

ROBERT AND PATRICIA GUSSIN SPIRITAN
 DIVISION OF ACADEMIC PROGRAMS
 ACT 101/LSP
 DUQUESNE UNIVERSITY
 PITTSBURGH, PA 15282
 (412) 396-6661

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ROBERT & PATRICIA GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS

NEWSLETTER

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Kira Johnson and George Boulous: 2011-2012 Michael P. Weber Scholarship Recipients



KIRA JOHNSON
 PRE-MED

GEORGE BOULOUS
 BUSINESS

Kira Johnson and George Boulous are the 2011-2012 Michael P. Weber Scholarship Recipients. Kira, a native of Aliquippa, PA, is an alumna of Hope Christian Academy. A pre-med and business major, Duquesne University was her first choice primarily because it is close to her hometown. Thankful to be attending a top quality school like Duquesne, Kira is an active member of Black Student Union and the Student Government Association.

George Boulous, an alumnus of Bishop Canevin High School, is a freshman from Pittsburgh, PA, majoring in business. In high school, he was a member of the football team and served on the student athletic council; at Duquesne he participates in intermural sports. George selected Duquesne because of the national reputations of the business and law schools.

"I BALANCE MY SOCIAL AND ACADEMIC LIFE..." – KIRA JOHNSON

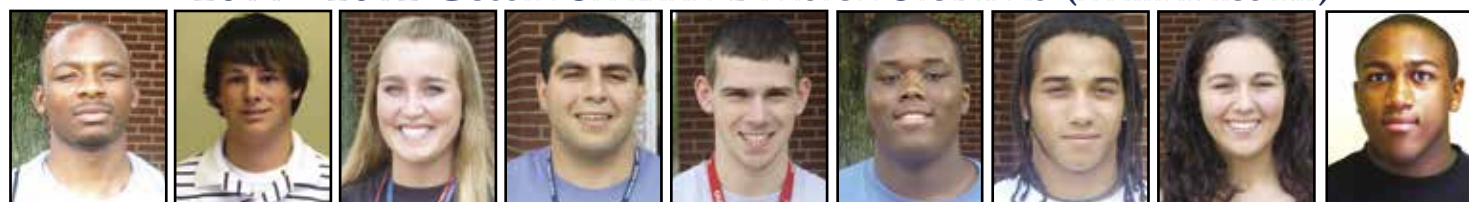
"THE GUSSIN SPIRITAN DIVISION MADE MY TRANSITION FROM HIGH SCHOOL TO COLLEGE EASIER."

– GEORGE BOULOUS

She believes she wouldn't have received the Weber scholarship without the loving support of her family and the guidance of the Gussin Spiritan Division staff. They both played a major role in her successfully adjustment to college life. Regarding her success strategy, Kira says, "I balance my social and academic life by getting organized and staying focused. I also set daily goals which help me manage stress." Inspired by her sister who graduated from Wright State University and her two brothers, one who recently graduated from Robert Morris University, and the other who is completing his senior year at the University of Pittsburgh, Kira wants to follow in their footsteps and earn her college degree.

He states, "The Gussin Spiritan Division made my transition from high school to college easier," which manifested for him in good grades and the Weber scholarship. George feels honored to be a recipient of the Weber scholarship and believes that his hard work really paid off. Believing that furthering his education will help him find a better job, George plans to attend Duquesne's law school after earning his undergraduate degree. ■

2011 - 2012 GUSSIN SPIRITAN DIVISION STUDENTS (PARTIAL ROSTER)



Alvin Abston Jake Amodio Lauren Bayer George Boulous David Bowman Jordan Brooks Shakeil Carter Kierra Corcoran Joseph Crosby



Vincent D'Onofrio Tyjuan Fray Allison Gulnac Brian Hall Michael Hast Joshua Hetz Brosnan Hoban James Hoover Kira Johnson



Stasia King Alexei Kroh Charles LoPresti Aaron Matesic Kristine McCarthy Maeve Montgomery Jajuana Murphy Belma Nurkic Autumn Oakes



Gino Palmosina Sarah Przybyl Zach Riedel Haseeb Safdar Joey Stadtfeld Eamon Stenson Dave Thomas Sierra Walp Ian Welch



Introduction to the Gussin Spiritan Division of Academic Programs

Standing as a hallmark of Duquesne's dedication to education for the mind, the heart, and the spirit, named for the Spiritan congregation, and endowed by alumnus, Dr. Robert Gussin and his wife, Dr. Patricia Gussin, the Gussin Spiritan Division of Academic Programs specializes in helping students of varying backgrounds develop their full potential as students and citizens of the world. The Division's performance-tested system of personal guidance and learning assistance supports the student's transition from high school diploma to college degree.

The Gussin Spiritan Division helps freshmen and other students new to Duquesne maximize their chances of college success. While there are many factors that will impact that success, chief among them is a solid transition to college life. Successful college transitions are made when the student:

- Adapts to new learning environments and new learning situations.
- Understands the role of personal responsibility in college, career, and life success.
- Refines the academic skills necessary for college success—reading, writing, editing and critical thinking.
- Relies on high-quality academic support such as tutoring, counseling and other interventions should problems arise.

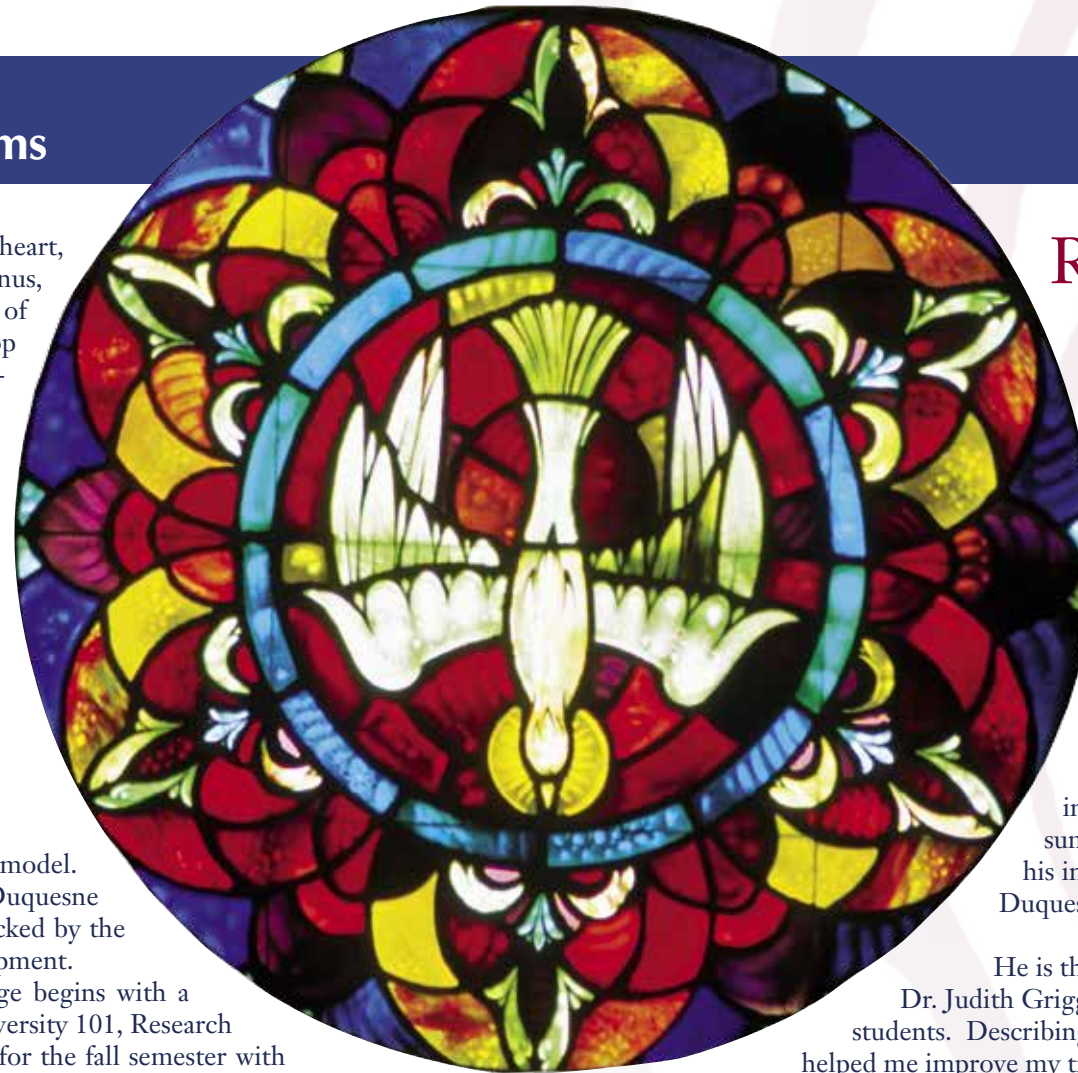
The Gussin Spiritan Division of Academic Programs operates on a cohort model. While the Division freshmen are immersed in the same Core curriculum as other Duquesne first-year students, Spiritan Core courses are taught by University faculty hand-picked by the Division because of their commitment to the Division's approach to student development.

The Gussin Spiritan Division student's transition from high school to college begins with a summer semester during which the student is registered for Core English 101, University 101, Research and Information Skills, and Academic Strategies. The student returns to campus for the fall semester with a University transcript showing six earned credits and with an armful of friendships developed during the summer semester.

The academic year continues this development through coursework, academic advisement, tutoring when needed, and counseling. It culminates with an end-of-year review during which assessment of academic and affective growth is discussed with the student. Assuming all Division requirements are completed and all prerequisites for the intended major are satisfied, the student transfers to the college or one of the schools to pursue that major. Otherwise, the student is retained in the Division until all requirements and/or prerequisites are met.

That many Division students have gone on to complete their degrees at Duquesne or elsewhere—and some have pursued or are pursuing graduate degrees—attests to the soundness of our approach to academic and affective development. Obviously, the transition Gussin Spiritan Division students make during this first-year lays the foundation for their progress toward their degree.

Our work is intended to help the student selected for admission to the Division accept personal responsibility for academic success or failure. Their success is our success. ■



Robert Sporcic: Student of the Year

By Arielle Sagbohan and Uhuru Hotep

Robert Sporcic is the 2011-2012 Gussin Spiritan Division Student of the Year.

A sophomore majoring in information management systems and minoring in marketing, Sporcic hails from Dormont, PA, a suburb of Pittsburgh. He is an alumnus of Mt. Lebanon's Seton-LaSalle Catholic High School. In high school, Sporcic performed in the marching and concert bands.

"THE DIVISION HELPED ME IMPROVE MY TIME MANAGEMENT SKILLS ..."

Regarding his selection as Gussin Spiritan Division Student of the Year, Sporcic states, "My hard work finally paid off. I set goals for myself, and I followed the steps necessary to achieve them." As a commuter and a part-time employee, Sporcic does not have the time to get involved in many campus activities. However, he did find working as a Gussin Spiritan Division summer computer lab assistant to be a beneficial learning experience that strengthened his information management skills. And during his freshman year, he was a member of Duquesne's Pep Band; he played the trumpet at football and basketball games.

He is thankful not only for his family but also for the Division staff, especially Ms. Vicki Bush, Dr. Judith Griggs and Dr. Uhuru Hotep. He's also thankful for the support of his fellow Division students. Describing ways in which the Gussin Spiritan Division has helped him, he states, "The Division helped me improve my time management skills which put me on the next level." As Student of the Year, he is looking forward to sharing his success secrets, insights and experiences with incoming Division students. His post-graduation plans include moving to New York City to pursue a career in information management systems and then working for a major television network. ■



ROBERT SPORCIC
INFORMATION SYSTEMS
MANAGEMENT

Friends of the Center

- Office of Admissions
- Office of Multicultural Affairs
- Center for Accelerated Learning

The Newsletter Staff

Founder and Publisher
Judith R. Griggs, Ph.D.

Managing Editor
Uhuru Hotep, Ed.D.

Guest Editor
Arielle Sagbohan

GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS

VOICE (412) 396-6661

FAX (412) 396-5466

WEB SITE

WWW.DUQ.EDU/GUSSIN-SPIRITAN-DIVISION



The mission of the Gussin Spiritan Division is teaching, caring and building futures through a community of excellence.