



Yearbooks and Newsletters

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Winter 2004

## Education Chronicle Issue 1 Number 3

Touro College School of Education and Psychology - Graduate Division

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## Focus on School Psychology

This issue of  
Touro College  
Education Chronicle  
highlights the

### MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY PROGRAM.

**Mel Imas, Ph.D.**  
Chair

212-463-0400 Ext.552  
Monday to Thursday,  
9:00 am – 5:00 pm

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*Anthony J. Polemeni, Ph.D., Dean*  
*Yuriy V. Karpov, Ph.D., Associate Dean*  
*Nicholas A. Aiello, Ph.D., Associate Professor of Education and Communication, is the editor of the Education Chronicle.*

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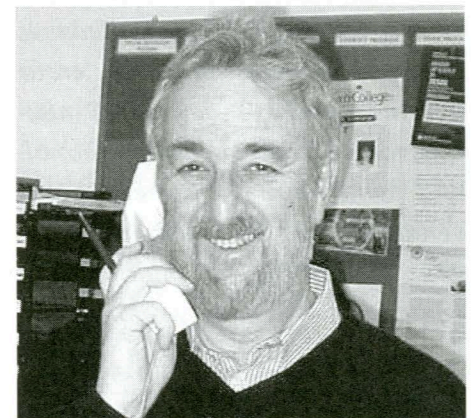
### The Program

**T**he Master of Science in School Psychology Program at Touro College consists of 60 semester hours of required courses, including a 600-hour internship. The comprehensive course of study includes general education, special education, assess-

ment, 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. With an enrollment of 100 students, Touro College's School Psychology Program is one of the largest in New York State.

## An Interview with the Program Director

**R**ecently, I spent some time with Dr. Mel Imas, Chair of the School Psychology Program, in his administrative office. We spoke on a number of topics affecting the position of school psychologist at a time when New York school systems – including the New York City Department of Education – are facing the challenges of increasing violence, high dropout rates, questionable social promotional policies, poor student academic performance, less experienced teachers and administrators, and larger numbers of working parents, all factors that result in more vulnerable children.



*Dr. Mel Imas*

**Q. What is the changing role of the school psychologist in the New York City schools?**

**A.** *The scope of responsibili-*

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## **FOCUS ON SCHOOL PSYCHOLOGY**

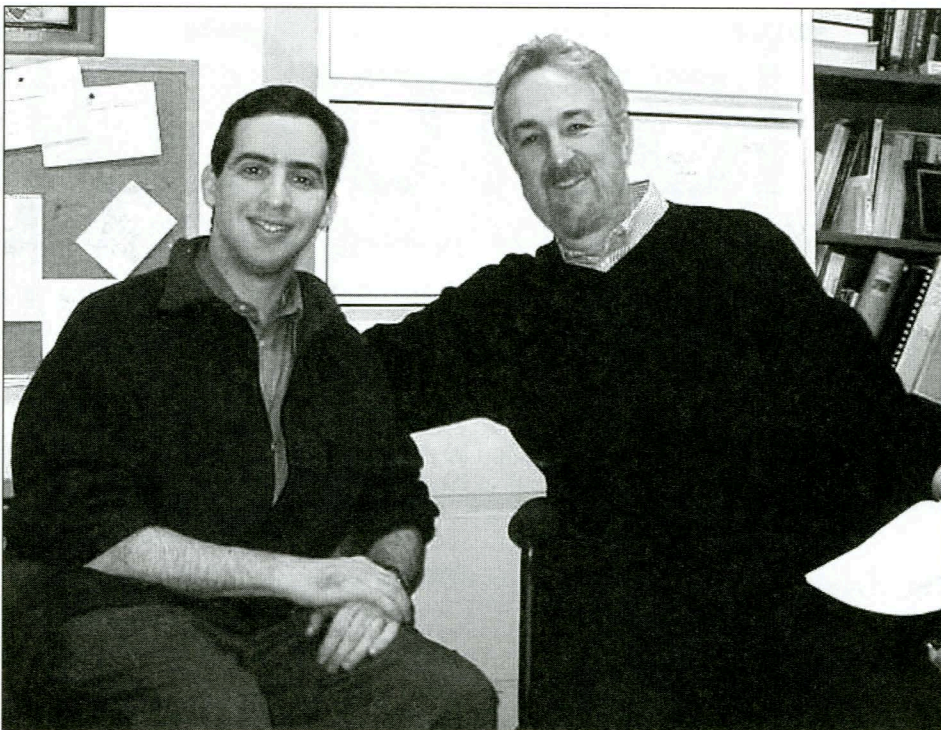
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ties for school psychologists is increasing all over New York State, and even more so in New York City. The New York City Department of Education has, as of June 2003, eliminated the position of educational evaluator and transferred all responsibilities of that job to the school psychologist. This decision has suddenly doubled the workload of the New York City school psychologist. At the same time, the City has unfortunately not deemed it necessary to add any additional school psychologists. As a result, many at-risk students receive less educational and psychological support services.

### **Q. How is the Master of Science in School Psychology at Touro College preparing its students for the demands of working as a School Psychologist in the New York schools?**

A. Our program of study is based on the latest research. Areas of study include cognitive, neuropsychological, social-emotional, and behavioral assessments; preventative and intervention strategies; counseling in multicultural contexts; as well as working with families of children with special needs, just to name a few. We are also expanding to include a course in therapeutic interventions – such as dealing with crisis intervention, terrorism, and childhood suicide. Another revised course explores brain function and behavior.

All our students are assigned an



*Dr. Imas with his assistant Steven Mantz*

advisor who assists in developing a program of study that is most appropriate for them in meeting the program requirements. A 600-hour internship is required that offers our students the opportunity to apply what they have learned to real-life situations.

### **Q. What can you tell the Education Chronicle about the program's faculty?**

A. A major strength of our program continues to be our full-time and adjunct faculties that are comprised of experienced school psychologists and school psychology supervisors. The professors bring to their classrooms invaluable practical experiences based on real-life situations. They are child advocates who stand up for children's rights in the course of their daily duties, and encourage our students to appreciate the

importance of being child advocates as school psychologists. In addition, we have faculty members who are specialists in early intervention, assessment, and social skills development. One of our newest faculty members is an expert in neuropsychology and psychopharmacology and is also certified in physical assessment.

In essence, each of our faculty members is willing to help in whatever way is needed. Our graduate students receive a great deal of individual attention, which is specifically built into our program to serve as role-model behavior for them to replicate when they work professionally. We try to have an office that can be a resource for each student. In addition, the School Psychology Program is most fortunate to have the invaluable services and computer expertise of Mr. Steven Mantz.



# New Faculty Investigates Current Issues and Trends in School Psychology

The School Psychology Program is expanding. Margaret B. Alvarez, Psy.D., and Janet Kilian, Psy.D., have joined the School Psychology faculty bringing to it their expertise experiences in the field of school psychology.

**M**argaret B. Alvarez, Psy.D., Associate Professor of Psychology at Touro College, is a recognized expert in the field of neuropsychology. The holder of a number of graduate degrees, Dr. Alvarez was awarded her doctorate from the Advanced Clinical/School Psychology Program at Yeshiva University's Ferkauf Graduate School of Psychology. Dr. Alvarez recently received a post-doctoral Master of Science degree in psychopharmacology from Nova Southeastern University Center for Psychological Studies. She continued her post-doctoral studies in psychopharmacology at Nova University College of Pharmacy, where she was awarded a certificate in physical assessment this past October.

Dr. Alvarez currently teaches three courses: *Cognitive Assessment and Intervention Skills*, *Integrating Evaluation and Report Writing Skills*, and *Biological Foundations of Learning and Development*. These courses provide an in-depth analysis of WISC – IV (intelligence test) and other scales, as well as educational intervention techniques. Dr. Alvarez applies the interdiscipli-

nary approach to her courses, explaining that she tries to integrate assessment, intervention skills, and neuropsychological theories into all of her courses. She suggests that her students appreciate that approach. "They (the students) appear to love learning about the brain and how assessment can be related to tapping various areas of brain dysfunction and disease," says Dr. Alvarez.

The interdisciplinary approach is particularly relevant today in light of the controversial theory of inclusion. Of that policy Dr. Alvarez notes, "Inclusion has its pluses and minuses. If done the right way it can

*"The students appear to love learning about the brain and how assessment can be related to tapping various areas of brain dysfunction and disease."*

be a great benefit to students and the profession. There will always be a need for school psychologists to consult with, and assess students." The difference she goes on to say is that we are "...just moving away from testing of intelligence *per se* and moving more to assessing cognition or processes of how a child thinks, why, and what strategies can be used to enhance reasoning through cognition remediation." She concluded her comments by observing that neuropsychologists know how to enhance reading ability

through neurobiological approaches and environmental/instrumental enrichment. Dr. Alvarez is sharing that knowledge with her students in the School Psychology Program.

**J**anet Kilian, Psy.D., will offer a new course, *Therapeutic Interventions in an Educational Setting*, in the spring 2004 semester. The course, which was developed by Dr. Kilian, is designed to help students explore the issues of trauma, crisis intervention/prevention, and typical and atypical childhood development. Dr. Kilian brings to this course more than 16 years experience in public and private practice as a school and clinical child psychologist. She is the recipient of numerous grants that fund her research and prevention programs in social skills training, and she is the chairperson of the model New York State Child Study Team. Her professional credentials include a doctorate in Advanced Clinical/School Psychology from the Ferkauf Graduate School at Yeshiva University. Dr. Kilian also has graduate degrees from Queens College, City University of New York; a professional certificate in School Psychology, and a supervisory degree in Educational Administration and Supervision.

The course Dr. Kilian has designed explores school-based interventions that respond to student needs from an individual, group, and systemic perspective. The focus

*(Continued on page 4)*



## CURRENT ISSUES AND TRENDS IN SCHOOL PSYCHOLOGY

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will be on group work and social skills training to assist the many students who are experiencing trauma. Current research indicates that up to 50% of all children are affected by trauma. Contemporary issues such as terrorism, war, and student deaths by violence or suicide will be addressed along with trauma due to abuse, loss, and natural disasters. This course will discuss the resiliency

and skills needed by students in coping with their complex society, and how school psychologists can intervene to assist their students proactively during a crisis and in the aftermath of traumatic experiences. Dr. Kilian added, "We (school psychologists) do not typically impact the entire school system because we are too involved in work with individuals, and our expertise is needed by the whole school community."

She went on to note that it is more effective to provide all students with prevention strategies dealing with issues of anger, aggression, and coping with trauma

and skills needed by students in coping with their complex society, and how school psychologists can intervene to assist their students proactively during a crisis and in the aftermath of traumatic experiences. Dr. Kilian added, "We (school psychologists) do not typically impact the entire school system because we are too involved in work with individuals, and our expertise is needed by the whole school community." She went on to note that it is more effective to provide all students with prevention strategies dealing with issues of anger, aggression, and coping with traumatic events in their lives such as divorce, death, separation and change than to intervene after the grieving process or aggressive behavior syndrome are in motion. This approach is supported by research in the field, including a recent report on children's mental health published by the Office of the United States Surgeon General. In the report Surgeon General Dr. David Satcher comments that "...we need a system in place that helps us recognize problems early." The therapeutic intervention course was designed for that purpose.

## Student Perspective: From Start to Finish

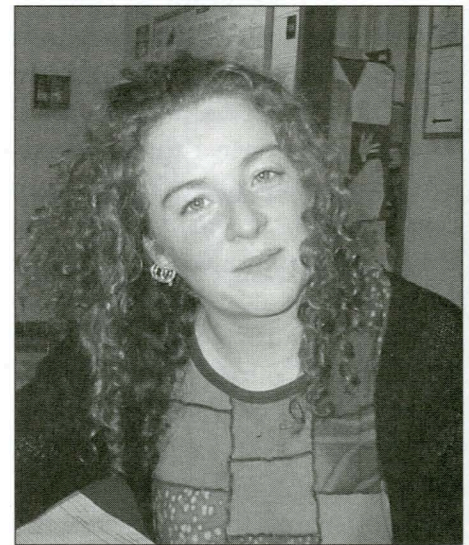
**M**ary Cahir completed her first semester in the Master of Science in School Psychology Program last December. Jane Barsukova will graduate from the program this June. In an interview conducted last fall, both women shared their feelings and thoughts with the *Education Chronicle* about the education they have received at Touro College from their particular perspectives.

### Mary Cahir Class of 2006

*"My professors move away from dry academia to coursework that is alive and practical. You can have a great theory, but what good is it if it does not work in reality?"*

**M**ary Cahir began her studies at Touro College last fall. She earned a Bachelor of Arts degree in Psychology from the University of Sussex in her native England. She is enthusiastic about the Touro program because she says it offers her a practical approach to understanding the role and responsibilities of a school psychologist in New York City. "Practical" was the term that filled Mary's descriptions of each of her courses.

When speaking of the course *Introduction to School Psychology* Mary expressed gratitude to Professor Beth Lesen for the thorough exploration she presented of the role of the school psychologist. "We were challenged to engage in critical thinking, a valuable and practical exercise for the school psychologist," said Mary. She admitted



Mary Cahir

that she approached Dr. Joel Strassner's course *Essentials of Measurement and Evaluations* with some hesitation because testing is "...the one function of school psychology that I like least." It was Dr. Strassner's practical knowledge of



testing procedures, his ability to impart to his students the importance of testing, and his awareness of the variety of evaluations available to school psychologists that made Mary appreciate more the value and importance of proper testing and evaluation. As she noted, "I benefited more from this course than I could have hoped for." She went on to praise Dr. Straussner for providing a realistic picture of the challenges facing a school psychologist, including the lack of resources

and time needed to perform one's duties effectively. She said the value in pointing out these problems could be found in the professor's sharing of his own experiences in solving them. Of Dr. George Cohen and his course *History and Philosophy of Education and Special Education* Mary commented that his in-depth understanding of the evolution of educational theory and practice was enriched by his obvious love of learning, which he enthusiastically shared with the class. Reminding his

students that the human condition remains largely unchanged, Mary noted that Dr. Cohen's observation is an important one for school psychologists to keep in mind while performing their duties. "We do not have to reinvent the wheel to help children," she said.

Mary Cahir looks forward to continue learning, exploring, and developing her skills as a school psychologist during her tenure at Touro College. She plans to graduate in 2006.

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## Jane Barsukova Class of 2004

*"I loved all my courses. They have helped me prepare for a career as a school psychologist because the professors are all working school psychologists with years of experience and knowledge."*

**W**hen Jane Barsukova graduates this June with a Master of Science degree in School Psychology from Touro College it will be her second Master's in that field, having received a combined Bachelor/Master of Arts degree from the University of Moscow in her native Russia. Jane looks back at her time in the program and remembers the willingness of the professors to share their practical experiences in school and in private practice with the students "They were very knowledgeable. Some are supervisors, and this is very important," said Jane. She explained that those professors who are also supervisors of school psychologists examined the process and purpose of tests and assessment reports from that point-of-view. "They are the ones who review



*Jane Barsukova*

other school psychologists' reports," noted Jane. "They have to check for accuracy and make sure the reports are properly prepared so that the children will get the best services they need." She continued, "They (supervisors) point out the strengths and weaknesses of some reports so that we can learn how to prepare them when we are working in the schools." Supervisors of school psychologists also deal with parents at a different level from other school staff. This is an invaluable perspective commented Jane. "It is important that as a school psychologist I know how to relate to

parents and how to talk to them." As a parent herself of a school-age child, Jane knows the importance of positive communication between the school and home. She appreciates that her education in the School Psychology Program has prepared her for this vital aspect of school psychology.

Jane was particularly appreciative of what she referred to as "the generosity of the program." She explained that the cognitive assessment and intervention courses at Touro are some of the most current in the city. "We have the WISC-IV assessment tool already. I believe we are the first ones to use them. Friends of mine at other schools say they are still using the WISC-III," advised Jane proudly. "And they tell me that they have to share one tool for the whole class. Thanks to Dr. Imas we have a number of WISC-IV tools in our class, so we get practical experience in how to use them." Jane recalled a particularly valuable assignment from Dr. Imas' *Introduction to Psychology* course. "I had to shadow a school psychologist, you know, 'A Day in the Life of a School Psychologist.' This was very important to me because it

*(Continued on page 6)*



## STUDENT PERSPECTIVE

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helped me understand first-hand what you are supposed to do as a school psychologist," she observed.

Jane speaks English and Russian fluently. She appreciates this skill because she plans to use her bilingual talents as a school psychologist. Referring to bilingual school psychology as a "hot topic," Jane is

anxious to assist families where Russian is the language spoken at home. Drawing from her own experience, Jane reflected on how difficult it was when her son's school would send home information in English only. She remembered: "We did not understand what the letters were saying. Parents who do not speak English well or at all need to know that they can communicate

with someone in their child's school." Relating those experiences to school psychology, Jane observed, "This is especially important when a child is having difficulty with academics or adjusting socially. It makes a difference."

After she graduates in June 2004, Jane Barsukova hopes to make a difference in the lives of children and families.

## What is a School Psychologist?

*"The job of the school psychologist is to make the invisible visible. You can not properly help children unless you understand the underlying reasons for their learning disability, emotional difficulty, and/or inappropriate behavior. Gathering information, school psychologists often get to the root causes of difficulties, so that effective interventions can be put in place."*

**Dr. Mel Imas**

**A**ccording to *Psychology in the New Millennium*, by Spenser A. Rathus, (Harcourt College Publishers, 2002), school psychologists are "employed by school systems to identify and assist students who have problems that interfere with learning. Such problems range from social and family problems to emotional disturbances and learning disorders. (School psychologists) help schools make decisions about the placement of students in special classes." It is not easy to compartmentalize the many services a

school psychologist provides to students and schools. The classic booklet, *Introducing Your School Psychologist*, (Bete and Company), successfully identifies six broad areas of responsibility that are as applicable today as they were almost 20 years ago, when the booklet was first published. The areas are: consultation, assessment, direct intervention, education and training programs, program evaluation, and research.

### **Consultation**

Services under consultation include meeting with parents, teachers, administrators, and other school personnel to determine the most effective means of helping students; exploring ways to improve the teaching and learning environment of the classroom or home; discovering procedures to improve working relations among teachers, parents, and school administrators; and recommending special academic programs such as accelerated or remedial classes.

### **Assessment**

School psychologists observe

students in the classroom, interview the students, and test them to check for academic achievement, learning aptitudes, social skills, self-help skills, physical and motor development, and personality and emotional development.

### **Direct Intervention**

School psychologists are called upon to work directly with students and their families in an attempt to identify and resolve issues affecting learning, behavior, and social development. Counseling, behavior management, and behavior modification are three of many approaches used by the school psychologist to address these issues.

### **Education and Training Programs**

Some examples of education and training programs provided by school psychologists include programs for parents on substance abuse, self-esteem, parenting skills, and school-based professional development activities on human relations for teachers, administrators, and other school personnel.



## **Program Evaluation**

School psychologists may be asked to use their background in psychology and education to evaluate the effectiveness of certain academic programs. They may also help create, develop, and implement new programs such as coping with divorce, teenage pregnancy, suicide prevention, and grief management.

## **Research**

School psychologists may conduct research or review research by others in the field, to learn more about student learning, teaching methods, and parenting skills.

*Introducing Your School Psychologist* notes further that the school psychologist often serves as the link between schools and community-based organizations/government agencies. Some school psychologists work for mental health clinics or youth service programs.

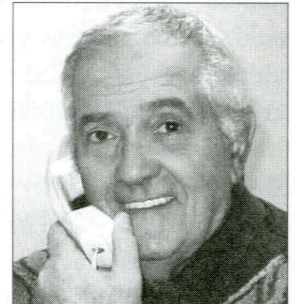
Tom Kulaga, President of the National Council of School Psychologists (NCSP), has provided a number of "typical" daily events in the life of a school psychologist (*NY School Psychologist*, 2003). They include:

- Walking a young student to her

classroom while an anxious mom waits for you in the office, worrying why her daughter didn't want to go to school today.

- Administering special tests to determine weaknesses that might interfere with learning
- Giving a little boy some anti-bullying tips
- Providing an in-service workshop for teachers on effective interventions
- Assessing a student who has been thinking about suicide
- Teaching a parenting class
- Helping to develop an effective anti-violence program

# **CHEF: The Touro College Children's Health Education Foundation Formed to Treat and Prevent Childhood Obesity**



**Robert F. Laub**  
*Director, CHEF*

**T**ouro College has taken a major step in the treatment and prevention and of childhood obesity. The Children's Health Education Foundation (CHEF) is a not-for-profit unit of the School of Education and Psychology Graduate Division. Under the stewardship of Dean Anthony J. Polemeni, Touro College is emerging as a leader in reducing this national health epidemic and helping generations of youngsters gain healthy futures.

The Children's Health Education Foundation was conceived by Stephen Phillips an eating disorder practitioner at the Center for Weight Management

Sciences in New York with many years of experience in individual and family counseling, and Robert Laub, a marketing and public relations expert whose professional experiences include serving as Vice President for Marketing, Franchising, and Public Relations for the Weight Watchers International Subsidiary of the H. J. Heinz Corporation. Professor Laub also teaches child development in the Graduate Division's Programs in Administration and Supervision. The diverse backgrounds and distinct perspectives of the Foundation's founders were invaluable in shaping its mission, which is to address the

problem of childhood obesity and its impact on learning through a comprehensive three-step program – **P**revention/**E**ducation/**C**ertification – by:

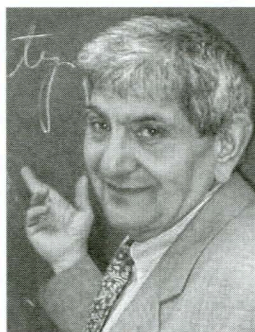
- creating a far-reaching obesity prevention program including education, outreach, and public awareness components.
- educating educators about the biological, psychological, and social consequences of obesity as they relate to performance in school.
- establishing a new health-care provider certification program "Certified Bariatric Counselor" in New York State, which will serve



as a national model.

This past fall, Professor Phillips conducted a series of workshops on the prevention and treatment of childhood obesity for students in the Master of Science in School Psychology Program. Workshop topics included contemporary epidemiology, historical etiology of obesity, prejudice and discrimination related to obesity, and The Diet Syndrome – Restrained Eating, among others. At the conclusion of the two-session workshops, an Interest Inventory was distributed. Students were asked to indicate whether or not they would be interested in having more classroom presentations on childhood obesity; whether they would like graduate-credit courses on childhood obesity; if they were interested in pursuing certification as a Certified Bariatric Counselor (CBC); and once obtaining State certification as a CBC, would they be interested in counseling children and their families in the prevention of childhood obesity. Results of the Inventory were overwhelmingly positive. Encouraged by the students' enthusiasm Professor Phillips plans to offer workshops to students enrolled in the other programs of the Graduate Division. He is also busily engaged in developing courses for a 30-credit pro-

gram of study that will be submitted to the State for approval next year. The first two proposed courses, *Causes and Consequences of Childhood Obesity*, and *Interventions*



**Stephen Phillips**  
**Director of**  
**Education, CHEF**

*for Families and Children*, are being developed by Professor Phillips and Dr. Beth Leson. The courses are expected to be offered to graduate students in the fall 2004.

Professor Laub and Professor Phillips are also bringing CHEF's message to neighboring school districts. They have already contacted some Long Island superintendents and will be addressing teachers and parent organizations in the coming months. "It is only fitting that Touro College should take the lead in this effort," notes Professor Phillips. "Touro, with different local campus sites and a national presence, has always set the standard for bringing education and instruction right into the community. This presence is important in the fight against childhood

obesity as whole family support is vital if we are to succeed."

Other projects in the works by CHEF staff include creating a comic book dedicated to the prevention of childhood obesity; establishing a Speakers Bureau that will discuss with school personnel, parent groups, and community-based organizations a variety of topics including *Causes and Consequences of Childhood Obesity*, *How Obesity Influences Learning in Children*, and *What's a Family to Do?*, just to mention a few; and developing Public Service Announcements on the prevention and treatment of childhood obesity.

For more information about The Touro College Children's Health Education Foundation, or if you would like a speaker for your teacher workshops, PTA meetings, or other activities, please contact Professor Robert Laub, Director, at 212-463-0400 ext. 791 or Professor Stephen Phillips at 212-463-0400 ext. 793, or leave a message at the CHEF general number 212-463-0400 ext. 794. If you prefer, you may log on to our website: [www.tourocollege.edu](http://www.tourocollege.edu).

## Listening Seminar Opens Communication Institute

**L**istening – *The Invisible Skill* is the first seminar of the newly created Communication Institute at Touro College, beginning in March. The Communication Institute is the latest innovative education program developed under the leadership of Dean

Anthony J. Polemeni. According to Dr. Polemeni, "The Communication Institute has been established in response to the needs of professionals in education and industry who wish to upgrade their ability to communicate more effectively with their colleagues." The Dean continued,

"Although many colleges offer courses in communication, there is no place that we know of in the metropolitan area where professionals can find short, intensive seminars on a wide variety of communication topics tailored to their needs in the workplace. Touro's Communication



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Institute fills that void.”

Hal Wicke, Deputy Chair of the Speech and Communication Department of Touro College's New York School of Career and Applied Sciences, will direct the Institute and teach the first seminar on Listening. “In every human contact, the quality and dexterity of the communication affects the outcome,” noted Professor Wicke. “Communication is the fabric of our daily life that determines the success or failure of every human transaction. These communication seminars are designed to provide bite-

sized pieces of the immensely complex and diverse field of communication.” Professor Wicke brings many years of experience in theatre, opera, and the speech arts to his new role as director of The Communication Institute. He has been an opera and theatre director and producer, and an arts educator and administrator. Currently, Professor Wicke is a communication teacher, coach, and consultant to clients in several fields.

Future seminars in preparation will include a variety of topics such as *Communicating Multicultural*

*Sensitivity; Communicating Emotional Intelligence; Non-Verbal Communication: The Body Doesn't Lie; Toward a More Powerful Voice; and Information Presentations: Getting Your Message Across Effectively.*

For more information about The Communication Institute and the first seminar, *Listening – The Invisible Skill*, you may contact Professor Wicke at 212-463-0400 ext. 595; write to him at Touro College, 43 West 23rd Street, New York, NY 10010, or via email at [comminst@touro.edu](mailto:comminst@touro.edu).

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## Maestros Excelentes Program

### Helping Present and Future Teachers:

**First cohort successfully completed. Second cohort preparing students for February 14 exams**

**M**aestros Excelentes, the US Department of Labor-supported professional training program of the National Puerto Rican Forum, completed its first cohort at Touro College in time for participants to take the October 18, 2003, LAST and ATSW exams administered by the New York State Department of Education. Prospective teachers must pass the LAST (Liberal Arts and Sciences Test) and ATSW (Assessment of Teaching Skills Written) exams in order to be eligible for New York State provisional teacher certification. The passing rate for the first *Maestros Excelentes* cohort at Touro College was not available at the time the *Education Chronicle* went to press reported Ms. Yvette Santana, Senior Outreach Counselor for *Maestros Excelentes*. The results will be published

in the Spring/Summer issue.

Ms. Santana, a native New Yorker from the Bronx, who earned both a bachelor's degree in history and a master's degree in social science from SUNY Binghamton, noted that at one time she considered becoming a New York City public school teacher. By way of preparation, she took and passed the LAST and ATSW exams. This experience, says Ms. Santana, has given her a greater understanding of the needs and concerns of the participants in her program. Among her many duties, Ms. Santana actively recruits participants for *Maestros Excelentes* through media announcements such as Channel 1's *Community Calendar*, newspaper advertisements, and by visiting local college and universities in an attempt to develop new partnerships. She is pleased to report that when she first visited Touro College last spring, she was

enthusiastically greeted by Dean Anthony J. Polemeni and Dr. Ronald Lehrer, Chair of the Masters in General and Special Education Programs. Both men recognized the importance of the work of *Maestro Excelentes* and its relevance to Touro's students, and offered their assistance in making the program part of Touro College. “Having *Maestro Excelentes* at Touro is very exciting to us at the National Puerto Rican Forum,” says Ms. Santana, “because Manhattan is a ‘real hot spot’. Our teacher/educators and program participants are thrilled to be able to come to this location, which is so readily accessible to so many of our participants.”

The LAST and ATSW examinations consist of 80 multiple-choice questions and a written essay. *Maestros Excelentes* teacher/educators provide coaching and instruction in preparing for these exams. Many of the



teacher/educators are practicing New York City public school teachers. They are state-certified in their subject area and possess master's degrees. Some teach at the college-level as well. Writing instructors may or may not be teachers, but they are all professional writers. They bring to their coaching a practical knowledge of the form and content of effective writing skills. The backgrounds of the program participants are as varied as the population of the city itself. Some hold degrees in education, some are Teaching Fellows, and others are considering teaching for the first time. Paraprofessionals, student teachers, and Department of Education employees also enroll in *Maestros Excelentes*, which is free to program participants. Undergraduates seeking admission in graduate programs that require the LAST and ATSW also register in *Maestros Excelentes*.

Ms. Simone Santiago is the Senior Employment and Certification Counselor for *Maestros Excelentes*. In that capacity she provides participants with the latest information about certification requirements and job opportunities. For instance, because the New York

City Department of Education is in a hiring freeze for paraprofessionals and other non-classroom teachers, Ms. Santiago has successfully sought out career opportunities for program participants in local private and parochial schools. She has also gathered information on the New York State Education Department's new certification requirements, which went into effect on February 1, 2004. Provisional Certification and Permanent Certification will be known as Initial Certification and Professional Certification respectively. In addition to passing the LAST and ATSW exams, those seeking Initial Certification will be required to pass the Content Specialty Test (CST) as well. In anticipation of this new requirement, *Maestros Excelentes* is adding two workshops on CST to its coaching program.

Like her colleague Yvette Santana, Ms. Santiago is a native New Yorker, having been born in Queens. She attended Wesleyan University where she was awarded her bachelor's degree in Latin American Studies and Government. Law school may be in her future, as she is interested in interna-

tional law. When asked how her background brought her to the National Puerto Rican Forum and *Maestros Excelentes*, Ms. Santiago replied without hesitation, "I have always been interested in community service. What better way to help uplift a community than through education?"

*Maestros Excelentes* at Touro College meets four times a week, Monday through Thursday. As with the first cohort, each two-hour session at Touro College's main campus runs from 5 p.m. to 7 p.m. The second cohort began on Monday, November 17, 2003, and ended on Thursday, February 12, 2004. Cohort participants were eligible for the February 14 state exams. Results of those exams will appear in a future edition of the *Touro College Education Chronicle*.

For more information about *Maestros Excelentes* at Touro College, contact Ms. Yvette Santana or Mr. Francesco Najera at the National Puerto Rican Forum, 329 East 149th Street, Bronx, NY 10451, at 646-328-4536/4537, or visit their web site at [www.nprf.org/maestros/maestros.html](http://www.nprf.org/maestros/maestros.html).

## TESOL Director Lectures in Dublin

**D**r. Roslyn Haber, Chair of the Master of Science in Teaching English to Speakers of Other Languages and Bilingual Advanced Certificate Programs, spent her Thanksgiving holiday in Dublin, Ireland; but it was no vacation. Dr. Haber was the keynote speaker at Ireland's *National Conference on Bilingual Education*. She presented a paper on "Current Trends and Issues in Bilingual Education." She also shared with the

more than 100 educators from Northern and Southern Ireland the Graduate Division's Master's program content with an emphasis on supervised multilevel practicum experience.

During her visit, Dr. Haber met with Dr. John Harris, (pictured), Director of National Linguistic Institute of Ireland, and Moira Leydon, Assistant General Secretary for the Teachers Union for all of Ireland, who is also responsible for curriculum development. Two distinguished participants



*Dr. Roslyn Haber with John Harris, Director of the National Linguistic Institute of Ireland.*



of the conference were Drs. Hughes and Vogel from the Center of Language and Communication Studies, Trinity College, University of Dublin. Dr. Haber engaged in a lively discussion with the two gentlemen on the topic of theories and approaches to second language acquisition.

In addition to the conference in Ireland, Dr. Haber has lectured in Austria, China, England, France, Germany, Hungary, Italy, Spain, and Sweden. As a result, she has formed many professional educational alliances around the world. Recognized internationally as an

expert on bilingual education, she plans to attend and present at more international conferences. She also plans to use her international partnerships to continue lecturing as well as to conduct research that will explore the challenges of second language acquisition in our global society.

## Graduate Division on the Move

Dean Anthony J. Polemeni is pleased to announce that the School of Education & Psychology Graduate Division has moved to larger more modern offices. Our new address is: **43 West 23rd Street, Third Floor, New York, NY 11010.** Our general telephone number is **212-463-0400, ext. 790.** Individual staff extensions are listed below for your convenience.

### DIRECTORY

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George Cohen, Ph.D., *Professor of Education*, ext. 679  
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## ***Attention GSEP Graduates: Alumni News is coming!***

**T**he School of Education and Psychology Graduate Division is seeking information about its graduates for publication in the *Education Chronicle*. *Alumni News* will be a regular feature of the newslet-

ter and will provide our alumni with a forum to highlight their accomplishments, honors, recent publications, and awards. Share your achievements with fellow Touro College alumni as well as members of the larger education community by

faxing a brief description of your professional life after Touro College to Dr. Nicholas A. Aiello, Editor, *Touro College Education Chronicle*, at 212-462-4889. If you wish, you may e-mail Dr. Aiello at [naiello@touro.edu](mailto:naiello@touro.edu).

Thank you.



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