Welcome back! I'm hopeful that you all had a great holiday season.

As we move into the Spring 2009 semester, we continue to have our work cut-out for us. In particular, the New York State Governor cut 6% in funding for all HEOP programs. As a result of this action, it will be crucial that each of you continue to write to your respective state representatives. Please let them know what funding through the Arthur O. Eve Higher Education Opportunity Program at Fisher has meant for you personally.

This February, we will once again be taking a group of students to Albany to lobby and tell your story. The spring will be a busy time for our office. We will be hosting various events such as our annual Downstate Overnight Program, Shadow Day with the Fisher Jefferson Partnership students as well as overseeing some campus visits. We hope that each of you will consider volunteering your time to assist with these events. By doing so, you will have the ability to meet new people, share your Fisher experience with others, and gain useful skills for your future.

As always, we wish you the best of luck with your semester!

LOBBYING FOR HEOP

Welcome back everyone to the Spring 2009 semester! I hope you had a relaxing and restful break, and have come back energized. One of the areas that we need to give our attention to is making sure that HEOP continues to receive financial support from New York State. Toward that end, I am hoping that we receive everyone’s support in our Spring 2009 Lobbying efforts.

If you are monitoring the news, you know that New York State is facing a severe budget crisis, and that the Governor and the Legislators will be making some very difficult decisions regarding cuts to services and programs. The HEOP program was already cut by 6% in August of 2008. We cannot afford any more cuts. It is imperative that we let our New York State officials know what HEOP means to us.

All HEOP students will be required to write a letter to their New York State Assembly and Senate representatives as well as the Governor. These letters will be due on January 28, 2009. In addition, we will be taking a group of ten students to Albany on Tuesday, February 10, 2009. If you are interested in accompanying us to speak in person to your elected representatives, please contact Tara Preteroti as soon as possible. Students will be selected based on their academic success.
In fall of 2008, senior Jennifer Teller went on an excursion to Europe as part of Fisher’s Foreign Studies experience. Here’s what she had to say:


2. Please describe your study abroad set-up (ex. Housing, University attended, classes taken, schedule/trips, etc.)? I lived in dorms and had a meal plan. In addition, I took three classes for my major and two electives, all of which I enjoyed. The professors were awesome!

3. Since you’ve been abroad, has there been any additional countries/cities you’ve visited? If so, please list each of them and any cool things you did while you were there. I visited tons of places! I can now say I’ve been to France and it was a lot of fun. However, we went right around the time there was a fire in the Eurostar Tunnel so we had to take a bus and a ferry instead of a direct driving route. It was a very long trip and because of all the traveling I only had about 1 full day.

Scotland was awesome! It was definitely one of my favorites. I was able to go on a bus tour and saw many different places all over Scotland.

Spain was gorgeous. My peers and I stayed in a hostel really close to the beach. Downtown had a bunch of really good restaurants and nightclubs.

Poland was definitely another one of my favorites (I guess being polish I’m somewhat biased but I still loved it). The food there was amazing and the scenery was beautiful. We went to Auschwitz, which was really cool but also really sad.

Amsterdam was my least favorite places but it also isn’t really my scene. When I arrived it was freezing and rained pretty much the entire time.

Ireland was also gorgeous, although I fell in the mud. My classmates and I visited various pubs while listening to live music performances that were great. We also went to the Guinness brewery.

4. What has been the best part of your experience? The best part of my experience was making amazing new friends and being able to travel all over Europe.

5. What has been the worse part of your experience? The worse part of my experience was the food on campus. It was awful! In addition, the beds were really uncomfortable. I missed a lot of things from home..like ice, free refills, and being able to watch TV. There are a lot of luxuries in America that we take for granted. Nevertheless, the experience was worth it.

6. What advice would you give students considering studying abroad? Advice I would give to students interested in studying abroad is to DO IT! You will have the time of your life. Overall, it is an amazing opportunity.

7. What will be your best memory of your experience? There are too many great memories to choose from. Just being in Europe is something I’ll never forget.
Summer Jobs - Why Are They Important?

Why is a summer job important?

This is an excellent question to ask yourself. Simply put, it is very important to develop skills. Lack of skills may equal fewer jobs to choose from in the future; fewer job opportunities equal lower earnings, and lower earnings may result in a lesser quality of life for some. Therefore, it is important to take advantage of summer opportunities.

The summer is a great time to gain “real world experience” while not interfering with your college work load. You may be wondering what type of job you should apply for but pretty much any job will offer you the opportunity to gain basic work skills that can be used in any market. However, if you can find a summer job related to your field of study in college, this may benefit you more in the long run. Regardless, you will have a chance to gain experience, earn money, and have something to put on your professional resume following your college graduation.

Check out the following websites to learn more about summer job opportunities:

- [http://home.sjfc.edu/careerservices/login.asp](http://home.sjfc.edu/careerservices/login.asp)
- [www.snagajob.com](http://www.snagajob.com)
- [www.funjobs.com](http://www.funjobs.com)
- [www.studentjobs.gov](http://www.studentjobs.gov)
- [www.wegmans.com](http://www.wegmans.com)
- [www.groovejob.com](http://www.groovejob.com)
- [www.petersons.com/summerop/index.html](http://www.petersons.com/summerop/index.html)
- [www.democratandchronicle.com](http://www.democratandchronicle.com)
- [www.nypost.com](http://www.nypost.com)
- [www.nytimes.com](http://www.nytimes.com)
- [www.rochesterhelpwanted.com](http://www.rochesterhelpwanted.com)
- [http://rochester.craigslist.org/ret/](http://rochester.craigslist.org/ret/)
- [www.att.com](http://www.att.com)

Experiencing College Life: Fisher’s Downstate Overnight Program

Each spring, the Academic Opportunity Programs Office in conjunction with the Office of Freshman Admission hosts the Downstate Overnight Program. This program is designed to give applicants from the New York City/Long Island area the opportunity to experience college life and what Fisher has to offer.

This year, the program will take place Thursday, March 26th thru Sunday, March 29th, 2009. During their stay, applicants will reside in the residence halls with Fisher students that will act as their host. Each visitor will be provided with meal tickets and will plan to eat in the dining hall with host. Overall, the cost of the program is free for the participants.

Visitors will have the opportunity to attend classes, have an admissions interview, and attend an Open House. In addition, students will have the chance to engage in fun activities including the Black Student Union game night, Latino Student Union annual Cultural Festival, visit Eastview Mall, and engage in other exciting activities sponsored by Fisher clubs/organizations.

In the past, the majority of the students who attended the Downstate Overnight Program made Fisher their top choice after their experience. In addition, many of them decided to enroll.

If you are interested in volunteering to be a host for this program, please contact Victoria MeEachin at vmeeachin@sjfc.edu.
INTERNING IN WASHINGTON D.C.

Name: Ashley Cortese
Year in College: Senior

1. What made you decide to take part in the Washington Experience?

I wanted to partake in the Washington Experience because I am a political science major and Washington is the capital of the political arena. I was interested in working for a congressional office and apply the knowledge that I learned from my classes at Fisher. I also wanted to be in Washington, D.C. during the time of one of our most historical elections.

2. Was the program what you expected?

The program was what I expected and more. I applied for the program through SUNY Brockport which is affiliated with St. John Fisher. The Program Director, Dr. John Fitzpatrick, was very helpful making my transition into my internship smooth. The program is very organized and helps students with things like obtaining internships and housing. I liked the program and I didn’t have any problems.

3. How would you describe the Washington Experience set-up to be (ex. Housing, Classes, Internship, etc.)?

The housing for the SUNY Brockport Program is set up in Alexandria, Virginia. The reason for this is because the housing is much cheaper than housing in Washington, D.C. The apartments are nice, affordable and are located in a quaint area of VA. It was nice because the apartment complex has a shuttle that takes residents to the metro station so they can take the train into Washington.

On Fridays, I was scheduled to participate in a seminar that is required of student participants. The seminar consist of various speakers that talk about issues such as policies. In addition, there are a number of reflections you must hand in as well as a research paper.

As for internships, they are different for everyone. However, students generally work 9am - 6pm everyday with some exceptions. The dress code was strict so I wore suits each day, except for when we were not in session. I worked in the speaker’s office in the Capital and in the speaker’s office in the Cannon House of Representative building. My job consisted of a variety of things such as assisting with events, organizing constituent mail, and writing letters. I really enjoyed myself because I got the chance to help with events such as the speaker of Israel, Dalia Itzik, a 9/11 ceremony, a Democratic Caucus meeting with the House Representatives and more.

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4. What has been the best part(s) of your experience? What has been the worst part(s) of your experience?

I would say that the best part of my internship and had the opportunity to see first hand some of the concepts discussed in my classes. Another great aspect is that I had the opportunity to meet a lot of important people. I was lucky because I had the chance to work for the Speaker during a major economic crisis and see the dynamics of the office and how they reacted. It was interesting to see how the office was affected by the bailout and what kind of steps they had to take to address the issue. This was really one of my best experiences.

5. Please describe your internship and who you are working for?

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6. What advice would you give to students interested in the Washington Experience?

I would recommend students to discuss the program with Dr. Harman, the current chair of the Political Science department, and Dr. Fitzpatrick the Director of the SUNY Brockport Program in Washington, DC. This will give students the chance to find out more information about the program and figure out if it’s for them. I would also recommend preparing oneself once you know more about the program such as going to financial aid to see how your aid will be affected. Lastly, talk to people who are past participants of the program so that you get honest answers to help finalize your decision.

7. How do you feel Fisher had prepared you for your experience in Washington?

I feel Fisher prepared me very much for the program. The political science department is a great department and all the classes I took really gave me the foundation to understand some of the issues that were discussed. Also, I was able to apply the theories and other concepts that I learned to my internship.

Classes such as English/Writing helped prepare me for this internship and the writing that I had to do.

I believe that all of the classes, programs, and other leadership activities at Fisher really supported me and I was able to apply the knowledge I gained at school.
The Science Technology students of Jefferson High School visit Fisher about ten times a year for a day of science experimentation on a topic that is connected to the standards. Before they leave Jefferson High School, all gather in the auditorium or lunchroom and their principal, Mary A. Diaz, gives them a talk about how to act, but more importantly what an opportunity they were going to have going to a college campus and how to listen to students and teachers because they one day could go to college. She instills HOPE in them that they can join others from Jefferson High School as Fisher students one day. As they arrive, one can see the excitement and readiness to begin to work in teams with their high school peers and the College student volunteers.

Twenty-four to twenty-six students attend the program with two teachers. The class section gathers in the science laboratory for an experiment that incorporates the use of basic analysis from the experiment puter laboratory. Then they having two very different experiments are ones of in- students develop and carry College laboratories used last Biology A225. The students component, background for definition, mathematics studies and to go online to letters of their name to create believed best describes them or their personality. During both of these collaborate and encourage students with both experiences in the morning.

All Jefferson and Fisher students as well as teachers have lunch with the Fisher community in the main dining hall. A favorite time of the visit is always the food and interacting with the students while eating with the “big kids”. After lunch, all walk over to Student Life Center for a twenty-minute mentoring session given by the First Generation Scholars. The interview sheet with the FGS or sheet about a day in the life of a college student is each student’s “ticket” into the SLC for twenty minutes of exercising, something they do not have at Jefferson on a regular routine. Some sports the students like most frequently are playing a one-on-one basketball game, double dutch, throwing a football, running races, or soccer; all going on at the same time with all enjoying their activity in the SLC. The whistle blows and it is time to board the bus outside the SLC that is going back to Jefferson to get their bus home.

Students will be visiting again on February 6th for new experiments paralleling their daily work and allowing each student to use computers for researching geography where on owl pellets come from in the United States, studying of the kind of foods in these different areas. The dissections and mounting the animal bones found in the regurgitated pellets allows them to begin to think about a comparative study of human skeleton and the animals owls eat. Students will study the basic morphology and do a comparison. This second semester of the 20th year of learning, mentoring, and having fun will begin in February 2009!

**Fisher - Jefferson Partnership Fall 2008 Programming**

St. John Fisher College and Thomas Jefferson High School formed an educational partnership in the Fall of 1987. The goals of the Fisher Jefferson Partnership (FJP) include:

- To make students aware of the role a college education can play in preparing them for whatever they choose to do with their lives in the future.
- To acquaint students with a wide range of career options.
- To develop students’ problem-solving and cognitive skills, along with proficiency skills in mathematics, science and English.
- To nurture individual skills and talents and to give students confidence in their academic and social skills.
- To familiarize St. John Fisher students and personnel with students
My name is Angelica Davis and I am a senior psychology major with a minor in human resources at Fisher. I am a First Generation Scholar with a 3.58 GPA. Currently, I am interning as a youth advocate for the Hillside Work-Scholarship Connection program and I am an active member on the advisory committee for the American Red Cross Black Youth Leadership Development Program (BYLDP).

Being a member of the core committee for the Fisher-Jefferson Partnership (FJP) and a tutor at School 29 gives me the opportunity to give back to the community. Recently, I was awarded the Who's Who Among College Students for being an active leader on campus.

As a past FJP scholar, I was able to meet new people and build my confidence. While in high school, I loved visiting Fisher and I knew one day I would be a college student. In retrospect, the FJP events and Fisher mentors helped me develop into the person I am today. I believe being an FJP scholar allowed me to realize that college was obtainable. The program helped me develop a passion for helping others. Since I enjoy helping others, I plan to pursue a career as a school counselor.

This past fall, we hosted two events for the FJP Scholars on the Fisher Campus. On October 25th, the FJP scholars helped cheer on the St. John Fisher College Football team to a win. The weather was less than ideal, but everyone had a great time, and learned about the importance of teamwork. The Scholars also helped us to close out semester at the College’s annual Day of Celebration. We were able to learn about the featured country of Ethiopia, and partake in some of the activities surrounding the Day of Celebration. This semester, we look forward to hosting the FJP scholars during our Annual Shadow Day on March 4th. The FJP Scholars will also be on campus to help with the College’s Relay for Life event on April 4th. Please see Tara if you would like to help with the FJP programs on these dates.
Wondering where the jobs will be in the future? Wondering what you should major in? Government economists estimate which occupations will grow fastest between 2004 and 2014. They also predict which occupations will have the most new jobs.

Check out the following top 10 lists (the numbers are in thousands of jobs):

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Occupation with the Most New Jobs: Bachelor’s Degree</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
</tr>
<tr>
<td>Elementary school teachers, except special education</td>
<td>1,457</td>
</tr>
<tr>
<td>Accountants and auditors</td>
<td>1,176</td>
</tr>
<tr>
<td>Computer software engineers, applications</td>
<td>460</td>
</tr>
<tr>
<td>Computer systems analysts</td>
<td>487</td>
</tr>
<tr>
<td>Secondary school teachers, except special and vocational education</td>
<td>1,024</td>
</tr>
<tr>
<td>Computer software engineers, systems software</td>
<td>340</td>
</tr>
<tr>
<td>Network systems and data communications analysts</td>
<td>231</td>
</tr>
<tr>
<td>Network and computer systems administrators</td>
<td>278</td>
</tr>
<tr>
<td>Middle school teachers, except special and vocational education</td>
<td>628</td>
</tr>
<tr>
<td>Employment, recruitment, and placement specialists</td>
<td>182</td>
</tr>
</tbody>
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Source: www.greatschools.net
**Our Mission**

Through personalized guidance tailored to the needs of individual students, the Academic Opportunity Programs Office recruits, enrolls, and empowers academically under-prepared and economically disadvantaged students to overcome obstacles on their way to becoming informed, ethical, tolerant, self-reliant and socially responsible citizens.

**HEOP Works!**

**Academic Opportunity Programs Office**

Responsible for:

- Arthur O. Eve Higher Education Opportunity Program
- Fisher/Jefferson Partnership Program

**Staff**

Clarence Norman

Director

Tara Preteroti

Assistant Director

Victoria McEachin

Academic Support Coordinator/Counselor

Kimberly Felton

Administrative Assistant

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**Congratulations to the 3.0 Club Members!**

**Fall 2008**

<table>
<thead>
<tr>
<th>Keith Alexander</th>
<th>Tara Duchyns</th>
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<tbody>
<tr>
<td>Brittany Braunstein</td>
<td>Erica Flores</td>
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<td>Nicole Brown</td>
<td>Precious Girigiri</td>
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<td>Zahilis Carmona</td>
<td>Ines Herovic</td>
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<td>Vanessa Catlin</td>
<td>Latasha Hill</td>
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<tr>
<td>Xiaomei Chen</td>
<td>Maxine Humphrey</td>
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<td>Ayesha Coleman</td>
<td>Natalie Joseph</td>
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<td>Shannon Congdon</td>
<td>Thuy Trang Le</td>
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<td>Josue Cornier</td>
<td>Emery Lewis</td>
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<td>Ashley Cortese</td>
<td>Fauzia Mohammad</td>
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<td>Karen Delgado Rodriguez</td>
<td>Ana Molina</td>
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<td>Casey Moore</td>
<td>Amanda Munto</td>
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<tr>
<td>Na Nguyen</td>
<td>Matthew Palmer</td>
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<tr>
<td>Antoinette Poole</td>
<td>Crystal Pullings</td>
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<tr>
<td>Angelina Rivera</td>
<td>Eileen Santiago</td>
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<tr>
<td>Jennifer Teller</td>
<td>Emily Witty</td>
</tr>
<tr>
<td>Stephanie Woodard</td>
<td>Franz Wright</td>
</tr>
</tbody>
</table>

**Special Recognition**

**Highest Overall GPA**

1. Eileen Santiago - 3.81

**Top Freshmen GPA’s**

1. Josue Cornier - 3.35
2. Emily Witty - 3.16

**Top Sophomore GPA’s**

1. Eileen Santiago - 3.81
2. Matthew Palmer - 3.74

**Top Junior GPA’s**

1. Stephanie Woodard - 3.66
2. Ayesha Coleman - 3.55

**Top Senior GPA’s**

1. Erica Flores - 3.58
2. Natalie Joseph - 3.46

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**3.0 Lunch**

**Sunday, February 8, 2009**

**12pm - 2pm**

**Red Lobster**

**Henrietta, NY**

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**Events Calendar**

**January 2009:**

1/14 - Classes Resume
1/19 - MLK Celebration
1/20 - Last day to drop/add a course
1/27 - HEOP Program Meeting

**February 2009:**

2/6 - Last day to withdraw from a course without receiving a “W” on your transcript
2/10 - Lobby Day
2/13 - Recess Day, No Classes
2/19 - HEOP Program Meeting

**March 2009:**

3/4 - FJP Shadow Day
3/7 - 3/15 - Spring Break
3/16 - Classes Resume from Spring Break
3/23 - Last day to withdrawal from course and receive a “W” on transcript

**April 2009:**

3/26 - 3/29 - Downstate Overnight Program
4/3 - Relay for Life
4/9 - 4/12 - Easter Break, 4/13 - Classes Resume
4/27 - 5/2 - Final Exams

**May 2009:**

5/9 - Commencement