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The Touro College *Education Chronicle* is a publication of the School of Education and Psychology, Graduate Division

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Anthony J. Polemeni, Ph.D., Dean
Yuriy V. Karpov, Ph.D., Associate Dean
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The Graduate Center at Kings Highway Open for Business

Houses Women's Division and Offers Courses in M.S. Programs

Touro College has a new home in Brooklyn. The Graduate Center at Kings Highway, located at 946 Kings Highway (off Coney Island Avenue), has been established to serve students enrolled in various Master of Science programs offered by the School of Education and Psychology, Graduate Division. Students can now com-

plete their course requirements in a newly renovated modern facility. The Center, headed by Rhonda Lehrer, Chair, Women's Division, Graduate Studies in Education and Special Education, and Joel Haravay, Deputy Chair, Graduate Studies in Education and Special Education, relieves the overcrowded conditions that existed at

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The Administrative Staff of the Graduate Center at Kings Highway
Seated (left to right): Rita Stravets, Rhonda Lehrer, Joel Haravay, Jeffrey Dicker. Standing (left to right): Tatyana Belskaya, Kira Tsoy, Richard Lashley, Vladyslav Zozulya, James Surace

the Flatbush Campus and its Stillwell Extension as a result of continually increasing student enrollments in undergraduate and graduate schools of education programs.

The establishment of the new Graduate Center at Kings Highway is in keeping with that aspect of the Touro College mission that states, *"Touro College (was) established to perpetuate and enrich Jewish heritage and to serve the larger community, especially underserved groups, in keeping with the Judaic commitment to social justice, intellectual pursuit, and service to humanity."*

By expanding its campus to a centrally located Brooklyn location, students from the many



Leah Krivit, M. S. in Education and Special Education, Class of 2005, takes advantage of the Graduate Center's conveniently located library to complete her research.

campus for the already established New York State Education Department-approved Master of

and Special Education programs. The others are a combination of course offerings in the Women's Division (weekday mornings), and the literacy, TESOL/bilingual education and school leadership master's programs.

Last summer Touro College figured prominently in the special "Fall Education" supplement of *The New York Times*. The article noted that the many student-centered features Touro College has to offer, including small class size, flexible class schedules, and local campus sites, have a positive impact on student learning. The new Graduate Center at Kings Highway ensures that Touro College will continue to preserve those features in order to serve the larger community of graduate students of Brooklyn, a borough of many religions, races and cultures, as well as students from throughout the Metropolitan area.



Samina A. Sheikh, M. S. in Education and Special Education, Class of 2005, uses the state-of-the art computer lab to research a term project.

diverse populations of Brooklyn are served in the way Touro College intended them to be served.

The Graduate Center at Kings Highway is an enhanced classroom facility at the Brooklyn

Science programs of study.

The center is a very busy place. Currently there are 69 classes at the new location. Of those 69 classes, over half are part of the Master of Science in Education

Recently, I had the chance to chat with Professors Rhonda Lehrer, Joel Haravay and Jeffrey Dicker and Site Coordinator James Surace about the new Brooklyn campus location.

Q. The Graduate Center at Kings Highway began serving Touro College students in the fall 2004. How is the Center doing and what types of services are offered at the Center?

A. The Graduate Center is a conveniently located *full-service campus site* that was established to accommodate the needs of our fast-growing student population from the borough of Brooklyn and across the city. Most of the programs offered by the Graduate Division conduct courses at the center, which is open Sunday through Friday afternoon throughout the year. The students who attend classes at the Center are excited about having a “one-stop shopping” site. In addition to classrooms, the Center is equipped with a state-of-the-art computer lab, a library stocked with printed and electronic material, a bursar, financial aide officer, registrar and, of course, full-time advisement and counseling services provided by the academic and administrative staff.

Student enrollment is steadily on the rise. This is due largely to

the “open door” policy of administrators, professors and support staff. Professors readily meet with their students before or after class and, because the administrative offices are on the same floor as the classrooms, many ques-

tions can be answered and problems solved on the spot. The computer lab and the library are also near the classrooms. Add to these features a well-lit, spacious student lounge, a staff lounge/conference room, and a strong security network, and it is little

Dear Professor Haravay:

April 12, 2005

I would like to take this time to share some of my experiences since enrolling at Touro. I must start by saying that Touro has found a creative way to enable people like me to complete their education through a tailored program that works. I had initially inquired at another school and the admissions counselor told me that I would only be able to handle one course as I had been “away from school” for a long time. I knew only too well that if I were able to balance a full-time job, a household and a child, that I would be able to “handle” a full course load. When I explained this to the counselor at Touro, he, too, tried to discourage me, but then allowed me to make the final decision. The work load has been difficult. However, I have been able to keep up with it as I knew I would....

I have been extremely pleased with my courses, professors and textbooks. I was truly shocked by the quality of education that I received...My first course, Child Development, was given by Dr. Greenberg and I found him to be wonderful. A model professor, he is a strong advocate of “lifelong learning”... (he) practiced what he preached... Professor Bove was also excellent and truly brought us to the point where we had developed our personal philosophies of education... Classroom management techniques were brought into focus in Professor Schindelheim’s classes. I learned a new idea during his first class and tried it the very next day. It worked like magic in stopping an impending fight in a special education class....

...the list of positive things about Touro can go on. I have found every class to be interesting and practical. I was able to pass five certification exams on the first try and I believe that I owe that to my professors...

The thing that most impresses me about Touro is that I don’t feel like a “number.”... I think that it is wonderful that administrators are so willing to meet the needs of their students; when I was in undergraduate school, I wasn’t even sure who was in charge of the education program....

Thank you for making my experience at Touro so enjoyable and productive!

Sincerely,
Susan Fitzgerald

wonder that students and faculty enjoy working and studying at the new Center.

Q. What are the students attending the Graduate Center at Kings Highway saying about the new facility?

A. Word of the effectiveness of the new center is spreading; not

through any media advertising blitz, but from student to student to student. As noted by Stacie Ashear, a student in the M. S. in Education and Special Education, "The staff and administrators are always available, as well as the site coordinator...All the people are helpful and understand-

ing...They respond to any questions and offer assistance when needed."

Of the many testimonials on student experiences at the new Center, a letter sent to Prof. Haraway best represents the sentiments of the students. This unsolicited validation comes from

Graduate Center at Kings Highway: Directory



Prof. Rhonda Lehrer
Chair
Women's Division, Graduate Studies in Education and Special Education
718-301-2022



Tatyana Belskaya
Administrative Assistant
Graduate Studies in Education and Special Education, South Brooklyn
718-301-2023



James Surace
Site Coordinator
Graduate Center at Kings Highway
718-301-2021



Vladyslav Zozulya
Bursar
Graduate Studies in Education and Special Education
718-301-2029



Prof. Joel Haraway
Deputy Chair
Graduate Studies in Education and Special Education, South Brooklyn
718-301-2028



Richard Lashley
Associate Director
Financial Aid Office
Graduate Studies in Education and Special Education
718-301-2027



Kira Tsoy
Registrar
Graduate Studies in Education and Special Education
718-301-2030



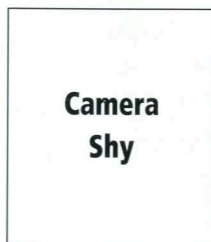
Dmitriy Khanin
Lab Technician
Academic Computing
Graduate Center at Kings Highway
718-301-2033



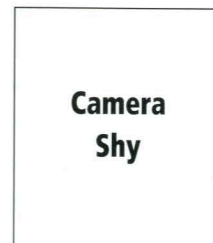
Prof. Jeffrey Dicker
Director of Student Teacher
Graduate Studies in Education and Special Education
718-301-2031



Rita Stravets
Librarian
Graduate Studies in Education and Special Education
718-301-2032



Inga Zlotnikova
Administrative Assistant
Women's Division, Graduate Studies in Education and Special Education
718-301-2025



Azarya Shavlov
Lab Technician
Academic Computing
Graduate Center at Kings Highway
718-301-2033

Susan Fitzgerald, Class of 2005. Excerpts of Ms. Fitzgerald's letter are presented below with her permission.

Q. What advice would you give to your students as they progress in their careers in education?

A. Professor Lehrer:

"Stay focused...Learn to balance the many facets of your lives:

family, career and personal interests. A well-rounded individual brings many experiences to the classroom, which can serve as effective teaching tools with your students."

Professor Haravay: "Teaching



Pictured (clockwise from left): J. Haravay, J. Surace, J. Dicker, R. Lehrer.

is a 'calling.' No one goes into this profession for the money. You do it because you want to make a difference in the lives of the children. Never forget that love of learning and sharing."

Professor Dicker: "Always

strive for excellence. There is no instant gratification in teaching, but your efforts will be recognized by your students, their parents, and your administrators in ways you are not aware of. And that's the greatest recognition of all."



Spotlight on Staff

Professor Rhonda Lehrer, LCSW

"One of the most exciting aspects of being part of the new Graduate Center at Kings Highway is the enthusiasm and sense of belonging generated by the students, faculty and administrators."

Professor Rhonda Lehrer comes to Touro College after a successful career as a social worker that spans nearly three decades. A graduate of City College of the City University of New York with a Bachelor of Science degree in psychology, Prof. Lehrer received her M.S.W. from Wurzweiler School of Social Work. She furthered her education at the Hunter College School of Social Work where she earned certification in supervision and administration, and continued her postgraduate work in the cer-

tification program at Columbia University School of Business.

Professor Lehrer used her talent and training to serve in many supervisory roles throughout her career, including supervising school social workers and support staff as director of the Brooklyn Shorefront Project, a New York City program offering home care and home-delivery of food to those in need; as director of Adult Protective Services, a program serving at-risk elders; and as Brooklyn district director of the Jewish Association for Services for the Aged. Before assuming her position as Chair of the Women's Division, Graduate Studies in Education and Special Education at the Kings Highway Campus, Prof. Lehrer served as a consultant for the new Master in Social Work program that will be offered by the Graduate Division in the near future.

Professor Joel Haravay, B.A., M.S., M.Ed.

"Our students are not numbers; they are people we care about and work with and offer the best possible personal services to guide them during their time with us at Touro and throughout their careers in education. In-person registration, open registration, and general counseling are some of the features that make Touro a unique institute of higher education. I am proud to be part of such a warm, caring team."

Professor Joel Haravay earned his bachelor's degree from Ohio University and postgraduate degrees in secondary school social studies and educational administration from Adelphi University and Teachers College, Columbia University, respectively. Beginning his teaching career as a common branches teacher in 1967, Prof. Haravay went on to teach social studies at the high school level and ended his career with the New York City public school system as the Assistant Principal of Social Studies at Franklin K. Lane High School.

Professor Haravay brings to his role as Deputy Chair, Graduate Studies in Education and Special Education, South Brooklyn, a wealth of knowledge and experience gathered during his more than 30 years in public education. For example, in addition to supervising a staff of up to 25 teachers as assistant principal of social studies, Professor Haravay was responsible for the Magnet Law Studies Program, which included the courses Constitution Works, Moot Court, Mock Trial, and Internship Program, and The Law Enforcement Academy in conjunction with John Jay College, the New York City Police Department and the Executive Internship Program, for career-minded seniors. As an Assistant Professor in the Graduate Division of Touro College's School of Education and Psychology, Professor Haravay teaches a number of courses, including Teaching Social Studies and the Arts in General and Special Education, Teaching Historical and Cultural Studies for Middle School Students in General and Special Education, and History and Philosophy of Education

and Special Education. He serves as advisor and counselor to the many students attending classes at the Graduate Center at Kings Highway, where he, like all the other administrators, maintains an open door policy.

Professor Jeffrey Dicker, B.B.A., M.A.

"We are a family here at the Center. We give extra time to our students, guiding and directing them, and take the time with each other (the administrative staff) to develop and share ideas. After all, when you are a family, you want to spend time with your family."

Professor Jeffrey Dicker is an alumnus of Hofstra University, where he earned his Bachelor's and Master's degrees in education. He continued his postgraduate studies in school administration and supervision.

Professor Dicker is Director of Student Teaching for the Graduate Division of the School of Education and Psychology. He comes to this position after serving in the New York City public school system for 36 years. Professor Dicker has received numerous accolades and distinctions from principals and superintendents for his dedication and commitment to the students and programs in which he has worked. As an Assistant Professor of Education, he continues to serve as a role model to educators-in-training.

Site Coordinator James Surace

"Touro College at 946 Kings Highway in Brooklyn, with its highly motivated administrative staff members who always demonstrate their professionalism at all times and generate such a pleasant environment, truly benefits its students."

Site Coordinator James Surace spent the last 30 years as a field technician at Dictaphone Corporation, having learned the nuts and bolts of his craft at William E. Grady High School in Brooklyn where he majored in radio and television technology. He continued his studies after graduation studying studio

broadcasting at George Westinghouse High School. These skills come in handy for Jim as one of his many responsibilities as site coordinator at the Graduate Center at Kings Highway is to maintain and inventory the variety of electronic equipment that professors use in their classes.

A life-long Brooklynite, Jim

notes that he grew up close to the Graduate Center and is quite familiar with the neighborhood and its surrounding areas. Students who come to the Graduate Center from other parts of the city and need help finding public parking lots, public transportation, and stores where they can buy snacks or school supplies find Jim Surace a helpful

resource; someone who is always willing to take the time to answer student questions and concerns. The administrators depend on Jim to inform them of classroom assignment changes, schedule shifts, student and faculty absences, and other matters that impact on the smooth operation of the Center. Jim never lets them down.



Dr. Ron Lehrer (center) at a recent a meeting of the Graduate Division Assessment Committee. Also pictured L-R: Dr. Yair Maman, Program Chair, Master of Science in Mental Health Counseling Program; Dr. Sandrine Lavallee, Assistant Director, Lander Center for Educational Research; Dr. Roslyn A. Haber, Program Chair, Master of Science in TESOL/Bilingual Advanced Certificate Programs.

A Conversation with the Program Chair

At the end of the interview with the staff at the Graduate Center at Kings Highway, each person noted the support to the structure, climate, and high caliber of the Master in Science in Education and Special Education programs provided by the Program Chair, Dr. Ronald Lehrer. An interview conducted with Dr. Lehrer in March, which appeared in a special edition of *Education Chronicle*, is reprinted below.

He Master of Science in Education and Special Education programs are headed by Dr. Ronald Lehrer, an educator with more than 30 years experience in the field of education. Under his

leadership the Master of Science in Education and Special Education programs have grown to be the largest in the Graduate Division, with locations in Manhattan and Brooklyn. Among his many accomplishments Dr. Lehrer

helped create a model primary school program for general education students and students with special needs from the gifted and talented to students with moderate and severe disabilities. The school demonstrated that with the

appropriate human and fiscal resources “inclusion” – a concept not embraced by educators at the time of the creation of the school – could succeed. Dr. Lehrer is the author/editor of a number of scholarly works including *Nietzsche's Presence in Freud's Life and Thought*, and *Nietzsche and Depth Psychology*.

Q. The Master of Science in Education and Special Education programs offer their students dual certification in general education and special education. How do the programs prepare students for the challenges they will face in today's urban and suburban general education classes? in special education classes?

A. Our students work with educators with scholarly backgrounds and with educators who are “in the trenches,” that is, professors who are intimately familiar with life in today's schools and classrooms. Courses in all three of our programs attend to teaching and learning practices relevant to the general education student population as well as to students with disabilities.

Q. As part of their certification requirements, students in teacher education programs must complete non-credit

seminars in various areas of instruction. How is the Graduate Division assisting its students to fulfill that requirement?

A. All teachers in New York State who apply for certification are required to receive instruction in such areas as child abuse identification and reporting and school violence prevention and intervention. We offer this instruction in the form of tuition-free seminars.

Q. The Center for Teacher Support and Retention is a new feature of the Master of Science in Education and Special Education programs. What is the goal of the Center and how is it staffed?

A. The Touro College Center for Teacher Support and Retention is a new feature of the Master of Science in Education and Special Education Programs. It is increasingly recognized across the country that many potentially good teachers leave the profession after a few years due to the stress and strains associated with being a new teacher. (Current figures are at about 30 percent.) With the Center for Teacher Support and Retention we hope to provide seminars, workshops, and in-class experiences at Touro and at school sites that will help new teachers to develop ways of constructively coping with their daily stresses and strains. The center is coordinated by Carl Kornell and Frank

Schindelheim, retired New York City public school guidance counselors who have been in the forefront of work in this field. Workshops have already begun as part of the M.S. in Education and Special Education Programs.

Q. One of the strengths of Touro College is its sensitivity to a student's busy schedule. How is the new Graduate Center at Kings Highway in Brooklyn reflective of Touro's understanding of its students' needs in this regard?

A. The new Graduate Center at Kings Highway is very convenient for our Brooklyn students. The center offers all graduate-level courses in our program as well as a number of courses from other programs. The center features state-of-the-art classrooms, a fully equipped computer room, a brand new library, and student and faculty lounges. The center has a special place in Brooklyn history, as it is the site of the former Kingsway Theater, which, in addition to being a very popular movie theater, also served as the place for many graduations for local elementary and junior high schools.

Q. Another strength of all the programs in the Graduate Division is the faculty. Who is the faculty in the general education and special education programs?

A. In addition to what I have

already said about our faculty, I would like to emphasize that it is known at Touro College that we not only look for people with great expertise in the areas in which they teach, but that we also look for instructors who love teaching and who derive great satisfaction from being a positive influence on the professional and personal growth of our students. Faculty members quickly pick up on our prevailing caring, supportive atmosphere and carry it into their classrooms and advisement meetings

We have many faculty members involved in outstanding professional activities. A number of faculty members have published or are about to publish books or articles, and others are involved in various curriculum-related research studies and projects. For example, Dr. Donald Greenberg is currently working on a project with the New York City Department of Education to revise the middle school science curriculum. Dr. Yuriy Karpov, the Associate Dean of the Graduate Division and Professor of Education, already the author of two books and numerous articles on child development, is about to have published by Cambridge University Press an important new book on child development and learning from the Vgotskian perspectives, and the relationship of these approaches to recent research in the West. We expect this book to be the standard work in its field.

Q. Who is the typical student enrolled in the education and special education programs?

A. Our student population is enormously diverse. The range is from recent college graduates to people in middle age and beyond who are changing careers. Among those changing careers are at least three former practicing attorneys who have come to Touro College to study education and to become teachers. A prominent physician on the staff of Sloan Kettering has chosen Touro to study early childhood education and special education to enhance her understanding of and work with young children.

Nearly all ethnic groups from this great city are represented in our student population. Another special feature of our programs is that students with certain academic limitations are provided additional support in the form of workshops, limited course loads and extra academic advisement to give them a chance to succeed at Touro and continue their professional growth.

Q. How do your programs interact with metropolitan area schools?

A. Our collaboration with the New York schools comes in many forms. Many of our graduates are working at schools such as the Association for Metroarea Autistic Children, Inc. (AMAC) and the New York League in the early childhood special education program. In fact, Rae Esiderfer, prin-

cipal of the New York League, is a professor in our program and actively recruits Touro graduates for her program. At the AMAC on West 17th Street, 12 members of the school's staff are graduates of our program. Many of our professors are supervisors and current or former assistant principals or principals. Many of these faculty members are more than willing to assist current Touro students in need of field placement schools and employment. For instance, Antonella Bove, an assistant principal at P.S. 52, in Region 6 Brooklyn, has placed a number of our students in her school. Speaking of Region 6, it is important to mention that as a matter of policy the Graduate Division offers tuition discounts to any qualified teacher working in Region 6, Region 7 and District 75 who attend Touro College. In addition, we have recently met with an official from Region 7 to set out areas of collaboration between the region and Touro College.

Q. How have your years of service in education and psychology helped you in your role as chair of the general education and special education programs?

A. My background includes education, training and experience in general education, special education and clinical work as a psychotherapist. Although I am very clear that my role as an advisor to students does not include the practice of psychotherapy, my experi-

ence in that area is very helpful to me in direct work with students and in supervising deputy chairs of our programs. Here at Touro College we regard the teacher-student relationship, whether with children or adults, as the foundation upon which everything else is built. My background helps me to build that kind of foundation.

It is also helpful that I have a strong interest in various areas of the liberal arts and sciences. As an undergraduate I majored in music, and I have spent many years studying in other areas, such as philosophy and literature. I find these interests important and helpful in my current role as chair of the education and special education programs as we are committed to integrating the liberal arts with

education. That I have some background in a variety of liberal arts areas, though I certainly do not consider myself an expert in them, helps when I participate in meetings of the liberal arts faculty and the education faculty. I feel that I am able to ask appropriate questions and make a positive contribution to the discussion. This dialogue is important because it enriches both domains of study and teaching.

Q. What advice would you offer to a beginning teacher?

A. My first bit of advice would be to be sure to continue your education in a program in which you receive individual attention and personal advisement that will help

you make the best judgments and decisions regarding your career. I would also suggest, as is being required for state certification now, that new teachers work on developing a positive, constructive relationship with a mentor. Another thing, and this is a pet project of mine, is that any teacher who can have a hand in doing so, should create a small group - maybe four or five teachers in the school - to meet for one period weekly to discuss various aspects of their work and experiences with their students. Brainstorm and share ideas and experiences. It is a very valuable experience to feel the support of your colleagues, a crucial experience, and yet a rare one for many new teachers who enter the teaching profession every year.

L/Chaim/To Life...

News from the Children's Health Education Foundation

The Children's Health Education Foundation has had a busy few months. On the education front, Education Director Stephen Phillips traveled to England spreading the mission and vision of the Foundation. On January 19, 2005, Professor Phillips presented his paper, "The Obesity Pandemic" to British health and education officials who had gathered in London, England, for a professional conference entitled, *Fat Chance*. Telling the group to "learn from our mistakes," Prof. Phillips explained that diets are not the

answer. The solution to the worldwide pandemic of childhood obesity is to be found in early intervention into children's lifestyles, especially eating habits and physical exercise. Parent involvement and support are key ingredients to the success of a child's developing healthy habits, noted Prof. Phillips. He shared some of the Foundation's activities including *Health Corps*; the Touro College-sponsored course, *Child Development and Learning in Cultural Context*, which is offered through CHEF with an emphasis on understanding the biological-psy-

chological-social pathogenesis and its impact on child development and learning; and the first-ever

New York City Department of Education sponsored in-service course, *Understanding Obesity for Teachers, Students and Parents*. Professors Phillips' comments were so well received that he was invited back to the conference next year.

Speaking of *Child Development and Learning in Cultural Context*, the course was offered through the Children's Health Education Foundation for the first



Touro College Washington Lobbyist Thomas C. Keller (center) with CHEF Director Robert Laub, Dr. Sandrine Lavallee, Assistant Director, Lander Center for Educational Research, and CHEF Education Director Stephen Phillips meet regularly to formulate strategies for legislative support of their programs.

time last fall, with a student enrollment of six. In addition to the requisite course topics, this offering explored the role of teachers in dealing with social discrimination and bullying associated with childhood obesity. The inaugural class was so successful that spring enrollment tripled to 18 students. As a student from the fall class noted, "We're way ahead of the textbooks in dealing with childhood obesity."

Health Corps is now in two schools, the High School of Health Careers and Science, at George Washington High School in Washington Heights, Manhattan; and Cliffside Heights High School in New Jersey. In an effort to expand its services to students,

Health Corps has been exploring a partnership with CatEye, the manufacturer of GameBike, a stationary bicycle used in conjunction with video games. The

"We're way ahead of the textbooks in dealing with childhood obesity."

GameBike project was featured on local television in March when Channels 1, 5 and 7 covered a press conference that featured a demonstration on how the bikes

are used to provide young video game players with physical exercise while they play an interactive game that takes them over tricky and rough terrain. Dr. Mehmet Oz, the world-renowned cardiothoracic surgeon and founder of *Health Corps*, told reporters at the press conference that he is seeing more and more young people with heart problems as a result of poor eating habits and lack of exercise. "GameBike is one way of combating the problem," said Dr. Oz. He added, "Instead of being sedentary game spectators, kids become energized athletic participants...these game bikes are just the right balance between aerobics and fun, and can help make kids both healthy and happy." *Health Corps* is expected to

expand to two more high schools in 2005-2006, one school in New York and one in New Jersey. Professor Phillips will take time this summer to train the two new *Health Corps* volunteers assigned to the schools.

Also coming in school year 2005-2006 is CHEF's partnership with the Natural Gourmet Institute for Food and Health. The Institute, founded by Dr.

Annemarie Colbin, will expose students in selected New York City schools to the art of culinary science, teaching the students how to prepare healthy meals. The Institute's staff of professional chefs will also serve as career counselors to students interested in careers in the food industry. Professor Phillips refers to this new and exciting addition to the foundation's partnerships as

"CHEF's Chefs."

Prof. Phillips continued his series of continuing education workshops with the Greater New York Society for Public Health Education, Inc., when he discussed the topic *Understanding the Bio-Psychosocial Determinants of Eating Behavior in Children and Adults* at the group's April meeting.

Career Opportunities in Bariatric Counseling Become a Reality

In academic year 2005-2006, Touro College will offer undergraduate alumni the opportunity to be the first to apply for enrollment in the newly established New York State Education Department-approved Master of Science in Mental Health with special training and emphasis in bariatric counseling. The bariatric counseling focus of the new Master's program provides training in the prevention and treatment of obesity and eating disorders. Licensed mental health counselors work in a variety of health settings including doctors' offices, medical suites, and hospitals. The counselors also provide support services in schools and homes. Like psychologists and social workers, licensed mental health counselors can establish private practices and, after meeting certain New York State requirements, have professional fees covered by third-party health insurance programs.

Dr. Yair Maman (pictured) is the Program



Chair of the new Master of Science in Mental Health Counseling Program. Dr. Maman has lectured on mental health issues at prestigious conferences throughout Europe, including London, England, where he earned his Doctor of Philosophy degree at Hull University. He has extensive experience both in Europe and the United States working in residential programs with clients with mental disorders. Dr. Maman is the author of *Residential Treatment for Addiction and Mental Disorders* (2003).

For information about the Master of Science in Mental Health Counseling Program, please contact Dr. Maman at 212-463-0400 ext. 359 or at his email address yairm@touro.edu. For information on the Master of Science in Mental Health Counseling Program with a focus on bariatric counseling, please contact Professor Stephen Phillips at 212-463-0400 ext. 793 or at sPhillips@touro.edu.

The Lander Center for Educational Research Established in the Graduate Division



by Sandrine Lavellee, Ed.D.

The Lander Center for Educational Research is currently staffed by Dr. Sandrine Lavellee, Assistant Director, Lander Center for Educational Research; Director of Assessment for the Programs in Education and Special Education; and Assistant Professor of Education. Before joining the staff at Touro College, Dr. Lavellee was Coordinator of the Teaching and Learning Division at Nova Southeastern University in Fort Lauderdale, Florida.

Supporting the goals of the Graduate Education Programs, while fulfilling the mission of Touro College, the new Lander Center for Educational Research will contribute to the most up-to-date knowledge and research about effective methods, practices, and policies that affect underserved populations. The mission of the Lander Center for Educational Research is to close the achievement gap. The Lander Center will complement the Graduate Education Programs by disseminating new information to teachers and students and therefore assist Touro College in reaching its goal of universal education of high quality.

The new Lander Center for Educational Research, operating under the Office of the Dean of the School of Education and Psychology, Graduate Division, will address a range of educational issues and provide services to states, districts, and schools with

a mission of equity and academic excellence. The Center's aim is to create a multidisciplinary team with the expertise and resources to examine educational processes and social policies that lead to improved academic achievement for all students and decrease the achievement gap among students from different cultural and economic backgrounds. The Center's work involves field-based research, evaluation, and technical assistance that focuses on factors that contribute to the underachievement of students. We will capitalize on the uniqueness of Touro College by conducting the Center's work in the communities where Touro College students attend school. The Center will concentrate on the development of policies and practices derived from research findings as well as knowledge gained from field experiences.

The objectives of the Center are focused on research and education and include:

1. to advance an understanding of the influences that home, school, and community relationships have on the achievement gap and how they influence students' engagement and performance in school.
2. to examine whether and how increased knowledge of cultural competency, particularly of immigrant groups, and cognitive teaching practices among school leaders and teachers result in improved student achievement.
3. to offer technical assistance to educational leaders in the identification and implementation of educational reforms that address student underachievement in targeted schools and districts.
4. to provide information and analysis that can be used to strengthen educational programs offered by Touro College.



The Writer's Desk



The Neo-Vygotskian Approach to Child Development, a new book by **Dr. Yuriy V. Karpov**, Professor of Psychology and Education and Associate Dean of the Graduate Division, will soon be published by Cambridge University Press.

In its official press announcement, Cambridge University Press had the following to say about Dr. Karpov's book. "For the first time, the neo-Vygotskian approach to child development is introduced to

English-speaking readers. Russian followers of Vygotsky have elaborated his ideas into a theory that integrates cognitive, motivational, and social aspects of child development with an emphasis on the role of children's activity as mediated by adults in their development. This theory has become the basis for an innovative analysis of periods in child development and of the mechanism of children's transitions from one period to the next. In the book, the discussion of neo-Vygotskians' approach to child development is supported by a review of their empirical data, much of which has never been available before to English-speaking readers. The discussion is also supported by a review of recent empirical findings of Western researchers, which are highly consistent with the neo-Vygotskian analysis of child development."

Recently, Dr. Karpov took time out of his busy schedule to share some thoughts and insights into his professional life and his views of education and child development. Our interview with Dr. Karpov follows.

EC: Please provide some information on your professional career and your accomplishments as a scholar.

YK: The first period of my professional career relates to my affiliation with the School of Psychology of Moscow State University, where I spent 17 years as an undergraduate and graduate student and a faculty member before my immigration to the United States of America in 1991. The School of Psychology was the center of Vygotsky-based research in the former Soviet Union, which shaped my research interests. Since my student years, I have been working on the implementation of Vygotsky's ideas in educa-

tion, psychological assessment, and the analysis of child development. The results of my studies were described in articles and two textbooks (one of them is still used as a core reading for students majoring in educational psychology at the School of Psychology of Moscow State University).

After my immigration to the USA, I spent one year washing dishes at the Italian restaurant Sorrento, in Florida, and lectured from time to time on topics in educational and developmental psychology at different colleges until I was offered the position of Visiting Associate Professor at Peabody College of Vanderbilt University in

Nashville, Tennessee. During my two-year affiliation with Peabody College, I taught graduate courses, participated in research projects, and took advantage of the opportunity to attend lectures of some leading American psychologists.

In 1994 I joined the staff of the Graduate School of Education and Psychology of Touro College. I enjoy my work and my colleagues, and I enjoy teaching Touro students, many of whom are experienced teachers deeply devoted to their profession. I greatly appreciate the fact that Touro generously supports professional and academic excellence of its faculty. My job responsibilities leave suffi-

cient time for my participating in conferences, conducting research, and writing. During the years of my affiliation with Touro College, I have published 11 articles and book chapters on topics in educational and developmental psychology.

EC: As you indicated, your major field of research interest relates to the implementation of Vygotsky's ideas in education, psychological assessment, and the analysis of child development. Tell us more about Vygotsky and his socio-cultural theory.

YK: *Vygotsky, a Russian-Jewish scholar, is a unique phenomenon in the history of psychology. He died long ago, in 1934, at the age of 38. He did not publish much during his life, and, after his death, his ideas were prohibited and kept from public consumption by Stalin's oppressive regime. It was only in the 1960s that two volumes of his selected works were published in Russian. In the 1970s, first translations of his works were published in the U.S., and since the 1980s—50 years after his death—Vygotsky has been recognized all over the world as a classic of psychology, whose ideas are surprisingly up to date. The major reason for such a broad recognition of Vygotsky's ideas is that he suggested an innovative theory of child learning and development. From Vygotsky's*

perspective, mental processes are not independently "constructed" by children, nor do they "unfold" as a result of children's maturation, nor are they inculcated into children by adults, as other approaches suggest. According to Vygotsky, children learn and develop their mental processes in the context of age- and culture-specific activities, which are

“We hold that the primary goal of learning is more learning, that the mission of education is to stretch minds...”

organized and mediated by adults. Therefore, through the proper organization and mediation of children's activity, parents and teachers can efficiently promote children's cognitive development. Vygotsky's followers have used his theoretical perspective as the basis for developing innovative approaches to education, psychological assessment, and for the facilitation of children's development.

EC: How does Vygotsky's approach to child learning and development relate to the mis-

sion and goals of Touro College?

YK: *It is a perfect match! In President Lander's message, published in the Graduate Division bulletin, he says, "We believe that every person can think more logically and learn more effectively than he or she is doing at any given time." Dean Polemeni in his message in the bulletin notes: "We hold that the primary goal of learning is more learning, that the mission of education is to stretch minds, that is, to enhance each person's educability . . . Every person is modifiable, which is to say that all of us can develop our intellectual potential to a higher level." These statements are so consistent with Vygotsky's theory that one might think Vygotsky himself wrote them!*

EC: In your opinion, where is America headed in terms of the education of its young people?

YK: *In 1983, the National Commission on Excellence in Education published a report on American public education. The title of the report, A Nation at Risk, speaks for itself. Much new data on the deficiencies of the American public school system have been collected since that publication. To summarize these data, under the current curricula and teaching methods, many American students learn factual knowledge and*

master rote skills, but fail to develop high-order reasoning and learning strategies. As a result, according to one study, U.S. students ranked 15th among students from 31 countries on a reading exam and 19th among students from 38 countries in math achievement. The results of another study are even more depressing: American high school seniors performed in math and science near the bottom compared with students from some 20 other countries.

What, then, are the reasons for such poor learning outcomes of American school students? I share the point of view

of those researchers who attribute this situation to the fact that American public education has been heavily influenced by faulty theoretical views of children's learning and development. Some teachers believe that their major role is to provide students with knowledge but not to promote their development. The knowledge they teach is often reduced to meaningless strategies and procedures; students master these strategies and procedures, but do not understand how they work and in what situations they should be used. Other teachers believe that the best context for children's learning

and development is their independent exploration and learning within a peer group, with the major role of the teacher being to create the context for such independent explorations and for children's cooperative learning. A typical outcome of such learning relates to the development by students of various misconceptions rather than their mastery of scientific knowledge and their cognitive development.

Fortunately, more and more American educators are changing their view of the role of a teacher in students' learning and development. For example, in some schools the idea of

FLASH!!!!

On October 30, 2004, President Bush signed the "Taxpayer-Teacher Protection Act of 2004" (P. L. 108-409). This Act authorizes up to \$17,500 in loan forgiveness for new Federal Stafford Loan borrowers under the Federal Family Education Loan (FFEL) Program and Federal Direct Loan Program who meet certain criteria. For a Stafford loan borrower to qualify for loan forgiveness up to \$17,500, the borrower must be employed full-time for five consecutive years as a highly qualified secondary school teacher of science or mathematics or a highly qualified elementary or secondary school special education teacher. For more information about P. L. 109-409, go to <http://www.ifap.ed.gov/dpccletters/>

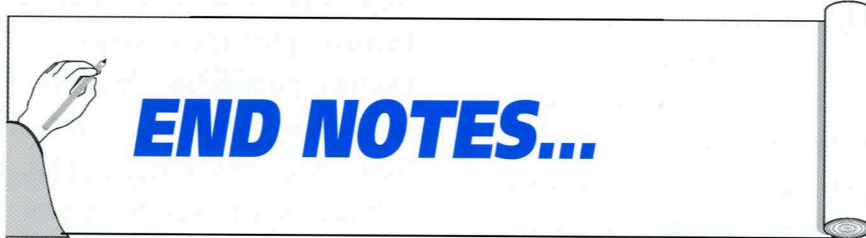
[GEN0414.html](#).

Graduates may qualify for cancellation of up to 100% of a Federal Perkins Loan if they have served full time in a public or nonprofit elementary or secondary school as a teacher in a school serving students from low-income families; or special education teacher, including teachers of infants, toddlers, children, or youth with disabilities; or teacher in the fields of mathematics, science, foreign languages, or bilingual education, or in any field or expertise determined by a state agency to have a shortage of qualified teachers in that state. For more information about the Federal Perkins Loan Teacher Cancellation, visit <http://studentaid.ed.gov> and link on to "Repaying,"

“teaching for metacognition” (that is, teaching aimed at the development of students’ ability to do planning, self-monitoring, and exhibit self-control) has been promoted and practically implemented. It is worth noting that this shift in the views of American educators has been, at least partially, the result of

their increasing familiarity with Vygotsky’s ideas. I do believe that further implementation of Vygotsky’s ideas in public education will be very beneficial for learning and development of American children. Therefore, I see my main goal as a Touro professor as the introduction of the Vygotskian ideas and teach-

ing methodologies to my students. I am happy that a number of my students have become enthusiastic about these ideas and methodologies and have implemented them in their teaching practices. I see this as my contribution to successful learning and development of the youth of my new homeland.



Congratulations Graduates

The Class of 2005 graduated on June 16, at Avery Fisher Hall, Lincoln Center. More than 1,300 graduates received their degrees at a ceremony that featured Keynote Speaker Carmen Farina, Deputy Chancellor for Instruction, New York City Department of Education.

(A feature story on the graduation, including Deputy Chancellor Farina’s remarks will appear in the fall edition of *Education Chronicle*.)

Bullying Frog Program Comes to Touro College

Bullying is conscious,

willful and deliberately hostile activity intended to harm someone else for pleasure. It involves saying or doing nasty things to someone again and again. The Graduate Division and the Long Island Professional & Parent Education Network (LIPEN) are doing something about bullying in school. Now in its tenth year, LIPEN, founded by Roni Benson and Ginger Lieberman, offers its *Bully Frog* program to students enrolled in the M. S. in Education and Special Education programs. The *Bully Frog* program is aligned to the NYS Standards in English Language Arts and features a curriculum that is geared to age-appropriate objectives, procedures,

assessments and extensions for Kindergarten through Grade 6. Program objectives include teachers and students learning how to use empathy to create a climate in which bullying will not be acceptable; how to engage the “silent majority” of children who are observers of bullying behavior; to distinguish between “tattling” and “telling”; and how to reclaim the bully as part of the group. For more information about the *Bully Frog* program, contact Roni Benson or Ginger Lieberman at 516-433-9444 or visit www.bullyfrog.com to order program materials.

Early Intervention Program at Graduate Center at Kings Highway

Beginning in the fall 2005, courses will be offered at the Kings Highway Graduate Center, 946 Kings Highway,

for the new Advanced Certificate Program in Early Intervention and Early Childhood Special Education. The courses have been approved by the New York State Education Department and will be available for the low tuition rate of \$800 per course. The five 3-credit courses being offered are: Infant and Preschool Assessment; Infant and Preschool Intervention Strategies and Techniques; Medical Issues in Early Childhood Special Education and Early Intervention; Family Focused Assessment and Case Management; and Assistive Technology. Students who successfully complete the program will receive a Certificate of Completion from the Graduate Division.

For more information about the New Advanced Certificate Program in Early Intervention and Early Childhood Special Education contact Dr. Ronald Lehrer at 212-463-0400 ext 797 or at ronaldl@touro.edu.

New Degree Programs Being Developed

The Graduate Division is in the process of expanding its program offerings. Currently under development are the Master of Science in Social

Work and the Doctor of Education in School Administration and Instructional Leadership programs. The programs will be added to the Graduate Division's bulletin once they are approved by the New York State Education Department.

The **Master of Science in Social Work** program is being designed to provide students with the opportunity to become licensed clinical social workers who work in a wide range of clinical community settings as well as in private practice. For more information about the M.S.W. program, contact Dr. Ronald Lehrer at 212-643-0400 ext. 797 or by email to ronaldl@touro.edu.

The **Doctor of Education in School Administration and Instructional Leadership** is being designed to prepare leaders who can effectively manage a school while focusing on student achievement, teacher training, and community involvement. A unique feature of this program will be its attention to instructional leadership. For more information, contact Dr. Sandrine Lavallee at 212-463-0400 ext. 373 or by email slavallee@touro.edu.

TESOL/Bilingual Programs Chair on the Move

On May 17 and 18, Dr. Roslyn A. Haber, Program Chair of TESOL/Bilingual Programs, attended the New York State Tenth Annual Conference for Inclusion at the Tarrytown Marriot Hotel. Dr. Haber is a member of the New York State Task Force for Inclusion for Increasing Quality Education. Dr. John Brademas, former President of New York University, and Dr. Rebecca Cort, New York State Chancellor for Special Education, were the keynote speakers. The Academy Award-nominated documentary film, *Autism is a World*, was shown and discussed. There were 107 strand sessions relating to inclusion, reauthorization of the Individuals with Disabilities Education Act (IDEA), multicultural/diversity issues, as well as strategies for improving education. Dr. Haber shared information gathered from the conference with her faculty and incorporated the research into her classes as part of the Graduate Division's ongoing commitment to providing students and faculty with the most current education trends and issues.

Alumni Corner

Attention Class of 2005: Have you completed your Exit Survey and sent it back to us? If not, please email Esther Ingber at ingbere@touro.edu for your copy.



TOURO COLLEGE
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School of Education and Psychology
Graduate Division

Exit Survey

(Please print)

Name: _____ Maiden Name: _____

Address: _____ Apt. No. _____

_____ Zip Code _____

Telephone Number

Daytime: () _____ Evening: () _____

Employment

School/Company: _____ Title: _____

Address: _____

_____ Zip Code _____

Email Address: _____

Education at Touro College

Year Entered: _____ Program _____

Location: _____

Year Graduated: _____ Degree Conferred: _____ Honors: _____

Any relatives graduated from or currently attending Touro College? (Use separate sheet if necessary)

Name	Relationship	Program	Year(s)
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

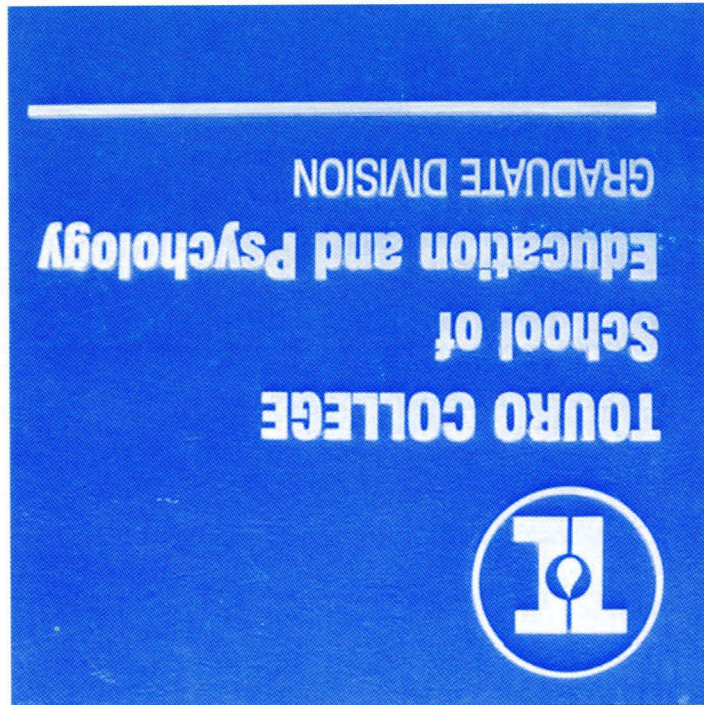
What services/activities/function(s) would you like Alumni Relations to plan? (Attach additional comments)

Please return completed Exit Survey to:

Esther Ingber

TOURO COLLEGE, Office of Alumni Affairs, 27-33 West 23 Street, New York, NY 10010

212-463-0400, ext. 785 E-mail: ingbere@touro.edu



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