



TOURO COLLEGE

NYSCAS

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TOURO TEMPO

- New York School of Career and Applied Studies -

Volume 9, Issue 1

September 2012

NYSCAS Bridges the Gap for Undecided High School Students

NYSCAS plans to expand its Freshman Center, now in its fourth year, working with high school principals to create a transitional program called Bridges. Bridges, a “thirteenth-year” initiative, will allow cohorts of students to complete their first year of Touro College NYSCAS courses on the campuses of local high schools. The first cohort of students from area high schools will attend classes at Leadership and Public Service High School in Manhattan’s Financial District. All students in the Bridges program will be fully-matriculated and will move to Touro College NYSCAS permanent sites in their second year.

The original Freshman Center, created by Executive Administrative Dean of NYSCAS Eva Spinelli and Associate Dean of NYSCAS Lenin Ortega, began in 2009 with 31 students and has expanded to 107 students, some of whom have matriculated into NYSCAS. Students in the Freshman Center earn college credit while taking college courses taught by Touro instructors. Philip Santos, principal of Leadership and Public Service High School, said that he feels the track attracts and encourages some students who would otherwise not consider higher education. He also said that providing high school students with the opportunity to earn college credit helps them better afford college. The United States Department of Education has also conducted studies showing that students are more likely to complete college if they receive extra support for their first 20 college credits. The Early College Initiative also reports success in similar programs throughout the US.

New Interactive Whiteboards Leave Chalkboards in the Dust

Students entering classrooms throughout NYSCAS will notice a shiny new positive change; a number of blackboards have been replaced with interactive whiteboards.

According to the Academic Computing Department’s Director of Instructional Technology Phil Charach, the new interactive whiteboards are part of an initiative to improve technology throughout the college. Forty whiteboards have been installed at various Touro sites.

The whiteboards at 27-33 West 23rd Street are Polyvision products, which Charach describes as the “new kid on the block” among interactive boards. SMART Interactive Solutions had previously dominated the market with a board that functions as a large touchscreen. An overhead projector transmits an image from a computer onto the board, where the touchscreen technology is housed.

In contrast, Polyvision boards house the technology for interactive activities in a Bluetooth-enabled stylus. This allows the interactive board to also function as a standard whiteboard. Students and faculty can write on the boards with dry erase markers, and the boards can be easily replaced if they are damaged. Software for the boards is also open-source, meaning that users can create their own free software programs for working with the boards.

Faculty can request a stylus from the lab technicians on their floors, but Charach says many faculty members have already purchased their own styluses.

One SMART board is also available on the 6th floor of 50 West 23rd Street. Academic Computing also holds workshops to teach the technology.

See Page 7 for Details

Message from the Dean



Welcome to the Fall 2012 semester! As we enter the first full semester of the 2012-2013 school year, the New York School of Career and Applied Studies is experiencing many exciting and challenging transitions. As Executive Administrative Dean of NYSCAS, I, along with my team, continually seek ways to improve the college, build upon our successes and strengthen our leadership in academics and innovation. The *Touro Tempo* is one way for us to provide our community with the latest news and to honor our accomplishments.

This newsletter will highlight information about the New York School of Career and Applied Studies, and its faculty, staff and students, as well as our current programs and achievements. It is my great pleasure to re-introduce our NYSCAS newsletter as a recurring feature, which will be published each semester.

I hope you enjoy reading our newsletter and will consider contributing to future editions. I believe that our newsletter will draw us closer as a community, keep us informed and spur us to achieve by allowing us to take pride in our successes.

With warm regards,

Dean Eva Spinelli

The New York School of Career and Applied Studies, Past and Future

NYSCAS was formed from two different schools, the School of General Studies (SGS) and School of Career and Applied Studies (SCAS). Together, these became The New York School of Career and Applied Studies (NYSCAS). NYSCAS is one of the largest schools for undergraduate programs in Touro College. For internal purposes, we sometimes refer to SGS and SCAS separately in order to clarify that SGS has three centers at this time – Flushing on Roosevelt Avenue in Queens, Sunset Park on 53rd Street in Brooklyn, and the main Manhattan campus on 23rd Street – while SCAS has six centers in Brooklyn and Queens. In Brooklyn, the school comprises the Bensonhurst main center on Stillwell Avenue, Brighton on Neptune Avenue, TCC and the Kings Highway Annex on Kings Highway and Starrett City on Pennsylvania Avenue; in Queens we have Dov Revel on 113th Street in Forest Hills.

SGS was formed for the academically underserved population throughout the five boroughs. In contrast, SCAS was created for new Russian and Eastern European immigrants. Both schools have undergone a total transformation over the past ten

years. At first, SCAS was narrowly focused, hosting many ESL and other life-management courses for middle-aged immigrants. The average age of students was 45-50, and the major academic concern of students was to learn English and become accustomed to life in America. Now, the college holds only a small number of ESL classes. Yet, because of the reputation it gained in immigrant communities, the school still attracts both young Eastern European and young Russian students who are the children and grandchildren of the immigrants in SCAS's original target population.

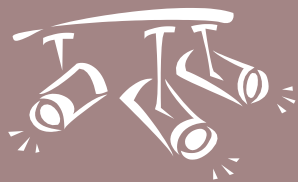
The school also serves a large international population from around the world and still recruits students from academically underserved communities. The NYSCAS student is now much younger and represents a more traditional college population. The school is also a very large feeder to Touro graduate programs. Each semester varies, but 1,000-1,400 students from NYSCAS currently attend various graduate programs. NYSCAS has also become more competitive. For example, in 2000, the science program was relatively small. By 2011, it had become quite popular, experiencing improvements that heavily in-

creased demand. High enrollment will soon require the program to find space and funding to build new labs.

Students in NYSCAS generally receive associate's degrees first and then enroll in classes for the bachelor's degree. The associate's degree in human services, bachelor's degree in psychology and bachelor's degree in human services are some of the most popular NYSCAS programs. Additionally, the bachelor's degree in biology, bachelor's degree in education and associate's and bachelor's degrees in business administration boast a sizable number of matriculating students.

NYSCAS also serves a significant number of students who are paraprofessionals in the Department of Education and a large number of current child care workers taking classes to meet licensing requirements. Many childcare workers who started as part-time non-matriculated students have become full-time students working toward their degrees. Also, a number of NYSCAS students take 90 credits and then transfer to the health sciences program, often in

Continued on Page 6



SPOTLIGHT ON STUDENTS

New TouroCOM Students Taking the NYSCAS Fast Track

For many students, college life means roaming through social enticements like fraternities, dormitory drama, and the glittering delights of downtown New York. Yet, Ranjeet Kalsi and Sanjay Sookhu, two young men in their first semester of medical school at Touro College of Osteopathic Medicine (TouroCOM) in Harlem, say that even as freshmen in NYSCAS, they were taking the fast-track toward academic success.

For both Sookhu and Kalsi, the dream of medical school was worth hard work. Both joined Touro College's seven-year Bachelor of Science and Doctor of Osteopathic Medicine Honor track in their first year of college at NYSCAS. Although the program no longer exists in its previous form, the seven-year track began with an accelerated three-year Bachelor of Science degree and allowed students to be accepted early to TouroCOM, provided that they maintained a grade point average of

3.5 and had competitive Medical College Admission Test (MCAT) scores. The program accepted few students, boasted even smaller classes than the usual intimate NYSCAS classes and required a rigorous studying regimen.

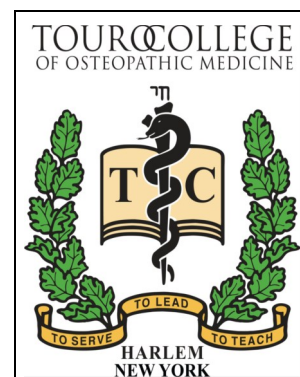
"It felt like a pre-med program," said Kalsi.

Sookhu added, "We were special. Most of our science classes were [very small and intense]. They were accelerated and we really had to focus on our classes."

Sookhu said professors knew his testing weaknesses and strengths and matched this in their lessons. Additionally, professors respected the sacrifices that the Honors Track students were making and responded with equal commitment. He recalled one professor giving the class her personal cell phone number and telling them to call her even outside of office hours if they had any questions. Science classes for students in the program were capped at seven to ten students.

Many professors from undergraduate classes are now teaching Sookhu and Kalsi in the doctoral program. NYSCAS even provided students with access to a Kaplan study program that helped them understand the kind of information that would be on the MCAT.

Now, in the DO program, the men are still working hard. They still have goals, but they are closer to attaining them and hope to become doctors who give back to their community when they graduate in 2014.



NYSCAS Graduating Women Blossom in STEM Fields

In the Spring 2012 semester, three incredibly dedicated women at New York School of Career and Applied Studies (NYSCAS) graduated with honors and geared up to enter demanding, yet rewarding, careers in the sciences. Lawmakers, universities, and other groups are now committed to increasing the number of women in science, technology, engineering, and math (STEM) careers. Within these careers, women are underrepresented.

Yet, Alexandra Lekht, Kamelia Aframian, and Ranya Madhoun are three NYSCAS students who defied the statistics.

Lekht graduated with a Bachelor of Science in Biology, while Aframian recently attained her associate's degree in the same field. Madhoun was accepted into the TouroCOM Doctor of Osteopathy program for Fall 2012 after completing the NYSCAS Health Sciences track. All three women attributed some of their success to Touro's small classes and the caring attitude of their professors.

"Tutoring is always available, and the professors are so [knowledgeable] and helpful. However, to be a successful student, you always have to be comfortable spending a lot of time studying by yourself," Aframian explained.

Although women pursuing careers in STEM fields still face obstacles in achieving their goals, women pursuing science degrees through Touro's NYSCAS are thriving in the small classes and supportive environment of the college.



Student Orientation Puts Students on the Road to Success

Student orientation is a valuable resource for our incoming freshmen and transfer students. At orientation, NYSCAS provides students with information about various academic offerings available at our division and opportunities at Touro College. The college also introduces them to services that will support their academic goals, e.g. libraries, learning and resource centers, computer labs, etc., and familiarizes students with the student services departments and the policies and procedures of the college. The following table provides information for our upcoming orientations:

Borough	Location	Date	Time
Manhattan	27 W. 23rd St., Rm. 314	10/24	1:00 pm
	50 W. 23rd St., 7th Fl.	10/25	6:00 pm
Brooklyn	Stillwell Avenue	9/19	7:30 pm
	Starrett	9/20	7:30 pm
	Kings Highway	9/24	7:30 pm
	Neptune Avenue	9/27	7:30 pm
Queens	Dov Revel	9/20	7:30 pm



Podcasts Promote Learning in Digital Media Arts Program

For many New Yorkers, podcasts are a way to enjoy popular programs like WNYC's *Radiolab* or other local favorites on the subway; but, for students in NYSCAS's Digital Media Arts (DMX) program, these digital broadcasts that can be downloaded to portable media devices are shaping the learning process.

Jeff Humphrey, Faculty Deputy Chair and instructor in the DMX program, conceived the idea of students creating podcasts three years ago as part of his master's thesis research in educational technology. The thesis examines how podcasts can affect student engagement.

"As we all know," said Humphrey, "engagement is one of the key factors in keeping students in classes and getting them to graduate, which is the ultimate goal. My research has

shown that podcasts get [students] working together and interacting. They learn more from each other than they could ever learn from listening to someone stand up and lecture."

Students in the program work in small teams, scripting and narrating podcast lessons about audio production and the physics of sound. They then record and broadcast the podcasts using industry-standard audio production software.

Humphrey explained that podcasting teaches audio production students new skills and reinforces what they have already learned in several ways. First, they learn to use the equipment and software to increase the production value of their work. Second, by writing a script for their piece and recording it for an audience, they annotate and review the material they learned in class.

Third, by listening to the piece during the editing process, students are exposed several more times to the information.

Program administrator and fellow instructor Mike Marcucci said that podcasts are also important for teaching audio production students because they allow students to practice skills and get instructor feedback on produced work.

"Something [these students] are learning is [creating a professional sounding podcast]. I listen and teach them how to edit, so they also get that feedback," Marcucci said.



"Podcasting is also a motivator because the potential audience is worldwide." — Jeff Humphrey

Museum Trips Bring Lectures to Life

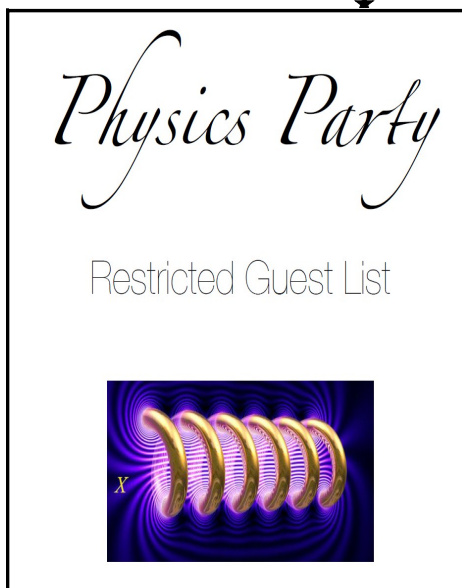
If a picture is worth 1,000 words, how many lectures equal a museum full of movies? Every semester, instructor Brent Cutler finds time to take his classes on field trips to the Paley Center in Manhattan, believing that the experience exponentially enriches his students' classroom experience. The Paley Center for Media is dedicated to preserving the history of various media forms. In contrast to most museums, which display memorabilia or historical artifacts, the Paley Center contains archives of hundreds of television and radio broadcasts that visitors can view and hear in viewing and listening rooms located throughout the space. After the trips, students write essays about topics that Cutler covered in class and discuss how the museum visits changed their perspectives or provided them with new information.

“Too often, Touro NYSCAS students are among the busiest people in the world. They work, they go to school, and they raise families. When we go to the museum, I allow students to bring their children. I want my students to be able to serve as role models while they learn so that everyone sees the value of education.”
 — Brent Cutler

He Entertained Them with Science

Move over Bill Nye. Physics hasn't been this fun since Schoolhouse Rock produced "Science Rock." Professor Robert Fardon, one of NYSCAS's physics instructors, has discovered a way to keep his students engaged, and even convert them to the view that mathematics is fun. He holds parties.

These aren't ordinary parties with a science theme, however, and no one is putting dry ice in the punch bowl. Fardon's Physics Parties, whose "guest list" is restricted to students registered for the class, are learning sessions in which the students run the show. They can ask about anything, usually their homework, but Fardon encourages them to link physics with everything they've learned in chemistry, biology, and mathematics. Fardon also supplements his lectures with math games, thought experiments, and prize questions, all designed to help build students' comprehension. By keeping things interesting and making students feel special, Fardon makes learning and critical thinking into an exciting activity, as it should be.



 ★ **PEOPLE UPDATE** ★

★ Dear Esteemed Faculty, Department Heads, and
 ★ Site Directors,

★ NYSCAS wants you! Yes, you!

★ NYSCAS is excited to bring you a new edition of *Touro*
 ★ *Tempo*, our internal newsletter featuring instructor
 ★ accomplishments, student achievements, and
 ★ division-wide events, but the "People
 ★ Update" section is just for you. Each semester,
 ★ we'll feature as many professor accomplish-
 ★ ments as we can. Did you attend a really
 ★ exciting conference this year? Have you
 ★ recently published an article or book? Have
 ★ you produced a play, held an art show, or
 ★ acted on the Broadway stage? Tell us about it!
 ★ We want to show you off!

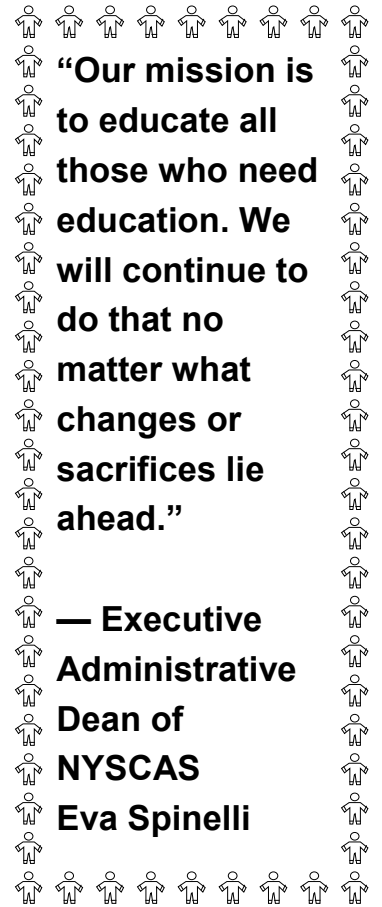
★ Department Heads, we'd like you to help out
 ★ your faculty. We know they are often modest
 ★ about their achievements, but we want to use
 ★ our internal newsletter as a forum to help
 ★ them shine. Our students can view this sec-
 ★ tion to find common interests with their pro-
 ★ fessors, and our prospects will be heartened
 ★ to see the dedication and creativity of their
 ★ teachers. Also, don't feel like you can't tout
 ★ your department. If your department as a
 ★ whole has accomplished something new or is
 ★ planning a new program, this is your forum.

Financial Aid Cuts Bleed Underserved New York Students

A plethora of recent changes to federal and state student aid programs and overall budget cuts will prevent some underserved students from earning a college degree in New York State. The most drastic changes to federal student aid for low-income students are modifications to Pell grant regulations. Federal Pell Grants, unlike loans, do not have to be repaid by students. According to the Federal Student Aid website, Pell grants are “considered a foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added.”

The grants are provided to low-income students who do not yet have a first bachelor’s degree and are popular because they do not place students in debt after they attain their degrees. Although President Obama’s recently published Fiscal 2013 Budget for Higher Education indicates that the maximum individual award for Pell grants has increased 1.5%, the overall cost of the Pell program decreased by 13.1%. One factor that allowed the government to lower the cost of the grant was decreasing the number of semesters in which students can receive Pell grants. Beginning in the 2012-2013 school year, the number of semesters for which students can receive Pell will drop from 18 to 12, a net loss of six semesters. This affects students who would need to complete remedial courses through the college before pursuing their degrees. Additionally, the plan decreased the income allowed to qualify applicants for the maximum grant from \$32,000 to \$23,000.

Moreover, rules on Ability-to-Benefit testing, an assessment that allows students to receive aid and work toward both a college and high school equivalency diploma, have changed. As of July 1, 2012, students who have not completed a high school diploma or General Equivalency Diploma (GED) cannot become eligible for Pell grants by passing an approved test or completing at least six credit hours of postsecondary education. Furthermore, students will not be able to attain a High School Equivalency while attending college. After July 1, students will no longer be eligible for financial aid if they do not already have a high school diploma or its equivalent prior to enrolling. Although the State of New York provides free access to classes that prepare students to obtain GEDs, these new measures may delay students from enrolling in college. Students who have difficulty passing standardized tests have fewer alternatives for obtaining both a degree in higher education and a high school equivalency diploma.



“Our mission is to educate all those who need education. We will continue to do that no matter what changes or sacrifices lie ahead.”

— Executive Administrative Dean of NYSCAS Eva Spinelli

NYSCAS Past and Future

Continued From Page 2

preparation for Touro graduate school programs in the health sciences field. In order to attract students who are not sure if they are ready to tackle a full associate’s program, the college has created a unique certificate program for digital media arts called DMX. Last year, 106 students from DMX continued their education by enrolling in an associate’s degree program.

In the last several years, NYSCAS Executive Administrative Dean and Vice President of Community Education Eva Spinelli has worked closely with her team, Associate Dean Lenin Ortega and Associate Dean Ella Tsurulnik, to spearhead a huge outreach campaign to New York City high schools. The Freshman Center allows high school students to obtain dual credits prior to high school graduation. This track provides college preparation for students as well as branding and name recognition for Touro College NYSCAS. Also, NYSCAS is in the process of developing a bridge track (Bridges) that will allow high school graduates to remain on their high school campuses during their first year of full-time college classes. Leading research indicates that students in transitional tracks like the NYSCAS Bridges track are more likely to graduate and to achieve academic success when compared to students who were not enrolled in transitional programs.

As NYSCAS, its students, and American attitudes toward higher education continue to evolve, NYSCAS administration and faculty are prepared to work together in order to tackle the exciting and challenging future of both the NYSCAS division and the Touro Universe.

Grad School of Education Ranked in Top Ten for Graduating Minority Students

The Touro College Graduate School of Education has been ranked first in New York state for graduating minority students with master's degrees in education, according to the magazine *Diverse: Issues in Higher Education*.

Nationally, the biweekly publication ranked Touro in the top ten among universities graduating minority students with master's degrees in education in four specific categories: African American, Hispanic, Asian American, and "Total Minority."

In addition to ranking first in graduating minority students overall in New York state, the Touro Graduate School of Education also ranked first in New York for graduating Hispanic and African American students, and second for graduating Asian American students.

The rankings are published in a special report released this month identifying the top 100 minority degree producers among graduate schools. Titled the "Diverse Top 100

Graduate Degree Producers," the report analyzes the most recent raw data provided to the United States Department of Education from 4,800 public and private universities and colleges for the 2010-2011 academic year.

NYSCAS is proud to be a large provider of students for the Graduate School of Education.

Learn to Use the New Blackboard 9.1 and Interactive Whiteboards with The Office of Academic Computing

The Office of Academic Computing holds classes each semester for faculty who want to brush up on new technology. This year, NYSCAS has new interactive whiteboards throughout its sites and Blackboard is also rolling out new version 9.1. Faculty can attend these upcoming September and October workshops to be ready for next semester. For more information and to complete mandatory registration, call Academic Computing at 212-463-0400 x 5674 or fill out an online registration at <http://www.touro.edu/acd/>

Venue	Topic	Date	Time
23 W. 23rd St., Manhattan	PowerPoint in the Classroom	9/10	10 am-12 pm
	Polyvision Interactive Board	9/11	3:30-4:30 pm
Online	Blackboard 9 Grade Center	9/12	3:30-4:30 pm
	Library Resources for Your Course	10/24	10:30-11:30 am

NYSCAS 38th Annual Commencement

Touro College's New York School of Career and Applied Studies' class of 2012 graduated in Touro College's 38th Commencement Ceremony on Wednesday, June 13th. In the ceremony, which took place at Lincoln Center's Avery Fisher Hall, 313 bachelor's degree candidates, 193 associate's degree candidates, and 73 Digital Media Studies Certificate candidates participated.

Commencement speaker Justice Troy Webber, who has served as a State Supreme Court justice for the last twelve years and who also adjuncts at Touro College, exhorted the graduates to take time to congratulate themselves on their achievements and to find a career that they could love. Valedictorian Michael Zacharias and Salutatorian Natalia Polataiko also addressed the candidates.

Each Year, NYSCAS holds two separate graduation ceremonies: one for Brooklyn sites and one for Manhattan and Queens sites. This year, students from Brooklyn sites took part in a commencement ceremony held at Brooklyn Center for the Performing Arts on Monday, June 4, 2012. At the Brooklyn graduation ceremony, 671 students participated.

The Brooklyn commencement ceremony featured speaker Salvatore J. Cassano, 32nd Fire Commissioner for the City of New York. In his address, Cassano discussed the bravery of the NYPD, rebuilding after September 11 losses, and his own experiences in college. Valedictorian Doris Lanfranchi and Salutatorian Yekaterina Kantor spoke as well.



38th Annual Midtown Graduation at Lincoln Center



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Dear readers,

This is your newsletter, and your news is important! It is our pleasure to publish this issue of the *Touro Tempo* for the upcoming Fall 2012 semester. We hope to continue producing issues each semester to keep you informed about all of the exciting new developments in the NYSCAS division and the Touro Universe. However, we won't know about *your* accomplishments unless you tell us about them! If you know of a student, faculty member or employee of the college who deserves recognition, please fill out the form below or send me an email to let us know so that we can feature them here. Also, send us news about upcoming events and departmental happenings.

Best regards,

Brittany Luck

Director of Editorial Services
brittany.luck@touro.edu



Newsletter Information Form

Please take a moment to tell us about any recent awards, achievements, workshops completed, upcoming events, volunteer activities or general campus/site news you would like to include in our next newsletter.

Name: _____
Department: _____
Work Phone: _____
E-mail: _____

Please specify: News Event

Who: _____

What: _____

When: _____

Where: _____

Other comments:

Please detach and submit this form to Brittany Luck in Room 315 of the Midtown Campus at 27-33 W. 23rd Street.

If you have any questions, you can reach Brittany Luck, Newsletter Editor, at (212) 463-0400 x5572 or brittany.luck@touro.edu. You can also send an email or phone in a newsworthy tip!



The Newsletter is available as a .pdf File. Email Brittany Luck at brittany.luck@touro.edu to join the mailing list.