

EVELYN T. STONE COLLEGE OF PROFESSIONAL STUDIES NEWSLETTER

NOVEMBER 2007

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NEW COLLEGE NAME, NEW COLLEGE DEAN

New ETSCPS Dean John Cicero shares his insights upon arriving at Roosevelt, as well as about the new college name and the future direction of the college.

First, what brought you to Roosevelt?

I was attracted to the mission, the diversity and the metropolitan setting. At this point in my career, I would only consider working for a mission-driven institution. Without a strong mission, education is just a collection of courses. The mission should provide students with the opportunity to embrace a cause that is bigger than themselves and to pursue a significant career. Roosevelt's diversity was also a huge attraction. I would say we are diverse in every sense of the word. It is diversity that stretches ones thinking. It is comfortable to surround yourself with a homogeneous group of peers, but not much growth takes place. My hope is that Roosevelt's environment provides students with a challenging and liberating education. The Chicago metropolitan area provides students with a great learning laboratory that is full of life and energy. I

hope every student has the opportunity to "touch" the city.

You kicked off the academic year with a name change for the college, which you shared was unanimously supported by faculty. Why did you think the name change was important and what does the new name offer the college, the university, and the students themselves?

Changing the name to the Evelyn T. Stone College of Professional Studies is huge. For a long time, our college was known as the college for adult students. I reviewed some data which suggested four of the five colleges serve adult students. So the fact we have successfully served adult students for the past 60+ years and that we will continue to serve adult students is not enough to make us unique. The new name gives us both the license and directive to pursue new programming. We will pursue undergraduate and graduate programs that lead directly to professional careers.

ETSCPS recently announced two new programs, one in Criminal Justice Leadership and one in Nursing. How do you think these programs will



New ETSCPS Dean, John Cicero

change the face of our college?

These two new programs are just a sample of where we plan to take the college. Now that we have a new name and a new directive, we will create more bachelor degree programs that meet the needs of students pursuing professional programs. For example, it is our intention to launch a Bachelor of Criminal Justice degree for entering freshmen and transfers. This degree will complement the Criminal Justice Leadership degree that is currently intended for working professionals. Based on our preliminary discussions with our own admissions group and with community colleges, there is a

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NEW DEAN JOHN CICERO

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strong demand for this program. We will develop this degree in concert with the faculty from Arts & Sciences because much of the coursework already exists and we are not creating duplicate programming.

We have also formed a Criminal Justice Advisory committee to guide us in new pro-

gram development. We have tried something new with this committee: we are conducting virtual meetings through the University's Blackboard system. This medium is highly effective because every participant has an opportunity to carefully and completely express their opinions and shape the new degree program. The virtual meeting model is one we will use to develop other new

programs.

Fostering a community (while maintaining two physical campuses and an online campus) has always been challenging for the university as a whole. Have you thought of any opportunities that our college could provide to help connect our current student body and faculty (as well as alums) back to Roosevelt?

Earlier, I mentioned advisory

board committee meetings are conducted through Roosevelt's Blackboard system. I am so impressed with the thoughtfulness and commitment to the discussion, I plan to expand the concept to other communities. I plan to use this venue to connect alums, current students and faculty. We can post a question of the week and then watch where the discussion takes us.

OLED NEWS

Ever want to take an Organizational Leadership class in person? OLED has a presence in the Saturdays in Schaumburg program. The program offers classes in a workshop format, approximately every third Saturday. With only five course meetings per semester, the Saturdays in Schaumburg program offers students flexibility, convenience and recognition of their busy lives, as well as the opportunity to continue their education in a format that meets their needs. For Spring 2008, there will be an OLED 325 Organization Communication II class and an OLED 335 Organization Change. There will also be a Tuesday night OLED 320 Organization Communication I course offered in a traditional face to face format in the evenings.

Telly Courialis has joined the faculty as a Visiting Assistant Professor with a dual appointment in Criminal Justice Leadership and Organizational Leadership. He holds a Ph.D. in Education and Human Resource Studies from Colorado State University. Telly has consulted and produced train-the-trainer programs, executive management/leadership programs, and instructional/educational materials for organizations, including Washington Mutual, Baxter Health Care Corporation, Ameritech (post-merger AT&T), Chicago Chapter of the American Society for Training and Development, Hines Veterans Hospital, the Chicago Police Department, and the Government of Iraq. He teaches Organizational Communication II and Foundations of Organizational

By Deb Orr

Leadership online, and Introduction to Organizational Communication on Saturdays at the Schaumburg campus.

A new Advisory Board is being formed in Organizational Leadership. The Advisory Board will feature successful practitioners in the field from various industries and sectors. Currently, the board consists of George Hay, a Market Researcher from McDonald's Corporation; Victor Settegren, Global Director of Organization Development from Merck; Gerald Bouey, manager of the Private Client Services Center from JPMorgan Chase; Jan Moellering, Director of Organization Effectiveness from Aramark Healthcare and Ross Ament, principle, from Ament Associates. Among the first agenda items for the

"With only five course meetings per semester, the Saturdays in Schaumburg program offers students flexibility, convenience and recognition of their busy lives."

Advisory Board will be a discussion of leadership competencies that graduates of OLED should possess, given the current business climate as well as an opportunities that students may have in terms of mentorship and internship.

ELP: WE ARE THE WORLD

The English Language Program (ELP) is housed in the Evelyn T. Stone College of Professional Studies, but it plays an important role in supporting students throughout the University. Since its inception in 1955, ELP has provided English language classes to students whose native language is not English. Seventy-six students from the five Roosevelt University Colleges are enrolled in ELP courses this fall. Although academically qualified for academic work at RU, ELP students are building skills in academic communication so that they may achieve their academic goals and participate with confidence in the RU community. Graduate and undergraduate students participate in ELP in equal number and their majors span the University pro-

gram offerings.

Nowhere is Roosevelt's commitment to diversity more evident than in ELP. Twenty-six countries, including the U.S. are represented in ELP. Stop by the ELP offices in the Auditorium Building and you might meet someone from Moldova, Macedonia or Mexico. International student enrollment trends can be seen in ELP. Graduate and undergraduate business programs continue to attract ELP students, including a group of students from Turkey. This year, Biology remains a popular major with ELP students from the Philippines, Kazakhstan, India, and Armenia. The thirty-three talented Chicago College of Performing Arts (CCPA) students in ELP come from all corners of the globe. Ask ELP CCPA student

Allahyar Vazirov from Azerbaijan about his performance at the White House last year, and he'll show you his picture with Laura Bush.

RU's China connection continues to grow and is supported by ELP. There are three undergraduate computer science students taking ELP courses as part of a joint degree program with RU College of Arts and Sciences (CAS) and Shijianzhuang University of Post and Telecommunications. Last spring, ELP designed and implemented a four-week intensive English program for the CAS Masters in Public Administration (MPA) cohort of students from China. Twenty-two students from the Beijing Bureau of Statistics took part in that program and are now completing their

"Seventy-six students from the five Roosevelt University Colleges are enrolled in ELP courses this fall . . . and twenty-six countries are represented."

MPA degrees.

Upcoming projects in ELP for the 2007-2008 academic year are a service learning project to include the intermediate and advanced levels of ELP and activities to raise awareness of the international student presence at RU in International Education Week, November 12-16.

PARALEGAL STUDIES PROGRAM GRADUATE: MURDER MYSTERY NOVELIST

The Roosevelt University Paralegal Studies Program began in 1974 and since that time over 10,000 individuals have graduated from the program. In addition to becoming members of the legal profession, many graduates have gone on to a variety of exciting careers – including murder mystery novelist!

Marilyn Jax, a graduate of Bethel University in St. Paul,

Minnesota and a 1979 Honors graduate of the Roosevelt University Paralegal Studies Program, recently published her premiere murder mystery novel, entitled *The Find*. After graduating from Roosevelt's Paralegal Studies Program with a specialization in litigation, Marilyn worked as a paralegal at a law firm in St. Paul for about a year and a half. She then secured a job

as a government enforcement investigator – a career that lasted for close to twenty years during which time she also became a Certified Fraud Examiner (CFE). She is now retired and pursuing her dream of writing. She currently lives in Minnesota, Florida, and the Caribbean and enjoys spending time in Montana. In January 2007 her novel was published and

it is doing extremely well. To read more about the book, visit Marilyn's website at www.marilynjax.com and see further reader comments on Amazon.com.



BGS: A PROFESSOR'S PERSPECTIVE

by Gary Wolfe

I finished my doctorate in 1971, and that fall I came to Roosevelt and started my education.

The program that hired me, then only five years old, represented radical new thinking about how to teach adult college students, and in some ways it's still radical today. The BGS program recognized what adults knew as well as what they needed to know, and that they learn in somewhat different ways from younger students. It also recognized that it takes courage to return to college as an older student, and stamina to go to class night after night after a full day of work or family obligations.

Those courageous and energetic students are what has kept me teaching in this program for nearly 35 years, without once getting bored. Every class is unique, because the backgrounds and ambitions of the students are unique. In every class, I feel I'm learning as much from the students as they are learning from me, and one of the things I've learned is that no two adult students go to college for

exactly the same reasons. Some want career advancement, some are en route to grad school, some are in a race with their own kids to get a degree first, but what they do have in common is this: they want *choices*. They see the degree as a door opening to all sorts of possibilities, and what they view as success varies widely. Here are some examples:

- The brilliant student who attained some of the highest CLEP exam scores I've ever seen, but who after graduating decided to move to Alaska to train sled dogs;
- The Chicago police officer who became the first BGS graduate to enter Harvard Law School, and later became a practicing attorney;
- The owner of a well-known south side real estate agency who had last attended college in the 1920s, but who went on to finish a BGS and a master's degree in his 80s;
- The ex-offender who began taking BGS courses in a downstate prison, and who

after finishing his degree became a popular anti-drug speaker to schools and youth groups and eventually set up his own painting and decorating business.

There are literally hundreds of such stories, and thousands more that other BGS faculty over the years could share as well.

And speaking of the faculty, that's the other reason for choosing to devote an entire career to this program. Most degree programs for adults are taught entirely by part-time faculty, or moonlighting professors from other departments, but the decision was made early on that the BGS/BPS program would develop a faculty who saw it as their mission to find the most effective ways to teach general education seminars to adults, but who would also attain distinction in their own fields. At our faculty meetings, I'm not just talking to people in my own field (literature), but to well-known historians and scientists and writers who have published scores of books and articles, won awards, and in one case even shown

"It takes courage to return to college as an older student, and stamina to go to class night after night after a full day of work or family obligations."

up as a name on a display at the Field Museum. But at the same time it's a faculty that shares a vision and a mission, and if you asked them you'd find that they're as proud of this program as I am, and just as committed to it. I know, because I *have* asked them. Some faculties are just faculties, but this faculty is a team. Just like the students, they know what they're here for.

TRAINING AND DEVELOPMENT: DIGITAL BOOTCAMP

The TRDV program is now working with Chicago-based, independent-training vendor *Digital Bootcamp* (DB) on offerings for TRDV students by supplying instruction in areas not covered by the TRDV curriculum, such as web page creation and design. The topics that will be covered are based on 1) the

results of a survey sent to students and alumni and 2) an extensive review of T&D job ads.

On Saturdays September 22 and September 29, the first workshop, "Web Development and Adobe Dreamweaver: Basic Training" was offered in a computer lab in the Gage Building. Vince Cy-

boran worked with Paul Fox, master instructor to tailor standard DB offerings to meet the needs of T&D professionals. All seats were filled!

We expect the workshop to be offered again in spring 2008, possibly at our Schaumburg campus.

HOSM: STRONG ENROLLMENTS, PODCASTS, AND UPCOMING EVENTS

Enrollment in the Manfred Steinfeld School of Hospitality and Tourism Management is at an all-time high for both the undergraduate and graduate programs.

A Steinfeld School representative will be visiting both China and Greece in the next few months to promote Roosevelt University's master's and bachelor's degree programs. The hospitality program has contacts in China from work last year with a visiting Scholar from Shenyang University. The connec-

tion with Greece is with the Glion School in Athens and Corfu.

The hospitality program continues to post new podcasts of conversations with industry leaders on its website, www.roosevelt.edu/tourismstudies.

Students in HOSM 311 Organizational Development for Hospitality will serve as mentors for the Marriott Foundation Bridges from School to Work Program job club. In addition, HOSM 311 and HOSM 324 Special Events

students are organizing and hosting an event, Bridges to Enlightenment, to benefit the Bridges program. The evening program on December 9 at Café DeLaCosta will include a silent auction to benefit the job club.

The Hospitality Student Association (HSA) has developed a full schedule of events for fall semester 2007. Students will enjoy behind the scenes tours of Rhapsody, the Tavern on the Park and Crust, along with tours of two downtown hotels. A resume

workshop is planned for the end of November, as well as a Cookie Fest for Finals week. In addition, as the weather turns cold, a service project has also been planned for students to distribute blankets and sandwiches to the homeless in Grant Park.

BPS GRADUATE SPONSORS CREATIVE WRITING AWARD

Osbelia Castillo, the middle child of seven children, was born and raised in Chicago's Logan Square. After earning an associate's degree, Castillo worked mostly in health-care fields, until the desire to return to school became too strong to ignore. Like many of Roosevelt's adult students, Castillo re-committed to college-level classes while maintaining a full-time career and mothering two children.

Castillo graduated from the BGS program in 2004, with a concentration in Organizational Leadership, and she started applying her knowledge to the workplace. Castillo founded a regional employee newsletter, which

highlighted outstanding employees and kept interoffice information flowing. In 2007, the newsletter received an honorable mention for best practices and clear communication. Additionally, Castillo chaired a committee which recently founded a philanthropic "snack cart": employees purchase food and the profits are donated towards charitable causes. Castillo states, "The venture has been extremely successful and employees look for their snack cart like children waiting for the ice cream truck on the hottest summer day!"

Last year, Castillo stepped up her altruistic efforts, contacting her alma mater to give

back to the program, by sponsoring an annual creative writing contest for BGS/BPS students. "It was a personal goal of mine to give back to students . . . financially, [and] hopefully [the writing contest] may also spark further interest in their educational or personal goals," Castillo shares. Named after Castillo's children, The Keenan/Kara Writing Award for BGS/BPS students was unveiled in April of 2007, and Castillo was present to see the first winners announced. Guidelines for this academic year's contest will be distributed in early spring 2008.



Osbelia Castillo, sponsor of the new annual creative writing award for BGS/BPS students

FACULTY SPOTLIGHT: JULIAN KERBIS-PETERHANS

Julian Kerbis-Peterhans teaches the Natural Science Seminar in the BGS/BPS program and was recently promoted to the rank of full professor. Here he shares an average summer day doing research and how it relates to his teaching at Roosevelt.



Kerbis-Peterhans in Africa

My field work in Africa is in one of two areas: either with the large predators (like lions/leopards, hyenas, large eagles) or the smallest mammals (mice, bats and shrews). The other aspect of my research is the survey (documentation, collection, and identification) of the three most diverse groups of living mammals: the rodents, bats, and shrews.

I work in the mountains of the Albertine Rift valley (western Uganda, Rwanda and Burundi, eastern Zaire) as well as the Kenyan Highlands (central Kenya). These mountains contain the richest suite of small mammal endemics on the continent and over the years my colleagues and I have discovered about twelve new species: three rodents, one bat, and at least eight shrews. Hopefully, some of their habitats will receive some kind of formal protection due to our efforts at documenting their unique heritage.

Normally, we camp out (tents, sleeping bags, fires)

and eat in the bush with kerosene lanterns for light. We eat local food as well as what we catch. Local food has an emphasis on goat and the local starch: whether it be matoke in Uganda (starchy bananas), ugali in Kenya (corn meal), or FuFu in Congo (casava flour).

Small mammal field work begins at dawn. I have a quick cup of coffee and toast or some peanuts before heading out. We set snap traps (like house mouse traps) for the rodents, and pitfall buckets in the earth for shrews. Shrews amble along, come to the barrier that we have erected to channel them sideways, and then they wander along until they fall into a bucket that is set with its rim flush to the ground. We also collect bats by using very fine mesh mist nets in order to corral them. If we have bird colleagues in the field with us, we take advantage of the nests they erect for birds.

Tools are simple: the traps

mentioned earlier, shovels, buckets, machetes, baits (peanut butter and oatmeal, fish, worms, bananas), notebooks, cameras and dissecting equipment. We also have tools to retrieve data from the specimens: rulers, scales, tubes for tissue for DNA analysis. Things we take for granted here are critical there: different types of pens depending on the material being inscribed, special inks, tough string, proper labels.

For the most part I work with African colleagues that also have advanced degrees. We also employ technicians and have armed park guards with us in the field. Part of our mission is to train African colleagues; we find this is a fantastic way to elevate our collaborative agreements and to have important activities continue, even if we are not there.

The components of these trips that I later share with my students are very rewarding for both sides. Students are a bit afraid of science and by being more “hands on,” they feel like they are experiencing some of the “thrills” that I have had. To share that, I have four classes a semester at the Field Museum or Lincoln Park Zoo. We observe ape behavior at the zoo and then ape anatomy at the museum (and look at the great similarities

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“Over the years my colleagues and I have discovered about twelve new species . . . Hopefully, some of their habitats will receive some kind of formal protection due to our efforts at documenting their unique heritage.”

SPOTLIGHT: KERBIS-PETERHANS

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between humans and apes). Or, we discuss the man-eating lions of Tsavo in front of their diorama at the museum, as well as get a “behind-the-scenes” tour while there.

Students also pick an interdisciplinary “Contemporary Topic” that we have dis-

cussed in the course and present it orally. Topics might include the conflict between humans having access to protected areas and the protection of the forests, or the reintroduction of wolves to North America and the ensuing conflict with livestock farming. Other hot topics they can choose are global warming, traditional/herbal healing, vanishing ethnic en-

claves throughout the world as well as their languages and cultures. All of these subjects have humans “front and center” and students need these types of connection.

“Students are a bit afraid of science and by being more “hands on,” they feel like they are experiencing some of the “thrills” that I have had.”

NEW BSN DEGREE COMPLETION PROGRAM

RU is excited about the opportunity to bring the BSN degree completion programs for RNs to the North and Northwest suburbs at its Schaumburg campus location.

The BSN degree completion program requires 120 credits for graduation. Students will receive a minimum of 62 credits from their basic pre-licensure nursing program (i.e. associate degree) toward the BSN degree completion program. The remaining required courses will be offered by Roosevelt University.

Courses in this BSN degree completion program will consist of nursing, general education and seminar courses. The combination of these courses will prepare the student to become a leader in clinical nursing, able to perform the fundamental aspects of the following:

- Design and provision of

health promotion and risk reduction services to diverse populations;

- Provision of evidenced-based practice;
- Population-appropriate health care to individuals, clinical groups/units and communities;
- Clinical decision making;
- Accountability and evaluation of point-of-care outcomes;
- Systems thinking, team management and collaboration with health care team members;
- Management and use of health care information technology.

ADMISSION REQUIREMENTS:

Students are required to provide proof of a valid registered nurse license for the state of Illinois.

Other admission requirements include:

- Submission of a Roosevelt University application and fee, including completion of essays on the application form;
- Submission of official college transcripts from all colleges and universities attended;
- Documentation of a cumulative GPA for pre-licensure of 2.75 or greater based on a 4.0 scale;
- Provision of three (3) professional references (NOTE: a least one must be a current supervisor of the applicant; if the applicant has been out of the pre-licensure nursing program for less than one year, one reference should come from

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ROOSEVELT UNIVERSITY

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**DEDICATED TO THE
ENLIGHTENMENT OF THE
HUMAN SPIRIT.**

Dates to Remember:

November 1: Advising for spring 2008 begins

November 3: University Open House

November 7: BSN Info Session

November 8: Dedication Day 2007,
Presidential Lecture on Social Justice

November 10: University Open House

November 12: RU Red Cross Blood Drive

November 17: T&D Info Session,
HOSM Info Session

Nov 21-25: Thanksgiving Holiday

December 8: BGS Info Session,
BSN Info Session

December 11: BGS Info Session

Dec 14–20: Exam week

Dec 21: Fall Commencement

Roosevelt University is a national leader in educating socially conscious citizens for active and dedicated lives as leaders in their professions and their communities.

The University's student-centered faculty and staff inspire academically qualified students from diverse backgrounds and all ages to benefit from rigorous higher education and professional development opportunities in the dynamic Chicago metropolitan environment.

Deeply rooted in practical scholarship and principles of social justice expressed as ethical awareness, leadership development, economic progress and civic engagement, Roosevelt University encourages community partnerships and prepares its diverse graduates for responsible citizenship in a global society.

NEW BSN DEGREE COMPLETION PROGRAM

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a nursing faculty member);

- Satisfactory completion of TOEFL with a minimum score of 550 if primary language is not English;
- Copy of current RN license for Illinois.

The nursing program director is Vickie Gukenberger, PhD, RN. Vickie joined RU on June 4, 2007. A graduate of UW-Eau Claire, Vickie has been a nurse for 30 years. The last 18 has been in education as a nursing program director and health career program dean at several community colleges and universities. Her current position at RU is Director and Professor of Nursing at Roosevelt University. Vickie completed her MSN from Marquette University and her PhD from UW- Madison. She was former president of the Wisconsin Nurses Association, and was involved in several state-wide initiatives related to nursing education in Wisconsin. Being from Wisconsin, Vickie is an avid Packer fan, but please do not hold that against her. Vickie and her husband Jeff, and their two soft-coated Wheaton terriers live in Palatine.