Bree Picower of the department of Early Childhood, Elementary and Literacy Education was named the 2013 Scholar Activist by the Scholar Activist Award Committee from Critical Educators for Social Justice Special Interest Group of American Educational Research Association.

- Dr. Muninder Ahluwalia of the department of Counseling and Educational Leadership was recently named as the chair-elect of the Committee on Ethnic Minority Affairs of the American Psychological Association, which focuses on scientific research, training, education, policy and practice in psychology that is related to ethnic minorities in the United States. She was named the Outstanding Advisor to Graduate Students for 2012-2013 by Montclair State University’s Center for Advising and Student Transitions.

- Dr. Angela Sheely-Moore of the department of Counseling and Educational Leadership was selected as a 2012 Emerging Leader for the North Atlantic Region Association of Counselor Education and Supervision.

- Dr. Soyoun Lee of the department of Family and Child Studies was elected as Chair-Elect 2013-2014 of the Inclusion and Diversity Committee (IDC) of the National Council on Family Relations. The IDC serves the NCFR Board of Directors by engaging our shared experiences, and promoting a community of respect that honors the humanity of all.

- Dr. Robert Reid and Dr. Pauline Garcia-Reid’s paper entitled “Our voice matters: A qualitative inquiry that explores the substance abuse and HIV prevention needs of urban minority girls” presented at the Spring 2013 International Organization of Social Sciences and Behavioral Research Conference received the Best Paper Award. They are from the department of Family and Child Studies.

Staff

- Dr. Gerard Costa was recognized by the NJ Commissioner of Family and Child Services for his outstanding service through the Center for Autism and Early Childhood Mental Health in partnering across New Jersey to promote the health and well-being of children and families.

- Ms. Ruth Zerwitz-Berenson, Counselor in the Teacher Education Advocacy Center, was named the Outstanding Academic Advisor for 2012-2013 by Montclair State University’s Center for Advising and Student Transitions.

Doctoral Students

- PhD in Counselor Education student Jill Schwarz was one of 12 individuals selected as an Emerging Leader for the North Atlantic Region Association of Counselor Education and Supervision and Meghan Lehembre was one of 25 individuals named by the Southern ACES Emerging Leaders Program.

- Gail Perry-Ryder, a doctoral student in the Teacher Education Teacher Development program, was selected as a 2013 RAND Summer Associate to work under the mentorship of Dr. Gabriella Gonzalez, Social Scientist at RAND Education in Pittsburgh.
Sibling violence is the most prevalent form of child maltreatment, occurring more than child abuse by parents, partner battering, and peer bullying, combined, according to Dr. Jonathan Caspi of the department of Family and Child Studies. Dr. Caspi’s scholarship has focused on sibling relationships and sibling violence, areas that have historically received relatively little attention by researchers, educators and practitioners. He is recognized as a leading figure in the development of practice interventions for sibling treatment.

In the past few years, researchers are learning more about the family processes that support sibling aggression as well as its many harmful short- and long-term consequences. “Although it is highly prevalent and quite harmful, there have been very few efforts to develop sibling abuse treatment interventions. This has been a major focus of my work in recent years.”

Dr. Caspi’s book Sibling Aggression: Assessment & Treatment, published in 2012 by Springer Publishing, presented the first empirically-based comprehensive and systemic model for the treatment of sibling hostility. The model was developed using Design & Development research methodology that includes steps to determine appropriate treatment technologies and then evaluates the approach to identify ways in which to modify and improve it. Dr. Caspi explains, “A helpful metaphor for understanding this research methodology is to think of building a new car. First, one would use prior knowledge and research to create it based upon what is known to work best. Second, the car would be put through systematic testing to learn what parts of its operations need to be fixed. The car is not put on the market until it is tested, refined, and ready. Unfortunately, most treatment approaches are disseminated without having undergone such a development, testing, and refinement process, raising potential risks to clients.” Dr. Caspi continues to develop and refine his Task-Centered Sibling Aggression treatment approach and frequently presents it to family practitioners at conferences.

In addition to studying sibling aggression, Dr. Caspi has also been studying sibling relationships, their influence on human development, and implications for treatment. In 2011, Springer Publishing published his book Sibling Development: Implications for Mental Health Practitioners, an edited compilation of chapters contributed by leading researchers. “Despite the facts that individuals spend more time with their siblings than with any other relationship in childhood, including parents, siblings have been largely invisible to researchers and only recently begun to receive some attention,” says Dr. Caspi. “Much is still unknown about siblings and I tell my students that if they are looking for an area of research, siblings are wide open.”

Several Montclair State University students have jumped on this suggestion. For example, Jessica Szweada, a recent graduate of the MA in Family & Child Studies program at Montclair State University, completed her thesis on the topic of siblings and discrimination. Dr. Caspi served as her thesis chair. Research has shown that experiencing discrimination has harmful effects on individual development and on parent-child and intimate partner relationships. However, there had been no prior investigation of how discrimination experiences are managed by and impact sibling relationships. Research had not focused on the impact of experiences with discrimination on sibling relationships. Ms. Szweada explored this uncharted territory and provided a first look at what happens within and to sibling relationships when one of its members experiences discrimination. Interestingly, her work suggests that discrimination experiences may serve to improve already positive sibling relationships via shared experience, commiseration and provision of emotional support. By comparison, negative relationships continue to remain negative primarily because individuals in problem relationships do not often choose to share their experiences. With support from Dr. Caspi, Ms. Szweada presented her master’s thesis work at a conference and submitted to a national conference, and they plan on submitting it for publication to an academic journal.

Dr. Caspi is currently developing a comprehensive “sibling theory” to explain sibling influence and violence. He will be presenting his “theory-in-development” at the annual conference of the National Council on Family Relationships in San Antonio this November.

“There is increasing evidence that the sibling relationship has more influence in the lives of individuals than parents and peers. I am really looking forward to the next few years of research to see how the field develops. And, I am particularly excited to see how our doctoral students will contribute to forwarding knowledge about families,” states Dr. Caspi.
Dr. Fredrick Gardin aims to enhance the way that athletic trainers are prepared and develop professionally. His research focuses on the professional socialization of athletic trainers. Focusing on the development of expertise, Dr. Gardin aims to identify key developmental factors from the time that students decide on a career path in athletic training to well into a professional career. In addition, he concentrates on the acquisition of athletic training clinical skills and the role that practice has in this process.

According to Dr. Gardin, there is a very distinct relationship between how students are presented a clinical task, how they practice the task, and how they will apply it in a real context. The more injuries and variety of conditions athletic training students observe during clinical experiences, the more they learn. Currently in athletic training clinical education, students are limited to applying what they learn in class and labs to those conditions that appear during their clinical experiences. If none of their patients sustain a specific type of injury, then students are not exposed to it. Dr. Gardin hopes to provide evidence for clinical teaching practices that overcome this problem and that enhance students’ and professionals’ learning and expertise.

Currently, Dr. Gardin is collecting data to determine the validity and reliability of a video practice method for clinical injury evaluation and diagnostic skills that are perceptual in nature. Next, he and collaborating researchers at University of South Carolina, Appalachian State University, and Salem State University will use findings from this stage to examine how video practice method impacts professional learning. Along with this project, Dr. Gardin and his colleagues will also investigate the relevance of specific types of visual information during a clinical injury evaluation and diagnosis, and whether teaching a person how to practice can affect their predisposition to self-regulated behaviors.

In addition to presenting his work at national and international conferences and publishing his research in one of the top journals in his field, *The Journal of Athletic Training*, Dr. Gardin has published in the *International Journal of Athletic Therapy and Training*, *Athletic Training Education*, and *Research Quarterly for Exercise and Sports*.
Saning’o Sanguyan Kimani grew up in a small Maasai village in Tanzania. As the eldest son of the chief, Saning’o spent much of his life in the village—known in Africa as a Boma—and before the age of twelve had never seen another village. That was until a chance encounter with Christopher Cerf—the New Jersey Commissioner of Education—provided Saning’o the opportunity to travel to New Jersey and study for two months at the Montclair Kimberley Academy. During his stay, Saning’o lived with the Commissioner and his family in Montclair Township and attended primary school with his son. Even at a young age, Saning’o recalls feeling amazed at the quality of education in America. His relationship with Commissioner Cerf continued after Saning’o returned to Tanzania. When it was time to consider college, Kimani knew exactly who to turn to for advice.

Commissioner Cerf once again opened his doors to Saning’o and suggested Montclair State University for his study. Although Saning’o first enrolled as a Biology student, he quickly shifted his interest to education. Now, as a second-year student, Saning’o has declared a major in Family and Child Studies in the College of Education and Human Services. Saning’o was struck by the emphasis placed on pedagogy in the program at Montclair, particularly the focus on developmental needs of students. He hopes to take what he has learned—and what he will continue to learn—and apply that to the development of a new school for his tribe in Tanzania.

Saning’o hopes to create an education system that uses a curriculum specifically formulated for the cultural needs of the tribe. He believes that English, generally taught in secondary school, should be incorporated into the primary school curriculum along with a more intentional program of study based on the developmental abilities and needs of children. Ultimately, the school will create jobs for the tribe as well as foster a sense of community and inclusiveness. As the future chief, Saning’o hopes to improve the quality of education in his tribe and envisions a village where children and adults alike are committed to the best practices in education.