FCPE Newsletter – Issue No. 8 – Spring 2005

Adelphi Connects with E-Campus
by Joyce Kauf
eCampus, the Adelphi portal launched on February 2, 2005 to resounding success. Surrounded by balloons and banners, OITR staff and student workers set up tables in the U.C. to promote this exciting new service. By the end of the afternoon, more than 300 people had signed on to eCampus.

"eCampus is the technology platform that will bridge the gaps among faculty, student, administration and alumni; it enables the campus community to communicate and collaborate with each other in a very positive way," explained Jack Chen, CIO. Elaborating on the advantages of eCampus, he emphasized that it "will enable the campus community to share relevant information, access campus data through a single sign-on and build a knowledge-base digital community.

This first phase integrates services and applications in one secure site. eCampus is personalized for each user, allowing access to specific functions that relate to the person's role. While the entire campus can access their Adelphi email, message boards and campus announcements, the faculty and students also have access to C.L.A.S.S. and Blackboard. Still another advantage for the faculty is the ability to download and upload files stored on their H and I drives at a remote location to any computer.

Funding for the portal was provided by a CampusEAI Oracle Portal Grant, distributed by the CampusEAI Consortium, a non-profit organization that promotes software development and digital content distribution in educational institutions. The grant covers the costs of hardware, software and services associated with the implementation of a portal system.

Looking ahead, OITR plans to incorporate enhancements for the faculty in the next phase. Features under consideration include the integration of Degree Works, a degree audit system, and an online early warning system that will allow faculty to identify those students who need assistance in meeting the academic demands of college.

eCampus was made possible by the upgrades to the network systems and infrastructures as part of OITR's strategic plan to create a secure, high performance computer network. This ambitious project is the culmination of the combined efforts of faculty, students and staff. Citing the work of the SCAIT Committee, Web Policy Committee (WPC) and the Administrative Computing Committee (ACC), plus the student focus group, Jack Chen expressed his appreciation to all, adding that eCampus represents a significant step that "brings us to the next stage of the digital frontier."

Get connected now! Go to ecampus.web-dev.adelphi.edu.

Brad Zodikoff – Assistant Professor, School of Social Work
> The new generation of graduating social workers who possess specialized gerontological training will likely be in high demand – they will undoubtedly find great opportunities to pursue clinical practice, to develop innovative grant-funded service programs, and to do important work that directly affects the health and well-being of

older adults, families and communities. It is a particularly relevant path for students interested in working with multi-generational families.

A brief overview of background, area of expertise, research and teaching.
I am a social work educator, researcher and practitioner with expertise in the fields of gerontology and health care social work. I obtained my M.S.W. and Ph.D. degrees from Columbia University School of Social Work. Prior to my faculty appointment at Adelphi, I taught as an adjunct lecturer in the M.S.W. program at Columbia and in the B.S.W. program at Lehman College, City University of New York. I have spent over a decade in social work direct practice and program development positions at academic teaching hospitals in New York City — most recently at Mount Sinai Hospital. I have published in the areas of family caregiving, self-care of older adults, the social service needs of LGBT elders, and social work practice knowledge in aging and health. At Adelphi, I currently teach Foundations of Social Work Practice II, Social Work Research Methods I, and the advanced elective Social Work Practice in Health Care Settings.

My research interests currently focus on the service utilization patterns and attitudes of older adult caregivers and care receivers. My dissertation research, funded by a John A. Hartford Foundation Fellowship in Geriatric Social Work, examined dyadic congruence and gender differences in the community service use attitudes of older spousal caregiver-care recipient couples.

What do you wish to contribute? What has been your experience so far?
I joined the faculty at Adelphi because I am eager to contribute to an academic community that highly values excellence in both teaching and scholarship. It was immediately apparent to me that the School of Social Work and the University offered a superb environment where I could pursue my research and teaching interests among faculty who are passionately committed to training the social work practitioners of the future.

My experience so far has been great. Adelphi has a very personable and hospitable culture. I have found colleagues and administrators to be extraordinarily accessible, welcoming and friendly. I have found students to be serious about their learning, committed to their educational and professional development, and very engaging in the classroom.

The campus provides a wonderful environment for work and study. I think Adelphi's geographical location, from my perspective, is a great asset. I love the fact that the students live and obtain their fieldwork training in an incredibly diverse range of settings all over Nassau, Suffolk, the boroughs of New York City, upstate, downstate, tri-state and beyond.

What do you feel strongly about in regards to teaching or your specialization?
Though my substantive areas of interest broadly encompass social work practice in health care and aging, I feel strongly about attracting more students to careers in gerontological social work. Due to the rapidly growing aging and "baby boomer" populations, the U.S. Department of Labor Bureau of Labor Statistics projects a substantial increase in the demand for social workers with gerontology training over the next decade. (http://www.bls.gov/oco/ocos060.htm) The need is acute. In fact, many health care and community-based social workers have already become "de facto" gerontology providers because they are already dealing with more and more aging people on their caseloads; however, in my view, these providers need much more specialized training to address the complex needs of aging clients and their caregivers.

The new generation of graduating social workers who possess specialized gerontological training will likely be in high demand – they will undoubtedly find great opportunities to pursue clinical practice, to develop innovative grant-funded service programs, and to do important work that directly affects the health and well-being of older adults, families and communities. It is a particularly relevant path for students interested in working with multi-generational families. It is also a field that places a strong emphasis on interdisciplinary teamwork — collaborating with other allied health professions including nursing, medicine, psychology, and the rehabilitation specialties.

What do you wish to impart to your students?
I am keenly aware that the direct impact I have on student learning has immediate and tangible implications for the field work my students perform with real clients in various communities every day. This in itself makes teaching social work practice so exciting and rewarding. I am also attuned to the fact that social work students undergo a very unique formative experience as they obtain knowledge for practice while at the same time developing a genuine, authentic and skillful use of their personal and professional "selves". I know I developed a truly expanded awareness about the world around me after I completed my M.S.W. training. My hope is that my students will similarly experience new ways of thinking about working with clients and addressing social problems, while also attending to their own personal and professional growth.

Like any educator in an applied discipline, I really want to inspire my students to forge meaningful connections between classroom knowledge and their fieldwork. I aim to accomplish this not only in my practice classes where the "classroom-field" connection is generally well understood, but also in my research classes where the students' perceived relevance of the material to direct practice requires a lot more explication. I like to use practice illustrations in my research classes and I like to bring research concepts into my practice classes. I want to encourage students to think in a more integrated way about the relationships among all types of knowledge for practice.

Finally, I hope to communicate to students the enormous diversity of career paths that are available with a social work degree. Social work graduates become clinicians, program developers, agency administrators, educators, researchers, advocates, activists and elected officials– the list goes on – the breadth of career possibilities in this field is truly tremendous.

Christine Coughlin – Associate Professor, School of Nursing
> I feel strongly about the issue of perception of care. As a healthcare executive for the past fifteen years, I have had the opportunity to observe the misalignment between patient satisfaction and nurse satisfaction. It is my belief that this occurs due to many complex variables. This phenomenon has long been an interest and a subject of my concern and study.

A brief overview of background, area of expertise, research and teaching.
I joined Adelphi University as a full-time associate professor in January 2005. I received a BSN from Adelphi University, an MA in Nursing Administration from NYU and an EdD in Organization and Leadership from Teachers College, Columbia University. Before coming to Adelphi, I held a position as Vice President for Patient Care Services and Chief Nurse Executive at New York United Hospital in Westchester. Prior positions include Vice President for Clinical Services and Chief Nursing Officer at Montefiore Medical Center in the Bronx and the Director of the Cardiac Care Center/Associate Hospital Director at Mount Sinai Medical Center in Manhattan. My clinical nursing practice has been as an intensive care nurse.

While holding administrative positions, I remained active in education, holding adjunct positions at Teachers College, Columbia University and Lehman College, City University of New York. My goal is to bring a realistic and optimistic view of nursing and healthcare to my students thereby preparing them for the important work that lies ahead in healthcare. My research interests include patient/family perception of care, and leadership qualities of front line nursing leaders.

What do you wish to contribute? What do you feel strongly about in regards to teaching or your specialization?
I feel strongly about the issue of perception of care. As a healthcare executive for the past fifteen years, I have had the opportunity to observe the misalignment between patient satisfaction and nurse satisfaction. It is my belief that this occurs due to many complex variables. This phenomenon has long been an interest and a subject of my concern and study. Due to my concerns and in order to optimize nursing's contribution to patient care, patient and family satisfaction, and patient outcomes, I conducted research on the patient's perceptions of care and the nurse's perception of care. Utilizing an ethnographic methodology, I obtained my data through both observation and an unstructured interview technique. In eighty percent of the cases there were completely differing perceptions of the care given. The findings provide direction for further research and the development of more precise satisfaction measuring tools that would promote improved quality outcomes from the patient and caregiver perspective.

What do you wish to impart to your students?
Leadership development– in teaching my graduate and undergraduate students. Although there is much published on this subject, leadership development programs are lacking in most healthcare institution. With the fiscal constraints, the mentoring of current and future leaders has been abandoned. This is an area in which I have done work and would like to continue to provide individual and group coaching and mentoring. In addition, with an increased focus on leadership for nurses, my goal is to conduct research on the early development of leadership characteristics in clinical nurses.

Dawn Lewis – Assistant Professor, School of Education
>My research agenda is quite ambitious. Without overstating myself, my career plan is to become one of the most proliferate researchers and consultants in the area of the psychology of sport injury. I know this is a lofty goal, for which I have set 2, 5, 10, and 15 year plans. Wish me luck !

A brief overview of background, area of expertise, research and teaching.
I am a native New Yorker, raised in Staten Island, who received my B.A. (1995) in psychology from Hunter College of CUNY. I then completed my M.S. (1999) and Ph.D. (2004) in kinesiology at Michigan State University (MSU). My major emphasis at Michigan State University was educational sport psychology with additional cognates in motor development, pedagogy, and statistics. During my seven years at the MSU, I taught a variety of professional level courses (sport psychology, motor development, program design and evaluation, etc.) and physical activity courses (track and field, racquetball, general conditioning, strength training, etc.) to kinesiology majors. As a graduate student, I was also strongly encouraged to conduct and publish research and consult with athletes for performance enhancement.

My area of research and consulting is the psychology of sport injuries. Thankfully, I have had a number of athletic trainers, coaches, sportsmedicine physicians, and educational sport psychologists who valued my line of research and practice. Through the collaborative efforts of

the kinesiology, athletics and counseling psychology departments, I was part of a team that implemented the first Injury Support Group (ISG) at MSU. The ISG groups continue to meet today – once a week, eight sessions per semester. I also served as assistant coach to the men's track and field team and traveled extensively during the spring semesters, making time management a key component to my health, welfare, and academic progress. Today, I am an assistant professor to the Department of Health Studies, Physical Education, and Human Performance Science where I teach Sport Psychology, Social Issues, Research Methods, Track and Field, and Women in Sport to physical education majors.

Why did you come to Adelphi? What has been your experience so far?
To some folks, this may sound silly, but September 11, 2001 was the most influential reason for my coming back east to Adelphi University. I was in Michigan when the towers came down. The event left me with an immense desire to be closer, geographically, to my parents and sisters. So, when I was ABD, I aggressively searched for positions in the region that fit my teaching and research agendas. I chose Adelphi because the department's and University's philosophy mirrored my expectations for collegiality, collaboration and professional development. The department's chair, Ron Feingold, and faculty have been extremely helpful in getting me involved immediately in intra-department and School of Education committees, without overburdening my schedule.

What do you wish to contribute? What do you feel strongly about in regards to teaching or your specialization?
As an instructor, I hope to contribute to the strength of the physical education program here at Adelphi University. Also, I've been fortunate to have had exemplary teaching models throughout my academic career. So, I hope my students find my teaching and advising methods worthy of modeling when they enter the work force. However, if I am not what they chose to model, I hope they find that I have presented course content in a matter that is relevant both at the time they are in my classroom and post-graduation when teaching in the schools or working with clients in the fitness field.
My research agenda is quite ambitious. Without overstating myself, my career plan is to become one of the most proliferate researchers and consultants in the area of the psychology of sport injury. I know this is a lofty goal, for which I have set 2, 5, 10, and 15 year plans. Wish me luck !

What do you wish to impart to your students?
The value of critical thinking, creating an informed argument, ethical behavior, and INTRINSIC ENJOYMENT OF MOVEMENT.

Grant Awards and Update
by Mary Cortina
Congratulations to recipients of the University Faculty Development Grants.

The goals of the university's internal grants program are to foster scholarship, provide seed money, and advance the university mission. This year we received thirty-three exceptional proposals from faculty representing all schools and units in the university, twelve from the college, eight from business, five from education, four from social work, three from nursing, and one from Derner. Proposals were reviewed and scored by external reviewers, faculty from other institutions with expertise in the area of the proposal.

The Provost's Office appreciates the effort that went into the applications and encourages all to apply again in the fall. Congratulations to the following faculty who received university grants:

Professor Judith Baumel for the continuation of her poetry collection, The Eclogues of Broadway.

Professor Francine Conway for her research, Emotion Regulation Patterns and Quality of Life in Women Diagnosed with Breast Cancer.

Professors Sean Bentley and John Dooher for their research, Fundamental Analysis of Quantum Microdots for Potential Applications.

Professor Jennifer Fleischner for her edition of Harriet Jacobs' Incidents in the Life of a Slave Girl.

Professor Katherine Flynn for her continued research in Atrazine Exposure and Gill Structure in Freshwater Bivalves.

Professor Joshua Grossman for his research, Microscopic Magnetic Surface Traps for Individual Neutral Atoms.

Professor MaryAnne Hyland for her research, The Implications of Flexible Work Arrangement Use on Job Satisfaction, Family Life Satisfaction and Turnover Intentions.

Professors Erica Kathryn and Emilia Zarco for their research, The Role of a Perinatal Behavior Modification Nutrition Education Program on the Prevention and Reduction of Neonatal and Infant Obesity.

Professor Elizabeth Palley for her work, The Effects of No Child Left Behind on Teaching Children with Disabilities.

Professor David Parkin for his work, Isolation and Characterization of the Nucleoside Hydrolases from Trichomonas Vaginalis

Professor Gita Surie for her work, Building Regional Innovation and Knowledge Based Advantage: The Emergence and Growth of the Biotechnology Industry.

Professor Alan Schoenfeld for his research, Dominant-Negative Effects of Truncated BRCA2 Proteins.

Professor Eric Touya for his work, From Normandy to America: A Reflection with the Veterans of World War II.

Professor Simon Yang for his work, Are Executive Stock Options for Future Risk-Taking or Past Performance Rewarding.

Funding News
U.S. Department of Education
Anyone who has been to the department's website (ed.gov) and reviewed recent funding opportunities has noticed that many of the RFPs talk about scientifically based research and the use of randomized experimental designs. The department's goal is to build a body of experimental data so that "we will know which programs are actually worth replicating and disseminating." In February, new regulatory language took effect which permits the department

to give preference to grant proposals that use randomized controlled trials or quasi-experimental methods.

Sample of upcoming grant deadlines:
April 11th – GEAR UP
April 15th – School Leadership
April 22nd – Early Childhood Educator Professional Development
April 29th – Safe Schools/Healthy Students

National Institutes of Health
Small Grants Program – Most institutes within NIH participate in the small grant program (RO3) which funds pilot or feasibility studies, secondary analysis of existing data, small, self-contained research projects, development of research methodology, and development of new research technology. The key is that these are small defined studies that are completed in a relatively short period of time.

AREA grants – The Academic Research Enhancement Awards are specifically for research at educational institutions that have not been major recipients of NIH support. These grants are to support faculty and undergraduate small scale research projects. Student participation and student benefit are key to these three year grants with a maximum funding of $150,000.

National Science Foundation
Sample upcoming grant deadlines:
National Science Digital Library – due April 11th; an online network of learning environments and resources for science, technology, engineering, and mathematics (STEM) education at all levels.

Course Curriculum and Laboratory Improvement – due May 18th; this initiative supports efforts that conduct research on STEM teaching and learning, create new learning materials and teaching strategies, develop faculty expertise, implement educational innovations, assess learning, and evaluate innovations. The program supports three types of projects representing three different phases of development, ranging from small exploratory investigations to comprehensive projects.

Informal Science Education (ISE) – preliminary proposals are due March 18th and September 16th with full proposals due June 13th and December 5th; this initiative supports projects that develop and implement informal learning experiences to increase interest, engagement, and understanding of science, technology, engineering, and mathematics by individuals of all ages and backgrounds.
Proposals for workshops, conferences and symposia do not require a preliminary submission but do require discussion with a program officer. Workshops, conferences and symposia are targeted at ISE professionals not the general public.

Archaeology, Archaeometry and Physical Anthropology -due July 1st
Social Psychology – due July 15th
Cultural Anthropology – due August 1st
Political Science and Sociology – due August 15th
Atomic, Molecular and Optical Physics -due September 28th

Biology – there are unsolicited opportunities for small grants for exploratory research, for equipment, for international travel, for conferences, workshops and symposia. Before submitting in any of these areas, you must discuss with a program officer in the biological directorate.

National Endowment for the Humanities
Upcoming deadlines:
Humanities Focus Grants- due April 7th; to improve formal humanities education from kindergarten through college and university. The grants provide educators with the opportunity to consider significant humanities topics and to map institutional directions for teaching the humanities. Humanities Focus Grants are particularly appropriate for first-time applicants. These grants need to choose a target audience of public school teachers, community college or university faculty.

Fellowships – due May 1st; supports individuals' research in the humanities that contributes to scholarly knowledge or to the public's understanding of the humanities. Recipients usually produce scholarly articles, monographs, books, etc. Fellowships support full-time work for a period of six to twelve months.
Grants for Teaching and Learning Resources and Curriculum Development -due October 1st; supports projects to improve specific areas of humanities education and are intended to serve as national models of excellence. Proposals must draw upon scholarship in the humanities and use scholars and teachers as advisors. NEH is especially interested in projects that offer solutions to problems frequently encountered by teachers. Proposals can develop (or revise) and implement humanities programs, curricula, courses, and materials for teaching and learning, K-12 or in higher education.

Fulbright lecture and research grants are due August 1st

National Endowment for the Arts
NEA supports arts education, dance, design, media arts, music, musical theater, theater, presenting, and visual arts. Some sample call for proposals – Summer School in the Arts preliminary proposal is due May 23rd, Learning in the Arts for children and youth is due June 13th, and Access to Artistic Excellence is due August 15th.

Workshops and Seminars – SAVE THESE DATES:
April 8th, Nassau Community College – Grant Opportunities Across the Liberal Arts and Sciences. An informative and interactive workshop presented by a representative of the Foundation Center.

Schedule: 9:00-9:25 Registration and Continental Breakfast
9:25- 9:30 Welcome
9:30-9:40 Opening Remarks
9:40-9:45 Introduction
9:45-11:15 Keynote Presentation
11:15-11:30 Break and Light Refreshments
11:30-1:30 Hands-on Foundation Center Database Search

Registration is required, so please call ext. 3259 or email cortina@adelphi.edu if you will be attending; the Office of Sponsored Programs will cover the registration fee.

April 12th – New York Institute of Technology will sponsor a webcast from 1:00p.m. - 4:00p.m. with Q&A, from the Office of Human Research Protections, Protecting Research

Volunteers: Ethics and Practice. If you are interested in this workshop, please call ext. 3259 or email cortina@adelphi.edu so we can make arrangements.

April 29th – New York Institute of Technology will sponsor a day-long workshop by Dr. Robert Lowman, associate vice chancellor for research at the University of North Carolina, Chapel Hill. Dr. Lowan is a senior advisor to the vice chancellor on issues of research policy, planning, regulatory compliance, training and infrastructure. He works with a faculty of 2,700 who had over $577 million in grant funding in 2004.

Schedule: 9:00-12:30: Participants will learn how to present their ideas with the greatest impact, prepare budgets, and use the merit review process to their advantage
Lunch (provided)
1:30-5:00 p.m.: This session will compare and contrast funding at six federal agencies, NSF, NIH, NEA, NEH, DOE and USDA. Dr. Lowman will explore the various funding mechanisms, identify the unique attributes of their funding programs, look at sample solicitations, and discuss their review processes.

If you would like to attend you must register; the Office of Sponsored Programs will cover the costs of attendance. Please call ext. 3259 or email cortina@adelphi.edu, and make sure you specify which workshop(s) you would like to attend.

Interview with Andrew Safyer: Dean of Adelphi's School of Social Work
by ruce Rosenbloom
Q: A brief overview of your background and why you chose to work at Adelphi.
A: I have an MSW and a PhD in Social Work and Psychology from the University of Michigan. Previously I worked at the University of Buffalo, where I was on faculty, the Associate Dean of Academic Affairs, and then, the Interim Dean. Through this process I discovered I enjoyed being a Dean, and so the question became where I wanted to be Dean. I chose Adelphi because of the rich and long-standing history of its School of Social Work. It has produced innovative research and trained students who have become highly skilled practitioners on Long Island, in the tri-state area and across in the nation. I come to this position with a strong background that comports with the school's focus on education, research, and community service and training.

Q: So you've been here for a little over half a year. What do you consider the major challenges of your position?
A: To oversee the implementation of the mission of the School of Social Work. That is, to ensure a high quality of education for students at the BSW, MSW, and doctoral level.; to work with faculty and support their scholarship and research; and, to promote universityand community partnerships that address social problems.

Q: Definitely. You mentioned the history of Adelphi's School of Social Work. Going forward, what type of programs, or vision do you see for the school?
A: I see many opportunities and possibilities here at Adelphi and have begun to work with administration, faculty, and staff to take the school to an even higher level of excellence. The school is well poised to explore creative ways to address community needs such as the increasing number of older adults and an emerging base of non- or limited English speaking clients on Long Island. There is also an increasing need for graduates to be trained as advocates and community leaders. I look forward to reconnecting with our graduates. We have over 11,000 alumni, and part of my challenge is having the alumni reconnect to the school, strengthening that connection-via continuing education programs, guest lectureships in the

classroom, and the possibility of mentorship programs where alumni are involved with our students. There is a lot to do.

Another area we are putting energy into is expanding our off-campus sites in mid-Hudson, Manhattan, and Hauppauge. There are increasing numbers of students that are coming to the University part-time. How do we meet their needs when a lot of those students are non-traditional students, or have families, and work full-time. How do we ensure that they receive a quality education? What are the unique needs they have and how do we address those needs? Overall, these are some of the issues we will be examining as we explore new directions.

Q: You've been in the social work field for a while. How has the position of social worker changed, and what trends do you see in the field of social work?
A: In the job market i see that demand for social workers will increase in the next 10 years, due to the unmet needs of society. Social work is a wonderful field, in which you can focus on a variety of areas and work in different areas of specialization-in the medical arena, substance abuse, long-term care, out-patient work or in a variety of agencies. Social work is a very diverse field of practice that can make a real difference in people's lives.

Q: So currently you say that the job market for bachelors or masters in social work is pretty strong?
A: Yes I can actually give you statistics as to the number of students being placed upon graduating. It's a very well respected degree from Adelphi.

Q: Aren't you also seeing a lot of second-career changers?
A: Right. People are not keeping the same occupation throughout their life spans, and there are a lot of folks that decide to commit themselves to service. Social work is one of those fields of service.

Q: Similar to the School of Nursing where there has been a big influx of older students. Is that one of the trends that you see in these types of professions that can not only serve the community but also have access to potential jobs when they graduate?
A: Well Nursing is well positioned right now since there is such a dearth of nurses and the starting salary is good. The interesting thing is that social work doesn't command the same salary level, but there is a diversity of jobs, so some people start out in direct practice, or they work with adolescents, and then move to the medical arena, or administrative work. They can move up the ladder, and there are opportunities for advancement. So you can change your career within a career. That is one of the beauties of social work. You can also gain a lot of satisfaction in your work. A lot of people come to social work because the lack of contentment in their job. People see the needs of society to address issues that haven't been adequately met. In these areas, there is a reliance on social workers to attend to some of those needs.

Q: In the environment of budgetary restraint and cutbacks, would you say there is more of a need for social workers to bridge the gap between what should exists and what doesn't exist?
A: What is happening due to the cutbacks, is that more and more pressure is being placed on social workers. Their caseload is expanding, and there aren't enough resources to take care of the need. So there is an increasing need for social workers to serve as advocates, trying to change policy to demand more resources and opportunities for the underserved.

Q: Is there anything else you wish to add?

A: Please look at our website, http://academics.web-dev.adelphi.edu/swk/, for more detailed information about our programs, statistics, and diversity of jobs.

Laptop Swap?

To create a more flexible working environment for faculty, the Information Technology department is offering new and current full-time professors the option of requesting to work with a laptop instead of a desktop PC. With this "laptop swap" you can have access to all your materials when teaching in a hybrid classroom on campus, or going to conferences. Via the Wireless network on campus, you can even use your laptop to have a workplace ' in the sun'.

The laptop can be used with an external keyboard and/or mouse (monitor is not included). Also included is a port replicator that will allow you to leave the cables in the office and still have an extra set for 'on the road'. The laptop comes with the XP operating system, and includes an easy way to burn your CD's .

For more information about the laptop swap, send an email to customerservices@adelphi.edu with your name, department and telephone number.

New Avenues of Teaching At Adelphi: Innovation via Hybrid Learning
by Astrid Palm & Mieke Caris
Overview

In the field of teaching there have always been controversies about how new technologies can and should be utilized to accomplish superior learning and understanding. Some educators have embraced the new technologies and easily employ them for communication, course preparation and as a medium to provide instruction while others have been watching on the sideline to see how these early attempts pan out. One finding is already clear, the computer itself does not promote or hinder successful teaching. Instead, technology provides us with a wealth of tools which – when used wisely – can make the educator more productive and effective in providing materials for different learners.

In this article we focus on a new generation of so-called course management systems such as Blackboard. These Internet-based course environments offer new avenues for college instruction, and have been embraced institutions of higher learning.

Proposals and Awards

In the spring semester 2004, Marcia Welsh, Adelphi's Provost, called for faculty proposals to redesign existing courses into hybrid courses. Hybrid or blended learning, is a delivery method that combines classroom instruction with about 40% – 60% online instruction. This model has been used by other colleges and universities for many years, and now several Adelphi faculty have expressed interest in this approach.

Hybrid instruction is an attractive option because it enables students to learn in the relatively structured face-to-face setting while also being responsible for their own learning in a more flexible and open online environment. In Blackboard, students are required to log-on, retrieve material and work more independently than in a traditional classroom setting in which, time and place are fixed and activities are often initiated and controlled by the instructor's presence.

Six full-time faculty were chosen and were awarded a stipend of $2500 to develop course material for the fall 2004 semester. A technology support liaison from the FCPE was provided for each faculty to guide them throughout the entire process of course modifications and content development. A mandatory three-day workshop prepared faculty for the new challenges involved with designing hybrid classes. Pedagogical questions we addressed, such as how to connect online material with face to face sessions, how to accommodate different learning styles in the classroom versus at a distance, and how to choose topics suited for either online or face to face delivery. More technical aspects of hybrid courses were discussed, like producing digital graphics and media (video and audio files), and using advanced Blackboard features.

Motivation of Faculty
Faculty had different motivations in developing a hybrid structure for their courses. One professor saw a fruitful way to offer his popular course at two Adelphi campuses simultaneously. While he would meet with one group at one location the other group would work on assignments online. A second professor anticipated the opportunity to provide instruction to a very diverse group of learners. The Blackboard component offered her a flexible environment to provide material and supplements for non-majors as well as for majors. Traditionally, it had been difficult to meet the needs/interest of majors, while at the same time not overwhelming those novice students who are getting a first glimpse of the field. A third instructor capitalized on the opportunity to prepare students online in advance to gain a more in-depth classroom experience. Yet a different approach was developed by a fourth faculty member. She facilitated hands-on activities in the classroom which served as a basis for reflective discussions with each other online.

Survey Findings
During a presentation hosted by the FCPE on February 28, 2005, the faculty provided a peek into their online classes, and we discussed the results of the data gathered from faculty and student surveys. In a pre-survey, most faculty anticipated that course preparation would take little or no extra time compared to traditional courses. However, a post-survey of faculty indicated that most felt the course development had taken more time and effort than initially expected. Generally, presenters agreed that the success of a hybrid course was strongly linked to a professor's comfort level with Blackboard. Good knowledge about the technology, meaningful assignments connected to the course objectives, and smooth bridging of online and face-to-face activities were recommended for successful outcomes. Three out of four presenters felt positive about the learning outcomes of their hybrid courses, specifically, noting higher student engagement and elevated academic performance. One professor did not feel the hybrid course structure was beneficial for his course, and consequently, after three online sessions, decided to return to regular classroom instruction.

We analyzed post course student surveys, which represented 53 undergraduate and 35 graduate students. The results show that generally undergraduates appreciated the flexibility of their hybrid courses more than their graduate fellows. We need to further investigate why this is the case, since the literature indicates that older students would prefer the hybrid format more. Overall, students weren't particularly troubled by technical hurdles or glitches in Blackboard, and that most problems encountered were solved via documentation and support provided by the instructor or Customer Services. In fact, students reported being more comfortable with the use of technology by the end of the course.

New Proposal for Hybrid Classes
At this time, there is another group of faculty about to propose new hybrid courses. Proposals are due on April 11th and the provost will announce recipients of the stipend in early May. FCPE

is preparing for the new hybrid design workshop scheduled for June 22nd-24th. We feel that the biggest challenge for faculty in creating these hybrid courses is in developing media rich, well-organized content, while also employing effective learning strategies for both the online and in-class components of these courses. We look forward to working with this new group of 'innovators' to create stimulating and up to date learning experiences for our students. We will continue to collect data and assess progress of these hybrid classes in order to maximize lessons learned and to ensure quality instruction at Adelphi.

Our Evolution to the Digital Portfolio
by Stephen S. Rubin
Overview
In the Spring of 2004, the School of Education (SOE) faculty adopted a mandate to require that all incoming graduate students (known in the SOE as candidates) in the Fall of 2004 and beyond create an academic portfolio as a graduation requirement. This requirement is one outcome of an assessment plan that the SOE Committee on Assessment, Standards, and Practices has been working on for over two years. For most programs in the SOE, the portfolio is a novel assessment of candidates.

The portfolio requirement gives the student the choice of developing a portfolio in either a hardcopy (notebook) or electronic format. The portfolio was chosen as a key assessment unit-wide because it has the ability to capture the strengths and weaknesses of a candidate that could not otherwise be detected with a GPA score. It also creates a candidate profile that has intrinsic value for our candidates.
The required portfolio is envisioned as a tool for academic growth and not as a scrapbook of coursework.

The spirit of the portfolio is to engage candidates in reflective practice vis à vis their Adelphi experience. This is accomplished by requesting that students reflect on the items that they put in their portfolio. The items which comprise the portfolio are known as artifacts. The artifacts a candidate puts in his or her portfolio are program specific. Some programs may decide to detail the artifacts which a candidate must include, others may have the candidates choose their artifacts. There is a constant across programs however, and that is candidates must include the benchmark assignments determined by their program.

Over the past year, each program within the three departments in the SOE (Health Studies, Physical Education and Health Performance Science; Curriculum and Instruction; and Communication Sciences and Disorders) have developed key assignments tied to competencies within their program. These key assignments or benchmark assignments are embedded within various courses in each program. During this past year faculty have been designing rubrics to assess these benchmark assignments.

During the 2004-2005 school year candidates have been starting to accrue artifacts for their portfolio, but for those who elect to maintain a portfolio in a three ring binder the process has been cumbersome. The notebook portfolio can get rather unwieldy when filled with artifacts and reflections. It can also be daunting for an instructor to review and store, especially if he or she has to transfer the portfolios off-campus. Piles of portfolios can be heavy, take up much needed office space, and look rather menacing as unread stacks. If a candidate wished to create an employer portfolio in addition to the required academic portfolio, this process is more labor intensive for the candidate. The faculty of the SOE have recently seen trends at other colleges

and universities to do away with these clunky and inefficient portfolios and replace them with digital portfolios, also known as electronic portfolios or e-portfolios.

So what is an electronic or digital portfolio?
An electronic or digital portfolio is simply a portfolio where artifacts are stored on electronic media versus paper or in a physical binder. Some programs within the SOE were already implementing electronic portfolios in the form of PowerPoint or on webpages housed on our own Panther server. The main concerns from faculty in using these electronic storage methods were limitations in the technology, candidates lack of competencies or understanding of the technologies, and general dissatisfaction among candidates in the desire to use these technologies. The quality of candidate work tended to suffer as its own artifact of the technology.

In the Spring of 2004, at the same time the SOE faculty moved forward on requiring portfolio assessments, the SOE Committee on Technology was thinking of ways to make the portfolio process expeditious, forward thinking, practical, and technologically capable. The Committee's desire was also to implement a consistent portfolio application across programs in the SOE by the Fall of 2005. After thoughtful consideration, the SOE decided to pilot its first third party web based portfolio application.
In Spring of 2004 there were, as is today, only a handful of nascent third party electronic portfolio applications. These applications are third party web-based, meaning that the software to create portfolios is hosted on private servers outside of Adelphi. In order to access these portfolios, the candidate uses a web browser, types in a specific URL then logs in with a username and password, not unlike BlackBoard. After a thorough review of the extant web-based e-portfolios, the SOE field- tested the Chalk and Wire web-based application. 100 accounts were distributed by seven professors in the SOE across six graduate level courses.

Some faculty were trained by a Chalk and Wire developer who visited the campus. The candidates in turn were given instruction on the use of Chalk of Wire by the trained faculty, in some cases more than once. The process was monitored throughout the semester and students were surveyed at the end of the semester as to the satisfaction with the application, process, and use of the technology. Qualitatively, while Chalk and Wire had an attractive GUI (graphical user interface), and customer support was superb, faculty felt the Chalk and Wire application fell short in real test situations in the classroom. The Chalk and Wire application is a satisfactory product in the development of electronic portfolios, attested by some users who truly enjoyed working with the program, but that it did not meet our overall needs. Nonetheless, our candidates liked the idea of an electronic portfolio.

What next?
Toward the end of the Spring semester and by early Summer 2004, the SOE Committee on Technology looked into several other portfolio applications. Because of the Chalk and Wire pilot, SOE faculty were more experienced as to what type of application could best serve our candidates. We looked at electronic portfolios from a more critical vantage. After attending demonstrations from several electronic portfolio vendors, the SOE Committee on Technology concluded the electronic portfolio application College LiveText could best meet our needs.

In the Summer of 2004, 20 accounts were distributed to two classes as part of a field test using the same requirements as Chalk and Wire. One class was at the graduate level, the other undergraduate. In addition, the faculty who were trained in Chalk and Wire were also trained in LiveText. Faculty found LiveText easy to navigate, intuitive, and powerful enough to meet the demands of individual programs. In real test situations in the classroom, only a small

percentage found difficulties with the technology. As with Chalk and Wire, the major issues were with the conceptual construct of a portfolio (what artifacts do I add and how do I align them to individual standards?).

So what is College LiveText and what can a digital portfolio do?
College LiveText as noted in conversations with LiveText staff is at the very least a living (i.e., "alive" in the sense that it changes or evolves) repository of documents, hence its name. According to the College LiveText website:
College LiveText edu solutions is a suite of web-based tools that allow colleges and universities to develop, manage, and assess program and student achievements. From portfolios and coursework to assessments and accreditation data-reporting our services assist hundreds of universities in meeting these demands. As national and state accreditation agencies intensify the complexity of accreditation LiveText offers simple solutions to complex problems. (http://college.livetext.com/college/services.html)

While College LiveText offers many services identical to Blackboard, the SOE has adopted its use primarily as a repository for the electronic storage of information, an interactive assessment tool, and a vehicle for the collection of programmatic and unit-wide aggregate data. Other features which will no doubt be useful in the near future are the ability to create lesson plans using the numerous available templates, the ability for faculty to store course information and content for student and visitor access, the ability for each user to share information and resources with the LiveText community, the ability to select and view educational videos from a massive video library and a host of other features when fully explored.

Advantages of the digital environment
Scope and frequency. It's quite obvious that the vastness of an internet based electronic landscape can offer much more in terms of artifact storage, services, and interaction than a notebook or binder. A side benefit may also be the frequency at which a candidate checks his or her portfolio. Many college age students are familiar with the internet and may access their portfolio more than if their portfolio were housed in a binder, but this remains to be seen. By utilizing a web-based electronic portfolio, candidates will have the opportunity to create as many specific portfolios within the e-portfolio application. Candidates looking for employment may wish to create an employer portfolio, perhaps one for each position desired. Candidates may also create a personal portfolio (i.e., personal webpage) and share it with whomever they want. Candidates will also be able to save their portfolio to portable formats such as a CD or DVD and print out a hardcopy if desired. A major advantage of the digital environment is the ability to manipulate the environment to continually make changes.

Disadvantages of the digital environment
Cost and training. While I believe the advantages far outweigh the disadvantages, there are some clear economic differences between an electronic subscription to a website and a three ring binder, but I suppose you get what you pay for. The real issue is, is it worth it? Do I want what an electronic portfolio has to offer? As an educator in a teacher education program, I would say without hesitation, "yes," but will the students also see the benefit. This will be the key to its success.

Will faculty and candidates have the technological competence required to create a portfolio on-line, assess a candidate's portfolio, and how stable is the software and the host environment (i.e., does the application freeze? Generate error messages? etc.)? As the years pass, the SOE is most likely to see an increase in the number of new candidates who possess a high level of computer knowledge. As revealed from our field tests, we are already seeing a good number of

candidates with the necessary skills to perform the operations required by an electronic portfolio (e.g., uploading attachments, scanning). Similar to the requirement of a hardcopy portfolio, the main concerns remain conceptual.

Our digital portfolio framework
The use of digital portfolios in the SOE is currently an option, however, some programs such as Special Education and Literacy have made it a requirement since Fall 2004. Faculty within these programs are currently piloting LiveText from its introduction to the assessment of candidates. Because of the potential scope of an electronic portfolio, the SOE has developed an extensive assessment system that allows for a consistent measure of evaluation across programs.

The digital portfolio allows for an authentic type of assessment, wherein the candidate submits his or her best representative artifacts and posits a reflection to show faculty that he or she has met the required competencies. The digital portfolio then allows faculty to adequately assess candidates on some constant metric.

The SOE developed and adopted a rubric with a four-point scale (Distinguished, Proficient, Basic, Unsatisfactory) that assesses candidates on the knowledge, skills, and dispositions of each of the six core values in our School of Education's conceptual framework. The six core values (our institutional standards) are, (a) scholarship, (b) reflective practice, (c) social justice, (d) inclusive community, (e) wellness, and (f) creativity and the arts. Our candidates through their portfolios will demonstrate that they have met or exceeded the required performance outcomes.

For a more in-depth discussion of our conceptual framework and candidate proficiencies, please visit the following page http://education.web-dev.adelphi.edu/about/philosophy.php.

Our graduate candidates will be assessed at three points or phases in their program, (a) exploration, (b) synthesis, and (c) reflective practice. These phases in time are known as transition points, and will be assessed with a unit-wide rubric. Each program will assess their candidates at different times, but overall, the exploration phase includes the foundation courses. The synthesis phase includes the methods and capstone courses, and the reflective phase includes the clinical component (practicum or student teaching). The transition rubric is consistent across programs so the SOE can aggregate and analyze candidates' proficiencies at key steps along the way toward teacher certification.

To facilitate the review of candidate's documentation of having met program requirements, each program as mentioned earlier has developed a rubric for key assignments (benchmarks) that are tied to each program's specialized professional association (SPA) standards (e.g., Council for Exceptional Children [CEC] standards for Special Education}and our institutional standards (conceptual framework). These benchmark rubrics can be aggregated and analyzed so programs will be able to determine the strengths and weaknesses of their candidates, courses and overall program.

Qualitatively, these assessments housed in the digital portfolio will allow faculty to interact with their students as program mentors versus course-specific mentors. What faculty would be able to address is how well candidates are progressing through their program. The digital portfolio shines at enabling candidates to document their program requirements and competencies, tie courses together (i.e., applying theory to practice) while aligning their knowledge, skills, and dispositions to the NYS learning standards, SPA standards, and School of Education standards.

Where do we go from here?
The SOE Committee on Assessment, Standards, and Policies has recommended that electronic portfolios be required for all incoming candidates unit-wide starting in the Fall of 2006. Presently, programs within the SOE have the option to require electronic portfolios for the Fall of 2005. The electronic portfolio would not only be implemented for SOE graduate students, but for our undergraduates in the Health Studies, Physical Education and Health Performance Science Department and in the Scholars Teacher Education Program (STEP) Program. STEP candidates complete a 4-year Bachelor's Program in the Arts and Sciences and a one-year Master's in the School of Education leading to teacher certification. STEP candidates will be introduced to College LiveText in an orientation course as undergraduates. Health Studies, Physical Education and Health Performance Science majors will be introduced to College LiveText early in their coursework and our graduate candidates will be introduced to College LiveText through their Foundations courses.

By the Fall of 2006, the School of Education will have the necessary mechanisms in place to start to benefit from a full evolutionary cycle of the electronic portfolio. This can best be characterized as the (a) introduction of LiveText to candidates, (b) communication with full-time and adjunct faculty coordinating benchmark assignments, (c) deciding program points in which the portfolio is assessed, (d) assessing the portfolios using standardized rubrics at the designated benchmarks and transition phases in individual programs, and (e) making programmatic changes based on the results of the benchmark and transition assessments.

The Benefits of Student Internships
by Philip Meade
The popularity of quality internships among students today is at an all time high because students see internships as crucial to their future employment success. The reasons why students feel this way are many but are they correct in their thinking? Internships impact not only the students but also the university and hosting organization. This article will look at the benefits of internships for these three important constituencies.

Benefits to students
Internships can potentially lead to full-time jobs. The National Association of Colleges and Employers (NACE) reports that last year, major employers said they hired 38% of their interns for full-time positions, up from 25% in 2001. Internship conversion rates are considerably higher than 38% in industries that have a long tradition of hosting interns.

Many organizations see internships as a more successful and cost effective way to recruit full-time talent. An organization that recently posted an internship with the Center for Career Development referred to their opportunity as a three month interview. A February 18, 2005 article in the Wall Street Journal spoke about the cost effectiveness of hiring interns. "In some cases, the cost of recruiting one full-time position can be as much as $30,000.00 (factoring in travel, labor, marketing and background checks), while an intern can be tried out on the job and then hired permanently at a minimal cost." The same article quotes Amy Van Kirk, national campus recruiting director at PricewaterhouseCoopers as saying, "we can't go back and find full-time hires every fall; we've got to develop a pipeline." Interns are an important part of the pipeline.

Relevant work experience can be developed through internships. Just because a student interns with an organization does not mean that they will want to work for that organization if

offered a position. The internship may serve to help the student gain related experience making them a more qualified candidate for another more preferred organization.

Internships allow for exploration of various industries and career paths and may help identify suitable positions for full-time employment upon graduation. For students who are unsure of what field or position they want to pursue upon graduation, internships offer an opportunity for them to explore potential options. This may help students to confirm their interest in particular fields or positions or help them to determine that they need to move in different directions.

Participation in internships allows students to meet professionals in their field and begin to build a network of contacts. Once selected for an internship a student will meet individuals with whom they can speak and gather industry specific information through informational interviews. The student can use this information to help them with their career decision-making process. Going forward, the student can continue to draw on their contacts for industry specific career advice and potential job leads.

By pursuing internships a student gets a lesson in what the job application process entails. In order to apply for an internship a student, at the least, would have to write a resume and a cover letter. Some internships will require even more in the application process (references, application, writing sample, portfolio, essay or philosophy statement). If successful in the application process, the student would then go on to at least one and potentially more interviews. This is an invaluable lesson in what to expect when it comes time to graduate and apply for a full-time position or go on an interview for graduate school.

Benefits to the university
Theories that faculty teach in the classroom can be applied outside the classroom. As faculty prepares students in their particular areas of study, an internship could allow students to gain a different perspective or see classroom theory in practice. The student can enhance the classroom experience by sharing their outside experiences with others in class.

Faculty and administrators can begin to develop contacts with organizations in the community. Certainly, these contacts can lead to other student internships but they could also allow the organizations to participate more broadly in campus life. These organizations could offer staff to speak in classes when invited, to participate in panel discussions, sponsor events, fund faculty research and provide potential research challenges on which faculty and students can work. Additionally, the organizations could become fundraising sources for the institution.

Outside organizations could also support the Career Development Center by recruiting on campus for internships, as well as for full-time and part-time jobs. They can help students in preparing for the job/internship search by participating in workshops on resume writing, interview techniques and conducting mock interviews. These organizations could also conduct information sessions to help students learn about potential career paths and employment options.

A university can also benefit, if it chooses to, by consulting outside organizations when considering new degree programs or potential curriculum upgrades. Department heads and faculty may benefit from the different perspectives of outside organizations when considering such critical changes. By having existing relationships with organizations, their advice will be provided for free.

The potential results of such initiatives would be to increase the visibility of the university. This increase in visibility can have a positive impact on student retention and enrollments. In addition, stronger external relationships increase the potential sources of employment for graduates and this will also have an impact on the desirability and visibility of the university.

Benefits to organizations
Such benefits may include completing projects that would otherwise go undone, creating positive relationships with selected colleges and universities, exposing employees to students who have knowledge of the latest theories in the field, providing an experienced, familiar pool of candidates from which to hire and raising the visibility of organizations services/products with students. As mentioned earlier, internships help provide organizations with a potential pipeline of talent and can lower recruiting and training costs.

Through my position as Internship Coordinator and with the resources of the Center for Career Development we can assist students, faculty, administration and interested organizations to achieve the benefits discussed in this article. A coordinated effort on all our parts will help maximize the resources needed to accomplish some of these initiatives. With continued faculty and administration support we can target our outreach efforts to organizations with whom we want to build relationships and that can provide high quality experiences for the students of Adelphi.

If you have students that need guidance or support with any part of the internship search process, please direct them to me. I can assist them with all aspects of searching for an internship. This would include establishing goals and objectives, conducting research, receiving a newsletter of current internship opportunities, developing a professional looking resume, creating a cover letter, preparing for interviews and other issues unique to their particular needs. My office is in the Center for Career Development in Post Hall and I can be reached at extension 3130 or meade@adelphi.edu.

Vital Involvement in Retirement: New Choices and Challenges
by Risha Levinson
The vast expansion of the aging population, and the extended life span of older persons have brought about new opportunities for continued involvement in academic pursuits as well as in new personal life choices. To the vast number of baby boomers, many of whom represent a significant proportion of a highly educated and professionally experienced cohort of our total population, the challenge of continued professional involvement is an attractive alternative, contrary to the notion of passive retirement.

In academic life, as well as in the business world, senior faculty are being sought in light of their special skills and experience. This interest was evident in the special Luncheon that Dean Andrew Safyer arranged on November 16th, 2004 at the Adelphi University School of Social Work at which retirees, in the presence of President Scott, conveyed their special interests, projected trends and priorities for the professional field of Social Work Education.

Diversity in Retirement
It is interesting to note the vast variety of choices and the range of pursuits that our Adelphi retirees are engaged in , as reported by Editor Craig Ash in the Adelphi Retired Faculty Newspaper known as AURACLE. Some retirees are involved in continued teaching, others are engaged in publications, research, and in new cultural pursuits, including music , science, and travel. Retired faculty are also engaged in various volunteer efforts which may or may not be

related to their professional experiences. As expected, the joys of "grand-parenthood" may also present new opportunities for inter-generational involvement. Of course, this all presupposes a reasonable state of health , which is , in fact, often promoted by meaningful pursuits in retirement.

Creativity in Retirement
The experience of advanced years provides a unique combination of creativity and life experiences. Retirees yearn for something more than the quantity of time; it is the desire for a "quality of life." Significantly, retirement presents an opportunity for Creativity. We are familiar with references to older persons who have been highly creative in their advanced years. For example, Michaelangelo painted the frescoes in the Vatican chapel at the age of eighty-nine. Benjamin Franklin invented the bifocal lens when he was 78. At the age of 104, Sarah Delany, a retired teacher collaborated with her 102 year old sister, , Dr. Bessie Delany, a retired dentist, to write a bestseller book titled Having Our Say :The Delany Sisters'First 100 Years. This book became a bestseller and subsequently, a Broadway hit.

Opportunities for lifelong learning are currently available through universities, colleges, community colleges, and distance-learning centers in which retirees are either learners or teachers in a wide variety of fields. It is reported that nearly 500 universities in the U.S. offer opportunities for lifelong learning in special programs for retirees in the U.S. as well as in schools abroad. There is really no limit to the possibilities for gaining and sharing knowledge in retirement.

Continuity in Retirement
During my tenured years at the Adelphi School of Social Work, I received a Grant from the Administration on Aging in 1985 known as Senior Connections. This grant required the provision of Information and Referral Services to the public by training older volunteers to learn about available services and resources in local public libraries in response to public inquiries. During the course of 10 years,(1985 – 1995) this project became operative in 38 libraries in Nassau and Suffolk counties. . However, when mandatory retirement was required for faculty, the Senior Connections program was transferred to the Nassau Library System and I elected to continue the Senior Connections program in the Garden City Public Library as a volunteer commitment. During this 20 year period, (from 1985 to 2005), I authored three books on the history, development, and community-based social services in local public libraries, including Information and Referral health and social services. The research opportunities at the Swirbul Library and the instruction in computer technology at the Faculty Development Center were of inestimable value to me.

I am pleased to add that as of January, 2005, the New York State Department of Education awarded the Adelphi School of Social Work a new grant to develop a community based social service program targeted to the senior population in the village of Garden City and focused on an Inter-generational Program which combines services for Seniors and Youth (SAY).

Conclusion
The traditional concept of retirement is outdated. A more flexible approach to choices and options in one's senior years is a welcome opportunity for creativity and productivity. The challenging concept of "vital involvement "is indeed a welcome benefit to the "retired" individual, to operating organizations as well as for the advancement of societal gains. While we formerly regarded retirement as the "beginning of the end", today we can regard retirement as "a new beginning".