FROM DIFFERENT WORLDS

Geralde Vivi Anoukela Njatou:
Finding Herself, Far From Where She Started

INE YEARS AGO, at age 22, Geralde Vivi Anoukela Njatou came from Cameroon to pursue higher education and a career in medicine more easily than would be possible in that central African country.

Whether from different countries or from the United States, transfer students are similar in their motivation for academic and career success.

Njatou has made the most of her time, having learned English and earned an Associate in Applied Sciences degree in nuclear medicine technology from Bronx Community College. Now seeking a B.S. in Nursing at Adelphi’s Manhattan Center, she is scheduled to graduate in May 2016.

Njatou worked for a year at Memorial Sloan Kettering Cancer Center before enrolling in Adelphi’s nursing program in 2013. A friend from Cameroon recommended Adelphi, and she selected the school over others she was admitted to.

She is happy she did. “I like the way our professors teach,” she said, noting that they take the time to address students’ questions. “They can take as much time as you need to explain what you don’t understand.”

Njatou, likewise, has impressed her professors. Jasmine Travers ’09, who taught her in Fundamentals of Nursing Theory and Fundamentals of Nursing Lab, said, “Vivi has a passion to learn all that she can in nursing, which is demonstrated by her time commitments to her studies and her collaborations with other nursing students.”

Travers herself was a transfer student (from Montgomery College, Rockville, Maryland). A Story continues on page 5.
INSPIRED TO ACHIEVE

Our students are so inspiring! The students we profile in this newsletter are awesome. Among those featured are students who have left their home country to come to America—excelling in their studies at Adelphi by being determined, focused, motivated and grateful for the opportunity to learn all they could and build their careers.

Read how Adelphi faculty are preparing to utilize the fantastic simulation labs in our new Nexus Building and Welcome Center for health sciences. Our nursing students will benefit from the most updated technology as they practice their skills in a variety of specifically developed simulated environments before going into the field, well prepared to work with actual patients.

Take a look at our new degree in neuroscience described in this issue. Students are very excited about this new academic major.

Education truly is transformative, changing the lives of our students and, in so doing, the communities and professions they will ultimately enrich.

We hope you will be as inspired by reading this newsletter as we were by putting it together.

Regards,

Michelle Consorte ’12
Associate Vice President for Enrollment Management and Student Success

NEWSLETTER STAFF
EXECUTIVE EDITOR: James Forkan • EDITOR: Esther Goodcuff
CONTRIBUTORS: Jordan Chapman, M.F.A.’15 • Michelle Consorte ’12
Sophia Conti ’15 • Bonnie Esinner • Kirsten Navin • Sarah McCoy

роботація з інформацією на папері

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Transfer Students Newsletter is published twice a year by the Office of Marketing and Creative Services.
Faculty to Learn New Nexus Simulation Technology
by Sophia Conti ’13

Six of the new manikins are of the highest fidelity—meaning they can cry, convulse, recognize drugs and more. The simulations are learner driven, which means they will respond to the student nurses’ actions and may get better or worse depending upon their decisions.

Garofalo handles the software programming for a simulation, telling the manikin what to do or not to do, based on the student’s actions. She bases her programming on feedback from faculty, who recommend certain situations or patient responses.

A key component of using simulations is allowing students to have a detailed debrief and evaluation from instructors and fellow students. In the new Nexus Building simulation rooms, students will have the opportunity to review their simulation via video recording and discuss their actions with their professor and classmates.

Faculty workshops on debriefing techniques are planned for Fall 2015.

“Adapted from an article to be published in the College of Nursing and Public Health’s Fall 2015 Illuminations”

Outcomes Top Affordability for Gen Z College Prospects

According to the Edventures 2015 Prospective Student Survey, affordability is “not the primary enrollment driver” among Generation Z high schoolers.

“Contrary to popular belief,” Edventures said, “Generation Z cares more about outcomes than affordability when deciding where to enroll.” Career preparation was cited by 6.2 percent of survey respondents as “the most important decision-making factor.”

Edventures, a Boston-based research firm, said that 20,000 prospective college students responded to the survey. Career prep was followed by core academics (6 percent) and academic environment and affordability (at 5.8 percent).

The survey also found that 11 percent of those responding “probably will” start at a two-year college, then transfer, while 67 percent “probably will not,” the rest were “unsure” or “unsure.”

Continued from cover

from different worlds

Aman Bansal, a Sociology major, described his experience at Adelphi as “very, very exciting” that “enforced that I really like doing this. I feel like I was in the right place.”

Among those who came from abroad to earn their bachelor’s degrees after transferring to Adelphi were: Carmen Rojas ’13, originally from the Dominican Republic; Paulus Skema ’11, from Lithuania; Rabia Toscano ’10, from Romania; and Shahram Hashemi ’05, from Iran.

Toscano, who arrived in New York from Romania in August 2005 knowing very little English, transferred to Adelphi as a math major in 2009 from Kingborough Community College (KCC) to which she has returned as a substitute lecturer since early 2013, before that, she was an adjunct lecturer at KCC since fall 2011. She also has a master’s degree in applied mathematics from New York University’s Polytechnic Institute.

An Iranian-born human rights activist, Hashemi was an Honors College finance major who went from organizing a chapter of Amnesty International on the Adelphi campus to becoming an executive at Amnesty International USA—chairman of its National Advisory Council since July 2013. Amnesty International USA—chairman of the board in 2012–2013 and, for five years before that, its treasurer.

Hashemi’s sense of purpose was forged by childhood memories of the 1980s Iran-Iraq war and by his role in helping survivors and families amid the 9/11 World Trade Center tragedy while a student at LaGuardia.

—Bonnie Eissner contributed to this story.
Faculty to Learn New Nexus Simulation Technology

A S OF THE SPRING 2016 SEMESTER, College of Nursing and Public Health students will have a more hands-on education than ever, with 20 new simulation manikins to be utilized in a variety of settings—from a labor and delivery room to an intensive care unit.

The more advanced technology brings with it a need for faculty to have thorough training in blending simulations into the curriculum. Consequently, Patricia Garofalo, named director of faculty support for nursing simulation earlier this year, has begun working closely with faculty to determine what simulations are needed and where. “I find out what faculty members want, what they need and how to improve simulations for all nursing students,” she said.

Garofalo is committed to helping all seamlessly blend classroom work with simulations. Those with no experience in sim labs will be introduced to the topic through a series of modules hosted on Moodle, she said.

Simulations bridge classroom and clinical experiences, allowing students a safe way to practice skills and even make mistakes without putting an actual patient at risk.

Students gain more critical thinking and clinical reasoning skills from simulations than from more traditional teaching methods, said Maryann Forbes, Ph.D. ‘99, and Deborah Ambrosio-Mawhirter ‘81, M.S. ‘95, Ed.D., professors in the College of Nursing and Public Health, explaining that research they conducted found that simulations enhance students’ confidence in their abilities, especially with the support of faculty.

Simulations also make up for any gaps in students’ clinical experiences by standardizing the situations students have encountered. A student nurse may spend a week or more working on a cardiology floor yet by standardizing the situations students have encountered. A student nurse may spend a week or more working on a cardiology floor yet rarely see a patient with a heart attack. Simulations make sure that does not happen. “With simulations, we can know that every nursing student has taken care of a stroke patient or a heart attack,” Garofalo said.

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FROM DIFFERENT WORLDS

Continued from cover

past member of the Panthers basketball team, she appeared on the cover of Adelphi’s Spring 2008 Transfer Students Newsletter.

A native French speaker, Nyuza also appreciates the Manhattan Center Library, where she can access all the necessary books and resources and find a quiet place to prepare for classes. “I take hours and hours to study because I need to understand the language,” she said.

She recently began her clinical rotation at Lenox Hill Hospital, an experience she described as “very, very exciting” that “enforced that I really like doing this. I feel like I was in the right place.”

A look back at several transfer alumni shows that they too have overcome language and cultural obstacles to achieve the American dream—and, like Nyuza, found themselves far from where they started.

Among those who came from abroad to earn their bachelor’s degrees after transferring to Adelphi were Carmen Rojas ’13, originally from the Dominican Republic, Paulus Skema ’11, from Lithuania, Raluca Toscano ’10, from Romania, and Shahram Hashemi ’05, from Iran.

Rojas, a University College alumna who transferred from LaGuardia Community College, arrived in the United States in 1963 at age 7. She recalled struggling with the language barrier until high school, when she excelled in English and math—and graduated as an honor student.

After some detours, she returned to college in May 2010 after a long absence to pursue her lifelong dream of obtaining a bachelor’s degree. Rojas was executive secretary to the chairman of Mitchell & Titus for 20 years. She then joined Blaylock & Partners as executive assistant to Ronald E. Blaylock, chairman/CEO, from 2000 to 2007. In July 2007, when he launched Geen & Blaylock Capital Partners, she became his executive assistant and administrative director.

She has been investor relations manager at the private equity firm since fall 2009. Despite the demands of her career and being a single parent of four children (ages 17 and up), Rojas’ persistence paid off. She graduated in 2013 at age 57 with a 3.9 GPA.

Raluca Toscano, who played basketball for the Lithuanian Tranzendorf team before moving to this country as a high schooler, transferred from the New Jersey Institute of Technology to Adelphi, where he majored in finance and played on the Panthers hoops team. Skema later earned an M.B.A. at the Robert B. Willumstad School of Business in 2013 and became managing principal at Trifecta Equity in early 2014.

Hashemi, who arrived in New York from Romania in August 2005 knowing very little English, transferred to Adelphi as a math major in 2009 from Kingsborough Community College (KCC)—to which she has returned as a substitute lecturer since early 2013, before that, she was an adjunct lecturer at KCC since fall 2011. She also has a master’s degree in applied mathematics from New York University’s Polytechnic Institute.

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Hashemi’s sense of purpose was forged by childhood memories of the 1980s Iran-Iraq war and by his role in helping survivors of the September 11, 2001, World Trade Center tragedy while a student at LaGuardia.

“Bonnie Eissner contributed to this story.”
Refining Their Dreams at Adelphi

by James Forkan

A part from language difficulties and culture shock, the experiences of the transfer students from abroad mentioned in the cover story are not unlike those of their American counterparts. They all have chosen a major and a course of action that they expect will bring them career success.

Here’s a look at two transfers and one recent transfer alumnna from this country whose shared objective is to do well academically en route to success in their chosen fields.

CARI COSTA
JOURNALISM MAJOR
TRANSFERRED FROM LASELL COLLEGE

“I WAS INSPIRED to pursue journalism as a major back when I was in middle school,” Cari Costa said. “I loved writing and I loved sports, and I had a teacher tell me that I should consider becoming a sports journalist.”

Fast-forward to today. A senior who interned on campus, as well as its communications opportunities it presented to me to get involved on campus, as well as its communications curriculum, which was full of fun classes I could have never imagined taking before,” she added. “I also loved that the school offered so many different courses for me to take outside of my major, including the dance classes for nervousness.

Though a commuter student, Costa is involved in various activities at Adelphi. “I’m a member of Delta Delta Delta and the vice president of administration since April,” she said. “I also work as a transfer ambassador on campus, assisting other transfer students by planning different events for them to attend and serving as a liaison.” In addition, she said, “I take dance classes both on and off campus, mainly ballet, modern and lyrical.”

After thinking about what she learned from her own transfer experience, Costa concluded, “You have to be willing to put yourself out there and try new things. It can be intimidating at first, especially when you’re so new to campus, but it’s through building connections and making friendships that you will really find your place and start having a great time.”

Serving as a transfer ambassador since last year has allowed her to “definitely pass those experiences along” to others considering or making a transfer to Adelphi. Not surprisingly, she said, “The No. 1 thing I encourage incoming transfers to do is get involved on campus. This can be anything from joining a club to attending an organization’s event. The students and faculty at Adelphi are so kind and welcoming that it makes getting yourself out there a whole lot easier.”

Costa cited her adviser, Associate Professor Margaret Cassidy, Ph.D., as someone who was helpful to her own transition. “It can be stressful when you’re transferring credits,” she said, “but she made it so easy for me to understand and really work closely with me so I knew which direction I was headed.”

Commencement is nearly a year away, but Costa said she’s already thinking about graduate school. “My No. 1 choice would be to return to Massachusetts and attend Boston University.”

LEELA RIQUELME ’15
PSYCHOLOGY MAJOR
TRANSFERRED FROM SUNY ONEONTA

“I BECAME A PSYCHOLOGY MAJOR because I love probing the mind,” said Leela Riquelme ’15, who transferred from SUNY Oneonta in May 2013 to graduate two years later as a psychology major with a minor in Spanish.

“I love learning and understanding why people do the things that they do and trying to help them recognize their behaviors,” she added. Next, she said, she plans to go on to graduate school for an M.S.W. and ultimately to become a licensed social worker.

In addition to serving as the 2014–2015 vice president of the Latin American Student Organization (LASO), Riquelme said she managed to juggle an internship, work and school supplies for underprivileged children and writing uplifting cards to people suffering from terminal breast cancer. “Knowing I could make a difference, even a small one, was very rewarding.”

Recalling another event that proved “very interesting for me,” she said the great aunt of a LASO board member’s aunt (and a leader of a Native American tribe) “came in and told us all about their culture and how it is to be a member of one of these tribes. It was a great learning experience. I love learning about different cultures.”

Before choosing Adelphi, Riquelme had considered Hofstra and the University of Maryland, but, she noted, “I was drawn to Adelphi because of the psychology and social work programs, its proximity to New York City and to my home and also because I love the feel of a small college campus.”

To improve one’s transfer experience, she said, “I learned that you have to put yourself out there and get involved. Even if you don’t really want to, it’s important to push yourself to be involved in some sort of activity on campus!”
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In addition to serving as the 2014–2015 president of the Latin American Student Organization (LASO), Riquelme said she managed to juggle an internship, work and volunteer work programs, its proximity to New York City and to my home and also because I love the performing arts, its sculpture, bustling with students and featuring our modern Performing Arts Center and Center for Recreation and Sports, as well as our newest residence hall and the Nexus Building and Welcome Center.

Email tours@adelphi.edu to schedule a campus tour.

CARI COSTA JOURNALISM MAJOR TRANSFERRED FROM LASELL COLLEGE

Cari Costa, who transferred from Lasell College in Newton, Massachusetts, said, “I considered other schools in Massachusetts, including Western New England University, as well as other Long Island schools, including Hofstra. I chose Adelphi because of the many opportunities it presented to me to get involved on campus, as well as its communications curriculum, which was full of fun classes I could have never imagined taking before!”

She added, “I also loved that the school offered so many different courses for me to take outside of my major, including the dance classes for non-majors.”

Though a commuter student, Costa is involved in various activities at Adelphi. “I’m a member of Delta Delta Delta and the vice president of administration since April,” she said. “I also work as a transfer ambassador on campus, assisting other transfer students by planning different events for them to attend and serving as a liaison.” In addition, she said, “I take dance classes both on and off campus.”

When she first arrived on campus, Riquelme said, “I did not know much about the many clubs that we have at Adelphi. I went to a Multicultural Club mixer because I was interested in becoming involved. I met a few of the e-board members of LASO, so I decided to see what LASO was all about. I remember the first time that I went, we played Latin American music and I thought it was fun.”

“LASO definitely helped me get to know a lot of people with common interests and adjust to living on campus!”

Among the LASO projects she found most fulfilling, she said, were filling goody bags with school supplies for underprivileged children and writing Sunderland cards to people suffering from terminal breast cancer. “Knowing I could make a difference, even a small one, was very rewarding.”

Recalling another event that proved “very interesting for me,” she said the great-aunt of a LASO board member’s aunt (and a leader of a Native American tribe) “came in and told us all about their culture and how it is to be a member of one of these tribes. It was a great learning experience. I love learning about different cultures.”

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EXPLORE YOUR WORLD VIA STUDY ABROAD

ALL TOLD, 201 ADELPHI STUDENTS studied abroad during academic year 2014, representing 2.6 percent of all students at the University. That’s a big push for career pathways right now,” Dr. Conway said. Damer’s five-year combined B.A./M.A. in psychology puts students in the direction of career readiness. In addition, Dr. Conway pointed out that Damer recently introduced the Emerging Scholars Program, a yearlong, mentored research program for sophomores or junior psychology students looking to pioneer an original research project. “It’s fantastic,” she said. “The faculty really put their heart and soul into mentoring these young people and supporting and guiding them.”

Once accepted into this innovative program, students will work with a mentor on independent research, which they will present at a professional research conference and possibly publish in a peer-reviewed journal. “This is what it’s all about: stretching yourself, taking a chance, trying a new experience. Students are discovering themselves in the process and it’s very gratifying,” Dr. Conway said. “I’m very proud of our undergraduate programs. I think we offer a lot for students.”

Several recent articles linking Inside Out to neuroscience and social media mentioned that Damer Alumnus Paul Ekman, Ph.D. ’58, mentored the film’s creators and that the book Emotions Inside Out was in print in 2003, pointed out in a fall 2008 Adelphi University Magazine interview that there are “seven emotions that have a set of characteristics—anger, fear, disgust, sadness, surprise, enjoyment, and contempt.”

“Maybe the missing ones, surprise and contempt, will join Pixar’s cartoon cast of characters in the inevitable Inside Out sequel.”

Continued from page 3

Inside Out

Fear and contempt. These are the emotions we feel when we are angry, afraid, disgusted, sad, surprised, or happy. And we know that having these feelings is a normal part of being human. But what do they mean? Do they have different meanings across different cultures? And what makes us feel these emotions in the first place? These are just some of the questions explored in Inside Out, a new animated feature film from Pixar Animation Studios. The film tells the story of how a girl named Riley feels changes in her life, from her parents’ divorce to a new school, and how these changes affect her ability to handle stress. The film is based on research conducted by Professor Paul Ekman, whose work has been published in scientific journals such as The Journal of Personality and Social Psychology. He has also written books on human emotions, including Emotions: A New Psychology. In Inside Out, viewers will see characters such as Joy, Sadness, Fear, Anger, and Disgust, each representing one of the basic emotions humans experience. They will encounter symbols that represent particular emotions, such as a yellow smiley face for happiness or a red heart for love. The film also features a setting that represents the inside of a child’s brain, complete with neurons and synapses. This setting helps viewers understand how emotions are processed and how they influence our thinking and behavior. Overall, Inside Out offers a fascinating look at the science of emotion and its role in our lives. It is a film that has something for everyone, from children to adults who want to learn more about the nature of human emotions.
Beyond Garden City: Off-Site Programs in Nursing

Adelphi’s College of Nursing and Public Health extends its reach well beyond the Garden City campus, with programs offered at the Manhattan Center, the Hudson Valley Center and the Suffolk sites. Their selling points include attractive scheduling for those with jobs and locations more convenient for those living nearer to these sites than to the main campus.

From a career standpoint, moreover, the Registered Nurse to Bachelor of Science (R.N. to B.S.) degree has become increasingly important now that more and more hospitals require the B.S. This trend, supported by the American Association of Colleges of Nursing, was given considerable impetus by the Institute of Medicine’s 2010 report, The Future of Nursing: Leading Change, Advancing Health, which recommended that leaders in healthcare systems and nursing schools work toward boosting the impetus by the Institute of Medicine’s 2010 report, The Future of Nursing: Leading Change, Advancing Health, which recommended that leaders in healthcare systems and nursing schools work toward boosting the number of nurses with baccalaureate degrees from 50 percent to 80 percent of all R.N.s by 2020.

Here’s a look at some of the off-site programs available at the off-campus sites.

AT THE MANHATTAN CENTER, “We have our traditional evening B.S. in Nursing program for transfers,” said Irene Auteri Ferguson, ‘79, the center’s director of nursing. “We have an R.N. to B.S./M.S. program as well.” The latter course takes place one day per week.

THE SAYVILLE DOWNTOWN CENTER offers the R.N. to B.S. in Nursing. “The M.S. programs will be offered at the Hauppauge Education and Conference Center and the Suffolk sites,” said Cheryl McAuliffe, Ph.D. ’13, director of the nursing program. “We have an R.N. to B.S./M.S. program as well.” The latter course takes place one day per week.

THE HUDSON VALLEY CENTER offers the R.N. to B.S. in Nursing. Adelphi is exploring the eventual addition of the M.S. in Nursing Administration here and elsewhere.

... and in Social Work

THE SCHOOL OF SOCIAL WORK also offers programs at three Adelphi off-campus sites, the Manhattan Center, the Hauppauge Education and Conference Center and the Hudson Valley Center.

Cheryl McAuliffe, Ph.D. ’13, director of the B.S.W./M.S.W. program, said, “We offer the B.S.W. and M.S.W. in Hauppauge and Manhattan.” At the Manhattan Center, ANS/ANSVER B.S.W./M.S.W. classes are scheduled on weekday evenings and Saturdays to accommodate working professionals and transfer students. ANS/ANSVER, an acronym for Adelphi’s New Social Welfare Education Route, enables nontraditional students to return to academics while allowing them to receive credit for social work-related employment, Dr. McAuliffe said.

“Our M.S.W. is also offered in the Hudson Valley Center,” she added. “Citing benefits particular to the Hauppauge Community College, Dr. McAuliffe said Adelphi provides a seamless transfer from Suffolk County Community College to Adelphi and offers evening classes attractive to working students, field placements located in Suffolk County during daytime hours, a convenient location for Suffolk residents and the opportunity to attend Suffolk County’s National Association of Social Work steering committee meetings (held at the Hauppauge Center).”

In addition, she said, School of Social Work students can attend continuing education workshops onsite. Social work students at both the Hauppauge and Manhattan centers can also apply for the advance-standing one-year M.S.W., also offered on site, and have access to all electives and specializations offered at extension centers, she added.

Deb’s Corner

M ore than five years ago—appropriately in Summer 2010—Adelphi University revamped Transfer Orientation into Transfer Transition, incorporating changes suggested by transfers who attended prior events. Adelphi continues to fine-tune the Transition events agenda based on transfer students’ feedback.

“Each semester we take the feedback from both students and administrators who attend the event to try and improve our schedule,” said Lauren Pecoraro, Center for Student Involvement assistant director.

“Overall, Transfer Transition Day becomes a bigger success each semester,” said Pecoraro, who oversees Transfer Student Services. “We have increased our attendance over the last couple of semesters at each event.” The day consists of “a bunch of activities for the transfer students, including icebreakers, visits from departments across campus, a get-together session and a student panel,” she explained.

Through such activities at the Winter 2015 and Summer 2015 Transition events, transfers got an overview of the services, programs and resources available at Adelphi, plus information on transfer credit advisement and a campus tour that familiarized them with where Adelphi’s various departments, programs and more are located.

Pecoraro—nearing that 48 transfer students attended the January 2 Event for Summer 2015 admission and 93 transfer students attended the August events for Fall 2015 admission—said, “I think most students’ favorite section would have to be the student panel. They’re asked to text in questions they may have about Adelphi, whether it’s about specific classes and events or how to register for classes.”

Soon after the busy January 21 Transition Day, Cari Costa, one of Adelphi’s 2014-2015 transfer ambassadors, said, “The several freshmen in the group enjoyed the chance to talk to the transfer ambassadors and learn about Adelphi, in addition to getting down to necessities like registering for classes and getting their student IDs. A student from SUNY Oneonta—who, like Costa, planned to major in communications—was most looking forward to meeting new people and experiencing different courses not available at Oneonta,” Costa said.

“The big difference between the fall and spring orientations is that students transferring in the fall tend to have more college experience, as there are no freshmen. They enjoyed mingle through a game of icebreaker bingo, a new activity for us,” Costa said after the August 5 Transition.

At that event, she added, “Some of the most popular questions revolved around parking, the new Nexus Building and how to get involved on campus.”

Melissa Biscardi, another transfer ambassador said, “My favorite part of the day is the student panel because I know there’s at least one new student feel less nervous about their transition.”

Most students’ favorite section would have to be the student panel. They’re asked to text in questions they may have about Adelphi.

Jaime Vinci and Kathy Sweeney both attended an August 2014 Transition for Fall 2014 transfers. Vinci said, “Having transferred once prior to Adelphi, I was nervous about what my experience at Adelphi would entail. This event helped ease my nerves about transitioning to a new school.”

Vinci especially liked “the social, open environment, including having the ability to choose where I sat.” She praised the transfer ambassadors’ Grand H session, which “helped me feel that I had someone to turn to with my questions outside of faculty resources.”

Sweeney, a Nassau Community College transfer, described her orientation as “wonderful” and added, “I wouldn’t change anything about the day’s agenda.” Her apprehension was relieved when she heard the transfer ambassadors’ own successful transition stories. She liked being seated with fellow nursing majors in what became the start of many Adelphi friendships.

Melissa Koster, like Vinci, a transfer from Suffolk County Community College who attended the January 2015 Transition, praised the welcoming environment and the ability to question current students.

She enjoyed the campus tour and talking with Adelphi staff. She also liked that the tables were labeled by major. “This is where many of my first friendships at Adelphi were established.”

Some offered suggestions for change.

Leila Riquemé, a SUNY Oneonta transfer who majored in psychology, felt that Transition should include a club fair à la Freshman Orientation.

Last year, Stranieri, a communications and psychology major who transferred from Marist College, had one tip: Allow transfers the opportunity “to meet all of the students in the room, not just the initial people you sit with or share within your major.”

Vinci said there were long lines to get IDs. One plus for those waiting on line: “Meeting the people around them,” she said.
Beyond Garden City: Off-Site Programs in Nursing …

AD ELPHI’S COLLEGE OF NURSING AND PUBLIC HEALTH
extends its reach well beyond the Garden City campus, with programs offered at the Manhattan Center, the Hudson Valley Center and the Suffolk centers. Their selling points include attractive scheduling for those with jobs and locations more convenient for those living nearer to these sites than to the main campus.

From a career standpoint, moreover, the Registered Nurse to Bachelor of Science (R.N. to B.S.) degree has become increasingly important not only because more and more hospitals require the B.S., but also because the American Association of Colleges of Nursing, was given considerable impetus by the Institute of Medicine’s 2010 report, The Future of Nursing: Leading Change, Advancing Health, which recommended that leaders in healthcare systems and nursing schools work toward boosting the proportion of nurses with baccalaureate degrees from 50 percent to 80 percent of all R.N.s by 2020.

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Beyond the Traditional Off-Campus Programs

Adelphi’s Transition Days Agenda Helped by Feedback

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CALENDAR OF UPCOMING TRANSFER ADMISSION EVENTS
(All events are on the Garden City campus.)

Transfer Information Session:
Sunday, December 6, 2015

Transfer Admission Days:
Tuesday, November 17, 2015
Thursday, November 19, 2015

Transfer Registration Day:
Monday, December 14, 2015

Visit admissions.adelphi.edu/transferevents to register and find out more about these events.