

## an island long on OPPORTUNITY

Let's start our tour on Long Island, home to two private universities worth noting. The first is HOFSTRA UNIVERSITY, where new technology abounds. Beginning this fall, students can complete their language lab assignments from their dorm room—or from anywhere else in the world. The university is

among the first to debut a stateof-the-art virtual language lab, enabling students to access and complete their assignments online from any location at any time.

"In the past, students had to go to the lab, listen to tapes, do the assignments, and teachers had to check to see if they'd been there," explained Herman Berliner, provost and senior vice president for academic affairs. "Now, if a student is studying abroad in Spain, she or he

can still do the language lab work from there. It's a tremendous leap forward in technology that will facilitate the teaching of languages."

Hofstra is also one of the first private universities in the country using Internet2, tomorrow's super-fast internet. And the Zarb School of Business's new trading floor, complete with Bloomberg terminals and near real-time data, gives finance students a handson feel of what it's like to be a Wall Street trader.

This private university, enrolling some 13,000 graduate and undergraduate students, offers other unique opportunities. To help students transition smoothly from high school to college, Hofstra teaches its freshman classes in "clusters," units of three courses centered on a specific theme. Each class in a cluster has no more than 35 students; other freshman seminar classes contain fewer than 20 students.

"The first-year experience is very important," said President Stuart Rabinowitz. "It can be particularly difficult if students are placed in large lecture classes taught by teaching assistants. At Hofstra, the classes are small, and the environment facilitates success and helps make students comfortable."

Nearby ADELPHI UNIVERSITY also blends individual attention with academic and extracurricular variety.

Located on a lush, park-like campus in Garden City,









- 1. Hofstra University
- Chantal Hamlin (center), with Simona Wright (left), and Izusa O'Garro (right), at Adelphi University
- 3. Hofstra University
- 4. Adelphi University

just 20 miles west of New York City, Adelphi offers its 8,000 students a rigorous education grounded in the liberal arts. Extracurricular activities abound, with scores of clubs and societies ranging from a bi-weekly student newspaper to Amnesty International to Greek societies to club sports from karate to kickball to choral and orchestral groups.

Students can choose from among a wide range of courses and majors in the College of Arts and Sciences and the schools of

Nursing, Education, Social Work and Business, along with the Gordon F. Derner Institute of

Advanced Psychological Studies. Graduate and undergraduate programs are also available at the university's centers in "You're never a number here."

Provost Marcia Welsh, Adelphi University

Manhattan, Hauppauge and Poughkeepsie.

Undergraduate programs of note include fine and performing arts, Honors College, nursing and education. A new writing center gives students access to

writing help for any class, offering workshops as well as individualized programs.

At the graduate level, Adelphi offers an innovative 17-month executive M.B.A. program, a new M.F.A. in creative writing and a revamped nursing program featuring a new M.A. in emergency nursing. Master's and doctoral programs in social work and psychology are highly-regarded and competitive.

Underpinning the university's strong academics is a culture of intimacy created by small class size and accessible professors.

"You're never a number here," said Provost Marcia Welsh. "The president walks around campus and knows the students by name. That's unusual in today's world."

Indeed, Adelphi's student-faculty ratio is roughly 14:1, and all classes are taught by professors, not teaching assistants.

"The professors really want to get to know you," said junior Chantal Hamlin. "You can go to them for anything, and they have time for you. They're interested, and they care."

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COLUMBIA

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# rooted in RELIGION

"Care" is the overriding principal behind New York's religiously affiliated colleges and universities. These institutions focus on their students' spiritual as well as academic growth.

FORDHAM UNIVERSITY'S education is rooted in the Jesuit tradition, characterized by a liberal arts emphasis and by the development of the individual student. The largest Jesuit institution in the country, Fordham is distinguished by

"If you don't want to be challenged, don't come here."

Father Joseph McShane, president, Fordham University

its New York location, an "extended classroom" that provides unparalleled resources in terms of internship and employment opportunities.

"Other students read about what's going on in the world in the newspapers," said Father Joseph McShane, president. "Our

students walk down the street and connect with what's going on by opening their eyes."

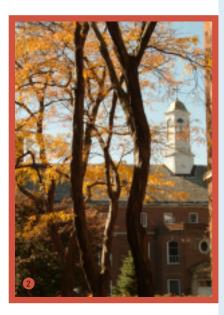
The university's 15,800 students choose from among three residential campuses in the Bronx, Manhattan, or Tarrytown, N.Y. Wherever they choose to live, students receive an academically-rigorous education with ethical underpinnings. Students are taught to be of service to others, a value they take to heart. Fordham students, for example, volunteer 100,000 hours of community service each year.

"If you don't want to be challenged, don't come here," McShane said. "We believe that in order to become a full

human being, you must wrestle with the great human questions. This is not a values-neutral institution but one laden with values."

Students who choose Fordham appreciate what these values contribute to their university experience.

"I came here because of the community feeling and the focus on creating a balanced, morally-aware person," said senior



Laura Lombardi. "Fordham is full of passionate people—they're passionate about social justice, about student government, about the arts. That passion is created in the classroom and used on and off campus in service opportunities."

#### PROFILE:

### Tanimu Deleon-Nwaha, Manhattan College

"I've always been an entrepreneur at heart," said Tanimu Deleon-Nwaha, a 2003 Manhattan College graduate. Deleon-Nwaha earned his degree in computer engineering with a minor in math and science, and returned last fall to Manhattan to pursue a master's degree in engineering. His goal? To bring computer technology to the wine industry.

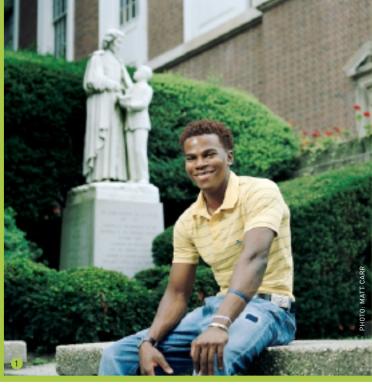
Born in Nigeria, Deleon-Nwaha came to the U.S. at age eight and landed in New York state. Choosing Manhattan, he said. was easy.

"I wanted small classes and teachers who care about your academic status," he said. "During an open house a dean showed my mom and me around campus and made us feel comfortable. He later became a close mentor. I was really looking for that personal touch."

While at Manhattan, Deleon-Nwaha played Division I soccer and parlayed his engineering training into an internship with one of the city's largest employers. The city, however, was Atlanta. For two summers, Deleon-Nwaha helped Coca-Cola figure out how to extend the life of vending machine lights and learned more than he ever wanted to know about taste-testing.

These days, Deleon-Nwaha is busy working as a wine rep at a Mt. Cisco wine shop, and as a computer networker at a multimedia store. He's combined his further education in computer engineering with a smattering of other courses at Manhattan's business school.

"it's such a close-knit community where everyone tries to help everyone else," he said. "The faculty, in particular, care about what you become in life, about how you develop not just academically but personally."



1. Tanimu Deleon-Nwaha at Manhattan College

2. Manhattan College

Just to the north, MANHATTAN COLLEGE in Riverdale has seen its number of applications rise steadily over the past few years. There's no secret as to why, said Brother Thomas Scanlan, president. "We offer the best of both worlds: a friendly, supportive campus environment only 45 minutes by subway to the capital city of the world." Indeed, Manhattan College's proximity to New York City grants easy access to lectures, internships, employment and other opportunities for students.

But Manhattan's increased popularity is attributable to another important aspect of the college, said Scanlan. The 152-year-old Catholic institution focuses not only on the intellectual, emotional and social growth of students but on their spiritual and moral development as well.

Within Manhattan's religious tradition lie historical strengths in professional fields. The college's 3,000 students can choose from 48 majors within five schools: Engineering, Science, Arts, Business and Education. About 400 students populate master's degree programs in counseling, education and engineering.

The college's thriving mentorship program, pairing students with recent graduates, takes advantage of strong alumni connections. Through this program, students, particularly those majoring in the liberal arts, learn about different types of careers—what they entail and how to prepare for them.

"English or history majors may have a hard time narrowing down a career," Scanlan said. "Our belief is that college is a time of career selection as well as career preparation."

Like Manhattan College, **ST. JOHN'S UNIVERSITY** has also seen its application numbers almost triple since 1998. What's behind it? The university's change from a commuter school serving New Yorkers to a residential campus, which has attracted a new generation of students from across the country. It's also enabled the university to become more

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ADELPHI SQ 1/3 PG 4/c

**HOFSTRA** 

SQ 1/3 PG BW selective and thereby increase its academic standards.

"We've always had a national reputation," said Glenn Sklarin, vice president for enrollment management. "Now we're getting a national student body to reflect that reputation, while increasing our academic profile."

"People like the idea of a school that will perpetuate their own values..."

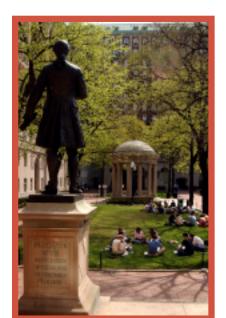
Glenn Sklarin, vice president for enrollment management, St. John's University

St. John's 19,000 students populate campuses in Queens, Manhattan and Staten Island, as well as graduate outposts on Long Island and in Rome, Italy. And as a Catholic university, second in size only to DePaul in Chicago, St. John's stresses the importance of community service and family values. Said Sklarin: "People like the idea of a school that will perpetuate their own values in terms of respect for others and the value of the human experience."

## lifelong LEARNING, lifelong GOALS

While many college students come fresh out of high school, an increasing number of 30-somethings and above are heading back to school for the bachelor's degree they never finished. New York is a great place for them, with plenty of higher education opportunities designed for nontraditional students.

COLUMBIA UNIVERSITY SCHOOL OF GENERAL STUDIES (GS) offers a remarkable opportunity for such students: the chance to obtain a traditional undergraduate



education and degree from one of America's finest universities, all while progressing at their own pace.

Students
here are completely integrated with traditional Columbia undergrads.
They take the same courses with the same

Columbia University

faculty and major in the same departments. As a separate college within Columbia, GS does have its own advisers who support students through the unique challenges of returning to school, such as juggling families, jobs and financial responsibilities.

"Our students are committed to getting their degree in an academic atmosphere that will push them," said Curtis Rodgers, dean of admissions. "It's not the fastest or easiest program; it's a difficult academic experience, but it's the same experience they would have gotten had they come to Columbia right after high school—an lvy League education."

The average age of GS students is 29, but the school welcomes recent high school graduates who for compelling reasons must attend part time. Seventy percent of GS graduates earn advanced degrees; others pursue careers as lawyers, doctors, managers, researchers, photographers, journalists, diplomats, relief workers and painters.

"Our goal is to support our students' goals," Rodgers said, "whether that's to change careers or finish a degree left unfinished for many years. The kind of liberal arts education we offer can benefit a person at any point in life."

Over in Bronxville, SARAH LAWRENCE COLLEGE'S CENTER FOR CONTINUING EDUCATION (CCE) gives adults the opportunity to earn a B.A. amid Sarah Lawrence's hallmark brand of academic freedom and individualized attention.

Sarah Lawrence's CCE assumes the same values as its

#### PROFILE:

Bridget Potter, Columbia University School of General Studies

Bridget Potter's decision to get her B.A. came during a transitional period in her life. She was divorced, her youngest daughter had gone off to college, and she found herself unable to focus on her work as a television executive and producer.

"I was burned out," said the 62year-old, who has been working in the television industry since she was 16. "I decided to make a list of the things I would regret not having done if I dropped dead tomorrow. Going to college was at the top of the list."

Among her options, Columbia School of General Studies stood out as the clear favorite. It seemed to have the most challenging curriculum, and it fit her idea of what a college education should be. Potter, a cultural anthropology major now into her jun-



ior year, finds the coursework, particularly the core curriculum, "so exciting it's unbearable."

Potter especially loves that she's in the same classes as traditional Columbia undergrads. "I've made really good friends among these kids," said Potter, who regularly attends her classmates' parties. "Some of the students are the most interesting people I've ever met—an incredibly diverse group from all over the world."

While Potter was initially nervous about going back to school, and even hired a tutor for math, she admits the experience has given her a new perspective on her work and on her life. She now considers herself "the opposite of burned out."

"General Studies is an absolutely brilliant program," she said. "Doing it later in life, I just relish it. I just can't believe what the professors are teaching and what people are learning here. This is the single best thing I've ever done."

CUNY

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traditional degree program. It's progressive, iconoclastic and liberal. Students don't have majors, but instead have "areas of concentration." Classes are never larger than 12, and every student has a "don," or advisor. Returning students may receive credit for life experience, while they are encouraged to create a course of study that suits their needs.

"We're looking for lifelong learners," said Mayra Bloom, director of the CCE, "people who love to read, who are interested in writing, who are passionate and serious and who want real conversations and real interactions with other intelligent people."

Rose Sabangan fits the CCE profile perfectly. A native Philippino who works as a desktop publisher, Sabangan vearned to write her life history for her children, both born and bred in New York. "I wanted them to know about

where I come from, about my history in the Philippines," she said. "I wanted to put down in writing the memories and thoughts I've had for so long, but I needed help finding my voice."

Sabangan tried finishing her degree at other universities, but only Sarah Lawrence's program worked for her. "It's a very wel"The professors love teaching the adults; they're often the best students."

Mayra Bloom, director of Sarah Lawrence College's Center for Continuing Education

coming environment," said Sabangan, who has produced two autobiographical short stories and a play. "I was nervous about going back to school, but it's been fantastic. The teachers are very available, and they've given me a lot of quidance."

Recognizing that returning students have distinct needs, CCE—which enrolls about 60 adults—has its own admissions process and offers classes that are separate from those of the regular college, though the professors are the same.

"The professors love teaching the adults; they're often the best students," said Bloom. "It's not easy to carve out the time to go back to school, so they are very serious about their academic work. Adult learners really appreciate what Sarah Lawrence has to offer. We give them freedom and we value the experience they bring to their studies."

Sarah Lawrence College, painting studio



# finding your NICHE

While some might seek a general education, others come to school to focus on a specific career path. New York's colleges and universities offer a wide range of programs catering to a variety of traditional and emerging professions.

THE CITY UNIVERSITY OF NEW YORK (CUNY) has long been known for its devotion to New York City students and for educating the next generation of teachers. As times have changed, however, so has the kind of training teachers need to best serve students in an urban environment.

That's why the university created its innovative Teacher Academy. With the first class of 300 beginning next fall, the four-year program focuses specifically on preparing teachers to work in New York City schools.

"We are really trying to re-imagine teacher education," said Selma Botman, executive vice chancellor for academic affairs. "We're looking very carefully at the challenges that exist in urban education. And as a city university, we can train teachers to understand the multicultural, urban environment in which they'll work."

The academy is built on a ground-breaking partnership between CUNY and the New York City Department of Education. The university trains the teachers, while the department mentors and places them in the appropriate schools.

The program's curriculum, which will emphasize math and science, offers many innovations. Academy students will intern in K-12 classrooms during the summer, ultimately racking up 1,000 hours of teaching experience by the time they graduate. Some courses will be held on the schools' sites. and will be co-planned and co-taught by university faculty and K-12 teachers. And in an effort to create a strong support network for its students, CUNY plans to accept and place students in "cohorts" —small groups that will progress through the academy together, and



will even eventually teach in the same schools.

University officials hope the academy will become a national model for teacher education, and will ultimately improve teacher retention and help address New York's

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teacher shortage.

"We really believe teaching is a noble profession," Botman said. "We want to make this case early to students, and give them a deep, rich education that will help them succeed as teachers."

Perhaps your interests instead lean toward the scientific. If you've watched "CSI: Crime Scene Investigation," and thought, "Wow, I'd like to do that," TOURO COLLEGE'S SCHOOL OF HEALTH SCIENCES has two new programs for you, both offered on their campus in Bay Shore.

The first, a bachelor's degree in forensic science, teaches students to apply scientific principals and technical methods to matters of law. Forensic scientists search crime scenes, analyzing collected evidence, identifying and linking suspects and victims, and interpreting evidence in the context of a crime.

The second program is a Master of Science in foren-

sic examination. This two-year course of study is primarily a distance learning program with only two days a month of study on campus.

Said Dr. Zvi Herschman, director of forensic programs: "Forensic science is a good career for someone who likes scientific work, has a curious nature, enjoys uncovering mysteries, can appreciate the nuances of a case, and who wants to exercise his problem-solving abilities."

But perhaps your nature is more artistic, and your interests involve filmmaking. In other words, perhaps you're like Ian Henson. Although he has an undergraduate degree in film from a major





1. New York Film Academy

"Filmmaking is a difficult profession, but if you have the talent and tenacity, you can rise to the top."

Jerry Sherlock, director, New York Film Academy university, Henson didn't learn the nuts and bolts of filmmaking until he attended the NEW YORK FILM ACADEMY.

"I knew about directing, but I knew nothing about screenwriting, editing or cinematography," said Henson, who worked as a director at CBS before attending the academy.

"I learned everything I needed to know about making a movie at the academy."

The academy opened its doors in 1992 with the philosophy that a top quality education in filmmaking should be accessible to anyone with the ambition and drive to make films. Since then it has expanded to include locations in Manhattan's Union Square, Soho and Los Angeles, as well as in Europe. Only 13 years old, it's already the world's largest independent film school.

The academy's intensive programs run from four, six and eight weeks up to a year; short-

term summer programs are held at additional locations such as Harvard University, at Disney-MGM studios in Florida, and in Paris and Florence.

Designed for students with little or no related experience, workshops concentrate on the elements of visual storytelling that enable students to direct their own films. "An example of your work is your best resume," said Jerry Sherlock, the academy's director. "That's why people come here—to produce work."

Above all, academy faculty tries

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to give its students the necessary tools to ultimately create their best work.

"If you need more of a certain technique, or if you want to change instructors, you can do it," said Henson. "There's a lot of flexibility, and they try to give you what you need."

Graduates follow various career paths around the world. Some direct commercials or music videos. Others seek employment with major studios. Still others attempt to produce their own work. Whatever they choose, they remain mindful of one overriding maxim: The film industry is a tough business with no guarantees.

"We can't teach talent," Sherlock said. "Filmmaking is at best a very difficult profession, but if you do have talent and tenacity, you can rise to the top."

Henson has held a variety of jobs in the film business, many of which resulted from connections he made at the academy, but he ultimately hopes to make it as a screenwriter and director. He's currently working on a pilot he'll be pitching to HBO.

"I want to tell stories that affect people," Henson said. "It's so cliché, but it's the truth."

## a great place to PREP

New York is also blessed with great places to prepare students for higher education. Among them is the **NEW YORK MILITARY ACADEMY (NYMA)** located on 165-acres of lush grounds in Cornwall-on-Hudson. The academy helps students sharpen their intellect, forge a strongcharacter, develop themselves physically and learn leadership skills.

Founded in 1889, NYMA is a private, coed college prep school for students in grades 7-12 that provides a structured, disciplined approach to learning. The result is 100 percent placement in the nation's leading colleges and universities.

Just one hour north of New York City, the campus has been home to thousands of cadets from around the world.



The competitive academic curriculum, together with the comprehensive athletic and leadership programs, prepares the cadets for higher education and the future.

This concludes our brief tour of New York's great places to learn. Here's hoping you find that right match and realize your own dreams that lie beyond. ■

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**TOURO** 

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