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Touro College School of Education and Psychology - Graduate Division

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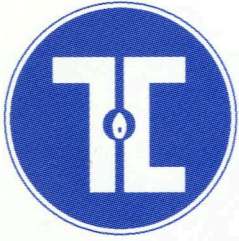


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TOURO COLLEGE

EDUCATION CHRONICLE

ISSUE 1 NO. 1

SCHOOL OF EDUCATION AND PSYCHOLOGY ~ GRADUATE DIVISION

SPRING 2003

Highlights

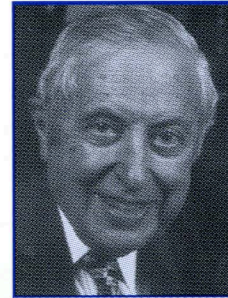
Now in its tenth year, the Graduate Division of the School of Education and Psychology remains committed to the goal of offering its students a high quality, comprehensive education that will support them in meeting the challenges of teaching and learning in a society that is shrinking globally and expanding technologically, both at break-neck speed. The graduate division has gathered together an extraordinarily competent and dedicated group of faculty, administrators, and educational support staff to achieve that goal. As noted in the division's recently released catalogue of course offerings, "The integration of acquiring knowledge and developing more effective tools of learning characterizes all aspects of the Graduate School and its instructional programs."

The Graduate Division of the School of Education and Psychology is growing. Since September 2001, enrollment has increased from 400 students to well over 2,000 students. Expanded registration and student support services, a newly developed degree program in Instructional Technology, greater course offerings, and more faculty

are just some of the steps taken by the Dean and his staff to accommodate the volume of prospective students who are eager to become part of a growing community. Currently enrolled students, recent graduates, and alumni are praising the quality and acceleration of the programs at Touro and noting that the courses are practical and quite affordable. They are also alerting their friends and colleagues to the fact that faculty and administration are accessible for individual guidance, support, and career counseling.

The Touro Education Chronicle is dedicated to providing its readers with vital information on the Graduate Division of Education and Psychology. By way of offering, overviews of the various programs in the divisions are presented based on conversations with program administrators. A perspective from President Bernard Lander, Ph.D., L.H.D., and comments from Dean Anthony Polemeni, Ph.D., launch this inaugural issue.

Visit the School of Education and Psychology web site at www.touro.edu/edgrad for more information on programs, admission requirements, financial aid, and other topics of interest.



Dr. Bernard Lander

THE PRESIDENT'S PERSPECTIVE

"...Touro is different."

Ask President Bernard Lander why anyone should be interested in attending Touro College and you will be treated to an enthusiastic, insightful response that captures the very essence of this unique institution. "The reason why someone should attend Touro College," says Dr. Lander, "is because Touro is *different*." It is *different* in that the education programs offered are constantly changing to meet the ever-changing goals and objectives of education. It is *different* because the faculty are "alive and dynamic" and brings to every course and every consultation the strength of practical, real-life experiences and situations. It is *different* in its location. Touro's "campus" extends throughout the city, across the country, and around the world; it reaches out to students where they live. It is *different* in how it relates to the students. The emphasis is on individualized attention to a student's needs. And, it is *different* in the structure of its administration. The relationship between administration and staff is one that is "personalized, not bureaucratized."

Touro College: different; be part of it and never be the same.

From the Dean's Desk

"Teachers and administrators must create a culture that promotes child development and infuses its principles into management techniques, curriculum, instruction, assessment tools, and uses modern technology to support those principles. Schools of Education must promote relationships and environments that serve as bridges to effective development, teaching, and learning. Touro College has successfully achieved these desired goals."

DR. ANTHONY POLEMENI

When he became Dean of the School of Education and Psychology, Dr. Anthony Polemeni put his imprimatur on the way to conduct business at the school; and business is something Dr. Polemeni knows about. According to the Dean, the students at Touro College are customers. They have come to the school seeking its services; pay for those services in time, effort, and money; and are entitled to the most efficient delivery of services possible. The efficient delivery of service takes place, notes Dr. Polemeni, because the administration and faculty set the highest personal standards for all their

responsibilities, and provide their students with personalized attention. "One learns best in an atmosphere of trust, support, competence, and encouragement."

"Our students thrive because we care. We are not satisfied until they are."



RONALD LEHRER, PH.D.
*Professor of Psychology,
Chair of Graduate Studies in
Education and Special Education*

"Our program benefits the students by providing them with dual certification in general education and special education...The staff supports our students with respect and patience."

THE PROGRAMS

Master of Science in Education and Special Education

The programs leading to a Master of Science degree in Education and Special Education are the generic graduate programs of the Graduate School of Education and Psychology. They are offered at three levels of concentration – Early Childhood (birth-grade 2); Childhood (elementary school: grades 1-6); and Middle Childhood (middle school: grades 5-9) – qualifies graduates for the corresponding New York State teaching certification in those levels. The Early Childhood and Childhood programs consist of 36 semester hours, including six semester hours for Field Experience and Practicum. The Middle Childhood program consists of 42 semester hours, including six hours for Field Experience and Practicum.

A full-time faculty of experts in their field and a staff of adjunct and part-time faculty, many of whom are practicing or recently retired school-based and citywide supervisors and administrators, join together to provide

degree candidates with practical classroom practices, educational philosophy, and instructional theories in general education and special education. Distinguished visiting faculty adds another dimension to the in-depth preparation of the program's student body. Program administrators and faculty are available to students seeking individual advice, guidance, or support.

For further information about the Master in Science degree in Education and Special Education programs, call 212-463-0400 Ext. 777, Monday through Thursday, 9:00 a.m. to 5:30 p.m.

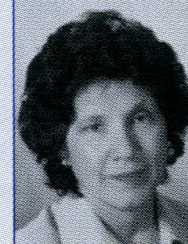
Master of Science in School Administration and Supervision or School District Administration

The School Administration and Supervision program offers graduate programs for professionals seeking certification as a school administrator and supervisor or as a school district administrator. The Master of Science

NILDA SOTO RUIZ, PH.D.

Professor of Education, Director of School Administration and Supervision Programs

"Touro College is proud of its many graduates who hold high-level supervisory positions in the schools. We are a 'triple-A' school: Accessible... Accelerated... Affordable."



THE PROGRAMS

in School Administration and Supervision (SAS) program is a 36-graduate credit course of study (inclusive of an approved internship) that qualifies successful candidates for New York State Provisional/Permanent Certification in school administration and supervision or for New York State Permanent Certification in School District Administration. The Advanced Professional Certificate in School Administration and Supervision (SDA) program is a 30-graduate credit course of study (inclusive of an approved internship) that qualifies successful candidates for New York State Permanent Certification in School Administration and to New York State Permanent Certification in School District Administration. Both the SAS and SDA certificates fulfill the eligibility requirements for school-level and district-level leadership positions in public, private, and religious schools.

Program faculty includes practicing and recently retired school administrators and supervisors who offer reality-based, research-validated instruction in line with current theories and practices in school leadership and educational management. Designed for full-time working educators, courses are offered in the evening and, in some instances, during weekends and school vacation days. The director and faculty are available for individual advisement and counseling.

For further information about the Master of Science in School Administration and Supervision or School District Administration programs, call 212-463-0400 Ext. 796, Monday through Thursday, 9:00 a.m. to 5:30 p.m.

Master of Science in School Psychology

The Master of Science in School Psychology consists of 60 semester hours of required courses. The comprehensive course of study includes general education, special education, assessment, diagnosis, counseling, and consultation. Successful candidates for the Master of Science in School Psychology will have met the eligibility requirements to apply for New York State certification in school psychology.

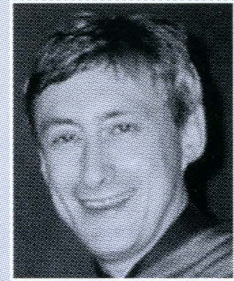
This fast-growing program – from 8 students in 2001-2002, to 70 in 2002-2003 – invites students whose undergraduate major or minor course of study was psychology to consider a career in school psychology. Practicing teachers considering a career change, older persons returning to the work force, or recently arrived immigrants in need of refresher courses or a more comprehensive understanding of students in the American school system may apply for admission to the program. Candidates are advised of the 600-hour internship requirement.

The school psychologist program faculty consists of educators and school psychologists with years of practical experience in the field. The faculty are school psychologists who bring to the classrooms real-life situations. Faculty members are available for career and academic counseling. The program administrators assist students individually in all matters of concern regarding the school psychology program.

For further information about the Master of Science in School Psychology program, call 212-463-0400 Ext. 552, Monday through Thursday, 9:00 a.m. to 5:30 p.m.

Master of Science in Teaching Literacy

The Master of Science in Teaching Literacy program consists of 36 semester hours of required courses inclusive of an approved practicum. The program is designed to provide an integrated, interdisciplinary, theoretical, and research-based course of study for professionals in public and private education. The focus is on fundamental understandings of reading, writing, listening, and speaking. Critical issues in language and reading development are explored and addressed. In addition, students must satisfactorily complete 0-credit seminars in substance abuse; child abuse; child safety; abduction prevention; fire and arson prevention; and school violence prevention and intervention. Students are given ample opportunity for field-based experiences. Successful completion of the program



DR. YURI V. KARPOV
Associate Dean for
Graduate Study

“The students have told me how pleasantly surprised they are to receive such personal attention... Advisement is a regular feature of the registration process, ongoing throughout the year.”



MELVIN IMAS, PH.D.
Associate Professor of Psychology,
Director of School Psychology
Program

“A strength of the program is that most of our faculty are practicing school psychologists.”



**PROFESSOR ELAINE
NIKOLAKAKOS**
Chair/Program Director

“One of the major strengths of this program is that it offers our students, many of whom have been teaching for a while, a focus on literacy, the subject area that is vital to overall academic achievement. The students share with us their excitement of the in-depth exploration in literacy that the program provides, and how energized they are to see the enormous positive impact they are having on their students’ work.”

THE PROGRAMS

fulfills the academic requirements of New York State for certification at both Birth-Grade-6 and Grades 5-12 levels.

The director of the program assists students in developing their courses of study, and considers the students’ backgrounds, current situations, and future aspirations.

The faculty consists of practitioners in the field of literacy with extensive experience and years of practical experience in school settings. Faculty members are available for individual counseling.

Transfer students may be credited up to six credits from an accredited institution with permission from the program director and the Dean.

For further information about the Master of Science in Teaching Literacy program, call 212-463-0400 Ext. 327, Monday through Thursday, 9:00 a.m. to 5:30 p.m.

Bilingual/Bicultural Certification Programs

Bilingual Certification Programs (BCPs) were created in 1996 in three professional domains: school psychology/social work, special education, and speech pathology (teachers of speech and hearing handicapped). The program exists in two formats. The first is a graduate-level, free-standing professional certification program that is designed for educators certified by New York State in their particular professional domain who serve a bilingual population. The second is designed to provide full-time or part-time matriculated students in Touro College’s approved Master’s programs who wish to obtain bilingual certification concurrently with their Master’s degree.

Courses are offered during the evening on weekdays and during the day on Sunday at conveniently located sites. “Block” courses and intensive workshops are part of the programs. In addition to the traditional classroom-based setting, most courses are now available online.

The staff of the Bilingual Certification Programs are certified bilingual

professionals. A team of full-time and adjunct professors brings a high level of professional expertise supported by practical experiences.

The program is proud to note that its students have enrolled based on the recommendations of colleagues and friends currently matriculating or who graduated, satisfied with their educational experiences at Touro College.

Tuition assistance is available through the Dean’s scholarship or Intensive Teacher Institute – Bilingual Special Education.

For further information about the Bilingual/Bicultural Certification Programs, call 212-463-0400 Ext. 299, Monday through Thursday, 9:00 a.m. to 5:30 p.m., or visit the Touro College homepage at <http://www.touro.edu/edgrad/BilingualExtension/BilingualExt.asp>

Master of Science in Teaching English to Speakers of Other Languages (TESOL)

The Master of Science in Teaching English to Speakers of Other Languages is a 36-credit program offering courses that combine research and methodology with practical application. Feedback from currently enrolled students validates the effectiveness of this approach. They report that the techniques learned in class are meeting with tremendous success with their own students, many who are “at high risk” high school students. The program includes a required six-credit, project-based internship that prepares teachers for New York State and New York City certification as a Teacher of English Language Learners, Kindergarten-Grade 12.

Faculty includes practicing teachers and administrators from the New York City public school system and other metropolitan area schools. Faculty members share real-life situations with their students and explore practical responses to them. The program boasts of a

"Touro College is at the forefront of meeting the needs of students in an increasingly diverse society. That is the reason why Touro has added the TESOL program to its Graduate School of Education and Psychology"

PROFESSOR MARION GROSS
Co-director, Teaching English to Speakers of Other Languages Program

THE PROGRAMS

faculty member who is a nationally recognized scholar in linguistics as well as the author of numerous interactive textbooks in reading, writing, mathematics, and linguistics.

The program administrators and faculty are available for individual advisement and counseling. Courses are tailored to meet the needs of the students, including flexible scheduling and convenient campus locations.

For further information about the Master of Science in Teaching English to Speakers of Other Languages program, call 212-463-0400 Ext. 295, Monday through Thursday, 9:00 a.m. to 5:30 p.m.

"Touro College is a full-service college, helping students however necessary, including flexible scheduling, facilitating the certification application process, and offering career guidance in an environment of support and encouragement."

PROFESSOR MERILYN FOGEL
Co-director, Teaching English to Speakers of Other Languages Program

BORIS GINDIS, PH.D.

Professor of Psychology and Education, Director of Bilingual Programs, and Administrator of Online Programs

"Located in the heart of New York City and reflecting its multicultural/multilingual 'persona,' our program is committed to a culturally diverse population. The program provides our graduates with useful skills, widening their professional applicability and adding to their job security."



**TOURO
COLLEGE**

OPEN HOUSE

Join the Ranks of New School Leaders OPEN HOUSE

MAY 21, 2003

TIME: 5:00pm — 7:00 pm

PLACE: Touro College
27-33 West 23rd Street, Room 602A
New York, NY 10010

Learn about our Programs in School Administration and Supervision:

- ◆ *MS Program in School/District Administration*
- ◆ *New York State Accredited*
- ◆ *Convenient Locations*
- ◆ *Evening and Sunday Classes*

FOR INFORMATION, KINDLY CONTACT THE OFFICE OF SCHOOL
ADMINISTRATION AT: 212-463-0400 EXT. 796



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