

LIVE & LEARN

Magazine of Excelsior College

Vol. 10, No.2, Fall/Winter 2008



LIVE&LEARN

Carol Tiger, *Editor-in-Chief*
Dana Yanulavich, *Writer/Editor*
Nick Klercker, *Art Director/Designer*
Jason Hughes, *Graphic Designer*
Ron Pavoldi, *Production Manager*

CONTRIBUTORS

Thanks to all who contributed to this issue.

PHOTOGRAPHY

Cover by Michael Hemberger
Commencement: Michael Hemberger,
Kris Qua, and Photograds.com

Live & Learn is published twice yearly by the Excelsior College Office of Institutional Advancement.

IA Staff

Cathy Kushner, *Vice President for Institutional Advancement*

Anne Marie Bisner, *Executive Administrative Assistant to the Vice President*

May Boggs, *Administrative Assistant*

Patricia Croop, *Director of Grants and Research*

Jennifer Dickerson, *Alumni Affairs Coordinator*

Michele Godfrey, *Administrative Assistant*

Jason Hughes, *Graphic Designer*

Nick Klercker, *Art Director/Graphic Designer*

Ellen Lahr, *Communications Director*

Deb Marrow, *Graphic Designer/Academic Content Manager*

Makiko Okada, *Database Specialist*

Ron Pavoldi, *Production Manager*

Cheryl Renodin, *Publications Coordinator*

William Stewart, *Assistant Vice President for Institutional Advancement*

Marcy Stryker, *Director of Development*

Carol Tiger, *Director of Publications*

Jane Weyers, *Grants Manager*

Dana Yanulavich, *Writer/Editor*

Your questions and comments regarding *Live & Learn* are welcome. Please direct them to the Publications Office: 7 Columbia Circle, Albany, New York 12203-5159
phone: 518-464-8555
email: pubteam@excelsior.edu

All rights reserved.
Unauthorized reproduction or use prohibited. Copyright © 2008 by Excelsior College.

For general information about Excelsior College, call
888-647-2388.

www.excelsior.edu



Commencement '08

"Excelsior is a word used to inspire people to new levels of achievement."

p. 3



10th Anniversary

— for College's first master's degree, the Master of Arts in Liberal Studies.

p. 7



Moving Ever Upward

— with new programs and new partnerships.

p. 11–15

Living & Giving p. 21

All About Alumni p. 24

COLLEGE CALENDAR

2008 HOLIDAYS (College closed)

November 11 - Veteran's Day

November 27-28 - Thanksgiving Day & Day After

December 25 - Christmas Day

January 1 - New Year's Day

January 19 - Martin Luther King, Jr. Day

February 16 - Presidents Day

May 25 - Memorial Day

July 4 - Independence Day

COMMENCEMENT CEREMONY

July 10, 2009 (College closed)



The atmosphere at Albany's Empire State Plaza Convention Center was charged with excitement as families, friends, College trustees, faculty, and staff welcomed the **200 participating graduates** with **shouts of joy and enthusiastic applause**. As the graduates reached their seats, the strains of "Pomp and Circumstance" faded, yet the **smiles on their faces remained at full volume**.

Richard Yep, chair of the Excelsior College Board of Trustees, began the convocation by noting that of the 5,200-member graduating class of 2008, "nearly 40 percent are military servicemembers, many of whom could not be here today, and we applaud your dedication as well as your academic accomplishments." Servicemembers and all graduates and their supporters were invited to participate via live Webcast, available at the Excelsior College Web site.

Trustee Yep also acknowledged a number of "special guests... Her Excellency, Dona Lucia Figar, Minister of Education for the State of Madrid, Spain; His Excellency, Dr. Eugenio Martinez, president of the State of Madrid's Higher Education Accrediting Authority; Señor Manuel Hurtado, managing director, Global Technology Knowledge; and Dr. Hichem Hellara, president of IHET University in Tunis, Tunisia, along with two of his colleagues."

Speaking directly to the graduates, Yep remarked, "Your success in earning your degree is an achievement that we all celebrate. It marks the fulfillment of our individual and collective efforts in reaching out and impacting the lives of students, families, and society."

Commencement's lauded keynote speaker, Dr. Stephen Joel Trachtenberg, also commented on the graduates'

successes, discussing the meaning of the Latin word, "excelsior." Dr. Trachtenberg said, "The most appropriate definition is 'higher'... as in higher education, as in aspiration. Excelsior is a word used to inspire people to new levels of achievement."

Trachtenberg concluded that as "Excelsior was the right institution of higher education, I hope its name resonates throughout your life, prodding you to strive, to seek, to find, and not to yield. Let it inspire you to put what you have learned to use and to retain for the balance of your days the joy of learning."

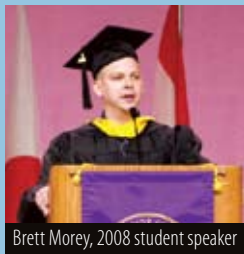


Dr. Stephen Joel Trachtenberg



The graduating class included individuals from all 50 states plus 28 other nations. "It was such a wonderful day," recalled Renee Wright of Charleston, South Carolina, an Associate in Science in nursing degree graduate. "The faculty and staff were in attendance, and the support they gave us was phenomenal. I am so happy that I attended."

President John F. Ebersole reported on some of the significant developments at the College in the past year. He said, "Excelsior is a growing and vibrant institution. More than 35,000 students are enrolled in our degree and credit-bearing certificate programs. That's a 17 percent increase over the same time last year." He also noted the supportive role that Title IV Federal Financial Aid plays in helping extend the College's reach. "This past year, we helped more than 500 students receive more than \$1 million in federal aid," Ebersole reported, "bringing their educational goals and dreams closer to reality."



Brett Morey, 2008 student speaker

Also addressing the assembly was Brett Morey of Albany, New York, a Bachelor of Science in nursing degree graduate and class of 2008 student speaker. He urged fellow graduates to use their education to make a positive impact. "Let's not enter our post-graduate world with a feeling of complacency due to our achievements," he advised. "Let's re-enter society as more open-minded, educated, helpful, and decent people, because now more than ever, this world needs positive examples! This task is imperative to make this world a healthier environment for our future generations."

After the degrees were conferred and the ceremony brought to a close, the graduates were met by members of the board of trustees and President Ebersole, who formed a receiving line to offer their personal congratulations to each one as they exited the Convention Center. Then a spirited reception for the grads and their families and friends followed. "I very much enjoyed the commencement exercises," stated an enthusiastic Pamela Brookman, Associate in Science in Liberal Arts degree graduate from Lake Havasu City, Arizona. "Most important was getting a chance to shake hands with the president of the College—the cheers and the well wishes—and everything about it!"

Honorary Degree Recipients



L to R:

Dr. Russell G. Mawby,

chairman emeritus and honorary trustee of the W.K. Kellogg Foundation, received an honorary Doctor of Humane Letters.

Dr. Stephen Joel Trachtenberg,

president emeritus and professor of public service at George Washington University, received an honorary Doctor of Laws.

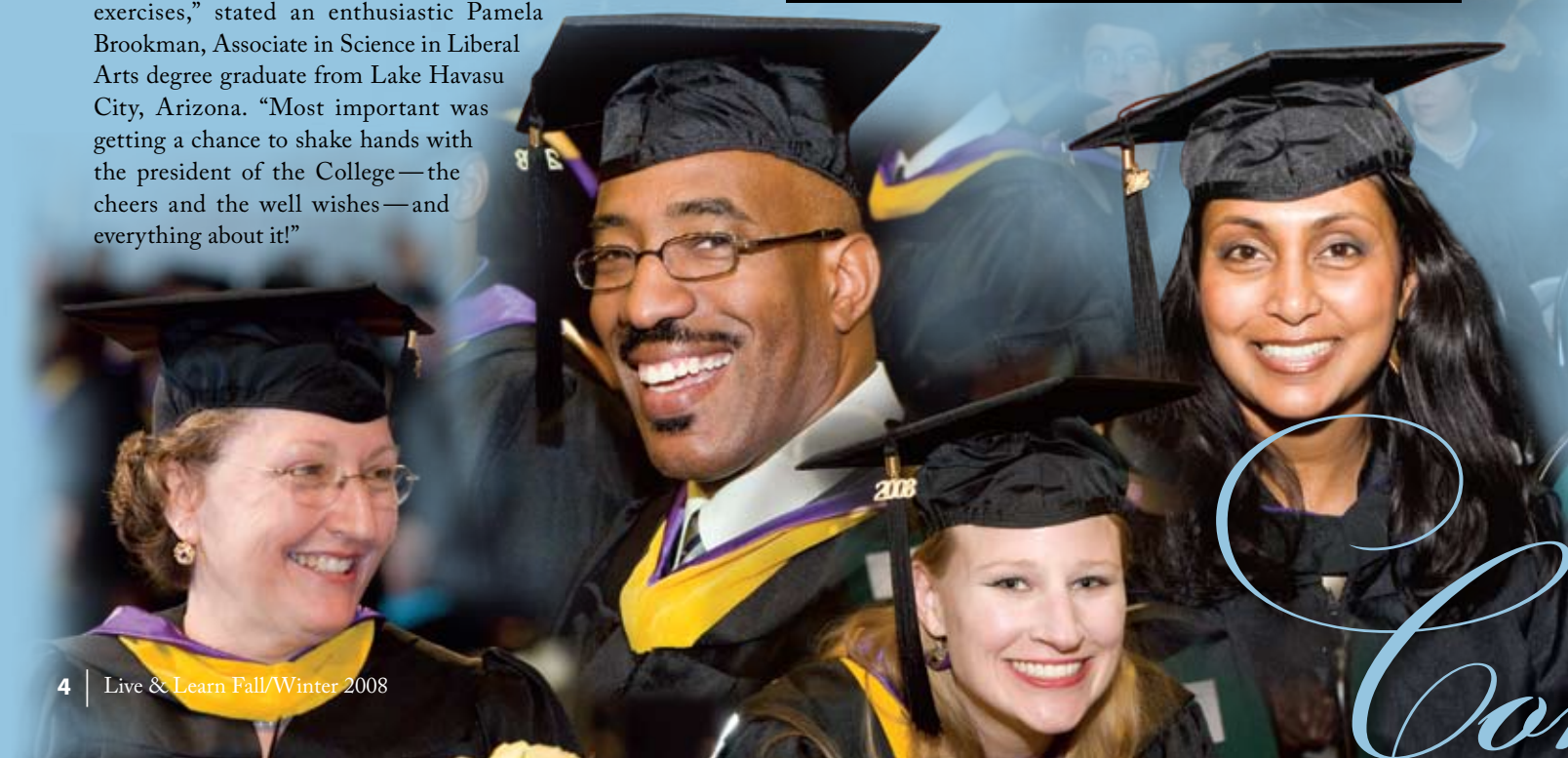
Don Thompson,

president of McDonald's USA, received an honorary Doctor of Science.

John Hope Franklin (not shown)

professor emeritus of history at Duke University, received an honorary Doctor of Humane Letters at a separate event held in June.

Read more about the accomplishments of
our honorary degree recipients on the College's Web site:
www.excelsior.edu/honorarydegree



Student Award Winners

THE CATHERINE CRAIG-ERHARDT MEMORIAL AWARD

Kevin R. Hooley **A**
Bachelor of Science in Liberal Studies



THE LEROY V. GOOD MEMORIAL AWARD

Amy M. Pawlak
Associate in Science in Business



GRADUATE NURSING STUDENT AWARD

Kelly Beth Shealer **B**
Master of Science in Nursing



THE ARTHUR J. GREGG AWARD

Michael E. Walker
Bachelor of Science in Liberal Studies



THE ROBERT E. KINSINGER AWARD

Lorraine S. Layton **C**
Bachelor of Science in Liberal Studies



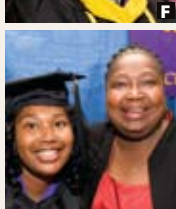
THE CHARLES W. LAFFIN JR. MEMORIAL AWARD

Landon S. Jones **D**
Bachelor of Science in General Business



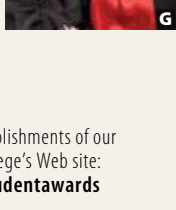
THE ROBERT P. MAHONEY AWARD

Jimmy Chong Ki Song
Bachelor of Science in Criminal Justice



THE RUTH V. MATHENEY MEMORIAL AWARD

Mary E. Carlson
Associate in Science in Nursing



THE MILDRED L. MONTAG MEMORIAL AWARD

Sharon A. Curley **E**
Bachelor of Science in Nursing



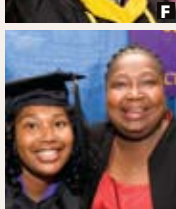
THE EWALD B. NYQUIST AWARD

Dawn M. Yutzy
Bachelor of Science in Liberal Studies



THE JEAN M. SMITH AWARD

Joseph M. Sondag **F**
Bachelor of Science in Finance



THE 2008 STUDENT SUPPORT AWARD

Debra Hall **G**
nominated by

Tena K. Hall
Associate in Science in Nursing

Read more about the accomplishments of our
award winners on the College's Web site:
www.excelsior.edu/studentawards

Alumni Award Winners



CARRIE B. LENBURG AWARD

Dr. Suzanne S. Yarbrough, PhD, RN,
Excelsior College Bachelor of Science in Nursing, 1984

ALUMNI ACHIEVEMENT AWARD

Brigadier General Jerry L. Neff,
USARNG (Ret.),
Excelsior College Bachelor of Science in Liberal Studies, 1987

THE C. WAYNE WILLIAMS AWARD

Dr. Wayne A. Oppel, USN (Ret.),
Excelsior College Bachelor of Science in Liberal Studies, 1991

Read more about the accomplishments of our
award winners on the College's Web site:
www.excelsior.edu/alumniawardwinners

Staff Graduates



L to r: Staff grads celebrate at Commencement —
Toby Hamlin, Associate in Science in Liberal
Arts; **Dana Yanulavich**, Master of Arts in Liberal
Studies; **Areatha Fryar**, Master of Arts in Liberal
Studies; and **Gale Deegan**, Master of Arts in
Liberal Studies. Not pictured, **Joan Evers**, Bachelor
of Science in Liberal Studies; **Marcia Margiotta**,
Master of Arts in Liberal Studies; **Deb McCauliffe**,
Associate in Arts in Liberal Arts; and **Amy
Purzycki**, Bachelor of Science in History. These
staff grads bring the total to 45 employees who
have earned Excelsior degrees.

Standing Ovation

An unexpected moment occurred when Liberal Arts Dean Donna Fish called the name of Army Reservist Isley Lundgren and announced that Lundgren's deployment had been delayed for a few days to allow her to participate in Commencement. Lundgren, who completed her Bachelor of Science *magna cum laude*, would be on her way to Iraq two days later for a 400-day tour of duty. Upon hearing this, the crowd spontaneously rose to its feet and offered thunderous applause in respect and appreciation for her service to the country.

McDonald's Moment

Honorary degree recipient Don Thompson, president of McDonald's USA and Harry Staley, a McDonald's owner-operator and member of the Excelsior College Board of Trustees, dropped by for a brief visit to the Empire State Plaza's own McDonald's, where they greeted staff and customers — and ordered a little something to go.





Tau Kappa Induction 2008

Thirty-eight Inductees Join
Excelsior's Nursing Honor Society



Attending inductees (l to r):
Donna Breault, Sherrie Mannarino,
Mark Wahl, Patricia Morris, Phillip
Eaton, and Valerie Robinson

The Tau Kappa induction ceremony, held the day before Commencement, has been a very special annual event for Excelsior College since the chapter was formally accepted into the prestigious Sigma Theta Tau International, Honor Society of Nursing (STTI).

The 2008 ceremony was set in motion by Laurie Nagelsmith, MS, RN, and outgoing chapter president Bridget Nettleton, PhD, RN, dean of the School of Nursing, who welcomed all in attendance and introduced incoming president Suzanne Yarbrough, PhD, RN, as well as other members of the board.

Dr. Nettleton then invited to the podium keynote speaker, Daniel Pesut, PhD, RN, PMHCNS-BC, FAAN, professor of nursing and associate dean for graduate programs at Indiana University School of Nursing, and past president of STTI. Dr. Pesut, who commended Excelsior's positive motivational vision, delivered a lively talk on "Creating the Good Life—Thinking into the Future." Believing that nurses are called to a higher standard of leadership and capable of accomplishing extraordinary things, he began by asking if the audience knew, "What is the opposite of the word *nursing*?" According to Webster's dictionary, he answered, "The opposite of nursing is neglect."

At the conclusion of his presentation, Pesut encouraged the chapter's new inductees to work to advance the practice of nursing, and he sincerely recommended that every member access resources available at www.nursingsociety.org "at least one million times" during their careers.

The chapter's annual Recognition Award was presented to associate dean of the School of Nursing, Dr. Patricia Edwards, for her significant contributions to nursing education, research, and the mission of the honor society. The chapter also awarded its Tau Kappa Research Grant to Excelsior College graduate, Hans Peter de Ruiter, now a member of the School of Nursing faculty, for his

doctoral work on the subject "To Lift or Not Lift: An Institutional Ethnography of Patient Handling Practices."

In all, 38 new Tau Kappa members were inducted into the society, having met or exceeded the standards for qualification in their roles as clinicians, educators, researchers, administrators, and executives in all specialties. And in addition to Suzanne Yarbrough's introduction as president, three other newly elected chapter leaders were announced: Patricia Edwards continuing as secretary; Bridget Nettleton as counsel; and Ann Marie Lescarbeau as chair, leadership succession.

All inductees present were asked to rise, come forward to accept their membership together, receive the Tau Kappa pin, and sign the chapter book. They were encouraged to "create your own experience as you ask yourself: What do I want to do to transform nursing? What do I want the profession to be in 2022—and what can STTI do to get us there?" As Laurie Nagelsmith adjourned the event, she said, "It's time to act. Join with local community and STTI, engage in dialogue, and connect with resources." ■

After the ceremony, a touching moment transpired when Lieutenant Colonel Christine Rem presented the College with an American flag and a certificate of appreciation, which was accepted by Suzanne Yarbrough. LTC Rem, along with her husband Captain Christopher Rem, were the first awardees of the Tau Kappa chapter Recognition Award in 2004. At that time, Christine was deployed. On this special day, she was able to attend in person.



The certificate reads:

This is to certify that the accompanying flag was flown over Camp Ramadi, Iraq on 3 January 2008 at the request of LTC Christine Rem in honor of Sigma Theta Tau, Tau Kappa Chapter 40, for your support during Operation Iraqi Freedom.

MA/LS

10 years

MASTER OF ARTS DEGREE IN LIBERAL STUDIES COLLEGE'S FIRST INSTRUCTIONAL PROGRAM CELEBRATES MILESTONE

The College marked a historic milestone in September with the tenth anniversary of the Master of Arts in Liberal Studies degree program. The MA/LS was the first of its kind in many ways at Excelsior. Not only was it the College's first graduate-level degree offering, but it also bore the distinction of being the institution's first instructional program. Previously, Excelsior (then Regents) College was primarily an assessment institution, allowing students to aggregate their credits from a variety of sources in order to earn a degree. With the introduction of the MA/LS program, the College heralded the dawn of a new era—Excelsior as a teaching institution.

Dr. Mary Lou Mayo, one of the founding faculty, recalled, "In 1994, a group of nine faculty assembled in Albany to develop a master of liberal studies degree for Excelsior (then Regents) College. We had all taught in MA/LS programs at our own institutions and so were familiar with this particular type of degree. Lengthy discussions took place over the selection of materials, always challenged by issues of diversity and the desire for multiple points of view and always underscoring an interdisciplinary approach."

The success of the program is evidenced by its nearly 150 graduates. Currently there are close to 300 students enrolled in the pursuit of an MA/LS degree, and two graduates have gone on to doctoral study. Recently, student Liz Raver published some of her MA/LS research in *Confluence: The Journal of Graduate Liberal Studies* (see p. 9). Excelsior's Master of Arts in Liberal Studies program was the first ever completely online MA/LS program to be accepted into full membership by the Association of Graduate Liberal Studies Programs (AGLSP), thereby ensuring accreditation of the program in the field of graduate liberal studies.

"Preparing for the upcoming tenth anniversary of the MA/LS program has been a great occasion for all of us on the staff to look back at how far this program has come," observed Dr. Janet L. Shideler, associate dean and graduate program director in the School of Liberal Arts. "We are proud of the quality

of instruction, thanks to outstanding faculty and to the courses. However, for us the future is all about improvement—making courses more engaging and more current, adding courses that will enhance our long-standing tracks and fill out our most recent addition, Community Building and Conflict Resolution, and further cultivating student research and writing skills."

"On this, its tenth anniversary, the MA/LS program is flourishing, flush with students who conduct research over a wide array of topics."

Marcy Goodfleisch, a recent MA/LS graduate, began the program at its inception. "To see it from the start to the finish has been amazing," she commented. Recalling some of the program's growing pains, she noted that she was impressed by the department's willingness to revise, improve, and adapt to the needs of the students. Goodfleisch's hard work and perseverance paid off. Her master's thesis was recognized for excellence at the College's first ever Master Minds symposium (see p. 8). "It was really an honor to be included in that and an excellent way to showcase what's coming out of the master's program," she noted.

Shideler charted the future goals of the program. "We want to enable more and more students to realize success in these skills as well as in others that are the trademarks of an advanced degree in Liberal Studies: critical thinking and reflective thinking, cross-cultural understanding, decision-making, team-building, and civic engagement."

Dr. Mayo, professor of sociology at Kean College of New Jersey, remains a member of Excelsior's Liberal Arts core faculty. She observed, "On this, its tenth anniversary, the MA/LS program is flourishing, flush with students who conduct research over a wide array of topics. Contemporary concepts are addressed and diversity is central. The program is true to its roots, remains solidly interdisciplinary and always faithful to the liberal arts tradition." ■



Dr. Mary Lou Mayo, a founding member of the Master of Arts degree in Liberal Studies program.



L to r: Janet Shideler,
Marcy Goodfleisch,
Gale Deegan,
Richard Hendricks,
Tracy Caldwell, and
Dana Yanulavich

MASTER MINDS

THESE GRADUATES DISPLAY THE WRITE STUFF

The Master of Arts degree in Liberal Studies program held its first ever Master Minds event Thursday, July 10 at The Desmond Hotel and Conference Center. Coinciding with Commencement, Master Minds is an annual symposium where select MA/LS graduates present their scholarly work to peers and to College faculty and staff. This year Marcy Goodfleisch of Austin, Texas; Gale Deegan of Schenectady, New York; Richard Hendricks of Tamarac, Florida; and Dana Yanulavich of Glenmont, New York shared thesis excerpts and fielded questions concerning their research and writing. Selection of Master Minds presenters reflects the interdisciplinary nature of the MA/LS program at the same time that it showcases excellence in writing and critical thinking, the hallmarks of the MA/LS degree.

“The idea for Master Minds came to me when I was attending the conference of the Association of Graduate Liberal Studies Programs (AGLSP),” explained Janet L. Shideler, associate dean and graduate program director. “Many in attendance were discussing whether or not they should require a thesis of their students, and the fact that we have always required a thesis of all students is a point of great pride for us in MA/LS, even if it is a point of great consternation for students. When I talked to Graduate Advisor Tracy Caldwell about the idea, she was enthusiastic and took it a step further, suggesting that we have speakers whose work represents the best in both the creative and the traditional theses.”

Yanulavich, a writer/editor in Excelsior’s Office of Institutional Advancement, probed the effects of social media and Web 2.0 technologies on the declining newspaper industry in her traditional thesis, “Social Networking and the News: Many Eyeballs and the Wisdom of the Crowds Fuel a New Communications Revolution.” Her research examined technology’s impact not only on the amount of information available, but also on the accuracy of content created by nonprofessionals. Juxtaposed with statistics and observations about declining newspaper advertising revenue and its effect on newsroom staffing levels, her thesis investigated the positive and negative effects of evolving digital information sources such as blogs, wikis, and online news sites on society.

Illustrating the creative thesis option, Richard Hendricks read from the first chapter of his science fiction work, “ELEVATOR

37.” Similar to Yanulavich’s thesis, Hendrick’s project also drew on the impact of the Internet on society. The research portion of his thesis, entitled “The Internet and Its Impact,” briefly reviewed the history of human communication, and explored the significant role of the Internet in terms of economics, education, politics, communication, business, and social facilitation. This set the stage for his original science fiction short story, which exemplified his take on technology’s societal impact. He purposely chose the name Elizabeth Stanton, after the famous suffragette, for one of his lead characters, using the historical name to represent equality.

A two-time graduate, Marcy Goodfleisch first earned a bachelor’s degree in liberal studies from Excelsior (then Regents) in 1988. A management and communications consultant, she was so impressed with her first degree experience with the College that once she learned a master’s program was in the works, she waited for it to begin so she could pursue her graduate degree at Excelsior, too. Her thesis, “Gentlemen Gigolos, Deceptive Damsels, Comedy and Film: A Dangerous Mix,” explored “characters in popular comedic cinema whose actions resemble the dishonest, predatory, deceptive and harmful behaviors of sociopaths.” Her project looked at many contemporary films as it examined and identified the ethical, psychological and sociological impact of depicting sociopathic behaviors in comedic settings.

Also focusing on women in her thesis, Gale Deegan, an academic advisor in Excelsior’s School of Nursing, crafted a fascinating fictional account of her grandmother’s life. Similar to Hendrick’s science fiction thesis, Deegan’s also touched on the suffragette theme. She incorporated a research portion into her thesis that framed the social, economic, and political tone of New York City after the turn of the century and included information on the suffrage movement. In addition to discussing the roots of her project, Deegan read an excerpt from her work, the first three chapters of what she hopes will someday turn into a book.

“I loved the Master Minds event; it was fantastic,” proclaimed Deegan. “I enjoyed meeting everyone; we really had a diverse group of theses.” The presentations at the inaugural Master Minds clearly illustrated the variety and depth of topics that can be explored in the graduate liberal arts program, giving students the option of tailoring their studies to personal areas of interest. ■



Mind Boggling:

MA/LS STUDENT LIZ RAVER DISSECTS THESIS RESEARCH

Liz Raver, a Master of Arts in Liberal Studies student, is looking forward to making an impact on the country's education system with the research she's doing for her master's thesis. Things are already adding up for Raver, a lecturer in mathematics at Housatonic Community College. Her article on "19th Century Utopian Theory of the Oneida Community," which began as a writing assignment in one of her MA/LS courses, was published in the spring 2008 issue of *Confluence: The Journal of Graduate Liberal Studies*.

She credits the flexibility of Excelsior College's graduate program with providing her the opportunity to see her work printed in a scholarly journal. The reading on Utopian societies that was assigned in MLS 681 Leadership in Organizations and Education spurred her interest in the Oneida Community. "Excelsior's pretty liberal in the topics you can write about, and that's wonderful," explained Raver. She credits the MA/LS program director with encouraging her to submit her paper to *Confluence*. "I don't think I could have done that in a school setting where assignments are more structured," she observed.

While the program allows students to pursue their interests, it does require discipline. "You have to be very dedicated," Raver advises. "The program gives you so much leeway to explore.



“ I don't think I could have done that in a school setting where assignments are more structured ... The program gives you so much leeway to explore. Your inner self can flourish. Your natural interests have a chance to blossom. ”

Your inner self can flourish. Your natural interests have a chance to blossom.”

Among Raver's interests is a curiosity for the effects of gender differences on learning. She's taking her ideas and researching them for her master's thesis. "I'm trying to relate this to education," she explains, "and how it reflects students' differences in the way they learn. One of the things I am hoping to do is to apply what I learn in the classroom."

MA/LS students who are at the thesis stage work with a mentor, a faculty expert who reviews and guides their research and writing. While most Excelsior MA/LS students work with their thesis mentor at a distance, Raver experienced the rare opportunity to meet her scholarly advisor in person. Because Raver's thesis proposal outlined an exploration of the physical structure of the brain as part of her research plan, she sought a mentor who was familiar with anatomy and physiology. Consequently, Raver

Continued on p. 10

Scholarships Opened Doors

Helping Raver meet her educational aspirations was scholarship support provided by Excelsior. "I have received three scholarships. That was part of my decision to go to Excelsior. I didn't expect to get three of them. It made a big difference in my ability to get my degree, because I had been a caretaker. Not only made a psychological difference, it made a big difference in everyday monetary value." Among the awards she received was the David W. Miller Scholarship, a fund established by Excelsior College alumna and former trustee and Alumni Advisory Board member Elizabeth Bewley. Upon learning that she was the recipient of the Miller Scholarship, Raver wrote, "I want to extend my thanks to her (Bewley) for her generosity and thoughtfulness in creating this scholarship. I am so grateful to be able to attend Excelsior as it has opened a door for me that would have weighed about ten times more if I had attended a traditional school."

was paired with Martha Johnson, associate professor of anatomy, physiology and genetics at Uniform Services University of the Health Science in Bethesda, Maryland.

And, when Raver's personal plans brought her to Maryland, she touched base with her mentor and a meeting was arranged. "She wanted to show me some brain stuff. I thought she meant plastic models," Raver recalled, "but she took me to the morgue to actually work on brains!" At first, Raver was taken aback to think she'd be working on actual human organs, but once she got over the initial shock, she welcomed the opportunity. "I can't think of any other master's program where this would have been possible. Not in my wildest dreams. Because Excelsior is so open-minded, the doors were open for me to dissect three or four brains. It was just an incredible, mind-boggling experience. It gave me a much deeper appreciation for what I had been reading."

"We looked at real brains," Johnson, Raver's mentor, explained. "I could show her where the structures were. She was particularly interested in the amygdala and the hippocampus, because those are associated with learning." While the professor certainly had much to show the student, their relationship has been symbiotic, Johnson notes, citing how it's been a learning experience for her as well. While most of Johnson's scholarly activities are concerned with the clinical aspects of the brain, she's learned much from reviewing the more liberal studies aspects of Raver's thesis. Raver's work features historical information, including content about women's early contributions to science. "I learned about things I didn't know about," Johnson states, "things like the historical parts, which are really intriguing. Raver's writing style is engaging."

This historical section of Raver's thesis has already received scholarly notice. The Mathematical Association of Two-Year Colleges of Connecticut (MATYCONN), of which Raver is a member, published "A Brief Synopsis of Female Mathematicians," a section of her thesis, in its spring newsletter.

Raver feels strongly about the learning options available in the master's program. She had previously earned graduate credits at a land-based university, but her educational pursuits had to take a back seat when she took on a caregiver role to a disabled friend and her ailing mother. "I looked at a ton of programs, and Excelsior would take my credits. It just felt right."

While she has had a lot of experience working with younger students in her community college faculty role, Raver has a different perspective on education for adults. "A love of learning and a real desire to want to learn" is what it takes to succeed, she advises. "Also, you need to be loyal to the commitment that you're going to put a lot of time into it. Remember Aesop's fable: the turtle won, not the hare." ■

by Dana Yanulavich

TEACHERS GO BACK TO SCHOOL TO STUDY IMMIGRATION



Diaspora refers to ethnic populations, forced from their homelands, who maintain close ties to their cultures.

For the past year, with funding from the Ford Foundation, Excelsior's Master of Arts in Liberal Studies program has been readying courses and a Web site to prepare teachers to better meet the needs of their immigrant students.

The project, *Taking Root: Teaching our Teachers About Diaspora*, seeks first to prepare teachers with an understanding of immigration in the United States, create awareness of the effects of migration (whether forced or chosen) on families new to the U.S., and finally to inspire actions that will change lives in schools and their communities.

Known for its strong commitment to a diverse staff and student body, Excelsior is the perfect institution to take on this challenge. In the U.S., one of every five children lives in an immigrant family—13.5 million children in all—an increase of 63 percent from 1990 to 2000. Now more than ever, teachers and their students stand to benefit from focus on the subject. With the development phase nearly complete, the project is poised to expand its reach.

Two courses, MLS 691 The Face of Immigration Today: Diaspora and MLS 692 New Populations and the Community: Diaspora, have been piloted among teachers and staff in Lincoln, Nebraska; Minneapolis, Minnesota; and in New York State in partnership with New York State United Teachers (NYSUT) and the Greater Amsterdam School District.

Eric Pabst of Lincoln was enthusiastic about the effectiveness of the course. "I got a lot out of it in relationship to English as a second language (ESL). It really dives into the needs of the ESL students and their families and makes you think about how you can serve them to the best of your ability. I think this course should be mandatory for all who serve the ESL population; the course and instructor were very credible."

And Emily Kiburz Grimes, also of Lincoln, wrote how her experience in the course is causing her to take action. "I have realized how important it is for me to be an advocate for the immigrants in my community. I have already developed some relationships there, and I am going to continue fostering those and developing others. It takes advice and advocacy from established natives in the community to help settle newcomers."

Web field trips were employed to create an awareness of the richness of information on the Internet, sources that teachers can return to again and again for ideas to enrich their teaching. Lincoln's Eric Pabst also felt the inclusion of literature books was powerful in broadening his perspective and developing empathy. Awareness of the hardships of the journey, the great variety

of cultures, and the struggle to maintain those cultures while gaining acceptance in mainstream America all help Pabst relate to his students and better understand and manage classroom behavior. He's considering ways to alter his teaching, encouraging students to share their history in order that they may also understand each other's unique stories.

Students said they appreciated the opportunity to speak, via the discussion boards, with teachers in other parts of the country. The discussions will soon become even broader as the courses will now be opened to the entire MA/LS student body. Teachers will no longer engage solely in discussions with peers in other parts of the country but will gain the insight of those in the military, business, community organizations, and others regarding paving the way for immigrants in their new communities. Learning at the master's level encourages exploring the issues in depth.

The final piece of the project will debut this fall when the public Web site begins offering resources to teachers. "The Web site will expand the reach of the project beyond master's students, to benefit all interested teachers," said Dr. Janet Shideler, associate dean of Liberal Arts and project director. "Its resources for teachers, video interviews, and links to relevant content will serve to move teachers to action for the benefit of their students. Children are ambassadors to the community, and as they impact their families, neighborhoods, places of worship, and the like, we will improve the immigrant experience and enrich our country." ■

Look for the Web site this fall at:
www.excelsior.edu/immigrantcommunities

MLS 691 — The Face of Immigration Today: Diaspora presents the causes of the dispersion of peoples and the resultant diasporic communities.

MLS 692 — New Populations and the Community: Diaspora examines the personal impact of political decisions on immigrant groups in communities and schools.



Criminal Profiling and Investigative Analysis

CPIA

The School of Liberal Arts Criminal Justice Program has added exciting new courses in Criminal Profiling and Investigative Analysis.

CJ 360 Forensic Pathology (non-lab) and CJ 380 Ethics in Criminal Justice are currently available and accepting registrations. CJ 472 Psychology of Violent Crimes will premiere in the fall. Also coming are CJ 370 Investigative Criminal Profiling and CJ 470 Rape & Serial Homicide Investigations.

Criminal Justice Department Head Jack Greene, who has been leading the CJ program since its inception in 2003, expressed particular enthusiasm to have well-known profiler, Pat Brown, involved in the development of many of these courses. Brown, who also happens to be an Excelsior (then Regents) College graduate, went on to earn her master's at Boston University. Said Greene, "You see Pat Brown all the time on CNN's *Nancy Grace* show and on NBC. Just about any time a new profiling case occurs in the country, she hops the plane, she hops the train, and off she goes."

The first course Brown completed is Forensic Pathology. According to Greene, "It's an exciting 300-level course, very heavy in graphics and impact, full of crime scenes and autopsy pictures for analysis—to support the content, not replace it. Students taking it can really get the foundation needed for the other CPIA courses. They learn a lot of medical terms, too. We ran it for the first time in May, and so far, many of the students reported being completely gung ho and learning a lot. They're excited about it and so are we."

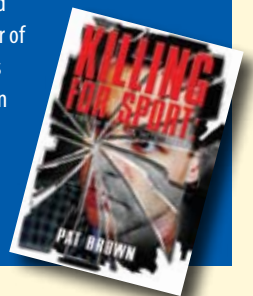
Along with that, Greene adds, "One of the exciting things we've embarked on is the conversion of a number of our courses from the traditional 3-credit, 15-week online course to an 8-week, 3-credit course. It's an intensified version; everybody works harder—the students and the faculty. But students have really flocked to this. They like the 8-week format. We had two or three courses we could never fill. Last term, we had to open two more sections of them, because students are coming and they like it."

The new courses are media-rich and include blogs and audio files that can be downloaded to CD-ROM or an MP3 player. Some have mini videos that just add more dimension for students whose learning ability is better focused on hearing or seeing to support what they're reading. "It's state-of-the-art, real-time learning," concludes Greene, "and that's exciting!" ■

Profiler Pat Brown attended her first Excelsior College Commencement this past summer as part of the Liberal Arts faculty. She said, "It's rather awesome to come back and work for my alma mater! I was more than thankful Regents existed way back then, because I had rather jumped from college to college as I tried to figure out what I was really interested in studying. I figured it out years later, but the Liberal Studies degree I obtained allowed me to get into Boston University to get my master's in Criminal Justice without having to go back to a bricks-and-mortar school at some point and lose so many credits in transfer — I would have had to retake half my credits!"

In regard to the importance of CPIA, Brown is passionate in her belief that professional criminal profilers should be included on investigative teams as a matter of course. "At present, criminal profiling is a much needed skill, which should be applied to not only cold case investigations but instituted in fresh police cases as well. Any case that requires serious analysis of both forensic and behavioral evidence could benefit by the application of criminal profiling in the investigative process."

With the creation of the new CPIA courses, Brown finally sees "the opportunity for investigators and independent profilers to gain sufficient skill to confidently employ criminal profiling as an investigative tool in open cases. The increased use of criminal profiling will improve the ability of law enforcement to properly identify suspects and crime elements, thereby bringing closure to far more cases and reducing the number of dangerous offenders committing crimes in our communities."



Criminal Profiler Pat Brown

Introduction to Music:

an Innovative Approach

“Who doesn’t like music?” asks Bill Tierney, test development program manager and psychometric liaison for Excelsior College Examinations. “In studying for this exam, you get to listen to some of the greatest music ever written.”

The exam Tierney is referring to is the new 3-credit Introduction to Music (MUSx414), which can be used toward a student’s general education humanities requirement as well as the music major. “You get to read and learn about all kinds of music,” says Tierney. “In fact, this exam can open your eyes and ears to kinds of music you may never have heard before or been exposed to otherwise.”

Content for the exam is drawn from that included in courses such as Introduction to Music Literature, Music Appreciation, Survey of Music, and Music in the Western World. Topics include music theory (e.g., pitch, dynamics, rhythm, melody); types of voices, instruments, and ensembles; characteristics, forms, and representative composers from the Middle Ages through the Renaissance, baroque, classical, and romantic periods to elements of contemporary and non-Western music. There’s even a category for American innovations—from blues, jazz, rock, R&B, and soul through heavy metal and grunge.

No prior knowledge of music is assumed for this exam. It tests for a knowledge of facts and terminology, an understanding of concepts and forms, and the student’s ability to apply this knowledge and understanding in listening to musical compositions. Study materials include highly regarded textbooks and a CD set. Developed with the help of four subject experts—teachers of music appreciation from around the country—Introduction to Music includes 15 listening questions for each form in addition to the traditional portion of the exam. At the Pearson Testing Center, students are given headphones to hear audio examples for questions covering dynamics and tempo, composer, stylistic period, etc.

Says Tierney, “It is exemplary of a new trend in assessment—to create exams that are more innovative and stimulus-rich. This is the first one in which Excelsior has used audio.” He explains, “Audio files presented some special challenges in development, but everything worked out.” Currently, the size

of audio files must be taken into consideration when creating exams for students’ computers as well as those across the country at Pearson Testing Centers. Tierney expects that future Excelsior College exams will incorporate even more audio as well as video.

“Whether you have any previous background in music or not,” Tierney concludes, “you can come away with an understanding and sense of history for the time periods during which certain types of music flourished. It’s a fun test to study for, and it’s a fun test to take.” ■



Introducing UExcel[™] Examinations

Excelstor College has formed an alliance with Pearson VUE, the market leader in computer-based testing, to launch UExcel, a new credit-by-examination program that meets the same high standards long associated with Excelsior College Examinations.

UExcel allows students to earn college credit in calculus, physics, psychology, and political science by demonstrating their knowledge in a two-hour computer-based test. In addition to these four new topics, which were developed specifically for the UExcel program, Excelsior College exams in college writing and statistics will become part of the UExcel battery. Other new offerings will be added to UExcel as the program expands. The test development model takes advantage of Excelsior's deep knowledge of blueprint creation and psychometrically sound test form construction and of Pearson's pools of content experts and learning resources through their textbook publishing enterprises. And as Dr. Patrick Jones, dean of Assessment at Excelsior explains, "Our alliance with Pearson VUE provides UExcel test takers with the opportunity to test at more than 1,000 centers worldwide."

Primarily focused on arts and sciences at the lower levels, these exams can accelerate students' pursuit of a degree, thereby saving time and money. Credit earned through UExcel exams can fulfill general education requirements or enable the student to bypass the first-level college course and move more quickly into advanced material. UExcel exams can be used by advanced high school or homeschool students, who may not have had access to Advanced Placement courses through which to prove their ability to do college-level work, and by international students wishing to shorten the time they must spend in residency at their U.S. institution to complete an American university degree.

The four new UExcel exams were introduced as beta tests at the end of July. Beta testing will allow the College to collect data on the performance of all the questions on the exams, so that it can set appropriate passing scores. Letter grades will be issued and Excelsior College credit will be awarded to those who receive a passing score. Operational testing with the complete battery of UExcel exams is anticipated during winter 2008. ■

For more information about the UExcel program, please visit:
<http://www.uexceltest.com>

Excelsior Designated as a Nursing Center of Excellence...



Again!

NLN

Center of Excellence
in Nursing Education[™]

For the second time, Excelsior College has achieved the National League for Nursing's Centers of Excellence designation for another full three years across all degree programs—associate, baccalaureate, and master's—in the category of Creating Environments that Enhance Student Learning and Professional Development.

The Centers of Excellence program is designed to recognize schools of nursing that achieve a level of excellence in one of three designated areas: Creating Environments that Enhance Student Learning and Professional Development, Creating Environments that Promote the Pedagogical Expertise of Faculty, and Creating Environments that Advance the Science of Nursing Education.

"It is a particular honor for Excelsior to receive this recognition now—when tackling the nursing shortage is so crucial to our country's health care," said Dr. Bridget Nettleton, dean of the Excelsior College School of Nursing. Out of 1,700 nursing programs in America, Excelsior is one of only 13 schools of nursing to be considered a Center of Excellence and the only one of its kind to achieve this designation once—and now twice!"

As stated by the NLN, a Center of Excellence designation is meant "to distinguish those nursing schools that demonstrate sustained, evidence-based, and substantive innovation in the selected area...Such recognition indicates a commitment by the school as a whole to pursue and sustain excellence in student learning and professional development, ongoing faculty development, or nursing education research." ■

Addressing the Nursing Shortage

The School of Nursing's new Post-Master's Certificate in Nursing Education was recently approved by the New York State Education Department and is available immediately.



The Post-Master's Certificate in Nursing Education is designed to meet the needs of nursing professionals, in academic or clinical teaching roles, wishing to pursue further learning in nursing education and to address the critical shortage of nurses in teaching roles.

"The Excelsior College School of Nursing is uniquely positioned to help RNs manage multiple roles while pursuing higher education," notes Dr. Bridget Nettleton, dean of the School of Nursing. "With the nursing faculty shortage, we must build a strong cadre of educators to teach our nurses of the future. Experienced master's-prepared nurses can complete the Post-Master's Certificate program and assume critical roles in academia and staff education."

The program consists of 12 graduate-level credits with three required courses and the choice of one elective from two other specific courses. Each 15-week course is delivered entirely online for maximum student flexibility.

Prospective students must have:

- an RN license, **and**
- a baccalaureate degree in nursing, **and**
- a master's degree in nursing or a related field
- or—
- a baccalaureate degree with a non-nursing major, **and**
- a master's degree in nursing

At completion of the program, the student will be able to

- apply knowledge and skills from multiple disciplines in designing curricula and formatting program outcomes.
- create an educational environment that facilitates student learning and achieves desired outcomes.
- develop approaches to the educational environment that address the cultural, ethical, legal, social, economic, and political requirements of diverse populations and stakeholders and impact the educator role.
- use multiple strategies to assess and evaluate learning in various settings.
- develop knowledge and skills to prepare for the NLN Certified Nurse Educator (CNE) examination.

Required Courses

NUR 650 **Designing a Student Learning Environment** (3 credits)

NUR 655 **Curriculum and Program Planning** (3 credits)

NUR 660 **Evaluation and Assessment in Nursing Education** (3 credits)

Elective Courses (choose one)

NUR 665 **Theories and Methods of Teaching with Technologies** (3 credits)

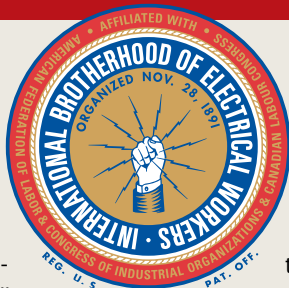
NUR 690 **Leadership in Nursing Education** (3 credits)

For more information about the Post-Master's Certificate in Nursing Education, please email NursingEdCert@excelsior.edu, or call toll free at 888-647-2388 (press 1314 at the greeting), or visit www.excelsior.edu.

IBEW AND EXCELSIOR JOIN TO EXPAND EDUCATIONAL ACCESS

Thanks to an agreement between Excelsior College and the International Brotherhood of Electrical Workers (IBEW), nearly 750,000 union members, working in fields as diverse as utilities, construction, telecommunications, broadcasting, manufacturing, railroads, and government, can pursue a college degree from an accredited institution without leaving home or work.

Among the largest American unions in the AFL-CIO, IBEW members work in a range of skilled occupations. Many have earned college credit but have been unable to complete their degrees due to work and family obligations. At Excelsior College, they will be able to transfer credit, earned at other colleges and universities and through evaluated industry training programs, into a variety of degree programs at Excelsior. A number of College programs offer a natural



path for IBEW members to pursue including those in specialty areas such as electromechanical, manufacturing, and nuclear and power plant technologies.

"We are very excited about this collaboration with the IBEW," said Excelsior President John Ebersole. "The College is all about removing obstacles that may prevent working adults from continuing their education. Through this agreement, IBEW members will be able to pursue associate, bachelor's, and master's degrees, regardless of where they work or the hours they spend on the job. And, since many union members are also veterans, there is a wealth of specialty military training that has been evaluated by the American Council on Education (ACE) for college-level credit, which can also be used toward Excelsior degree requirements."



Skills Employers Seek

Skills For The Job Search
Here's the 4-1-1

CAREER CORNER

by Maribeth Gunner Pulliam, MS Ed

Whether you are a new graduate conducting a job search or an experienced worker pursuing a career change, there are important competencies that you will need to possess to be considered for employment.

In addition to the expectation that you will be academically prepared and proficient in the specific job duties, employers want more. Regardless of the type industry or size, employers are seeking some basic foundation skills and qualities when hiring new employees. Sometimes referred to as "soft skills," they include traits such as exceptional communication and interpersonal skills, adaptability, and teamwork. These types of skills are also known as "transferable skills" because they are easily applied to any job or work setting and are valuable to all employers. To increase your chances of being hired, it's a good idea to become familiar with these highly sought after skills and master them.

What Are The Most Important Skills To Hone?

In 2007, the National Association of Colleges and Employers (NACE) conducted a Job Outlook Survey of employer expectations of the ideal candidate.* Below are the top ten attributes identified in rank order, as well as some points to consider when assessing your own skills.

1. Communication Skills

Can you speak and write clearly and effectively? Do you have good listening skills?

2. Honesty/Integrity

Do you exhibit respectful and trustworthy behavior? Are you straightforward and truthful?

3. Interpersonal Skills

Are you able to relate well to your co-workers? Can you respect and understand other points of view?

4. Motivation/Initiative

Do you demonstrate enthusiasm for your work? Do you complete tasks without being asked?

5. Strong Work Ethic

Are you hardworking and reliable? Do you stay with a project or problem until it is accomplished?

6. Teamwork Skills

Can you work cooperatively with others to achieve common goals? Do you inspire confidence in others? Can you share responsibility?

7. Computer Skills

Are you computer savvy? Do you have an understanding of word processing, spreadsheets, the Internet, and email? No longer optional, these are now core skills.

8. Analytical Skills

Are you able to gather information and assess a situation? Can you seek various perspectives and identify key issues?

9. Flexibility/Adaptability

Do you get along with diverse groups of people? Can you manage multiple assignments and set priorities? Are you adaptable to change in the workplace? Are you open to new ideas and concepts?

10. Detail Oriented

Are you organized, methodical, and logical when completing a task? Can you differentiate between major and minor details?

Other important attributes deemed desirable by employers include organizational and leadership skills, multicultural awareness, confidence, dependability, creativity and a sense of humor. Each of these characteristics will play a key role in your future employability.

Employers Want The Complete Package

Employees must approach any new position armed with an array of these soft skills. It's expected that a new hire may need to be trained on specific job duties, but employers often do not have the time or the luxury to train an academically qualified candidate on these basic coveted characteristics. Considering the current economic conditions, employers want to focus on the business at hand, yet also want well-rounded, versatile workers who exude a positive professional demeanor. An employer can easily train you on the finer points of how to use the computer software that processes customer and product information, but it is much more difficult to instruct you on how to appropriately resolve a dissatisfied consumer's concern. You need a good command of the soft/transferable skills for the latter situation, such as effective communication, problem solving, decision making, and interpersonal skills.

Know What You Have To Offer

In-depth knowledge of your soft skills is vital so take some time to review and evaluate them. If you think you could be stronger or more effective in some areas, find ways to further develop these attributes through coursework, seminars, professional development training, volunteer work, or assistance from a mentor or career counselor who can provide related resources. For example, you can broaden your computer skills via local community based resources. Check your local library; they often have

*Source: National Association of Colleges and Employers: Job Outlook 2007, Student Version

computer courses offered at low or no cost. Also, view the career resources available on the Excelsior College Web site at excelsior.edu/career. These pages provide links to online resources that can help in assessing and strengthening your skills (see Related Resources).

Once you have identified, assessed, and sharpened your transferable skills, be sure to document and market them on your resume, in your cover letters, and of course, in job interviews. The ability to clearly articulate your unique set of skills will make you a more competitive candidate. Be sure to address how you have used these skills in previous ways and illustrate how you will put them to use in the future.

Essential Employability Skills

During your job hunt, it's important to showcase your educational expertise, work experience, and other career-related accomplishments. However, soft skills will also continue to be critical components ranked high on the employer's checklist of required qualifications. Effectively demonstrating these skills will prove that you are the right candidate for the job and pave the way for future success in the workplace.

Related Resources

Transferable Skills Survey,
The University of Minnesota Duluth:
www.d.umn.edu/kmc/career_transfer_survey.html

Skills Employers Seek, Loughborough University:
<http://www.lboro.ac.uk/service/careers/section/applications/skills.html>

Skills Employers Seek,
Lloyd, M.A., & Kennedy, J.H.
<http://www.psywww.com/careers/skills.htm>

Suggested Courses to Develop Skills that Prospective Employers Want,
Lloyd, M.A., Kennedy, J.H., & Dewey, R.A.:
www.psywww.com/careers/suggest.htm

Identifying and Selling Your Soft Skills,
NES UK:
www.nes.co.uk/Careers-Identifying-Your-Soft-Skills

Transferable Skills For Job Seekers,
Quintcareers:
www.quintcareers.com/transferable_skills.html

Enrolled students can go to www.excelsior.edu/career, and graduates can visit [excelsior.edu/alumniresources](http://www.excelsior.edu/alumniresources) for the most current version of the links for this article, as well as many additional career-related links.

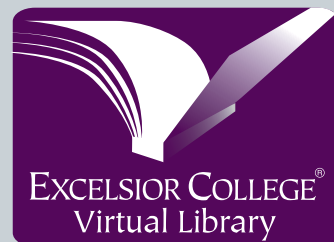
Questions or comments about this article?
Contact Maribeth Gunner Pulliam, Career
Resources Coordinator/Senior Academic
Advisor in the School of Liberal Arts.

LOOKING FOR Career Information?

WE CAN HELP!

The Excelsior College Virtual Library can help enrolled students find resources on a wide variety of career information.

Look for the Jobs and Career Information resource page in the Virtual Library Reference Room box, linked from the right side of the ECVL home page. There are many resources on the Jobs and Career Information page including a resume workshop, salary information, and job postings to name a few. And there's even more information about your specific field of study available on the Career Resources page at www.excelsior.edu/career. Here you'll find degree-specific resources for liberal arts, nursing, health sciences, business, and technology.



www.excelsior.edu/library

For alumni of Excelsior College, don't forget there's a career counselor available to help you. Email alumniacareer@excelsior.edu with questions or requests for assistance. And, you can also review the questions and answers that others have submitted on the Ask the Career Counselor Web page linked from the Alumni Career Resources and Services area at www.excelsior.edu/alumniresources.

Another College service available to both enrolled students and alumni is the Resume Critique Service. For a nominal fee, you can submit your resume and receive a critique by a professional career counselor.

See the following ECVL-recommended Web sites for career information:

Monster.com

<http://www.monster.com>

An enormous site with many employer profiles as well as an online service that allows you to build and post your resume at their site for free.

The Handbook describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations.

Occupational Outlook Handbook

The U.S. Bureau of Labor Statistics:
<http://www.bls.gov/oco>

The Bureau's Occupational Outlook Handbook has been a nationally recognized source of career information.

Resume Workshop

The Purdue University Writing Lab:
<http://owl.english.purdue.edu/owl/resource/564/01>

This tutorial helps you construct the appropriate form and offers examples of cover sheets and letters of application.

Advice From YOUR ADVISORS



As academic advisors, we love hearing from you and assisting with your academic questions. To make each call a rewarding experience, we have some tips to share.

When you make the decision to call the College, you are most likely calling because you have questions that need answers. We suggest you write down those questions so you can go through each point with your advisor to make certain everything of concern has been answered by the end of the conversation.

If you have questions about an examination or course you are preparing for, be sure to have the content guide, recommended textbooks, and preparation resources at your side. While academic advisors in general are not content experts, it is helpful if we know you are using the appropriate preparation materials.

If you receive a letter or other communication from the College that you wish to discuss, have the information in front of you when you call.

With your questions written down and resources with you, your next step is to make the call from a quiet place so that there are no distractions. This way you can engage in the conversation and focus fully on what is being discussed. A demanding toddler or a barking dog as a third party in the conversation can be frustrating for both you and the advisor. **It is always a good idea to have your student ID number handy—you will most likely be asked for it.**



Multi-tasking is something we all do from time to time. When you call the College, we encourage you to focus on the conversation with the advisor and try to avoid doing other things at the same time such as washing the dishes or mowing the lawn. Otherwise the conversation may not be as meaningful or helpful as it could have been.

Calling on your cell phone while driving means you can't devote your full attention to the conversation. And it is also potentially dangerous! If you need to call from your car, please be certain you are stopped and pulled over to a safe place away from traffic.

It is also important to have a pad of paper and a writing implement (or two) readily available so you can make notes on what is discussed during the conversation (another good reason not to be driving!).

If you have questions about the Excelsior College Web page, making the call while at your computer is best way to get the assistance you need.

At the end of the conversation, the advisors will follow up with you through the Message Center (*MyEC*) or via email to briefly summarize what was discussed and maybe to add other helpful thoughts and ideas. Be sure to open your messages or emails and review the information contained therein.

With these helpful hints, we hope you will be able to complete even more requirements, so the next time you call (and please do) you will be that much closer to completing your degree.

by Katharine MacGregor, Senior Academic Advisor, School of Nursing



Preparing for your Excelsior Online Course

Whether you are just starting out or have already completed several online courses, it's always a good idea to make sure your computer is up-to-date and configured correctly.

Technically Speaking

The following checklist will help you prepare for your next online course. More information and links to the recommended software downloads are available through the Help page at www.excelsior.edu/help.

- **Review the Computer System**

Requirements. You'll find an easy way to check our requirements and recommendations for using an operating system, Web browser, and software compatible with our systems.

- **Use the System Check** to ensure your Web browser has the correct security/privacy settings and is accepting cookies.

- **Install or update Java** to view and interact with the various components of the courseware system. Not sure if you have the recommended version? Verify your installation using the link available on the Recommended Software page.

- **Allow pop-ups for the Excelsior College site.** Any pop-up blockers installed on your computer should be configured to allow all pop-ups for **excelsior.edu*. This is especially important for Internet security programs (e.g., Norton or McAfee), which may block certain necessary interactions between your computer system and the Web site.

- **Make sure your anti-virus protection software is up-to-date.** To protect your computer against vulnerabilities, we recommend that you install an anti-virus program. Several vendors offer free, personal editions of their anti-virus software and provide regular updates to help you guard against the latest threats.

- **Install or update Flash Player**

to ensure that you are able to view the videos and animations used throughout the Web site and within your online course.

- **Know your login information.**

In addition to allowing you access to your online course, the Web site offers you a way to update your personal preferences and contact information (My Profile); communicate with different College departments (Message Center); and view and pay bills online (Student Billing). These are just a few of the features available through the MyEC area of the site. Forgotten your username or password? Use Login Help (www.excelsior.edu/loginhelp) to recover your login information.

- **Complete the Getting Started—Online Course Orientation.**

The orientation allows you to practice using the tools available through the courseware system: post a message to the discussion board; submit an assignment; take an assessment; or participate in a chat.

- **Be aware of scheduled system**

downtime. Our goal is to provide you with consistently reliable and secure access to our online services. This means, however, that at times, our Web site will be unavailable so that we may conduct routine system maintenance and upgrades. We post all planned system downtime on the Help page and within the courseware system and encourage you to reference this information as you plan out your course work.

by Jennifer Hummer, Technical Support Manager

Know where to find help!

The Help page offers information on and troubleshooting steps for most common problems.

If you need further assistance, Technical Support is available **24 x 7 x 365** to assist you.

HELP PAGE

www.excelsior.edu/help

CONTACT TECHNICAL SUPPORT

By Phone: 877-84A-TECH (877-842-8324)

By Email: TechSupport@excelsior.edu

Online: www.excelsior.edu/techsupport

SCHEDULED SYSTEM DOWNTIME

Starting September 1, 2008

All Systems:

Every Wednesday

5:00 - 7:00 a.m. ET

Courseware System:

Every Sunday

3:00 - 3:45 a.m. ET

NATIONAL RECOGNITION FOR TWO EXCELSIOR ADVISORS

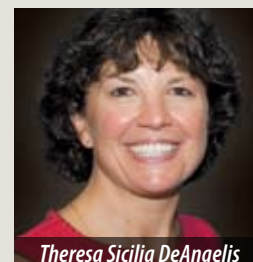
Two outstanding Excelsior College advisors have been recognized by the National Academic Advising Association (NACADA).

Tracy Caldwell, PhD, program director for the Master of Arts in Liberal Studies program and graduate advisor in the School of Liberal Arts, received a Certificate of Merit in the Faculty Academic Advising category. This is the first time the College has submitted a nominee in this category, and we're proud that Dr. Caldwell was a winning nominee.

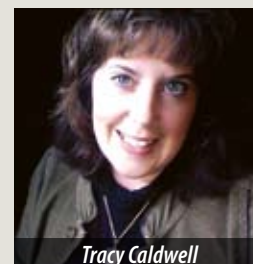
Theresa S. Sicilia DeAngelis, MA, senior academic advisor in the School of Nursing, was honored with an Outstanding Advising

Certificate of Merit in the Primary Role category, joining an esteemed group of EC advisors who have been recognized through the years for their extraordinary advising skills. As project advising coordinator for the School of Nursing, she works closely with students through Project LEARN, a long-time educational partnership between Excelsior and various hospitals and health care institutions.

Caldwell and Sicilia DeAngelis attended a special awards ceremony and reception at NACADA's annual conference in Chicago. The College celebrates and appreciates their professional accomplishments.



Theresa Sicilia DeAngelis



Tracy Caldwell

If you would like more information about the NACADA Awards, go to www.nacada.edu.

To nominate your advisor, please send an email to Betsy DePersis at depersis@excelsior.edu, or fax 518-464-8777, or send a letter to the attention of Betsy DePersis. Include your name, student ID#, your advisor's name, and a brief description of how your advisor has had an impact on you, as you work toward the completion of your college degree. We look forward to hearing from you.

IMPORTANT DEADLINES

Plan ahead to make sure you receive your degree at the time you want it.

Conferral Date	Final Changes	Deadline for receipt of transcripts/ official documents for initial evaluation	Deadline for receipt of transcripts/ official documents for updated evaluation	CPNE Completion Cut-off (Nursing only)
November 21, 2008	Nov 7	Sep 12	Sep 26	Oct 3
December 19, 2008	Dec 5	Oct 10	Oct 24	Oct 31
January 16, 2009	Jan 2	Nov 7	Nov 21	Nov 21
February 20, 2009	Feb 6	Dec 12	Dec 26	Jan 2
March 20, 2009	Mar 6	Jan 9	Jan 23	Jan 30
April 17, 2009	Apr 3	Feb 6	Feb 20	Feb 27

COMMENCEMENT JULY 10, 2009

*All additions/deletions/corrections to the final transcript must be submitted by the student, in writing, two (2) weeks prior to the conferral date.

Living & Giving

With **PRIDE** and **PURPOSE**



With pride and purpose. These simple words fully describe how Excelsior College addresses its mission. For almost 40 years, we've been focused on helping adult learners overcome barriers to their educational goals. We share in the pride they feel when they achieve degree completion.

"Graduating from Excelsior this year increased my confidence and allowed me to obtain a lifelong dream — a bachelor's degree."

ALBERT SCALES (PICTURED)

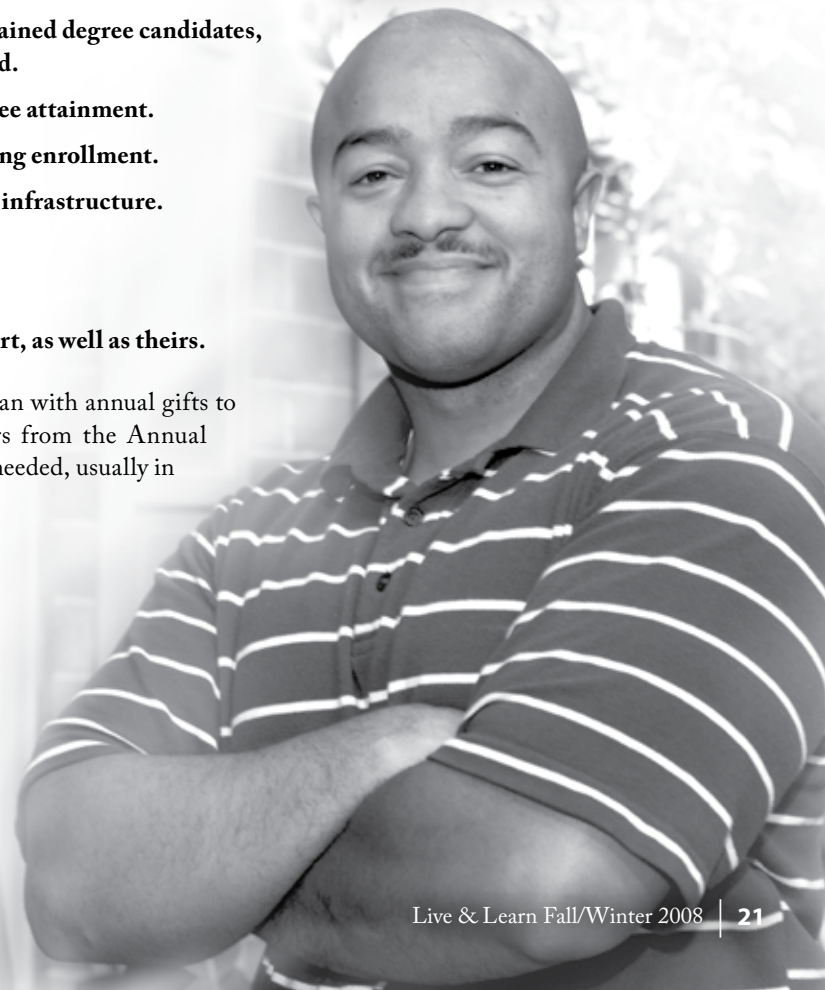
With a gift to Excelsior's 2008-2009 Annual Campaign, you help the College assist others in achieving their dreams. **Join us in rallying behind tomorrow's graduates with your support. With it, we will**

- provide scholarships for a growing number of financially strained degree candidates, many of whom are not eligible for other forms of financial aid.
- expand programs to help students overcome barriers to degree attainment.
- enable Excelsior College to meet the demands of an expanding enrollment.
- make investments in technology that strengthen Excelsior's infrastructure.
- develop and deliver new multimedia courses.
- facilitate greater interaction between students and faculty.
- demonstrate to others that Excelsior is worthy of your support, as well as theirs.

There is no better way to make an impact on today's students than with annual gifts to Excelsior College. Flexible and immediately available, dollars from the Annual Campaign are put to good use, wherever they are most urgently needed, usually in the form of direct student support. ■

Make your gift today. With Pride and Purpose.

For more information and to make your donation online, go to www.excelsior.edu/giving.
Or call Marcy Stryker, director of development, toll free at 888-647-2388; press 1-1-8287 at the greeting.
Or email mstryker@excelsior.edu.



YOU CAN HAVE A Stake in the Future



In 1971, under the auspices of the Regents of the State of New York, a group of progressive educational leaders developed an experimental program to assess and validate the knowledge of working adults to achieve degree completion. Nearly 40 years later, the legacy of these forward thinkers still exists today in the men and women who have earned their degrees from Excelsior (formerly Regents) College.

This legacy can be yours. By taking the simple step of including Excelsior College in your estate plan, you help continue the heritage of Excelsior for generations to come. A charitable bequest provides valuable financial and estate-planning benefits while achieving lasting support for the College.

The Excelsior College Legacy Society honors individuals who have included the College in their estate plans or in any planned gift arrangement. If you have made provisions for Excelsior in your will, please let us know so that we can include you in the Society and thank you appropriately. We also want to make sure you have the opportunity to specify the shape your gift will take. If you have not provided for the College in your will, please give this consideration.

A planned gift allows you flexibility in determining both the amount and the ultimate use of the funds. It may be used to establish a fund, a scholarship, or other program of your choice that carries in perpetuity your name or the name of someone you wish to honor.

We would appreciate your interest and support in Excelsior College and welcome the opportunity to meet with you or provide you with additional information.

Please feel free to contact Marcy Stryker, director of development, toll free at 888-647-2388; press 1-1-8287 at the greeting.

For people who want to be sure that their actions today influence the lives of many in the future, endowment funds have tremendous utility. How else can you be assured that your name will live on as you help others, including future generations of students? At Excelsior College, 21 endowments and special funds testify to the vision of our donors and their commitments to the future.

In 2007-2008, two new funds were initiated. Each one addresses the passions and interests of their donors and ensures that their names live on into the future.

Robert Williams, former president of the Excelsior College Alumni Association Advisory Board, established his fund to help students in the College's criminal justice programs. As a former chief of police, Williams knows that degrees in criminal justice result in better prepared law enforcement personnel. He also realizes that, like other adults, criminal justice students may not be able to place their own educational needs at the top of their financial priority lists. Yet, public safety depends on their training and education. Williams' fund will make the difference in the educational attainment of these dedicated professionals and in the lives of residents of their communities.

For Excelsior College Trustee Lt. Gen. Joseph S. Laposata, USA (Ret.) and his wife Anita, endowment giving offers a chance to affect a population they care about deeply. The Laposatas have established a fund to provide scholarships to individuals who demonstrate financial need and who are enlisted in the U.S. military—and their spouses. Recipients of these scholarships must share their goals with the Laposatas, noting how the support assists them in achieving their objectives. Talk about a return on investment!

Endowment giving is often more than a one-time expression of support. Many of the College's funds began with an initial gift and a commitment to build to the endowed threshold of \$10,000 and beyond. In addition to the two newest funds, five others received additional contributions during the year to expand their purposes and ensure that the students, who need help, receive it. With as little as \$1,000 you can establish your own fund and feel a sense of pride as you help others accomplish what you achieved in earning your degree.

If you would like to help others and see your name live on, contact the Office of Institutional Advancement to speak with one of our staff. Call 518-464-8543 or toll free 888-647-2388; press 1-1-8543 at the greeting. ■

The Military Spouse Scholarship Fund

“Together, I believe we can make a real difference in the lives of those who are defending our nation and also those who support them.”

— Excelsior President John Ebersole



Excelcior College has traditionally excelled in helping servicemembers earn a degree. Today, the College is furthering that support by extending to spouses the same level of service and flexibility offered to those on active duty. To that end, this spring, the College established the Military Spouse Scholarship Fund.

The fund provides the wives and husbands of active duty military up to \$1,500 per year as well as reduced tuition and fees and assistance in applying for federal financial aid. Every dollar donated to the Military Spouse Scholarship Fund is being matched by the College up to a maximum of \$100,000.

Thus far, alumni and friends of the College have contributed nearly \$8,000 to the scholarship fund, an amount matched by Excelsior. One of the first to receive a Military Spouse Scholarship is Excelsior alumnus Carla Calonge-Dulanto, RN. Having earned an Associate in Science in nursing from the College in 2006, Carla is now pursuing a Bachelor of Science in nursing from Excelsior.

“First and foremost, I am thrilled to have been a recipient of this scholarship. My husband has been an active duty soldier for the past nine years in the U.S. Army. We’ve traveled between South Korea and Florida, and we are currently living in Stuttgart, Germany, where we are scheduled to remain until 2011. Distance was, indeed, a factor in my decision to rejoin Excelsior’s student body. Nevertheless, it was not the only factor. I received my first degree in nursing through Excelsior College and this was a dream

come true for me. Excelsior has helped me achieve goals that I considered unattainable before, but now can see clearly ahead of me,” says Carla.

Echoing the sentiments of many military spouses, Carla continues, “Financially, there are obstacles. It is hard to obtain a nursing position while stationed with my spouse overseas. I have been unemployed for the past seven months. But thanks to the scholarships available through Excelsior College, many students like myself, who dream of furthering their careers, can actually start to take steps toward their goals. Excelsior College made it possible for me to become a registered nurse and is now helping me further advance my career. I am thrilled to be a part of this esteemed college and am very grateful for the financial assistance I have received.”

“As Excelsior expands its support to military families of all branches, there is concern about having sufficient resources to fully meet the need. You can help,” says Excelsior President John Ebersole. “Together, I believe we can make a real difference in the lives of those who are defending our nation and also those who support them.”

To learn more about supporting the Military Spouse Scholarship Fund, please contact Marcy Stryker, director of development, toll free at 888-647-2388; press 1-1-8287 at the greeting. To learn about your eligibility for this scholarship fund, contact our Military Education Office at military@excelsior.edu ■

INSTITUTIONAL ADVANCEMENT

888-647-2388; press
1-1-6966 at the greeting

ALUMNI AFFAIRS

Here for you, wherever
you are.

- Career Services
- Professional Networking
- Alumni Connections

Jennifer Dickerson,
Alumni Affairs Coordinator
<http://alumni.excelsior.edu>
alumni@excelsior.edu
888-647-2388; press
1-1-8291 at the greeting.
518-608-8291

DEVELOPMENT

- Giving Options
- Annual Campaign
- Gift Planning

Marcy Stryker,
Director of Development
www.excelsior.edu/giving
mstryker@excelsior.edu
888-647-2388; press
1-1-8287 at the greeting
518-608-8287



Dear Alumni,

It's wonderful to be a part of Excelsior College. When I pause to think about this institution, several words come to mind: trailblazer, pioneer, and innovator to name a few. Nowadays, hundreds of colleges and universities offer distance learning opportunities. Excelsior was one of the first, and I am proud to work for a leader in this area.

Excelsior does so much more than confer degrees. It gives adult learners golden opportunities. There are many reasons why individuals are unable to complete a college education in a traditional manner. Thank goodness the College has been here for nearly 40 years, offering more ways to complete a degree.

When you get right down to it, the true value in learning is what you as a student put into it. You would not have obtained your Excelsior degree if you hadn't earned it. Your dedication and commitment saw you through.

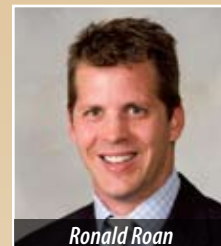
My own professional experiences brought me to Excelsior in an unexpected way. I worked in social services after earning both a bachelor's and a master's degree in psychology. Feeling the desire to contribute to education, I began a second career in advancement and alumni relations at my high school alma mater, where I expanded alumni involvement and support and helped the program grow to maturity. Ready for a new opportunity, I found myself drawn to Excelsior because of its educational mission. I joined the staff in May, and I'm excited about working for the good of this College and its alumni. I hope to serve you well. You and your achievements continually inspire me to do my best.

I will also help provide the best alumni services possible. I look forward to connecting with you through our programs so that Excelsior can continue to make a difference in your life. We are here for you, wherever you are.

Sincerely,

Jennifer Dickerson
Alumni Affairs Coordinator

Welcome



Ronald Roan



Kathleen Butler

Farewell



Stephen Morgan



Robert Williams

from the inbox



"I attribute my success
to my education with
Excelsior College."

ELIAS HERNANDEZ



EXCELSIOR COLLEGE'S
Alumni Association Advisory Board

Welcome New Advisory Board Members Ronald Roan '95 and Kathleen Butler '07.

Dr. Ronald Roan of Homewood, Alabama, is a flight physician for AirMed International, the international industry leader in air ambulance services transporting critical patients throughout the world. While his occupation is rather unique, his educational experiences are similar to many Excelsior graduates. Discovering the College while a medic in the Army, he enrolled in the associate degree in nursing program with two goals in mind—to complete his college degree and to support himself through medical school while working as a nurse. Dr. Roan completed his degree within a couple of years and was accepted at the University of Alabama's School of Medicine. As planned, his Excelsior nursing degree, along with his perseverance and stamina, allowed him to earn a reasonable income and finance his medical school education.

Roan decided to nominate himself for the Alumni Association Advisory Board because of his desire to serve the College. He states: "The College was good for me, and I believe it can be good for others." Roan is particularly interested in being a part of helping the College continue to move forward. He knows that there are still many people who could benefit from an EC degree and are simply not aware of the College and what it has to offer, and he is especially committed to spreading the word.

Kathleen Butler of Delmar, New York, is also spreading the word about Excelsior. She readily and frequently talks about how the College "has made such a difference in my life." Ms. Butler enrolled at Excelsior in 2006, bringing with her 27 undergraduate credits from a number of different institutions. Focused and determined, she completed 93 credits in one year through a combination of exams and courses, earning her baccalaureate degree in 11 months.

Regarding her accomplishments, Butler states, emphatically, "If I can do it, anybody can." She came to Excelsior as a displaced homemaker looking for a way to improve her situation. Amazed by how much her life has changed, Butler smiles broadly when noting that she currently has a 4.0 in her Master's in Social Work degree program at the University of Albany. She has been accepted into the doctorate program to begin in fall 2009.

Enthusiastic about serving on the Alumni Advisory Board, Butler is motivated by her desire to reach out to others and to educate them about the opportunities available through Excelsior. In fact, just by talking about the College with those she knows or has met, she has been responsible for at least a dozen people enrolling at Excelsior.



Kathleen Butler and Ana Maria Tapia de Mitchell became friends online while studying for their Excelsior College degrees; the two women spoke of their experience together at Commencement 2007.

Farewell to Outgoing Advisory Board Members Stephen Morgan '89 and Robert Williams '95.

Stephen Morgan of Falls Church, Virginia, has completed his service on the Alumni Advisory Board, but he isn't ending his connection with Excelsior or his pursuit of lifelong learning. "A true believer" in the College and its mission, Mr. Morgan holds a bachelor's degree from Excelsior, a bachelor's and two master's degrees from other institutions, and is working on his fifth degree, a master's in liberal studies, again from Excelsior.

On track to complete his latest degree by the middle of 2009, the vice president of CLS America, Inc. (Collecte, Localisation, Satellites) is concerned that he may have too much time on his hands. So, he recently accepted an appointment as personnel officer for the Black Horse Brigade, Manassas, Virginia, with the Virginia Defense Force. The VDF, one of 27 state defense forces affiliated with the National Guard, provides on-the-ground emergency management support. Obviously, a man who is not content to rest on his laurels, Morgan even muses that he's thinking about becoming an EMT, adding: "Who knows? Maybe I'll be back at Excelsior for an associate degree in nursing!"

Robert Williams of Cheektowaga, New York, a seven-year Advisory Board member, including two years as president, has noted that the most rewarding aspect of serving on the Board is the opportunity to get to know the new alumni during Commencement each year. These experiences have reinforced

his commitment to help alumni and to promote the College. While Williams' tenure officially ended in July, he has continued to be a staunch supporter of Excelsior and its endeavors. Future students will benefit from his generosity as they receive financial support from The Chief of Police (Retired) Robert P. Williams Scholarship Fund he established this past year.

Inspired by his immeasurable positive experiences with Excelsior, Williams encourages his fellow alumni to join the Alumni Advisory Board. He assures them that it will be a worthwhile and rewarding experience, affording the opportunity to be an ambassador for the College and its alumni and offering the potential to make a difference in the lives of its students.

from the inbox



"My Excelsior degree is the foundation that's going to set the course, set the tone for the remainder of my career."

BRETT MOREY

Back row: **Danny L. Scott**, BA '02, AA '01 • **Catherine Coverston**, PhD, BS in nursing '87 • **Ronnie Roan**, MD, BS, AS '95 • **Jack Bailey**, MA, PHR, AS '95, BS '98 • **Kate Butler**, BS '07 • **Vice President: John M. Amidon**, CGFM, CIA, CGAP, BS '87 • **Robert P. Williams**, MSED, BS '95

Front row: **Secretary: Sara J. Waldorf**, BA '03 • **President: Mary O'Connor**, PhD, MS, RN, CHE, BS in nursing '94 • **Marcy Stryker**, Director of Development • **Jennifer Dickerson**, Alumni Affairs Coordinator • **Susan Vitale**, PhD, BS in nursing '92

WANTED

Alumni Leaders & Alumni Ambassadors

Alumni Leaders

Every fall, the Excelsior College Alumni Association reaches out to all graduates, looking for the best and brightest to serve on its Alumni Association Advisory Board. The Board helps to shape the College's alumni programs and services as well as its understanding of alumni needs. It seeks to continually enhance the Excelsior alumni experience, working to connect alumni to each other and to strengthen their relationship with the College. If you have a creative spark and can dedicate time and energy in service to the Alumni Association, we ask you to nominate yourself for a position on the Board.

Time Commitment: The Alumni Advisory Board meets during the weekend of Commencement in Albany, New York, each July. Next summer's meetings begin on Thursday, July 9 and conclude on Saturday, July 11. The Board participates in Commencement and Commencement-related activities on Thursday and Friday. The annual Alumni Association meeting begins on Saturday, followed by a Board meeting for the remainder of the day. A second face-to-face meeting is sometimes held as well. Additional meetings via phone conference occur regularly throughout the year. Board members are expected to attend all meetings and to fulfill various committee work and general duties.

Who Qualifies: Any Excelsior or Regents alumnus may nominate him or herself for election to the Alumni Advisory Board. Please note that in addition to giving their time, Board members are expected to financially support the College. There is no minimum amount required, but as representatives of the College, Board members lead by example.

Terms of Office: Board members are elected to a three-year term, with possible re-election for a second term.

Alumni Ambassadors

Consider becoming an Excelsior Alumni Ambassador. You're proud to be an Excelsior College graduate. Share your pride with others! All you need is enthusiasm, a bit of time, and an email address.

The Alumni Association Advisory Board has formed a committee to create ways to involve you in their work to promote the College. They are interested in your ideas to help them identify how alumni can support Excelsior and its mission. The Alumni Advisory Board will develop a training program and work with you. Together, you will provide effective outreach for the College.

Please be a part of this exciting new program by sharing your interest with us via email at alumni@excelsior.edu today!

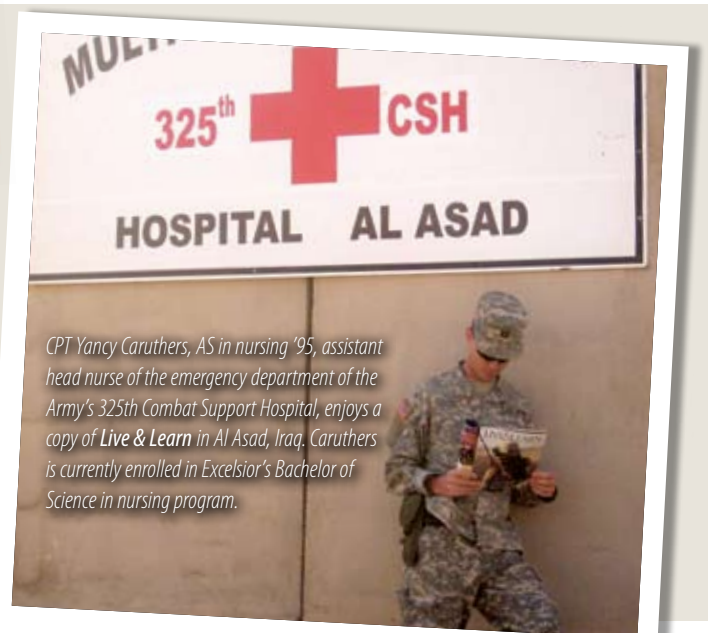
Literally Everywhere!

Excelsior College: Virtually Anywhere — Excelsior Alumni: Literally Everywhere!

When we launched this photo contest in the spring, we had hoped to see YOU in photos around the country and around the world. There's still time to send your pictures.

The rules are simple. Just have your picture taken while wearing the Excelsior logo or reading *Live & Learn* in the most creative place you can think of. We'll publish the photos in *Live & Learn* and on our Web site. And we will award prizes for the three most unusual locations.

New Excelsior merchandise is available online at
www.excelsior.edu/merchandise



CPT Yancy Caruthers, AS in nursing '95, assistant head nurse of the emergency department of the Army's 325th Combat Support Hospital, enjoys a copy of *Live & Learn* in Al Asad, Iraq. Caruthers is currently enrolled in Excelsior's Bachelor of Science in nursing program.

You've Earned It! *Take Advantage of All Your Alumni Benefits ...*

Nominate Yourself

Here's how to Nominate Yourself for the Alumni Association Advisory Board: Log on to the Excelsior College Web site at www.excelsior.edu/alumniadvisoryboard to get a copy of the nomination form. All materials must be submitted by December 31, 2008. Please direct any questions you may have to the Alumni Affairs Office at alumni@excelsior.edu.

CAREER SERVICES

Excelsior is committed to your professional development. You have exclusive access to a multitude of career services at excelsior.edu/alumni. We offer focused, facilitator-led Web chats, dedicated career counseling staff, and a resume critique service. The Web site also supplies links to numerous online resources providing information and assessment tools designed to help you evaluate your skills and focus your career path. When you're ready for your next position, you can search job listings posted by employers throughout the country.

EXCELSIOR COLLEGE SPEAKER SERIES

Available only to members of the EC community, *A Window on the Future*, the College's speaker series (launched in January 2008) offers top-notch presentations by nationally renowned leaders posing timely and thought-provoking questions affecting our world. Visit www.excelsior.edu/speakerseries and log in with your MyEC username and password.

CENTER FOR PROFESSIONAL DEVELOPMENT

Excelsior's new CPD offers more than 100 programs leading to certificates or continuing professional educational credits. All programs are offered online and are typically completed within three to six months. You can try a demo program for free! Visit www.excelsior.edu/cpd.



Stay Connected! LOG IN TO LEARN MORE

Excelsior is expanding its alumni Web site and online services. Don't be left in the dark. Update your user account and you'll get:

Career service updates and reminders • news notices • Live & Learn links • Excelsior College's Annual Report • and much more!

Create your account by going to www.excelsior.edu/myec and choosing the "Create a MyEC User Account Now!" link on the right-hand side of the page.

EXCELSIOR PRIDE

You're proud of being an Excelsior grad, so go ahead and tout it! The Excelsior College Store offers more ways than ever to express your pride. Check out the new line of merchandise at www.excelsior.edu/merchandise.



OPEN DOOR

You have an Alumni Affairs Office available to serve you. If you happen to be in the area, stop by and see us at 7 Columbia Circle, Albany, New York 12203. We'd love to meet you, have a cup of coffee, and even share a token of our appreciation for taking the time to visit. All visits are welcome. If you can, call us ahead of time to ensure that we can personally greet you when you arrive. (See contact info on page 24.)

from the inbox



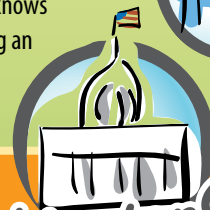
"I have received two major job promotions since graduating from Excelsior College in 2006. I am currently the Family Services Director for the U.S. Marine Corps Air Station at Yuma, Arizona."

BARON GROVER

Regional Alumni Events— Join in the Fun!

We shuffled off to Buffalo and then touched down in San Francisco in September.

This spring, we're off to Washington, DC. Check out the good times that we had in Buffalo and San Francisco—and find out details about our upcoming events at www.excelsior.edu/alumnierevents. Who knows where we'll go next. Interested in hosting an event in your area? Let us know! (See contact info on page 24.)



*San Francisco
Buffalo Washington DC*

Alumni Spotlight

Lilian Zirpolo, PhD Independent Art Historian

Lilian Zirpolo discovered Excelsior College (then Regents External Degree Program) purely by accident. She was a single mother of two small children, working full time as a secretary and barely making ends meet. She had decided to go back to school and was taking classes at Purchase College, a State University of New York campus, but soon found it difficult to complete her degree within SUNY's traditional parameters. A SUNY staff member suggested Regents, and Lilian found it the perfect solution. Able to study at her own pace, she continued her classes at Purchase while taking assessment tests through Regents. She completed her bachelor's degree with a major in art history in 1987.

Lilian did not have a specific career in mind when she started college. She simply knew that she needed a degree in order to improve her, and her children's, situation. While her parents were art dealers, Lilian didn't consider an art career until well into her studies when she took an art history course and fell in love with the subject. Deciding that she wanted to teach and publish, she realized that a bachelor's degree would not be enough. This single mom/secretary was going to go for it—all the way to a PhD.



Lilian was accepted to graduate school at Rutgers University and completed a doctorate in art history in 1994. Since then she has taught at Rutgers, Seton Hall University, and Muhlenberg College. She has published over 30 articles and book reviews in premier scholarly journals; delivered more than two dozen presentations at conferences in the United States, Spain, and Italy; and has published two books, including *The Historical Dictionary of Renaissance Art* by Scarecrow Press.

Being an independent art historian, Lilian has had to create her own professional opportunities. Several years after completing her PhD, she and a friend (also an art historian) decided to organize a conference in order to provide a forum for scholars to present their research. The Women Art Patrons and Collectors Conference (WAPACC), first held in 1998, has blossomed into an organization that publishes *Aurora*, an art journal, as well as the WAPACC Text and Studies Series. Lilian serves as president, co-publisher, and co-editor of WAPACC and its publications. The hard work has paid off. *Aurora's* customers include American university and public libraries, along with museum libraries and

galleries in Europe. Having made a name for herself in the art history world, Lilian is now sought after and commissioned for work. She says, happily, "I've arrived" and credits Excelsior with making it possible for her to have the life she now leads. ■

Caps On, Again!

Did you know that nearly half of our graduates continue to enhance their education by pursuing additional degrees?

Are you one of them? Let us know! Contact the Alumni Affairs Office and tell us:

- Your additional degree and where you earned it
- The path that led you from Excelsior to your next degree
- What you're doing now

You'll inspire our students, impress our readers, and continue to make Excelsior shine!

from the inbox



"Excelsior has helped a lot of students, and I want to be a part of continuing this endeavor."

RUFFEL GALURA

CAREER SERVICES WEB CHATS:

Join Us!

Excelstior College Career Services is enhancing its services with two new Web chats this fall that will provide an opportunity to gain timely information, tap the expertise of a professional career counselor, and engage in an online discussion with fellow alumni.

Each hour-long chat starts with a brief presentation followed by a question and answer period. The first one, *Floundering in Your Career? Get Hooked on a Career You Love. Making a Career Transition—A Web Chat for the Early/Mid Career Changer* will be presented 8 p.m. to 9 p.m., Thursday, November 20.

Whether you are exploring a career change or actively seeking a new position, this Web chat will provide tools and information to help prepare you for a transition. It will explore the key elements of a career change strategic plan, identify common career change mistakes, and provide you with sound career advice for making a successful move.

The second chat, *From Work for Pay to Work as Play. The New Retirement—A Web Chat for the Mature Worker*, is scheduled for 8 p.m. to 9 p.m., Wednesday, December 10. The vast majority of baby boomers plan to continue working in their retirement years. Mature workers have much to offer, but they can experience a series of unique challenges not faced by workers in early and mid-career transitions.

This chat will help prepare mature workers to face these challenges with energy, confidence, and enthusiasm. It will expose the myths that some employers hold about mature workers and provide information about how to confront those misconceptions with a positive attitude. It will also reveal resume and cover letter

strategies designed not to “date” the mature worker as well as interviewing techniques that accentuate the strengths and positive characteristics of those with extensive work experience. Finally, it will outline job search approaches for mature workers experiencing difficulty in finding employment.

Each chat will be hosted by Ed Hallenbeck, a career and human resource consultant who provides career services to Excelsior College alumni. Hallenbeck has an extensive background providing professional career counseling and planning services as well as 15 years of experience as a human resource generalist, including the areas of recruitment and hiring, professional development, and career coaching and counseling. ■

FALL 2008 WEB CHATS

FLOUNDERING IN YOUR CAREER? GET HOOKED ON A CAREER YOU LOVE.

Making a Career Transition — A Web Chat for the Early/Mid Career Changer

Thursday, November 20
8 p.m. to 9 p.m. ET

FROM WORK FOR PAY TO WORK AS PLAY.

The New Retirement — A Web Chat for the Mature Worker

Wednesday, December 10
8 p.m. to 9 p.m. ET

To register for a chat, just send an email to alumni@excelsior.edu.
Don't forget to include your name and the chat you're interested in.



HATS OFF!

What have our grads been doing? Read on to find out.

ARMED FORCES

Richard Hodges, BSL '83, FPO, AP — retired from the U.S. Air Force in 1982 after a 20-year career. He then worked for 18 ½ years for the U.S. Postal Service in mail processing in Tacoma before relocating to the Philippines with his family in 2002. A native of Albany, NY, he says, "I don't miss those cold Albany winters." He now enjoys year-round sunshine, golf, fishing, and the beach life.



ARMED FORCES

Willie Hernandez, AA in nursing '99 — recently earned a Master of Arts degree from Webster University, St. Louis, MO, while deployed to Iraq.

ARKANSAS

Kimberly Paige Warren, AS in nursing '08, Melbourne — received the 2007 Nurse of the Year Award from the Arkansas Health Care Foundations during its Fall Gala. This award is given to a peer-nominated nurse from each of the 250 long-term care facilities in the state of Arkansas.

CALIFORNIA

Corey R. Cummings, BA '87, Sacramento — was recently appointed by Tindall Corporation as technical sales representative for its Corrections Division in the territory covering northern California, Oregon, Washington, Montana, and Idaho. He previously held the position of chief, Design Standards and Services, Facility Planning, Construction and Management for the California Department of Corrections and Rehabilitation. He has also been a consultant to the U.S. Department of Homeland Security, the U.S. Department of Justice, and the Federal Emergency Management Agency.

Bryan O'Donnell, BSL '02, San Diego — was recently appointed assistant principal at Stevens Middle School. Mr. O'Donnell began his tenure in the Port Angeles School District at Stevens in 2003 and has taught sixth grade, plus seventh and eighth grade remedial math, language arts, and social studies. He also served on the middle school transition team during the combining of Roosevelt and Stevens Middle

Schools last year and was a member of the district's language arts and instructional materials committees. Previously, O'Donnell was a chief petty officer in the U.S. Navy.

FLORIDA

Jason Gosnell, BAL '06, Sarasota — earned a Doctor of Osteopathic Medicine degree from The Lake Erie College of Osteopathic Medicine, Brandenton, FL, in June 2008.

Reed Markham, AS '80, BSL '82, Daytona — received the award for Innovation and Excellence at the 19th International Conference on College Teaching and Learning. He is an associate professor in communication at Daytona State.

GEORGIA

John E. Long, BSL '04, Atlanta — is a professional coach and consultant based in Atlanta, GA. In 2005, he founded his career coaching practice, Two Roads Resources, Inc., which specializes in career and executive coaching as well as the administration and interpretation of career and personality assessments. Mr. Long completed a Master of Science degree at Mountain State University with a major in interdisciplinary studies and a concentration in career coaching. His career coaching credentials include GCDF (Global Career Development Facilitator-Certified), CPCC (Certified Professional Career Coach), Qualified MBTI® (Myers Briggs Type Indicator) Practitioner, Qualified Strong Interest Inventory® Practitioner, and Registered Test Administrator with the Society for Human Resource Management (SHRM). As a certified Holistic Stress Management Specialist, Long also offers coaching on work/life balance. He is a member of several professional organizations such as SHRM, the American Psychological Association, the National Career Development Association, the National Employment Counseling Association, the Professional Association of Resume Writers and Career Coaches, the International Coach Federation, the Association of Career Professionals International, and the Association for Psychological Type International.

Carroll Keatley Miller II, AS in nursing '95, Atlanta — earned a BS in nursing from Kennesaw State University. He was recently accepted into the Master of Science in nursing (anesthesia) program at the University of Tennessee at Chattanooga and started the process of becoming a CRNA in May. He anticipates graduation in August 2010.

Steven Glenn Rindahl, BAL '96, Fort Gordon — was declared a Noble Patron of Armor and Cavalry by the U.S. Army Armor Branch in recognition of his support of the 1st Cavalry Division's mission through pastoral care during a 15-month deployment to Iraq (2006-2008). He was also awarded the Bronze Star Medal for his service in Iraq and the Combat Action Badge for being engaged by the enemy. He is the chaplain for the 1st Battalion — 5th Cavalry Regiment, a 933-soldier Combined Arms Battalion, responsible for the regions of western Baghdad known as Ameriya, Mansour, and Jamiya.

During the deployment, Chaplain Rindahl conducted chapel and worship services on Forward Operating Base Liberty and a series of Joint Security Stations and Combat Outposts as well as counseling soldiers and conducting memorial ceremonies for soldiers killed in action. He twice conducted worship services at the U.S. Embassy in Baghdad. Chaplain Rindahl is currently assigned to Ft. Gordon, GA, where he is working with soldiers suffering with PTSD.

INDIANA

Deborah Paller, BGB '02, South Bend — recently completed her MBA from Ellis College of NYIT. Ms. Paller is currently vice president of the Physician and Employee Business Unit (PEBU) at Press Ganey Associates and is responsible for achieving the unit's



CALIFORNIA

William M. Burbank, BSL '96, Fullerton — completed tour of 12 years in the U.S. Navy as a Medical Deep Sea Diver and attended Thomas Jefferson School of Law where he earned his JD in 2002. He was admitted to the bar (passed on first try) in California, where he has practiced law for five years. During that time, he began work on a post-doctorate tax law degree through the Chapman University School of Law.

More recently Mr. Burbank has served in the following positions: Costa Mesa Senior Center, board of directors; California State University College of Business & Economics, executive council; Spencer Hospice Foundation, board of directors; American Bar Association Lt. Governor; Orange Coast College, adjunct faculty; Elder Law Clinic—Chapman University & Costa Mesa Senior Center.

overall strategic, growth, profit, and client service goals. She is a registered respiratory therapist, an examiner for the Malcolm Baldrige National Quality Award, a certified facilitator in quality improvement with the Juran Institute, Inc.®, and a certified Six Sigma Black Belt.

KENTUCKY

Eric Harter, BGB '92, Prospect — was named dean of Sullivan University's graduate school. Prior to this appointment, he served as president and CEO of ADSnetcurve, a global information technology company based in Louisville. Mr. Harter holds an MBA from the University of Southern California and a doctorate in management from the Case Western Reserve University.

MARYLAND

Jeffrey Stephen Grote, BS '97, White Plains — is currently working on a Doctor of Ministry degree through the University of the South, Sewanee, Tennessee. He is an employment team specialist with the ARC of Southern Maryland out of their Prince Frederick location.

Richard K. Jennings, AAS '02, Gambrills — earned a bachelor's degree in business administration and graduated summa cum laude from Strayer University in Washington, DC. He now works as a senior paralegal specialist for the Criminal Enforcement Unit, Office of the U.S. Trustee, U.S. Department of Justice, which he began after retiring from the U.S. Army in 2007. Daily operations involve the prosecution of debtors who violate and/or compromise the U.S. bankruptcy system.

MINNESOTA

Hans-Peter de Ruiter, BS in nursing '96, Minneapolis — was awarded a Tau Kappa Research Grant for his research project "To Lift or Not Lift: An Institutional Ethnography of Patient Handling Practices." A member of the Excelsior College School of Nursing faculty and former member of the Alumni Advisory Board, he is currently pursuing a doctorate degree at the University of Minnesota.

MISSISSIPPI

George McBride, AA in nursing '05, Vicksburg — was named director of nursing emergency services of DeKalb Regional Medical Center in Fort Payne, AL. Before becoming a nurse, he served as a soldier, police officer, firefighter, and clergyman. Mr. McBride is also an active member of the nursing corps of Army reserves. He is currently working toward obtaining both a bachelor's and a master's degree in nursing.

NEBRASKA

Ross Ridenoure, BS '83, BNT '89, Omaha — was recently elected senior vice president and chief nuclear officer for Southern California Edison (SCE). In his new role, he is responsible for all operational, engineering, and regulatory aspects of SCE's nuclear power program.



NEW JERSEY

Jennifer E. Redmond, BAL '03, Raritan — was honored for her humanitarian efforts during commencement exercises of Raritan Valley Community College. A chiropractor at McAdam Chiropractors in Bridgewater, Dr. Redmond is the first recipient of Raritan's Alumni Achievement Award, which recognizes outstanding professional, personal, and civic achievements of former students at the college. She was involved in the school's service learning program, which gave her the opportunity to volunteer at Elijah's Promise Soup Kitchen and the Women's Resource Center. She also helped build four homes with Raritan Valley Habitat for Humanity, where she served two years as human resources chair. As a youth adviser at the Bound Brook Presbyterian Church, Redmond helped young people raise money to assist the people of Zambia facing an AIDS crisis.

NEVADA

Kenton J. Falerios, BSL '00, Pahrump — retired from the U.S. Army as a first sergeant. He wrote and published a military book titled *Give Me Something I Can't Do*, a history of the 82nd Military Police Company from World War I to the Iraq War. Falerios earned his master's degree in business and organizational security management from Webster University in 2002.

NEW YORK

John R. Daniels, AS '98, Cortland — was appointed by the governor's office to serve on the Tompkins Cortland Community College Board of Trustees for a term that expires in June 2015. He currently works as a code enforcement officer, serving the towns of Caroline, Harford, Homer, and Richford. Mr. Daniels is also the chairman of the Cortland County Legislature.

Charles S. Dedrick, BA '81, Wynantskill — was named district superintendent of the Capital Region BOCES. As district superintendent, Mr. Dedrick will serve as the chief executive officer of BOCES as well as the regional representative of the Commissioner of Education. Prior to his superintendent position in Cohoes, NY, he worked as superintendent for the Green Island School District. Dedrick is working toward a doctorate in educational leadership from Russell Sage Graduate School and holds master's degrees in educational administration and policy studies and in developmental reading from the University at Albany. He has completed the Superintendents' Academy and Post-Graduate Superintendents' Academy through the New York State Council of School Superintendents.

Lana Noone, BAL '88, Garden City — presented an Operation Babylift talkback for the off-Broadway production "A Piece of My Heart" at the Red Fern Theatre. The production is the most enduring play about the Vietnam War and tells the story of ten nurses who served in Vietnam.

NORTH CAROLINA

Lt. Col. (Retired) Charles A. Aycock, BS '82, Holden Beach — was inducted into the U.S. Army Officer Candidate School Hall of Fame at a ceremony held in Fort Benning, GA, last April. He served for 20 years in the Active Federal Service, including an 18-month combat tour of duty in the Republic of Vietnam, as a Special Forces officer. After military retirement, he became a Department of the Army special operations civilian and served the nation for another 15 years.

OHIO

Francis T. Jennings Jr., BSL '95, Lakewood — has been a member of the Coast Guard Reserve since leaving active duty in 1996. He advanced in rank to Reserve Command Master Chief (RCMC) for the Ninth Coast Guard District, headquartered in Cleveland. As the RCMC, he advises the Commander of the Ninth Coast Guard on issues pertaining to the Coast Guard Reserve enlisted force throughout the Great Lakes region. When not on military duty, Mr. Jennings serves on the Ninth District's Enforcement Branch as the Coast Guard's Recreational Boating Specialist for the Great Lakes. In this capacity, he is principal liaison to the eight Great Lakes states boating program administrators and oversees policy pertaining to enforcement of federal safe boating regulations.

Rebecca Marie Kail, AS in nursing '08, New Philadelphia — graduated with an associate degree in nursing and is now a registered nurse. She was a licensed practical nurse for 13 years and dreamed of the day that she would finish her nursing degree. Ms. Kail says, "I am now an RN, thanks to Excelsior College!" She anticipates becoming a travel nurse someday when all her kids are grown.

PENNSYLVANIA

Rebecca F. Krause, BSL '04, Phoenixville — completed her MS in Library Science from Clarion University.

Marcy Lehman, AS in nursing '00, Stevens — had her article, "It Whispers, So Listen," published in

RN Magazine, a nursing journal that provides clinical information, nursing news, and professional updates to nurses. A survivor of ovarian cancer herself, Lehman talked about how to recognize the early symptoms of this disease and why taking preventive action can make a big difference in saving a life.

Ms. Lehman currently works as a staff relief RN, serving as both a supervisor and a charge nurse in various local long-term care facilities, rehab facilities, and hospitals. She speaks Spanish at the conversational level and is ACLS certified. Prior to enrolling with the College, she had been an LPN for 12 years. It was her husband Russell who encouraged her to return to school, and Lehman says, "I can't thank him enough for what he did — it changed my life!" Russell is now pursuing a bachelor's degree in accounting, also at Excelsior.

Jodi Yenchik, BS in nursing '99, Yardley — earned her Doctor of Laws degree from Widener University School of Law in Delaware. She is working as an Infection Control/Staff Development Coordinator in Philadelphia while also running a real estate business with her husband. She also recently started a legal consultant business and is reviewing cases. It is her longtime dream to learn how to fly, and she looks forward to taking her first flying lesson, a Christmas gift from her children, as soon as she can free up a weekend day. Ms. Yenchik says, "The education I received from Excelsior has gotten me where I am today. Thank you!"

SOUTH CAROLINA

Jon C. Schwartzbauer, BSL '03, Inman — was appointed as the fourth president of Sherman College of Straight Chiropractic. He most recently served as that college's vice president for academic affairs and director of the Leadership and Practice Management Institute. Together with his wife Mitzi, he managed Schwartzbauer Straight Chiropractic Center in Mahtomedi, MN, for five years, joining the Sherman College faculty in 2002. The couple also

served as team chiropractors for the St. Paul Saints, a minor league baseball team in Minnesota.

UTAH

Chief Master Sergeant Ron McCabe, BSL '90 — retired from the Utah Air National Guard in July 2008 after serving for over 28 years as a traditional, part-time guardsman.

He is certified in nuclear command and control as one of the first traditional guardsman in the ANG tanker community. McCabe has worked for SOS Staffing Services based in Salt Lake City, UT, for over 23 years and currently serves as vice president and compliance officer.

VIRGINIA

Cathy Duncan, BS in nursing '04, Fredericksburg — received an MS in nursing degree from Virginia Commonwealth University in May 2008. She says that her Excelsior College nursing degree prepared her thoroughly for her master's program. She will be working at Fredericksburg Christian Health Center as a family nurse practitioner.

Harold A. Geller, BSL '83, Burke — is a recipient of the 2008 Faculty Member of the Year award given by the George Mason University Alumni Association. He recently published a book *Astrobiology* — *The Integrated Science Curriculum*, which is now available at amazon.com.

WISCONSIN

Michael L. Malone, BGB '95, Green Bay — retired from the U.S. Navy in 2002 as a chief petty officer. He worked for Wisconsin Public Service as a plant training supervisor and was promoted to generation training consultant in 2005. He currently volunteers as a Junior Achievement instructor for a local middle school, coaches both football and basketball, and serves his local church as a member of the mission strategy team.

LET US TAKE OUR

HATS OFF TO YOU!



Send news of your accomplishments and activities so that we can take our hats off to you in future issues of *Live & Learn*.

www.excelsior.edu/hatsoff

OUR CAMPUS IS WHEREVER YOU ARE —

Virtually Everywhere.

NON-PROFIT ORG.
U.S. POSTAGE

PAID

Burlington, VT
Permit No. 19

Alternative energy is one means to reduce reliance on fossil fuels. Creating sustainable options, Excelsior offers alternative educational choices to meet personal and career goals. Our students use their energy wisely, focusing on any number of ways to earn credit toward a degree. More than 126,000 grads have learned that the commute to our campus is just a mouse-click away. Powering their future with educational opportunities, they have discovered... Our campus is wherever you are —virtually everywhere.

www.excelsior.edu

EXCELSIOR  COLLEGE®

7 Columbia Circle • Albany, NY 12203-5159

