

FCPE Newsletter – Issue No. 7 – Fall 2004

Access Services at Adelphi University Libraries

by Matthew Sheehy

Academic libraries are committed to identifying, acquiring, preserving and organizing information as well as providing access to recorded knowledge, information and data in all forms. An important part of this commitment is to provide instruction and assistance in using the library's many resources.

In the wake of technological advances, Access Services (formerly known as Circulation Services) has grown past the traditional role of stamping books and faxing documents to include reserve services, non-print services and document delivery services. Customer service is as important as ever as the expectations of faculty and students grow. Often students can get something immediately online, so they are more willing to accept less quality information. The library needs to work to provide equally seamless access to better quality information. As the library continues to be part of the academic experience and we encourage the students to be more information literate, we must, in good faith, work to meet the expectations of the community.

We need to use technology to enhance access to traditional and electronic resources. With all the new technologies, library staff need to continue to push themselves to a comfort level where they can provide public services and work behind the scenes to make it all possible.

Three developing services that we in Access Services are very excited about are the digital delivery of documents, e-mail notifications of new arrivals, and the ability to renew books online.

Electronic Delivery of Documents

Through the use of scanning technology, the library is now able to receive and fill Inter and Intra-Library Loan requests electronically for articles. Effective as of the Fall semester, the default method of document delivery for articles will be digital versus paper. The library will send an email that contains a Web address and unique password to a dedicated Internet server. This information will allow access to a PDF file that contains a scanned version of the requested document. In the absence of an e-mail address, a paper copy of the article will continue to be created and held for pick up.

In addition to electronic delivery of documents, the library is also now piloting a new Electronic Reserve Service to be offered to interested faculty. If desired, faculty can now request that the library scan the articles and provide students access to the reserve material over the Internet. All a faculty member must do to take advantage of this service is provide the material as in the past, and check a new option on the form they are accustomed to filling out. The material will still be kept in the traditional reserve file, available to students who are in the library, but it will also be available twenty-four hours a day, anywhere in the world, from ALICAT <<http://alicat.web-dev.adelphi.edu>>, the Online Public Access Catalog.

E-mail Notification

A recent upgrade to the library's online catalog allows faculty and students the ability to set up e-mail notifications for new books and audio-visual material that the library receives related to specified areas of interest, favorite authors, or even a specific book title. Notifications are sent every Monday morning if something new fitting the specific criteria has been added to the catalog. This can be set up by logging into the "Your Record" section of ALICAT. Once validated, you can "Search the Catalog" as in the past, but there will be a "Save" button to the right of the search field. You may save up to fifteen searches. After your search is saved, you will return to the "Patron Record" and click on "Preferred Searches." There will be a radio button to the left of the saved search that will activate the email notification. For further assistance setting up this service, please speak to a reference librarian.

Online Renewal

The "Your Record" section of ALICAT also allows you to review and renew materials currently checked out on your library card. Renewal of items is only allowed if the item is not already overdue, or there is no

hold placed on the item. You will always be notified if the transaction is not successful, and you can then contact Access Services staff for further assistance (516-877-3570).

With the renovation of Swirbul Library came the opportunity to improve on the solid foundation of service the library has provided to the Adelphi community. We are always looking to improve the services we provide, so we welcome your feedback. If you have any questions about what is new at the library, please contact your department liaison, or come by and visit. We are proud of what the library can offer and are always ready to meet your information and research needs.

Adelphi's Extension Centers: Extending Our Reach

by Jim McGowan

When most people think of Adelphi, they usually think primarily of the Garden City campus. This is not surprising since Garden City has the largest number of students, faculty and facilities. However there are three other Adelphi Extension Centers that serve a critical function to this institution. These Centers are located in Manhattan, Hauppauge (Suffolk County), and Hudson Valley (Poughkeepsie).

Why Extension Centers?

Adelphi University is committed to providing high quality education for students in the entire region, thus making higher education accessible to those living in NYC, Suffolk county and Hudson Valley. Providing a convenient location to students in these areas, Extension Centers also create the opportunity for Adelphi to meet the area's educational needs. These Centers also allows this University to better compete successfully in the local higher educational market, as well as serve each community.

Below, is a snapshot of each campus and the unique character of each.

Manhattan Center

Location:

Located in the heart of downtown Manhattan at 75 Varick Street (1 Hudson Square), this location is easily accessible via public transportation. Adelphi is located on the second floor, occupying over 33000 square feet of space.

Programs and Center Description:

At Manhattan Center, Adelphi offers graduate courses in Education, Communication Sciences and Disorders, and Social Work, and undergraduate courses in Social Work (ANSWER program) and ABLE. Most of these programs are offered as conveniently scheduled evening or weekend classes.

The Manhattan Center students have access to a Library, computer labs, academic advisors, student financial services and academic support services including Writing Center and tutoring services. Faculty offices are available for all faculty teaching at the Manhattan Center. The Center has a multimedia (SMART room) which includes videoconferencing capability as well as complete A/V services. There are three conference rooms available for instruction and/or meetings. There are two computer labs for instructional and student use.

Hudson Valley Center (Poughkeepsie)

Location

Adelphi's Hudson Valley center is centrally located in Poughkeepsie, and covers the upstate counties of Dutchess, Ulster, Orange, Putnam, Sullivan and Columbia.

Programs and Center Description

The Master of Social Work (MSW) program is offered at the Hudson Valley Center. Small class size ensures personal attention from faculty and administrators alike. Classes are offered during the evenings

and Saturday. A partnership with Poughkeepsie Public Library provides library and reference services. Students and faculty have access to computers and A/V services.

Hauppauge Center (Suffolk)

Location

Situated on Long Island in Western Suffolk County, the Hauppauge Center is located at 55 Kennedy Drive, at Exit 55 on the Long Island Expressway.

Programs and Center Description

Programs offered at the Hauppauge Center include:

Master of Business Administration (MBA)

Master of Social Work (MSW)

Master of Arts in General Psychology

Master of Arts in School Psychology

Bachelors Degree Programs (ABLE) in:

Management and Communications

Social Sciences

Criminal Justice

The Hauppauge Center offers convenient high-quality education for the Long Island community. The Center includes a 3,800 square foot conference center equipped with two state-of-the art multimedia conference rooms and a computer seminar room. The Center can serve as a space for local area corporations, non-profit organizations, and school districts to conduct seminars, conferences, meetings and professional symposia.

Library services and computer lab facilities are available for all students and faculty. Academic advising and support services are also available to students.

Future of the Extension Centers

Adelphi University anticipates enrollment growth at all of these locations, in both existing programs and new programs we hope to introduce. These Extension Centers provide Adelphi with greater reach in our area, and serve an integral function for the mission of this university.

Alan Schoenfeld – Assistant Professor, Department of Biology

I would like to impart my love of science and the scientific process. I would like to give them an appreciation of how we come to know what we do: how lots of smaller pieces of research and the occasional bigger or unifying experiment all congeal into the theories and knowledge that currently exists.

A brief overview of background, area of expertise, research and teaching.

My research has focused on cancer genetics and tumor suppressor genes. Tumor suppressor genes are normal cellular genes that can cause cancer when they are mutated and lose their function. The question that arises for these genes is: What are their normal functions that are needed to block cancer? Most recently, I have investigated the BRCA2 gene, which is one of two genes known to be responsible for hereditary breast cancer. My research has delved into many fields within biology including genetics, molecular and cellular biology, and biochemistry.

My laboratory, which is currently being set up in the basement of the Science Building, will provide students with an opportunity to do basic research involving tumor suppressor genes. Hopefully, the students and I will unravel more clues about how these genes prevent cancer. More importantly, these students will learn to utilize and apply their science knowledge and see it “come to life”.

Why did you come to Adelphi? What has been your experience so far?

As a researcher, my efforts have been narrowly directed on a very specific problem. While this can be rewarding, I personally felt that something was lacking. Prior to my doctoral and post-doctoral studies, I

had taken pleasure in teaching at the high school level. There is something special about observing a student's intellectual and academic development and knowing that you have played a role. That was the main feature about Adelphi that attracted me when I visited— everyone seemed to be genuinely concerned with the academic welfare of the students, especially in the Biology department. I could sense that high-quality education was being provided. I also felt a spirit of friendliness and comradery among the faculty and witnessed excellent rapport between faculty and students. I believed that Adelphi would be an excellent atmosphere for me to develop into a better educator and scientist. Since arriving here earlier this semester, I have not been disappointed and my early perceptions have not changed.

What do you wish to contribute? What do you feel strongly about in regards to teaching or your specialization?

We all spend our lifetime gathering knowledge and it is a waste if we don't pass that information on in some way. I hope to pass on some of my knowledge of biology (and otherwise) and to do so in a manner that truly stimulates students intellectually. Also, I believe that education flows in both directions and that I can learn and be stimulated intellectually as much from my students as they can from me. That is the beautiful thing about passing on one's knowledge: you don't actually lose any of it, but actually get more of it.

What do you wish to impart to your students?

I would like to impart my love of science and the scientific process. I would like to give them an appreciation of how we come to know what we do: how lots of smaller pieces of research and the occasional bigger or unifying experiment all congeal into the theories and knowledge that currently exists. For instance, we recently celebrated what was billed as the 50th anniversary of DNA, referring to Watson and Crick solving the molecular structure of DNA. But there was a lot of research on DNA, by many unsung heroes, that led up to their landmark paper. I would like my students to know that while it is great to shoot for a Nobel Prize, you can still have an impact on science even if you aren't awarded one.

Ganesh Pandit – Associate Professor, Department of Accounting, Finance and Economics

With so much happening around us in the form of corporate financial scandals and fraudulent reporting of financial statements, there is a lot of interest in how companies currently are reporting their numbers and what can be done to improve the current state of financial reporting. So I have been trying to do some writing in this area.

A brief overview of background, area of expertise, research and teaching.

My background primarily is in the field of accounting. After working in public accounting for four years and in industry for about a year, I wanted to do something different. So after I finished my doctoral degree, I entered academics. My teaching areas include financial accounting/reporting and managerial accounting at both undergraduate and graduate levels. Financial accounting/reporting deals with how businesses record their transactions and prepare financial statements. Managerial accounting deals with how managers make operating and strategic decisions based on various pieces of accounting information when running their businesses. I teach Intermediate Accounting, Advanced Accounting, MBA Accounting and Financial Statements Analysis.

I also like to do research in the area of financial reporting and corporate governance. With so much happening around us in the form of corporate financial scandals and fraudulent reporting of financial statements, there is a lot of interest in how companies currently are reporting their numbers and what can be done to improve the current state of financial reporting. So I have been trying to do some writing in this area. On the side, I also am interested in studying matters related to accounting education and students. For example, one of my writings includes a study of what factors accounting students consider when choosing their academic major.

Why did you come to Adelphi? What has been your experience so far?

I came to Adelphi for several reasons. First, I wanted to move closer to "the city that never sleeps!" I am fascinated by the liveliness of New York City. Second, when I looked at Adelphi University, I was amazed to see that while the rest of the universities were trying to cut back on their new hiring decisions, Adelphi

was actually looking for more and more faculty members. To me, that was a sign of a growing school with potential. Third, I wanted to move to the Northeast to take advantage of the better schooling system here for my two children. Finally, I have some family here in the NYC metro area.

What has been your experience so far?

So far, my experience has been very pleasant. The faculty members at the School of Business have made me feel welcome right from the day of my first visit to this campus. There has not been a single day since I came here when someone did not stop by my office to say hello to me. I have always gotten the impression that this is a very collegial faculty group in the school of business and I assume that it also applies to the rest of the university.

The students are very respectful and conscious of their responsibility in the classroom. The small class size makes it easier to know each student by name and establish good contact with them. I am also impressed by how much effort the university puts forward in making the new faculty members feel welcome on the campus. All the meetings and seminars, and the warm treatment that I receive at these gatherings have made my transition go very smoothly.

What do you wish to contribute? or What do you feel strongly about in regards to teaching or your specialization?

I entered academics eleven years ago. However, I stayed in academics mainly because over time I realized how much I enjoyed being in the classroom. One of the advantages of being a party in education is the satisfaction that you get about making a contribution to a community and to the society. It's like being on a stage, where you instantly see the outcome of your day's work. It gives me a lot of happiness when I see the expression on the students' faces that immediately tells me that they learned something new today! I like the fact that as someone in higher education I have the opportunity to make a positive difference in a young person's life.

Besides making a positive contribution in the classroom, I also wish to contribute to the AACSB accreditation efforts that are current being undertaken in the School of Business at Adelphi University. The accreditation will only further the image of the school and make it even a more desirable place to students and faculty from everywhere.

What do you wish to impart to your students?

I want to start by quoting from "Bill Gates' Eleven Rules of Life: Rule No. 4: If you think your teacher is tough; wait until you get a boss" (Source: unknown to me). But seriously, I consider a business degree as consisting of eight things: Boldness, Understanding, Sincerity, Integrity, New attitude, Enthusiasm, Strength, and Style. I encourage all students and especially the business students, with whom I spend most of my time when I am on Adelphi campus, to cultivate and develop these eight attributes with which to face the new world when they leave our school after completing their degrees.

I wish to conclude by quoting again from "Bill Gates' Eleven Rules of Life: Rule No. 9: Life is not divided into semesters. You do not get summers off..." (Source: unknown to me). Make the best possible use of your time!

Hybrid Courses?

You might have heard about hybrid courses at Adelphi (not to be confused with hybrid classrooms). In a hybrid course, 40- 60% of instructional session is conducted online. At this moment faculty who want to teach at Adelphi in a hybrid modality, must get approval from the Dean or Chair.

During this semester, we have seven faculty who are teaching a hybrid course, with six having received stipends from the administration for the development of hybrid courses from existing courses. These faculty have worked with the FCPE and attended a five day summer workshop, in which they have learned specific technology skills and strategies which helped them with their course outline, development and delivery. They continue to receive ongoing feedback and assistance from the FCPE staff.

Since the course content and approaches are all different, it will be interesting to see the design and hear what faculty and student responses are to these newly- developed hybrid courses. In the early Spring, FCPE is scheduling a presentation session about the “hybrid experience” for all faculty to attend.

Interview with Patrick Coonan: Dean of Adelphi’s School of Nursing

by Bruce Rosenbloom

Q: Can you give us an idea of your background and why you came to Adelphi?

A: For me actually, it’s coming back to Adelphi. I am a 1978 graduate of the BS program here, and in between I’ve had a pretty good twenty-five year career in health care. I spent the early part of my career in emergency services. I was a paramedic in a local fire department before I became a nurse. I spent a good 10 years moving around the Bronx and Manhattan in various capacities as staff nurse, nurse manager, assistant director, then director. In the late 80’s I worked at North Shore Hospital in Manhasset as Director of the Emergency room.

My academic career started as an adjunct professor at Columbia university where I took over their critical care nurse specialist program in the late 80’s and worked there as an adjunct until 1994. I then started as full-time faculty; moved on to a position as assistant dean, at Columbia University, later to become associate dean.

In 1996, I decided to go back into the hospital work—I had a goal to be VP for nursing at a major institution. So, I left Columbia and went to work for Episcopal Health services as VP for patient care for the system. When the system went bankrupt, I worked for IBM for one year, as a project manager, responsible for opening up a helpdesk center in Melville, and managing the site until I decided the time was right to go back into healthcare. I had a doctorate in Nursing, and I was working out of my field, so I worked at Rutgers as Director of their Masters nursing program, for a year, and then onto VP positions at Brooklyn College and then to Westchester Community College. And then, bingo, I landed back right here. I saw this job posted, and I came back to Adelphi after 25 years after having graduated. So the office you’d never wanted to be in as a student, now I’m living in it.

Q: How does it feel to be back?

A: It feels great! It’s been 6 months now, and things have been going along well.

Q: What is your mission as the Dean of the School of Nursing?

A: We’re looking at the school with faculty and administration. When I graduated from Adelphi’s School of Nursing, it was probably one of the best schools of nursing in the country. Ranked in the top 25-30 nursing schools in the country. Well, things have changed dramatically in 25 years, for a variety of reasons. The school took a beating during the 90’s like the rest of the university—but the professional schools took a real hit. One of the things I said is that I wasn’t real happy with what I saw at the school. I wanted to finish my career- I have a long way to go before I’m done—to attempt to put it on the map to what it was over twenty five years ago.

My mission is to put us back in the top 50 nursing schools in the country within the next 5 years. That’s the big mission. Can we do it? I don’t know—but we’re sure going to give it the best try we can. We had tremendous numbers of alumni here who have gone on to very high positions in the nursing profession—and have done very well. But we have some things that we need to change. Our graduate program is weak right now, so we are working with faculty to improve it. Just before you came in here, I met with the director of the RN program. The program needs to be revised, and in the spring, we are going to also look at our undergraduate curriculum. You know that health care has changed dramatically in the past decade. And I’m not sure whether we’ve kept up with it.

Q: I also hear talk of a doctoral program?

A: Yes. Well we had one that started back in 1986, and it went very well. I just looked at a list of graduates in that program and their dissertations. There are a lot of names that I recognize as my peers, or who worked for me at some point, or who are known in the industry. It was interesting to see what they’ve gone on to do. It’s unfortunate that a lot of things happened and the PhD program was

discontinued. But I would like to put it back online in 5 years, whether it be by ourselves as a standalone, or a collaborative program with another university.

Q: You mentioned that the field of nursing has undergone dramatic changes. How do you see those developments impacting training of prospective nurses?

A: We need to provide nurses with the skills to hit the ground running. We do a really good job of educating nurses now, but we can do a better job. It's not just us—it's every nursing school and curriculum. The curriculum, and sometimes even faculty, has not kept up with what is happening in the industry. Since I have come from industry, I am more in touch with what current needs are in the field.

We need to come up with some overlying themes. The one we've come up with—and these are the needs of the industry—are leadership, patient outcomes, and technology. So we are weaving those three themes into the whole graduate curriculum, and will likely weave them through the RN and baccalaureate curriculum too. These are the overlying themes as to what our program stands for—what we are about.

Nursing has emerged from the 90's, during a time of layoffs, and only recently has nursing re-emerged as a good profession. On the leadership side, we don't have a lot of people coming up the ladder—so it's our job to prepare leaders. Leaders come from baccalaureate programs—not associate degree or diploma programs. The focus today is on patient safety and patient outcomes. Nurses have always focused on the patients, but now, we also need that focus from administrators.

The technology is there; it just hasn't been adopted well. Nurses don't often see a need for it, nor have they been educated in technology. Therefore, we need to address that component because technology in healthcare is improving.

Q: Has the nature of nursing students changed since you've been a nursing student—in terms of demographics, mid-career changers?

A: Yes. When I was a nursing student, the overwhelming majority of students were directly out of high school—and my class had almost 200 students in it—only two male students. This semester, we accepted about 220 new students. Only 27 of these are right out of high school, the rest are transfers, either from community colleges, or with a BS degree from another field who want to become a nurse. There is a huge population that want to do this—we already have a long waiting list for the spring.

Q: And the reason is that the job market is good for nurses?

A: The job market is great for nurses, and will continue to be great for nurses for the next 25 years, because of people like me that are getting old, and don't want to do it anymore. The bottom line is that the average age for an RN in this country is 48. The average age of a nursing professor is 56. That is huge. This semester, we hired two new faculty whom we were very fortunate to get, and hopefully we will be hiring more faculty next fall. Our program has grown significantly—tripled in the last few years. We have gone from about 250 students to over 800 students now. The growth has been tremendous.

Q: How do you see the issue of burnout of nurses, and how do you tell students how to cope with it?

A: Burnout was really a hot topic in the 80's. You don't hear that word as often today, although it is still an issue. There are real problems in the industry now, especially on the hospital side, because the margins are so tight. Most hospitals don't make any money, and indeed lose money. The first place they are looking to cut is the nursing department. When I was the VP for Nursing I always told people that I walked a tightrope. On the left side, I carried the cost bucket, and on the right side I carried the quality bucket. If you didn't balance both of those, you weren't going to be successful. If they take out of the cost bucket, quality will suffer since you don't have enough nurses to take care of the patients. Currently, the night shift in hospitals, where we are seeing much sicker patients than ever before, you are seeing nurse ratios as low as 8:1 in some places, and in other places 10-14 patients per nurse. Sometimes with nurses aides, sometimes without. It's very hard.

Q: Any other things you wish to mention?

A: I have great hopes for the School. I came here with the thought that we need to get back to the top, and I think we can do that. We have a tremendous alumni base that we're reaching out to re-engage. If we engage our alumni, faculty, and students and all pull in the same direction, we'll accomplish great things for the School of Nursing.

Kermit Frazier – Associate Professor, Department of English

I've always been a writer who has taught. Consequently, I'm someone who feels that exploration through writing and the development of one's writing skills, on whatever level in whatever genre, are two of the keys to understanding more about oneself and the world as well as important roads toward effective thinking and communication. Writing, like all art forms, should be challenging, exciting, and liberating.

A brief overview of background, area of expertise, research and teaching.

I've been a teacher and professional writer-principally a playwright and television writer-for more than twenty years. I come to Adelphi from Morgan State University, where I was an associate professor of English and coordinator of the creative writing concentration. I've also taught at Williams College, Baruch College (CUNY), New York University, and Chicago State University. I have an A.B. and M.A. in English from Syracuse University and an M.F.A. from the New York University School of the Arts Theater Program.

I've had more the a dozen plays produced in New York and around the country and have written for several television series, including the popular children's mystery series Ghostwriter, which I helped to create and for which served as a head writer; Gullah Gullah Island (co-producer and executive story supervisor); The Cosby Mysteries; Married People; Rescue 77; and The Misadventures of Maya and Miguel. I've also served as acting president of the venerable Frederick Douglass Creative Arts Center, where I coordinated writing, acting, and photography workshops, the staged reading series of new plays, and the annual Black Roots Festival of Poetry, Prose, Music, and Drama.

Why did you come to Adelphi? What has been your experience so far?

I come to Adelphi principally excited by the prospect of helping to develop an innovative MFA program in creative writing in the Department of English with some wonderfully dedicated, energetic colleagues. Also, especially with my background in television, theater, and African American drama, I'm excited about the prospects of working with Communications, Performing Arts, and Ethnic Studies to facilitate the cross-listing of courses with English. Meanwhile, as I get situated at Adelphi, I continue to be pleased by the way everyone from the top administration down to the college and the department has enthusiastically welcomed me and offered me support.

What do you wish to contribute? What do you wish to impart to your students?

I've always been a writer who has taught. Consequently, I'm someone who feels that exploration through writing and the development of one's writing skills, on whatever level in whatever genre, are two of the keys to understanding more about oneself and the world as well as important roads toward effective thinking and communication. Writing, like all art forms, should be challenging, exciting, and liberating.

Milestone in the Protection of Human Research Subjects

by Mary Cortina

In November, we celebrate the 25th anniversary of the Belmont Report. The Report was the work of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1974-79), and it established the ethical principles that guide research involving human subjects. The Belmont Report framed protection of research participants in terms of the morals of our society and identified three basic ethical principles; respect for persons, beneficence, and justice.

Respect for persons involves two considerations, first, the requirement to acknowledge the individual's autonomy and second, to protect those with diminished autonomy. Therefore, individuals must enter research studies voluntarily and with adequate information. Beneficence requires that not only should

participants be protected from harm and their decisions respected, but efforts should also be made to guarantee their well-being. Beneficence can be summed up in the following, “first do no harm”, maximize benefits and minimize possible harms. The Commission asked the question, “who ought to receive the benefits of research and bear its burdens?” and determined that this is the core issue regarding justice. Social justice requires consideration of the overall distribution of the burdens and benefits of research. Justice requires that fair procedures and outcomes for participants and society are considered especially in the selection of research participants.

The Belmont Report can be accessed at <http://www.hhs.gov/ohrp>. The university strongly encourages all those engaged in research involving human subjects to undertake the training provided by the Office of Human Research Protections at <http://www.hhs.gov/ohrp/education/#materials>, click on tutorials.

Assent of Children

By definition, children are persons who have not attained the legal age for consent, namely, those under 18 years of age. When research involves children, it is the responsibility of the investigator and the IRB to ensure the greatest protection of the children. Research involving children is subject to special regulatory requirements:

1. The research does not involve greater than minimal risk or discomfort;
2. If more than minimal risk to children is involved, the IRB must determine that the risk is justified by the anticipated benefits to the subjects, and the risk is at least as favorable to the child as the current treatment or interventions;
3. If more than minimal risk is involved and there is no apparent benefit to the children in the study, the IRB must determine that the risk of the research represents no more than a minor increase over minimal risk, that the child’s experience in the research is commensurate with their current treatments/interventions, and the intervention is likely to yield generalizable knowledge about the child’s condition which is vital for understanding the condition

When research involves children, the investigator must obtain both parental/guardian permission, or agreement to the participation of their child and the child’s assent. “Assent” means a child’s affirmative agreement to participate in research, failure of the child to object should not be assumed to mean assent. In determining whether children are capable of assenting, the ages, maturity, and psychological state of the children involved should be considered. The IRB should determine that adequate provisions are made for soliciting the assent of the children, when in the judgment of the IRB the children are capable of providing assent.

The Children’s Health Act of 2000 required that the Secretary of Health and Human Services conduct a review of the regulations protecting children involved in research. The Office of Human Research Protections conducted interviews with fifty experts in the field. They concluded that the existing regulations were effective in safeguarding the welfare of children participating in research. However, they also recognized the complexity of issues involved in conducting research and noted some room for improvements. For example, terms and concepts such as “minimal risk”, “the prospect of direct benefit for the individual subject” need clarification. You can read the report in full at <http://www.hhs.gov/ohrp/reports/ohrp502.pdf>.

Mark Your Calendars

Our grants and lunch series continues this year, all discussions take place from noon-1:00, FCPE, Alumnae, Room 124. Please join us on Tuesday, November 16th for Funding in the Humanities and Social Sciences, on Tuesday, December 7th for Fulbright Scholars Q&A period, and on Wednesday, February 9th for an overview of NEH Funding Opportunities and Deadlines.

In addition, the local colleges and universities have joined together to sponsor a series of faculty development sessions regarding grants and funding. The following is a list of tentative dates and topics. I urge you all to attend as your schedules permit.

Introduction to funding databases – SPIN, SMARTS and GENIUS – November 8 or 9th

Introduction to Grant Writing – December 2nd

Fiscal Compliance – January

NSF video conference – February
Grant writing workshop and clinic – March
Protecting human research subjects – April
Faculty research presentations – May

Toward Improving Professional Development in High Need Schools

by Anne Mungai

An issue that resonates with me is “How can we empower teachers in high-need schools to meet the needs of their students while enjoying the teaching experience?” This is one question that confronts all those who are involved in collaborative efforts between Universities and high-need School Districts. The body of work on professional development has grown in recent years, and there is a developing consensus about what professional development should be. The characteristics of beneficial professional development are that it should be empowering, ongoing, collaborative, experiential, and relate to theory and practice.

Current discussions about improving the quality of education of teaching and learning in our country’s schools are increasing focused on professional development as a key strategy to improve schools (Darling-Hammond & McLaughlin, 1995). Many classroom teachers are facing new professional challenges as they encounter an increasingly diverse student population (Special Ed students, English as second language students, and at-risk students). Professional development represents a critical vehicle for schools to support teachers in their ongoing acquisition of skills and strategies that enable them to teach well in these changing contexts.

District-level goals, policies, and practices shape professional development programs at the building level. These agendas reflect, to varying degrees, the orientation and priorities identified by the state education agency. Several key issues that emerge at these levels are identified below. Each serves as an example or benchmark to evaluate the extent to which current professional development practices are supportive of an inclusive schooling agenda.

School district personnel involved in implementing effective professional development programs should consider related issues, such as whether or not they:

- Include parents in professional development activities and open the activities to other stakeholders to work with students with full range of abilities and disabilities (Consortium on Inclusive Schooling Practices, 1996);
- Provide professional development time for a mixture of activities such as new knowledge dissemination, dialogues of goals and missions, and curriculum planning;
- Address the needs of a diverse student population;
- Provide opportunities for all personnel to share expertise about meeting the needs of students with disabilities; and
- Provide opportunities and utilize funds to develop teacher and administrator competencies in responding to the needs of all students.

In the fall of 1998, I volunteered to work with Roosevelt School District to help with their Inclusion program. The Roosevelt Union Free School District serves about 3,000 students, 91.9% of which is African American/Caribbean, 7.8% Latino and .3% white non-Hispanic. This District has been designated a high-need district as well as a school under Registration Review (SURR) by the New York State Education Department since 1991.

Working with the school district for one year, I realized they that needed my being there more than one day a week. These teachers needed intensive professional development workshops geared towards the needs of the district. Some of the issues that were raised were:

1. Aligning teaching to State Standards.
2. Diversity issues in learning and teaching.
3. Assessment Issues.
4. Classroom management.

5. Parent outreach programs.
6. Leadership/ mentoring skills.

In the fall of 1999 I was awarded the Dwight D. Eisenhower Grant for Professional development to work with Roosevelt school district K-12 teachers. This was a four year grant. In 2003 I received the Teacher/ Leader Quality grant to work with the same school district. I began these two projects with these assumptions: (1) Belonging to a community of peers can offer novice teachers social, emotional, and intellectual support in their teaching. (2) Establish teacher communities; allow teachers to learn from their own experiences and the experience of others. (3) An established teacher community can help teachers to foster student learning.

The two projects examined the characteristics of elementary schools teacher teams as communities learning together about curriculum design and new teaching practices and how they implemented the new knowledge in their classrooms. By looking at in-service teacher workshops as a context for learning, the study explored how "good/effective" teachers transfer the knowledge acquired in the workshops to their classrooms.

The teams continue to engage in a variety of interactions and conversations that contribute to improved teaching and learning.

Teachers are encouraged to share ideas that are successful in their classrooms. So far 20 teachers have been trained on the Generating Expectations for Student Achievement program (GESA). These teachers are a resource for the team as they take a lead as facilitators of good practices in teaching. Shared inquiry and substantive conversations promote team learning and mutual respect. Teachers who participate more in conversations are more likely to experiment with new knowledge in their classroom. The project continues to examine the following broadly stated questions:

1. How do the ideas and actions of this group of teachers develop professionally with the knowledge acquired at the professional development workshops?
2. How do the teachers change their practice of teaching?

Challenges

There are numerous challenges in high need schools and districts. Often these schools get negative media coverage, which makes building relationships between staff and an outsider more difficult. High need schools also experience a higher turnover of administrators and teachers, and this makes long term planning and follow-through problematic as new personnel may have a different view of district needs. Despite these and other challenges, there are real benefits from partnering with schools of higher learning, and thereby form lasting relationships between institutions. Ultimately, if we look beyond the problems and hurdles within high need school districts, and be committed to and focus on making a positive impact in the lives of children in these districts, we can achieve significant improvements for students and teachers.

Note: I would like to acknowledge that this project(# 0247-05-0001) is funded by the NYS Department of Education.

References

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What is FORe for?

by Charles Shopsis

Those of you teaching courses with Freshmen in them have probably noticed that your students are carrying around large loose-leaf binders with the letters FORe prominently displayed on the cover. FORe is the acronym assigned to the Freshman Orientation Experience (0952-100), a one credit P/F course that all incoming freshmen take in their first semester (all except Honors College, General Studies and ABLE students, who receive analogous instruction and support in those programs).

The course was developed as part of the overhaul of the General Education requirements approved by the faculty in the late 1990's, and was first offered in the Fall of 1999. Its objective is to improve new students' likelihood of success in college by helping them adjust to the college experience. We do this by informing them of the resources and support facilities that are available to them, by discussing with them the expectations we have for them, and by encouraging them to think about and share their experiences with their fellow students.

Course instructors are drawn from the ranks of full-time faculty, administrators and staff, and senior adjuncts. Each section also has a Peer Assistant Leader (PAL), a student chosen by the Office of Student Affairs on the basis of their academic success and participation in student activities. The PALs participate in each weekly class and help counsel their younger peers and draw them into activities on campus. An E-mail listserv facilitates communication among the instructors and PALs, so that we can exchange ideas about what works and what doesn't in our classes. The course is under the jurisdiction of the General Education Committee and is administered by the Dean's office of the College of Arts and Sciences. In the Fall of 2004 there are 30 sections running, with an average enrollment of 23. Two sections are offered in the Spring semester to serve students who enter then.

In FOrE course we teach students how to use Adelphi's support resources by taking the classes to the Writing and Learning Centers, the Career Development Center, and the library, where they learn to use our information and computer resources. Representatives from the Office of Student Affairs and the Campus Recreation Program visit the classes to inform the students about their programs, and the course instructor or a representative from the Office of Academic Services conducts sessions covering the university's rules and regulations and registration and advisement procedures.

In the Fall, 2004 semester we initiated a series of class discussions in this course. The three discussion sessions address the issues of citizenship and participatory democracy, the purposes of higher education, and academic honesty. In the academic honesty discussion students will be informed of the definition of plagiarism and be reminded of Adelphi's honor code. We hope that these discussions will result in students reflecting on their roles in society and on Adelphi's role in their personal development. To further this goal, one of the course assignments is a reflective paper in which the students are asked to characterize their experiences in this first semester.

We take advantage of the expertise in the Derner School for Advanced Psychological Studies by bringing graduate students in the Clinical Psychology program into the FOrE classes. These graduate students work with the class at five class meetings to facilitate meaningful communication among the students about adjustment and leadership issues.

One of the difficult parts of creating and maintaining this course has been the challenge of conducting it at the right level. Each section contains a heterogeneous group of students with very different needs and expectations, and the average level of student preparedness seems to be rising as the University's admissions standards become more selective. After each "run" of the course, we survey the students thoroughly and modify the course content accordingly. The addition of discussions this semester is a response to students' requests for more "meat" and more interaction with their instructor. Initial reports about this new component have been positive. Two years ago we began block programming the FOrE course with the 3 credit Freshman Seminar, so that the same group of about 22 students were in both sections together. This provides students with a bit of social constancy in their hectic freshman year, and permits some academic coordination between these two courses. Students have indicated their appreciation of this feature. In 2005 we are hoping to pilot some three component "blocks" in which groups of students will be in a Seminar, FOrE class, and Art and Craft of Writing class together, with the activities of the writing class and seminar closely coordinated.

Although we are aware of the logical fallacy exemplified in the story of the rooster who is sure that his pre-dawn crowing causes the sun to rise, it is worth noting that total university freshman-to-sophomore retention has increased from 73.5% in 1998, before this course was introduced, to 79.8% in 2004. Courses like FOrE have become very popular in higher education in the United States as a higher

percentage of high school graduates go on to college each year, motivated by an awareness that a college degree is a virtual requirement for success. The University of South Carolina houses a National Center for the First Year Experience and Students in Transition, with a web site at <http://www.sc.edu/fye/> to which we refer you for further information. We also welcome more faculty participation in this course. Please address your thoughts, questions, or offers to teach to shopsisc@adelphi.edu.