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## College is more than just grades

Midterms? Done. Finals? Approaching.

You see the finish line for the Fall semester in the distance. Your attendance has been good. You've done about as well as expected grade-wise. This is it.

But, while your grades may be OK, are you OK? Emotionally OK?

That may sound like a softball question, especially in college, where grades seem to

be the indicator if all is well or not. But your grades could be passing while your personal life becomes more and more stressful – eventually that is what may force you to miss a semester, or maybe even drop out.

A new study says that the current generation of college students are not emotionally prepared, thus the high dropout rates you may have been reading about.

Now, not everyone drops out. Some may just reduce their course loads, or take lower grades than they are capable of, but these things, too, accumulate, and make graduation more difficult to attain.

The JED Foundation,



Partnership for Drug-Free Kids and Jordan Porco Foundation last month released the results of a national “First-Year College Experience” survey, exploring the challenges associated with over 1,500 young adults’ transition from high

school to college. Data indicate that a majority of US first-year college students feel emotionally unprepared for college, and these students are more likely to report poor academic performance, regularly con-

*continued on page 13*

### MAKE YOUR CREDITS COUNT

Lauren Sears '15, Communications  
Concentration in Journalism, Minor in Business,  
Producer, Time Warner Cable News

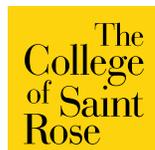
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## Campuses go smoke-free

Julianne Mosher  
*Campus News*

Like many college campuses in New York State, Stony Brook University recently joined the list of colleges that are going completely tobacco free.

According to the American Lung Association, around 467 colleges and universities around

the world are 100 percent tobacco free – an initiative that began several years ago after complaints from students erupted for a healthier lifestyle while at school.

“Tobacco Free” is a term that is becoming more well known especially to State University of New York schools. The new regulations regarding tobacco-free will now no

longer allow students to have any forms of tobacco products on campus – including the highly popular “Vapes.” However, many other students on these campuses that have not initiated tobacco free yet are “Smoke Free,” meaning students are allowed to smoke, but with certain regulations surrounding it. Dipping, chewing and “va-

*continued on page 21*



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# 2-year campuses bolster safety measures

Tyler McNeil  
Campus News

The Umpqua Community College shooting last month left waves across the nation and emergency preparedness reminders across New York State two-year schools.

“We believe that [Corning Community College], like all other college communities, is a haven for learning and growth. And, while we hope we never have to use them, we do have emergency response procedures in place and personnel prepared to implement those procedures should an emergency occur,” said CCC Associate Communications Director Stephanie Specchio in an email.

On Oct. 8, SUNY requested all of its 64 colleges statewide to share in a moment of silence. “We all share in the responsibility of making the learning, living and working environment of our campuses safe. No student should ever have to fear that pursuing an education could mean risking their life,” said SUNY Assembly President Thomas Mastro in a statement.

“The chairman of our Board of Trustees sent a campus-wide email to the campus community the day after the shooting to express our collective sorrow over the tragedy and reaffirm that [Dutchess County Community College] will continue to seriously address matters of security and safety,” said DCC Director of Communications and Public Relations Judi Stokes. Over the last month, Stokes said in an email, the campus hopes to discuss the college’s security opportunities in an effort to improve campus safety.

Over the summer, Finger Lakes Community College Campus Safety officers were finally permitted to carry a firearm. “A lot of places are now already integrated with the whole emergency infrastructure of the county, city and state or wherever you happen to

be,” said FLCC Director of Communications and Public Affairs Lenore Friend.

“We already had the training in place. It was a matter of if we wanted to have our officers with firearms and have our guys be the initial responders [to violence],” said FLCC Director of Campus Safety Operations Jason Maitland. According to Maitland, peace officers receive higher wages and more extensive training than other campus security officers.

After the Virginia Tech shooting in 2007, that left 33 people dead, Finger Lakes Community College, along with other community colleges, made a push to get peace officer status or the ability for campus security officers to make an arrest.

“If you look at just about any other college or university, you’re going to find that a lot of [security measures] dates back to Virginia Tech,” said Mohawk Valley Community College Executive Director of Marketing & Communications Matthew Snyder. He said, after the 2007 event, the college made pushes towards working closer with law enforcement, gaining peace officer status and expanding outlets for emergency alerts.

Every employee at MVCC is required to undergo emergency training.

## Campus emergency ‘active shooter’ plans.

Last year was the first year of the training programs. “Our reasoning there is that if our employees know what to do during emergencies, they’ll be able to take steps to keep themselves and our students safe if there’s a need to take emergency action,” said Snyder.

SUNY Broome is located nearby the Broome County Sheriff’s office, which, according to SUNY Broome President Kevin Drumm, gives an edge for the college in case of emergency. “There are marked police vehicles going by this campus constantly,” he said in a statement.



According to Columbia-Greene Community College President James Campion, recently the college has taken new measures in working with law enforcement. This summer, CGCC had its first multi-agency response lockdown drill with town, park, county and state police involved as well as faculty. “We’re very careful about how often we do that kind of drill,” said Campion. “We’ve not done it with the students here because there are some students who can’t be here [and] some students that aren’t here and it wouldn’t be effective.”

SUNY Orange scheduled faculty-centered efforts last month in an effort to promote college safety. “In light of [Umpqua], we scheduled two safety open forums for staff and faculty,” said Communications Officer Mike Albright. After open forums with faculty and staff at SUNY Orange, the college hopes to have sessions with students about college safety.

“We’ve been continuously adding more security cameras and increasing the number of bluelight [emergency] phones to connect directly to campus safety,” said Albright. Over the last five years, along with construction of their Middletown campus, SUNY Orange has added more bluelight emergency phones on their main campus

in Newburgh.

As schools look to discuss emergency preparedness on their campuses, many institutions have taken safety to the mobile age. “Notably we added a texting system and we used that to communicate with students to get them used to receiving immediate messages via text,” said Westchester Community College Director of College Relations Patrick Hennessey. In recent years, WCC started using the Rave Alert Emergency Notification system. According to Rave Mobile Safety, 40 percent of the nation’s student population uses the system.

Rockland County Community College recently started working with IPS (Indoor Positioning System) to have a panic alert system application for students. “We can tell what floor you’re on. We can tell exactly where you are. You don’t have to say a word,” said SUNY Rockland Director of Public Safety William Murphy.

The system, which only is available for students who register, links up to a student’s ID, schedule and vehicle information. On a separate screen, a map of the student’s location on the campus map updates every ten seconds once the student hits their panic button. According to Murphy, the system is planned to be in operation by this month.

# Nassau lectures bring in national names

Nassau Community College announced its Fall 2015 Cultural Program, which features programs by Emmy award winning journalist Maria Hinojosa; Joe Echevarria, a man who grew up in poverty and went on to become CEO of Deloitte LLP; Angy Rivera, an undocumented child who grew up to have a successful blog for undocumented youth, and more:

**Tuesday, November 10 at 12:30 p.m.**, “Finding Success in the Land of Opportunity: From the South Bronx to CEO of Deloitte, LLP” with Joe Echevarria, College Center Building (CCB) Multipurpose Room. Echevarria is CEO of one of the largest accounting and consulting firms, Deloitte LLP.

**Monday, November 23 at 9:30 a.m.**, “Don’t Tell Anyone (No Le Digas

a Nadie)” — with Angy Rivera, CCB 252/253. Author of “Ask Angy,” the first undocumented-youth advice column in the country. Followed by film.

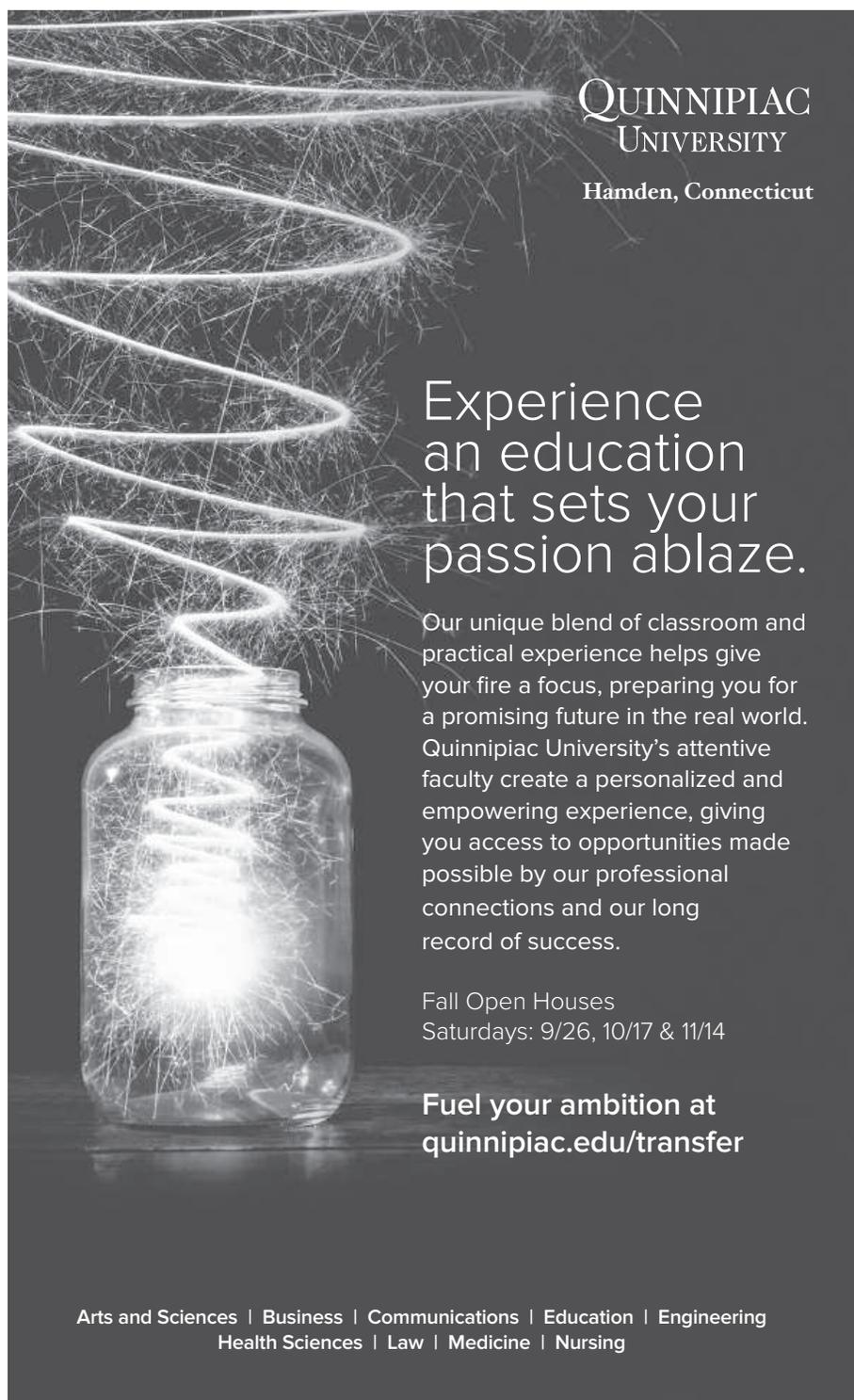
**Wednesday, December 2 at 11:00 a.m.**, “Political Speech: Where to Draw the Line” with Maria Hinojosa, CCB Multipurpose Room. Hinojosa is an urban reporter for CNN, Executive Producer for NPR’s Latino USA, panelist on Meet the Press, winner of four Emmys, trailblazing investigative journalist and examines this critical issue that is changing our cultural and political landscape.

**Tuesday, November 24 at 10:00 a.m., 11:30 a.m., 1:00 p.m., and 2:30 p.m.**, “U.S.-China Relations and Foreign Policy” with Jon Huntsman, CCB 251. Former ambassador

to China Jon Huntsman will analyze the challenges posed to the U.S. by the rise of China and suggest how our next president should handle the complex relationship with Beijing.

**Friday, December 4 at 9:30 a.m., 11:00 a.m., 12:30 p.m., and 2:00 p.m.**, “Congressman Steve Israel and Chris Matthews,” CCB 251. Long Island Congressman Steve Israel’s recent comic novel, “The Global War on Morris,” is in development for a cable network comedy series. He is joined by MSNBC host Chris Matthews to discuss the absurdities of Washington, DC, as only insiders like these two can.

For more information about NCC’s fall 2015 cultural programs, which are free, open to the public and accessible to the disabled, call 516.572.7148.



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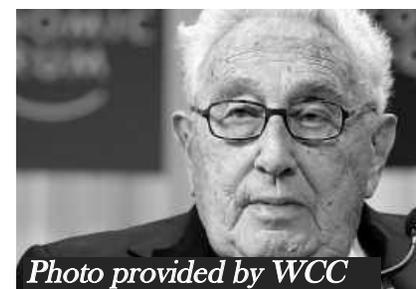
## Kissinger at WCC

Westchester Community College is pleased to present the institution’s annual President’s Forum event, “Building a World Order: Strategies and Tactics,” with former Secretary of State Dr. Henry A. Kissinger and former Deputy Secretary of State William J. Burns on Sunday, November 15 at 7 p.m. in the Academic Arts Theatre.

How best do we build a global architecture of security and cooperation? Can we learn from crucial episodes in recent conflicts and world history? Kissinger and Burns will wrestle with these questions at this thought provoking event at Westchester Community College in Valhalla, New York.

**HENRY A. KISSINGER:** Former United States Secretary of State, National Security Advisor, diplomat and political scientist, whose opinion continues to be sought by Presidents and world leaders. Prolific author of books on politics and international relations, Dr. Kissinger is currently founder and chairman of Kissinger Associates, an international consulting firm.

**WILLIAM J. BURNS:** Former United States Deputy Secretary of State who holds the highest rank in the For-



eign Service, Career Ambassador. Dr. Burns was Ambassador to Russia and Jordan, and was Assistant Secretary of State for Near Eastern Affairs. He speaks Russian, Arabic and French and is currently President of the Carnegie Endowment for International Peace.

**LESTER CRYSTAL:** Longtime Executive Producer of the PBS NewsHour and former President of MacNeil Lehrer Productions will be the moderator.

The President’s Forum, a fundraising event for student scholarships and faculty and institutional development, has been presented by the college’s Foundation for the past 30 years. Tickets range from \$75 to \$300. Reserve tickets online at [www.mysuny-wcc.org/events](http://www.mysuny-wcc.org/events). For further information, please call 914-606-6558.

# Stop being apathetic at community college

Ryan Thomas  
*Campus News*

Prospective students of community colleges don't expect what those going to the bigger, circus-like schools do. Very often they approach their two year programs as stepping stones, not as thrilling four year finales to their formal education. The sensation of being adrift between the island of adolescence and the adult mainland seems to be dulled by this fact. Rather than a long booze cruise on which ignominy proceeds accolade and drive to validate oneself gives flight to unmatched hedonism, the students of community colleges paddle side by side and, workmanlike, find their way to the mainland.

Part of the drawback to the community college experience is a lack of extracurricular excitement. Boredom and ennui are all too common on community college campuses. Realistically, the community college experience will probably never rival the private institution for pure excitement and camaradery. But hold the phone; this is not an open-and-shut case.

Former community college student Elliott New went to Greenfield Community College in the Connecticut River Valley in Western Massachusetts. He had more than a few things to say about why the extracurricular community college experience is not as interesting as it might be. New began his stint at GCC with the express purpose of fortifying his music theory. Asked about the apparently anemic enthusiasm and vitality on community college campuses, New said,

"I think it's built into the framework of those institutions. Most of the people I had class with, or was acquainted with, had a lot going on outside of college."

This seems typical of the average community college student. At GCC, 64% of the student body is enrolled

only part-time. According to the American Association of Community Colleges, two thirds of the national student body attends part-time. Most have jobs and or families to balance with their school lives. New believes that the interestingness or lack thereof of in community college life stems from this multi-tasking.

Frankly, many students just don't have time to while away on campus, to get to know and hang out with their classmates.

The median age for GCC students, part-time or otherwise, is 23. The AACC reports the national average of community college students as 29. In the United States it's generally believed that self-direction is honed with age, and that people become increasingly aware of what they want.

A 2012 New York Times article said,

"At Penn State, 80% of freshmen — even those who have declared a

**'A community college experience can be almost as exciting as a private college.'**

major — say they are uncertain about their major, and half will change their minds after they declare..."

It's easy to see that, given the comparative youth of students enrolled in four-year institutions, those who've chosen the community college path are probably better aligned with what they aim to get out of their time in school. This sort of intention and focus may increase the blinders effect — many students have a very narrow and business-like focus. At least in part, the listlessness of extracurricular campus activity can be attributed to said focus.

The AACC also states that half of all community college students take some courses before graduating from high-school. The sort of high schooler who spends his or her extra time on further study is probably less interested in having a rollicking-good time than in coming out more qualified for a particu-

lar career path.

The experiences of American college students, while homogenous in many respects, differ in some very stark ways. It's news to no one: The tuition for a two-year community college program is a whole lot less than that of a four-year university program.

At the Community College of Vermont the cost per credit is \$246. At the University of Vermont it's roughly \$611 per credit.

Most community colleges are commuter-only schools. This means no room and board costs and far fewer costly amenities like student lounges, campus centers, computer labs, and school organized entertainment. Community colleges cater to undergrads that, it's fair to say, may not have the funds necessary to pay for an all-inclusive academic experience, the kind replete with stalag-like dorm-life, terrible dining hall food, and reckless partying piled on reckless promiscuity. It's generally known that the extra dimes you drop to go to private institutions guarantees a certain measure of campus activity and entertainment. The evident boredom in community college life outside of class has got to owe something to its comparatively low cost. Prospective community college students are aware of this contrast, which maybe suggests a commitment to study before fun?

Sixty-five percent of students at community schools are first generation college attendants. You can bet that the hard work and single-minded focus requisite to move up in stratified America is present in these young adults. There's no suggestion that the type that enrolls in community college is a tee totaling automaton, just that this type of student is perhaps more cognizant of the privilege they've been given.

Hazen McKinney, a graduate of



Greenfield Community College, offered some contrary opinions. When asked to gauge the motivation of his classmates he had no concrete answer. One thing he was decisive about was that a lot of the people he met came off as slackers. According to McKinney, most griped about workload and were variously lacking in enthusiasm for their studies.

"Between classes people would play hacky sack at the different smoke shacks."

McKinney said that one of the more popular pastimes on campus was smoking pot. He implied that as far as the entertainment value of marijuana goes is about how far extended many of these students' fun and interest outside of the classroom.

McKinney described an English class in which the teacher, owing to near unanimous disengagement with the assigned text, yelled,

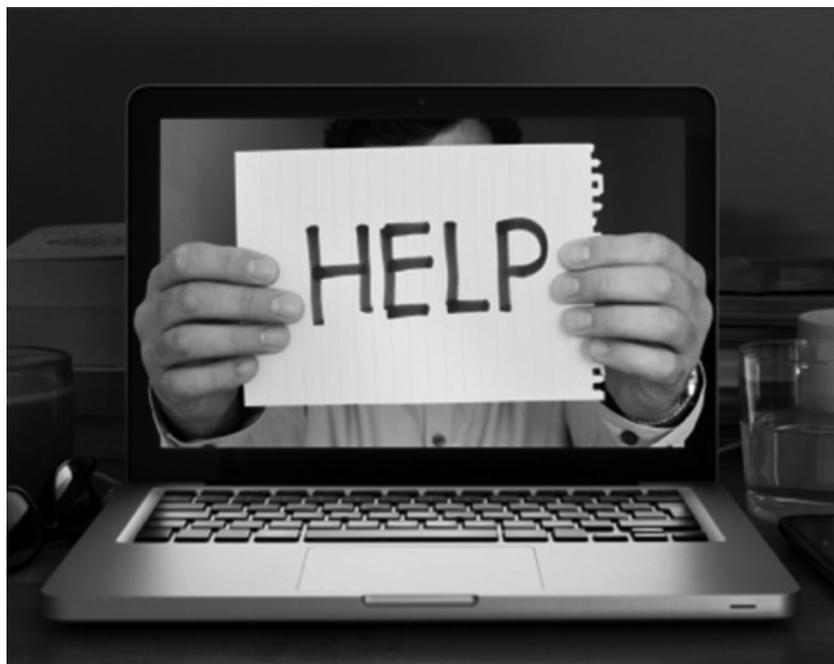
"You're not in high school anymore!"

The sort of student that needs a reprimand like that might not be inclined to strive to make his or her time on campus as interesting as possible. What McKinney stressed most was this: The students who developed genuine friendships with classmates with shared academic interests had more fun both in and outside the classroom.

Ennui averted.



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# Column: The change you make must come from within

**Takara Lawrence**  
*Campus News*

In this day and age it seems as if everyone is walking around with their heads down. You see more people willing to succumb to their own demons and let the darkness overcome their spirits; instead of fighting and letting the light shine through. In the media right now all you hear about are the overdoses, the suicides, and the people being easily influenced by their environments. Tell me what's appealing about that? Why is it easier to give in instead of standing your own ground and being your own person? I'll tell you why; as someone who had to learn about themselves and become comfortable in a whole new environment. I would say that I lived a tough life. There was a point in my life when I lived in a two bed hotel room with five people. I was in high school and I was too embarrassed to tell anyone about this. I re-

member walking the streets late at night not caring about what could happen to me. To this day I can still remember some of the thoughts that use to run through my mind. I use to skip school all the time. I came so close to not graduating high school. I thought that if my friends graduated and I did not, I would lose it. When my graduation coach sat me down and told me she heard everything about what I was going through, I became numb. I never had to explain myself to anyone. She told me that she went looking for me and she wanted to help me come back to school and finish what I started. Once she told me that I broke down crying. My home life was full of lies and deception but I could not bring myself to tell her about my family because I knew it would hurt them in the end. She told me that every child deserves to live the life they envision for themselves, and to this day I truly believe this. I will forever be grateful for

her. I did finally graduate; I had to do a lot of make-up work but I did get to walk across the stage. I took some time off before I went to college and to me that was a big mistake. I had become so comfortable not being in school that I hesitated until the last minute to sign up. I went for two semesters, got my refund check and never looked back. I thought because I had this money I was unstoppable, and I blew it all. I tried going back but my grades were so bad that I would have to sit down with an advisor. I knew I would have to explain myself; so instead of having a

conversation with an advisor I went out with my friends instead. I drove myself crazy. I was going out almost every night and blacking out most of those nights. I was a young teen who did not have to answer to anyone because I was living on my own. I had no positive direction so the direction I was going down was not a healthy one. I convinced myself that my friends hated me and they never really liked me. I would lash out at them when we would go out and it began to become too much for them. One of my closest friends said to me after one of my episodes that; "You're older now and you need to get your life together and stop taking your frustrations out on everyone." He was right, I was very frustrated. I thought my life with my family was too much for me. With my family life and the fact that I was pushing everyone away that loved me I almost lost it. I almost removed myself from everyone and everything I knew, but instead I took myself out of that environment and started over.

I took some much needed time and I stopped feeling bad for myself. I stopped over-analyzing every action a person did and started realizing that I was doing it to myself. I had made myself believe that I was not capable of being loved and that I would never amount to anything. It was the worst thing that I could have made myself believe. I had to start with myself first. I started to make small changes and those small changes made a big impact on my life. I began to develop this confidence that I never knew I could have. My head began to rise as I walked and not fall down where people couldn't see my smile. I'm back in school now and I'm killing it. I attend Nassau Community College and I enjoy this college very much. I have a very high GPA, I'm

apart of Phi Theta Kappa: an Honors Society within the college, and I'm on the Dean's list. I attend all my classes and I haven't missed one yet. All this will look good for me when I transfer to another college to receive my Bachelor's. Never in a million years did I think that I would be where I am today. I have a good job, a better relationship

**'I got my refund check  
and never looked back.  
I thought I was unstoppable.'**

with my family, and I'm doing amazing in school. This love that I have for myself is real. I refuse to feel bad for myself. Everything I've been through, the hardship and self-doubt, now to me is a learning experience. Everything in life should be a learning experience. You should learn from your mistakes, not let them hold you back. Take that frustration and anger and channel it into something you enjoy. If you want to lose weight, put in those headphones and start walking. If you want to go back to school, do your research and find a school that will work around your schedule. If it's money that scares you, there are options: scholarships, grants, and even loans. Stop being afraid to make changes in your life. Once you get past the hardship, you will be happier. Just remember, in the end, if you can't count on yourself who's going to count on you?

*Takara Lawrence is a Marketing Major at Nassau Community College. She hopes to one day act, write, and produce her own television show.*



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# Op-ed: Colleges can reduce dropout rate

**Susan Groenwald**  
*Special to Campus News*

Mark Zuckerberg and Bill Gates have some company. Today, more than one in five working-age Americans are college dropouts.

Unfortunately, most dropouts aren't billionaires. Many are non-traditional students who leave school because of non-academic issues: a sick family member, a job loss, or just the pure shock of returning to school after a long hiatus.

Colleges must do more to reverse this trend. After all, they bear some responsibility for the fact that 20 percent of their students walk away.

They can drive down the dropout rate — and get more students to graduate — by investing in staffing support and resources for high-risk students.

The United States has the highest college dropout rate of any industrialized nation. Almost half of all students who enroll in a post-secondary program fail to graduate within six years.

Dropout rates are even worse for

non-traditional students — students who commute from off-campus, are part-time, or enroll later in life. Nearly two in three fail to graduate.

Fortunately, some colleges are bucking the dropout trend. By providing targeted institutional support, they're graduating more students on time — and preparing them for the workforce.

Consider Mercy College in New York. It's implemented a Personalized Achievement Contract program, which places special emphasis on helping first-generation students from low-income backgrounds.

Each freshman in the program is paired with a professional mentor who offers academic, financial, and career advice. Since its implementation, Mercy's five-year graduation rate has increased 20 percent.

A student coaching service known as InsideTrack has delivered similar results. InsideTrack provides students with personal coaches who regularly contact students to discuss classes, map out academic goals, and recommend appropri-

ate institutional resources.

In a randomized study, InsideTrack coached more than 8,000 first-year students at eight institutions of higher learning. These students were almost 9 percent more likely to stay in school after their first year than non-coached students. They were also 13 percent more likely to graduate than non-coached students.

At Chamberlain College of Nursing, we've developed a philosophy called Chamberlain Care, which focuses on taking extraordinary care of students and providing them robust resources.

A recent Gallup poll revealed that a primary factor in an individual's success in school and the workplace was having a faculty member who "cared about them as a person." Yet only 22 percent of those surveyed reported receiving such support in college.

Through Chamberlain Care, students have access to success seminars and content-specific tutoring, which teach communication, relationship-building, and emotional intelligence. Students are also engaged in experiential learning through simulated hospital environments and clinical work.

Since the initiative was implemented two years ago, academic per-

formance has surged. In one key course, the number of students who passed increased from 71 percent to 92 percent.

The program has proved invaluable for high-risk students who have failed at or withdrawn from other nursing schools. Since its inception, 230 such students have enrolled at Chamberlain's Addison, Illinois, campus. Over 90 percent graduated. Ninety-four percent passed the nurse licensing exam on their first attempt — 10 percentage points higher than the national average.

The evidence is clear: Programs that provide support through a caring approach help at-risk students graduate. Now, colleges must start implementing them.

The vast majority of would-be dropouts aren't trying to be the next Steve Jobs. They're trying to earn a degree to secure a brighter future for themselves and their families. For their sake — and for that of our economy — colleges must do more to get them to graduation.

*Susan Groenwald, Ph.D., RN, ANEF, FAAN, is national president of Chamberlain College of Nursing.*





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# CC art exhibits

Mohawk Valley Community College is hosting the exhibit “Homes for Under \$50,000” by New York City-based artist Nina Jordan through Dec. 11 within the Juergensen Gallery.

Jordan’s large-scale reduction wood-cut portraits of houses that cost less than \$50,000 examine the current economic landscape of the United States in the wake of the mortgage crisis.

There are more than 100 scheduled Cultural Series events this fall. Most Cultural Series events are \$5 or less to the general public and many are free. Events include concerts, comedians, lectures,

film screenings and discussions, workshops, family fun events, and more. The Cultural Series is brought to you by MVCC’s Cultural Events Council with significant support from MVCC’s Student Activity Fee. The series maintains a major social media presence that can be followed on Facebook at “MVCC Cultural Series.”

## Nassau Photography

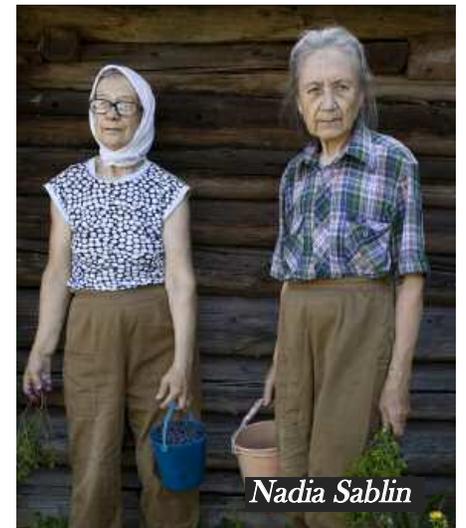
Nassau Community College will present “Seven Summers,” an exhibition by award winning photographer Nadia Sablin, November 3 through December 22, at the Firehouse Plaza Art Gallery.

The photographs in the exhibit feature the lives of her aunts in north-west Russia, who are in their seventies but carry on the traditional Russian

way of life — chopping wood for heating the house, bringing water from the well, planting potatoes and making their own clothes.

In the warmer months, Sablin’s aunts still occupy the house that was built by her grandfather in 1952, she said. The two women, who have never married, have relied on each other for support and companionship their entire lives. Sablin has been spending summers in the village north of St. Petersburg photographing her aunts’ routines and quiet occupations. “In these photographs, I record the stories of their lives, and explore the childhood memories I have of them,” she said. Eventually, her aunts began to collaborate with her in reinterpreting her memories and creating new ones.

Photographs from “Seven Summers” will be published in a book of photography and will be in a solo exhibition at Duke University’s Rubenstein Library Photography Gallery. A freelance photographer based in Brooklyn, Sablin’s work has also been featured in such publications as The New York



Times, the Guardian and the New Yorker. Her photographs have been included in solo and group exhibitions across the United States.

The Firehouse Plaza Art Gallery is located in Room 140 of the College Center Building. Its hours are Monday and Wednesday from 8:30 a.m. to 3:00 p.m.; Tuesday from 11:30 a.m. to 7:00 p.m.; Thursday from 8:30 a.m. to 7:00 p.m.; and Saturday by appointment. For more information, call 516-572-7162.



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# Water on Mars? Yes, it's happening.

**Maren Machles**

*Scripps Howard Foundation Wire*

NASA finally has the answer to one of its greatest questions: Is there water on Mars? The answer is yes.

Scientists revealed at a press conference last month that recurring slope lineae, or RSL, streaking downhill on Mars indicates flowing water.

Alfred McEwen, a professor of planetary geology at the University of Arizona, who was on a phone call during the news conference, said forming the RSL would take 26 million gallons of water.

The streaks change color during seasons, with darker streaks appearing during warmer periods (minus 10 degrees Fahrenheit) and lighter ones during cooler times. They are made up of hydrated salt minerals, which the research says lowers the freezing point of a briny liquid.

"From the Curiosity Rover, we now know that Mars once was a planet very much like Earth, with warm, salty seas, with freshwater lakes, probably snow-capped

peaks, and clouds and a water cycle,"

John Grunsfeld, associate admin-

istrator for the Science Mission Directorate at NASA headquarters, said.

"But something has happened to Mars that it has lost its water."

Jim Green, director of planetary science at NASA headquarters, said the discovery has not answered the question of whether there is life on Mars, but it is a step in the right direction.

"This is tremendously exciting," Green said. "We haven't been able to answer the question does life exist beyond earth, but following the water is a critical omen of that. We now have, I think, great opportunities to be in the right locations on Mars to thoroughly investigate that."

This discovery has nar-

rowed the locations of interest on Mars to determine if there may be life - or the possibility of it - on the planet. Those requirements are water to drink, oxygen to breath, perchlorates for rocket fuel, and carbon dioxide and nitrogen - the two elements that Grunsfeld said are crucial for living.

"We will send humans in the near future to Mars," Grunsfeld said. "There will be scientists looking for signs of life, and also to be able to live on the surface. And the resources are there."

Michael

Meyer, lead scientist for the Mars Exploration Program at NASA headquarters, said NASA plans to

make an unmanned trip by 2020 to take samples from Mars and analyze them to see if there are any signs of ancient life.

He said one of the biggest challenges of finding other forms of life is that we only know what our lifeforms

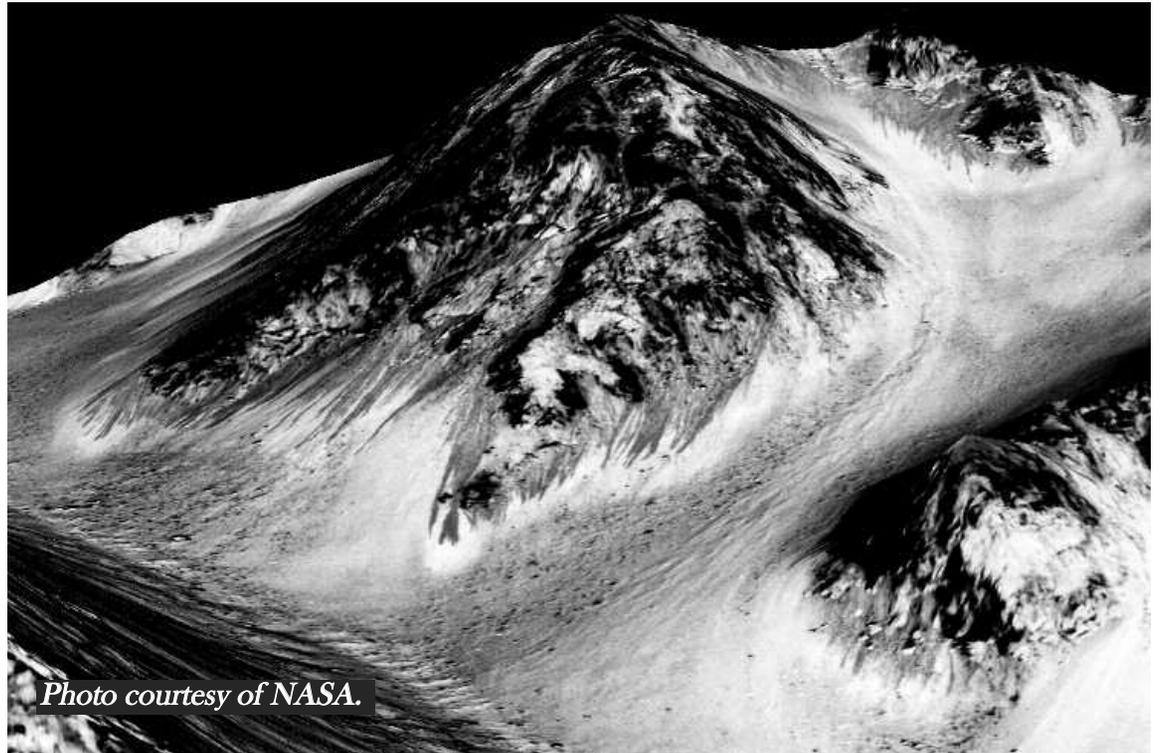


Photo courtesy of NASA.

## Are there signs of life? Resources?

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look like. A major step in finding out if there is or ever was life on Mars is to bring back these samples to test and provide context for the possibility of life on Mars.

"We are looking for life on Mars," Meyer said. "We are taking a very measured approach to it, because in many ways, we don't know what exactly to look for."

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<b>Flomax™</b> \$1,007.14 <small>Typical US Brand Price for 4mg x 90</small>	<b>VS</b>	<b>Tamsulosin*</b> \$141.00 <small>Generic Price for 4mg x 90</small>	<b>Prevacid™</b> \$322.58 <small>Typical US Brand Price for 30mg x 84</small>	<b>VS</b>	<b>Lansoprazole*</b> \$100.00 <small>Generic Price for 30mg x 84</small>

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# Students: Don't write 'content'; write real stories

**Darren Johnson**  
*Publisher*

While this publication gets picked up by students of all majors, along with faculty and staff, it gets, even more closely, looked at by students in majors related to writing, journalism, communications, and so on, along with faculty and staff in those fields who train these students.

Put me in that last category, as I have been working with such students for a long time, in the classroom, college administration and, more pragmatically, with publications like this one.

One trend I've noticed is that more and more students are coming to me having written "content" for sites. Many of these sites can be referred to as "click-bait," meaning, they make their money by getting

masses of people to visit their sites. Then, those clicks are recorded and the site can sell ads based on the numbers. A site that gets millions of hits can charge more for ads than a site that gets thousands of hits.

From what I can gather, these sites pay young, idealistic writers some paltry sum, say \$5 or \$10 per story, to write copy that will get clicks. How does the copy get clicks? Certain popular keywords in the story move it up in the rankings, say "Caitlin Jenner" or "Josh Duggar." Then people searching for those terms find the story. It is math, not art.

The students I've met who had idealistically written for such sites felt a bit ripped off after, and jaded. I guess these sites have no problem finding impressionable writers to take their places after they quit.

The writers don't actually meet

the Jenners or the Duggars, they just drum up stories based on other stories (that were probably fabricated, as well). The sites are actually quite phony, for the most part, with no real journalistic intent.

I would think that having to do such writing - writing fast, without care, and sprinkling in keywords like it's a crossword puzzle - would have a negative impact on the young writer, and may even turn him or her off to a career in journalism.

If you are a student reading this, please avoid writing in that style for such sites. If you are an advisor of students, also consider warning them.

So what's a young writer to do? Student newspapers are largely shrinking/disappearing, or they are kind of club-like, at times. Or if they have ceased print and gone to the web, it's hard to feel good about a piece of writing that only gets a handful of hits. Many have started to equate hits with quality, but that's hardly the case.

I occasionally will write something that gets thousands of hits on the web. There is something gratifying about knowing the exact number of people who are at least looking at your article, as opposed being in a printed newspaper, where one doesn't know exactly which articles are striking a chord.

And on the Internet, people react to your article - though it seems the Internet is mostly a negative place filled with people who have nothing kind to say. I click on the usernames of some of the people who write me negative messages online and see that they go on lots of sites, spewing their hate all over. It's all kind of depressing.

Which brings me to a point - if the web is so negative, with click-bait and hateful comments - is that where

you want to really be as a writer? While, currently, some sites are making money off of clicks, is that really the best place for legitimate advertisers to be? Do they want to be associated with all of that negativity?

## A growing trend is more students are writing for shady click-bait sites.

Just being seen is not enough for an ad to be effective; it also has to be in a trustworthy venue. These click-bait businesses are not going to survive in the longterm. The advertisers will someday flee.

While it might take a bit more effort, if you are a young writer, perhaps look, instead, into working for your local weekly paper. Practically every town has one; you may not even know it exists. Go to your neighborhood supermarket or convenience store to find it. Contact the editor via email. Use your best style and grammar - I instantly delete poorly worded writer queries.

You can cover high school soccer games and town board meetings as what is called a "stringer." It won't be writing about the Jenners or Duggars, but at least it will be tangible - you will actually meet people and learn useful skills, such as how to interview, take notes and write in the style of the paper. You will have no need to add keywords or metatext. You can take your time, relatively, and do the story right.

Or, if your official college paper still exists, help them out. Perhaps work to get that paper on Google News. The more legitimate publications that Google News lists, the better, to help drown out the click-bait sites.

If you need any further advice or would like to write for this paper, just let me know by writing to [ccn@cccn.us](mailto:ccn@cccn.us).

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# 'Dear Jules,' our advice column

Dear Jules,

My ex boyfriend and I have been broken up for a year and a half. He recently started talking to me again asking to be friends. I feel awkward about it but I don't want to be on bad terms with anyone. What do I do to make myself feel better about this whole situation? – **Confused by a Past Love**

Dear Confused by a Past Love,

We've all been there. It's hard to be friends with an ex boyfriend or girlfriend especially if some time as passed. It's going to be weird talking to him, hanging out with him (if you even feel comfortable in time to do that), or just seeing him around campus, town or out in public. If you're going to pursue this rekindled friendship, that's really strong of you and a lot of people cannot emotionally handle it. I think that's why so many exes can't be friends – they're afraid. My advice to you: Be careful. If you broke up for a specific reason then keep it that way but staying cordial to one another will help you feel better in time. I would not suggest getting back together if that ends up happening because history sometimes repeats itself. That doesn't mean, however, that you should be hostile. I think staying friendly and on good terms is a great thing for you two. Just be prepared that if you two become close again that you may end up hearing about things you do not want to hear – if he has a new girlfriend or you hear about things he's done while he was over with you, be prepared to hear those stories. But in the end, peace with one another is a really great

feeling especially with someone you once cared about.

Dear Jules,

My major is really hard and sometimes I feel like my professors are picking on me personally when I don't do well in class. I don't know if they are personal attacks but I just feel like they criticize me for not doing my best possible work. How can I learn to accept criticism and stop being so hard on myself? – **Too Hard on Himself**

Dear Too Hard on Himself,

College is hard and that's the bottom line. I struggle with criticism all the time and of course my advice to you is easier said than done. However, I doubt your professors are picking on you. If anything, they're helping you grow thick skin because ultimately they want you to produce your best work in that class. Although I don't agree with it, professors sometimes try to scare their students into doing a better job. My advice to you is to work as hard as you can, and if you feel as though a professor is really out to get you, seek other help. There are department advisors available to help you and fix any problems that you may have. Sometimes, talking to the professor during his or her office hours is always a big help, as well. So don't be discouraged that their criticism is too harsh. Most

likely they're trying to prepare you even more for the real world – which I've heard is much more intense. Take the criticism, do better and prove your teacher wrong.

Dear Jules,

I'm twenty years old, and I should be having a girlfriend by the time I get to college because of the standards in life. But my therapist tells me that I should be able to know them first and then get serious.

While the time passes, could I snuggle myself while in bed? How can that work? Not able to do much while single is a buzz kill. – **Hopeless Romantic**

Dear Hopeless Romantic,

Don't be discouraged; you'll get a girlfriend soon who will cuddle you as much as you want! Your therapist is right. It's much better to know someone before you jump into a relationship – who knows? What if you ended up getting serious with a girl who ended up being absolutely crazy? Nobody wants that, especially snuggling with a crazy person – that's more of a buzz kill than being single. Take your time and don't worry about societal standards, you'll get there. Enjoy the single life now because soon enough you'll be settling down.

Dear Jules,

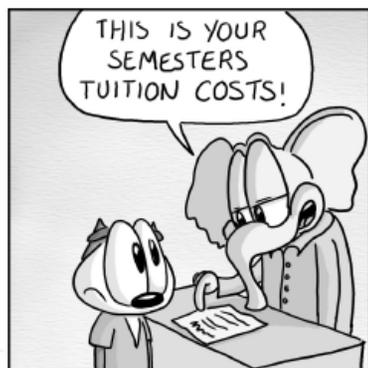
I've been studying at my school for three years now with the same

major. I recently took a photography class – which is completely different from my current major – and I think I want to drop out and start new at an art school. My parents don't understand and say that there is no money in the arts but I've realized it's what I'm passionate about. What do I do? – **Done With Psychology**

Dear Done With Psychology,

If you don't like your major, there is no harm in doing something different. However, I advise that you take this with caution. Maybe take another, higher-level photography class that will show you more about the subject than just the intro course. However, if you know in your gut that photography is what you want to do one day then go with that instinct. Your intuition knows what's best for you. If you can't see yourself doing anything else, then worry about the future later. Get good at taking pictures, editing and training your eye; that way when the time for a job comes, you're prepared and you'll be ready. Work hard and ultimately you're going to succeed. As for your parents, they may be hard on you because they're your parents and they want nothing but the best for you. However, they'll learn to accept the change in your future. Also, never feel discouraged or sorry for wanting to change your life after three years. Sometimes it takes people six different schools and a dozen different majors to finally decide on one that they love. College is the time to experiment and figure out what you truly want. You're spending money on a degree that will follow you the rest of your life. Take your time to figure out what that degree is.

## Filbert by LA Bonté



By: L. A. Bonté



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"Dear Jules" is a new advice column exclusively for college students, written by student Julianne Mosher of

Campus News fame. Have a burning question you'd like answered? Send it confidentially to [askjules@ccn.us!](mailto:askjules@ccn.us)



# Adjusting to college (cont. from cover)

sume drugs or alcohol, consider transferring and rate their overall college experience as terrible/poor.

Some critical findings include:

- 60% of students wish they had gotten more help with emotional preparation for college
- 87% said college prep during high school focused more on academics than emotional readiness
- 57% reported there was greater pressure to attend a prestigious college over a school that was “a better fit”
- 50% found it difficult to get needed emotional support at college
- More than 75% of students felt that social media, TV and movies made college seem a lot more fun than it actually was; 22% felt depressed all or most of the time, while nearly 50% said “it seems like everyone has college figured out but me.”

Specifically, students who said they felt less emotionally prepared for college than their peers were more likely to have a lower grade point average (GPA) (on average, 3.1 vs 3.4) and rate their overall college experience as “terrible/poor” (22% vs 5%). Further, a majority of all students (60%) wish they had gotten more help with emotional preparation

for college; certain groups of students were more likely to agree with this statement than their counterparts; those with a lower GPA (66% vs 55% higher GPA), regularly consumed drugs or alcohol (65% vs 58% who did not), considered transferring or transferred to a different school (70% vs 56% who did not), took a leave of absence after the first term (77% vs 58% who did not), and rated their overall college experience as “terrible/poor” vs “fair” or “excellent/good” (85% vs 68% & 51%).

Students reported that the first-year of college is full of emotional challenges that span far beyond academics. Among myriad challenges, pressures such as paying for college expenses (40%), making new friends (30%), keeping in touch with family and friends not at their college (28%), and being independent (16%) were reported as being “extremely or very challenging,” and nearly half of students (45%) felt that “it seems like everyone has college figured out but me.”

Stress is a common theme among first-year college students; what is concerning, however, is that 50% of students reported feeling stressed “most or all of the time” and 36% did not feel as if they were in control of managing the stress of

day-to-day college life. What’s more, students with lower GPAs were more likely than those with higher GPAs to say they did not feel in control of the day-to-day stresses of college (45% vs 31%).

“Survey data indicate that college readiness requires far more than just a solid academic foundation – a finding that seems counter to conventional higher education preparation. It is clear that emotional preparedness should be better integrated into the work that high school communities are doing to guide students through the transition into college,” said John MacPhee, Executive Director, The JED Foundation.

More than half of students (51%) found it difficult at times to get emotional support at college when they needed it, and more than 1 in 10 students (11%) said they did not turn to anyone for support when needed. Certain groups are more likely to turn to no one for support, including: males vs. females (16% vs 6%) and those who rate their first term experience as “terrible/poor” or “fair” vs “excellent/good” (15% and 16% vs 7%).

When they do seek support, college students are much more likely to turn to friends (76%) or family members (64%) than university staff (24%). However, a large majority of students (65%) said they tended to keep their feelings about the difficulty of college to themselves; African-American students are more likely to say this than white students (75% vs 61%).

**Risk of Substance Abuse**  
Almost a third of students (30%) reported regularly consuming drugs or alcohol during their first term, which can have serious consequences on students’ health and well-being. Specifically, these students were more likely than non-regular drug/alcohol users to rate their emotional health worse than their peers (39% vs 32%) and experience negative emotions such as stress (56% vs 47%), anxiety (43% vs 36%), and feeling overwhelmed (47% vs 40%). Further, these students were more likely to say they had difficulty getting the emotional support that they needed during their first college term (61% vs 47%) and expressed a greater desire for help with emotional preparation for college (65% vs 58%).

“Transitions – from middle to high school, and high school to college – are danger points for kids and stress and substance use, and we urge parents to be particularly attentive and communicative at these times,” said Sean Clarkin, EVP, Research and External Relations, Partnership for Drug-Free Kids. “Given that 20% of students said they used drugs or alcohol when stressed or overwhelmed in high school, the potential escalation of these behaviors in college is concerning.”

**Rethinking College Preparation**  
The vast majority of students (87%) reported that during high school, there was more emphasis on being academically

## ‘Everyone has college figured out but me.’

ready rather than emotionally ready for college, and 50% said their independent living skills need improvement.

The survey data showed that among pressures students faced when choosing which college to attend, most students felt “a great deal of pressure” to attend a well-known college (57%) and agreed that their high schools placed greater emphasis on college prestige than “fit” (52%).

“As high school seniors start applying to college around this time of year, parents and people influential in their lives can play an important role in helping children build confidence and life skills. It is important to guide them toward choosing a college that best fits their needs first and foremost – not only in an academic sense, but also relative to emotional needs,” said Marisa Giarnella-Porco, Co-Founder, President and Chief Executive Officer, The Jordan Porco Foundation.

A web site, [www.SettoGo.org](http://www.SettoGo.org), aims to be a resource to help students transition through college and beyond.

You should also contact your campus counseling center if you are starting to feel overwhelmed, or falling into some of the issues noted above. Your grades are not the only indicator of your success or failure. The campus counseling center is there to help.

## JUMBLE

Unscramble these four Jumbles, one letter to each square, to form four ordinary words.

**HIGEW**

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**VORAF**

**TROICE**

**NABYRD**

**A: A** “  ”

Answers: WEIGH FAVOR EROTIC BRANDY | Jumbles: A successful race car team can always use this – A “DRIVING” FORCE

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# The top zombie shows and podcast wars

**Darren Johnson**  
*Campus News*

Now that “The Walking Dead” is back for another season, let me quickly rate the top four zombie show options, in order. These are either on Netflix and/or your TV’s “on demand” menu.

## “The Walking Dead”

This is the series that began the TV trend, and the special effects are by far the best of the four shows mentioned here. While I find that old episodes, unlike, say, “Breaking Bad,” are not all that rewatchable, this show definitely has its hooks in me, and I wonder which character will die next. The producers of “The Walking Dead” surely understand that the viewers love seeing hordes of zombies killed. What remains of the main cast, though, has gotten really dark. They seem to have mostly lost their sense of humanity at this point, after they have seen all of the weird things they have seen (such as cannibalism) over the years. This show also has the closest at-

work, people with the zombie disease at first keep their intelligence (unless they don’t have a steady diet of brains, then they become traditional, stupid zombies). Maybe, then, this is more like a vampire show. But this has a great premise: Liv is a doctor who takes a job in a forensics morgue after she is inflicted with the disease, thus she has access to brains to eat, but upon eating the brains, she can see the thoughts of the deceased and feel their emotions. This helps a local police officer solve how they were murdered in the first place. The writing is witty and the look and feel of the show is excellent. As an added bonus, there is a zombie who looks like Billy Idol.

## “Z Nation”

This is on Netflix and Syfy and starts off unrealistic and almost campy. For example, there is an early scene where a newborn baby zombie is feeding on a victim. This goes against the premise that zombies really aren’t supposed to be all that supernatural. Also, some of the actors aren’t that great. But they get killed

off, and this show is pulled together by DJ Qualls (pictured; who also played Jim Jefferies’ paraplegic friend on “Legit,” a serial comedy worth a look), who plays a lone military intelli-

gence official trying to make sense of everything. By the way, this guy has to play Gilligan in a “Gilligan’s Island” redo. He looks the part and can act!

## “Fear the Walking Dead”

While this AMC spinoff tries to give us the back story to “The Walking Dead,” though from a West Coast perspective, the characters are all completely unlikable. And, until the Season 1 finale, there are few zombies. Isn’t that what we want to see? As well, the show relies on the usual gimmicks – such as mysterious, drifting, all-knowing characters who seem to save the day. I had higher hopes for this one. Maybe in Season 2, they can get eaten and we can get a new cast and start over.

## “iZombie”

This is now on Netflix and stars Rose McIver (“Liv”). I had low expectations for it, thinking it would be some Generation Y cutesy, fantasy thing, like “Buffy the Vampire Slayer,” but “iZombie” has surprised me, maybe because it does not steal the premise that zombies are stupid. In this series, which recently returned for Season 2 on the CW net-



‘Walking Dead’

## And... Podcast Wars

In the 1980s and ’90s, there were something called “radio wars,” where a DJ from one channel would dis a DJ at another channel. They would go back and forth, getting nastier each time. This was during a period when syndication began, as shows were entering new markets, and DJs would claim turf. Being No. 1 in a market meant great financial rewards. Advertisers wanted to be with a No. 1, after all.

For the listener, it was riveting, as we turned from one channel to the other to hear what they were saying about each other.

That era is largely gone, as radio became more and more corporatized, filtered, pre-recorded – and people just don’t care about the medium that much anymore.

But the practice of warring between audio personalities does live on; just it has moved to podcasts.

Earlier this year, I found it very listenable when “The Adam Carolla Show” fired news personality Alison Rosen (via email). Rosen had added a quirky, personable, original voice to the Carolla team, and it seemed a bit shocking that she was suddenly persona non grata. Carolla himself is a wordsmith and the best riffer in radio history. This had the feeling of an unfortunate divorce.

Rosen also has a podcast, “Alison Rosen Is Your New Best Friend” (which is hit-and-miss; on Thursdays, she does one with a bunch of chipper 20-somethings who try too hard to make themselves seem deep and interesting, talking over each other and making it hard to wade through; but other times she does one-on-one interviews; those are usually very good. She can get a guest to open up, perhaps based on her humble, even vulnerable, demeanor (that demeanor which made the firing by the at-times cold former “Man Show” founder seem all the more cruel)).

So, for a while, the two podcast divorcees took to their respective podcasts to dis each other, surely resulting in spikes in listenership for both. (Podcasts also mostly survive on ads, so downloads matter.)

Lately, an even better audio feud is going on between Sirius XM’s “The Howard Stern Show” and the “Artie Quitter Podcast,” which is led by Artie Lange, who, through 2009, was the blue-collar-style sidekick on Stern’s show and was largely responsible for the show being funny, and blue, as it transitioned from FM to satellite.

Now, radio wars don’t happen on satellite. The 200 or so channels don’t compete with each other. For a while, when Sirius and XM were separate entities, “Opie and Anthony” would try to



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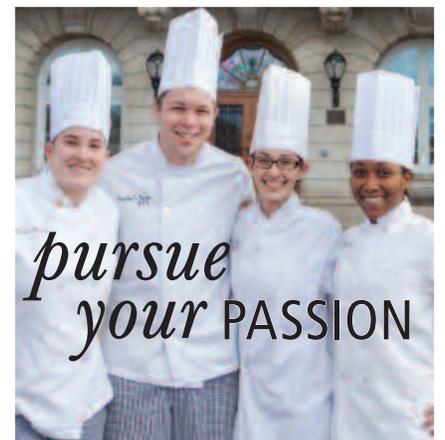
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# 5 coolest college towns in New England

**Emily Smith**  
*Campus News*

Searching for that perfect college or university? Look no further! New England is known for its small town life, so what better place to find a tight knit college community? The following New England towns rank as the top in the region, and it's no mystery why. While two of the coolest college towns rank in New Hampshire, the others are situated in Massachusetts and Vermont.

## **Manchester, NH**

Manchester is home to the largest undergraduate population in the greater Boston area and is composed of five major colleges and universities. Much like the Five College Consortium in Amherst, Massachusetts, students who attend New Hampshire Institute of Art and University of New Hampshire have the ability to attend classes at both schools, both of which are known for their Master of Fine Arts programs. Manchester is also home to Southern New Hampshire University. The city is known by locals as “ManchVegas” for its endless strip of bars, which makes Friday night in this New England town wicked fun.

Manchester recently began allowing Uber to drive through the city, which has improved its already high walkability rating. You can often see students walking down Elm St., the main stretch of downtown Manchester, since all three universities have an urban campus. In other words, the city is their school.

CNNMoney.com ranked Manchester as one of the best cities to live and launch a business in, and Fast Company ranked the city as one of the Top 10 cities in America for technology-related jobs. Locally owned coffee shops, vintage

thrift stores and a strong tie to the arts community make Manchester a city of opportunity in any field. So, it's no wonder that students are sticking around the city after graduation.

## **Cambridge, MA**

Cambridge is the perfect little city for the intellectual hipster. It's home to some of the smartest schools in the country like Harvard and MIT – and it better be, since it was named after the University of Cambridge in England. Bookish types are drawn to the academic celebrities at the Harvard Coop Bookstore and the Boston Book Festival in the fall. Artists and activists populate Inman Square, a Cambridge neighborhood with a reputation for supporting experimental and avant-garde work.

Cambridge is also known for leading in technology and innovation. Brands like Google, IBM Research, Microsoft Research and Amazon.com are currently in the process of opening offices there. Some have even called the area the technology capital of Massachusetts, especially for startups – a type of business led by young adults and recent graduates.

Boston, Cambridge's sister city, is only one stop away on the subway, or “the T” as locals call it. The greater Boston area is known for its Irish heritage, which means a Friday night in Cambridge is soaked in Guinness. Try River Gods, a quirky Irish pub, for a quintessentially Cambridge experience.

## **Amherst, MA**

Amherst is home to the famous 5 college consortium, which includes Smith, Mount Holyoke, Hampshire, Amherst and UMass Amherst. According to urban legends, the five colleges

each represent a character from “Scooby-Doo:” Velma, Daphne, Shaggy, Fred and Scooby respectively. Students who attend one of these schools are lucky



**Champlain College, Vermont**

enough to participate in classes at all five schools – a program that is almost unlike any other set of schools in the country. The schools also offer transportation between each campus.

Amherst is rich in literary history, as it was home to poet Emily Dickinson – today, you can still visit her home. Smith is known as the school where Sylvia Plath attended and which inspired portions of “The Bell Jar,” a book often cited as a coming of age novel for college students. This quintessential college town is smart and innovative, which is why many of the campuses offer charge stations for electric cars. For a fun Saturday nearby, students often buy a ticket to Six Flags New England.

The liberal arts colleges in Amherst are consistently ranked as some of the best, if not the best, in the entire country. UMass Amherst's ranking is especially impressive, since it is a public university. Mount Holyoke is also unique, in that it's one of the only schools in the country that still exclude men from applying.

## **Burlington, VT**

Burlington regularly shows up at the top rankings for college towns. Liberal and creative students are attracted to the town for its famous residents like Ben and Jerry and Phish, a band. While Burlington offers the typical college town fare, like coffee shops and bike paths, it also caters to a higher end of clientele like professors and generous parents. Visitors can shop for anything from artisanal food to designer clothing. The town is populated by students

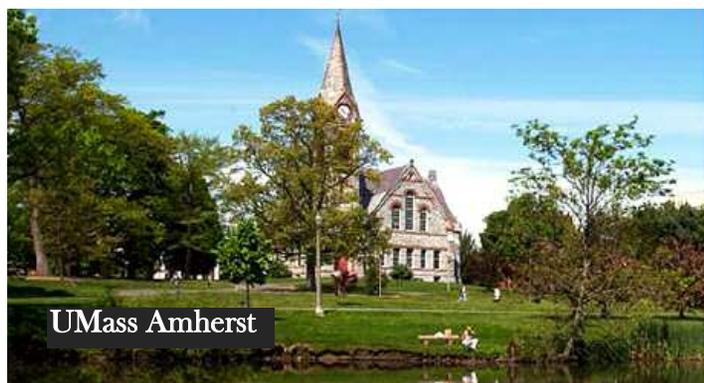
at Champlain College, Burlington College and The University of Vermont.

Burlington has been rated by AARP as “a town to watch” for its new urbanism, shown growth and simple living standards. The student population makes up an impressive quarter of the Burlington residency. Burlington is also ranked as one of the safest towns in Vermont, despite being the largest city in the state. According to police, a strong sense of community in Burlington keeps crime in the town unusually low.

## **Hanover, NH**

Hanover's existence primarily depends on the Appalachian Trail and Dartmouth College, an Ivy League school. Dartmouth has an incredible Greek life and almost 75% of its students are involved in some kind of sport. Some of its fraternities are even gender inclusive – at Dartmouth, students make a point to promote inclusivity. In fact, the town of Hanover is built around Dartmouth's quad. Expect everything in this tiny New England town to feel and look like a scene out of “Gilmore Girls.”

Cross the short bridge that connects New Hampshire to Norwich, Vermont, to taste New England's best apple cider donuts. Recently, Hanover got its first celebrity chef. In this New Hampshire town, you'll doubtlessly be dining in some impressive company. As a note, Hanover is home to one of the most impressive Starbucks shops in the country – it's got cathedral ceilings!



**UMass Amherst**

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# Pizza of the future brought by drones

**Matias J. Ocnor**

*Scripps Howard Foundation Wire*

Cycling past pedestrians, cars and oncoming traffic is no easy feat, but for Breyon Valentine, 48, a deliveryman for Domino's Pizza, it's part of the job.

With a black helmet strapped on, Valentine drops off an average of 15 pizzas during his shift in downtown Washington.

"You do what you have to do," said Valentine, who has learned to maneuver around taxicabs and other unpredictable obstacles.

But one day, Valentine might not have to peddle or steer a vehicle to deliver pizza. Instead, all he'll have to do sit on a cushioned seat and press go.

At least that's what innovative tech companies like Google, Tesla and Uber are racing to build with the autonomous car — a driverless vehicle that senses its environment and avoids traffic without human input.

During a discussion at the National Press Club last month, Larry Burns, a consultant to Google and a professor of engineering practice at the University of Michigan, said the day of the self-driven car is inching closer.

According to the Association for Safe International Road Travel, nearly 1.3 million people die worldwide in road crashes every year.

"If we can realize the full potential of connected and autonomous vehicles from a safety standpoint, the experts

tells us we can reduce 90 percent of the crashes. If we do that one day sooner, we've saved 3,000 lives," said Burns, who is the former corporate vice president for research and development at General Motors.

"What's exciting about the period we've entered into now is that we see a whole new DNA for the automobile emerging," he said.

Oil dependency is another obstacle tech gurus are trying to ditch with the autonomous car that runs on electricity.

"You have cartels practicing illegal activities like OPEC, and you have national oil companies that make decisions very far from the free market that own 90 percent of the U.S. reserves," said Robbie Diamond, president and CEO of Securing America's Future Energy.

"It matters to us that we find a fuel source that diversifies what we put into our vehicles to move around," Diamond said.

With more than 254 million registered passenger vehicles in the U.S., according to the Department of Transportation, the need for a new source of fuel is highly desired and lucrative.

For Domino's Pizza, the idea of someday buying a fleet of autonomous vehicles is promising. However, costs



**Breyon Valentine. Photos by author.**

are an issue.

"Domino's is made up of 800 independent business owners or franchisee, and half of those people only own one store," said Lynn Liddle, executive vice president of Domino's Pizza.

"The return on investment has to be there for either purchasing a fleet of autonomous vehicles, or you know, making the math work," she said. "We think anything is possible, but it has to work for a small-business person."

Collectively, the company drives about 10 million miles a week, which is about half a billion a year in the U.S. alone. Domino's also has stores in 80

countries.

"We most definitely look at this as an emerging technology and something that will be really important for us. It could bring speed and safety to our business model," Liddle said.

As for Breyon Valentine, the idea of automated cars replacing his bike seems like a good one, at least as long as an employee is in the car to ensure customers receive their orders.

"They can't just come to the car, pick up the pizzas, and then roll out," Valentine said. "I see the future as the cartoons 'The Jetsons,' where we're up in the air instead of on the ground."

**'It could bring speed and safety.'**

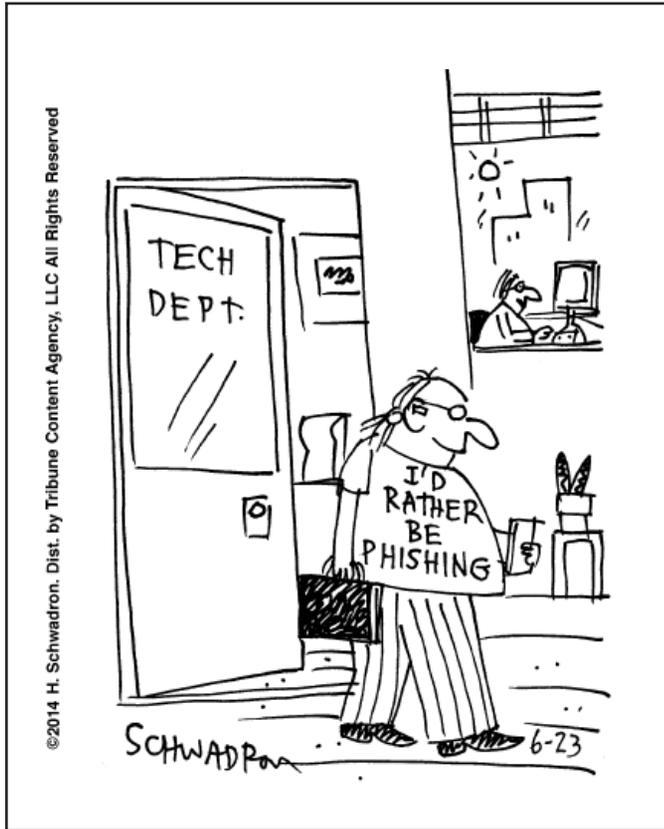
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**Larry Burns**



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By David L. Hoyt and Jeff Knurek



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Chair McCall, President Miles and Chancellor Nancy Zimpher.

## New WCC president

Dr. Belinda S. Miles was inaugurated as the third president in the history of Westchester Community College on Friday, October 2. More than 400 individuals attended the event in the college's Academic Arts Theatre. Dr. Miles began leading the college in January 2015 but college tradition typically wait a semester or two before holding inauguration ceremonies.

The ceremony, which included dance and musical performances, was highlighted by remarks by national leaders in higher education.

Mr. H. Carl McCall, Chairman, SUNY Board of Trustees said "I am so honored to be here for the induction of Dr. Belinda Miles. Today will begin an exciting new chapter, not only for the college but for the surrounding community as well. It is evident that there is much support from the region for the work and partnerships that the college has formed. Dr. Miles is just the leader to enhance those relationships and grow the collaborations with business and industry, government and other educational institutions."

## LIU's BS in nursing

LIU is meeting the growing demand for nurses with a new degree program that will put its graduates at the forefront of the continually shifting health care landscape.

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"The opportunity to interact with LIU's highly-qualified faculty and work with 250 affiliated clinical partner organizations combines with our technological capabilities to ensure that LIU Post nursing students will play a role in the future of health care," said Dr. Kimberly R. Cline, president of LIU.

LIU Post's nursing program launches at a time of great opportunity for aspiring nurses. The demand for

nurses is projected to grow by 19 percent before 2022, faster than the average for all occupations, according to the United States Department of Labor. Top-tier hospitals and health care organizations have shifted toward a technology- and data-driven inter-professional practice care model, and a growing number of hospital systems nationwide - including the New York metropolitan area - require their nurses to have bachelor's degrees.

"LIU has a proud tradition as a leader in health care education," said Dr. Jeffrey Kane, LIU vice president for Academic Affairs. "The addition of this new four-year degree program in nursing represents an exciting step forward, preparing our nurses to be part of a 21st century health care system."

For more information about the Bachelor of Science in Nursing, or to apply, visit [www.liu.edu/post/nursing](http://www.liu.edu/post/nursing).

## No smoking (cont.)

ping" are permitted but within a certain amount of feet away from buildings or in designated areas.

SUNY's initiative comes from the plan of creating a "Healthier New York." According to their website, SUNY Chancellor, Nancy L. Zimpher sent out a memo stating that the college commitment for a change in campus is important and aggressive.

"SUNY and the Board of Trustees remain committed to a Tobacco-Free SUNY," the note said. "We will continue to work with the sponsors of our legislation to seek its successful passage. In the meantime, we ask that campuses persist in designing and implementing strategies to drive their campuses toward the tobacco-free goal."

According to the website, tobacco use is the number one preventable cause of death and cancer in the United States. Along with being a health hazard, it is the number one source of litter on the planet, so making the SUNY campuses tobacco free is set to help several different platforms.

With the high number of international students on SBU's campus, students - especially from countries over seas - are not used to the idea of having smoking banned completely from campus, including their dorms, parking lots and any other SUNY affiliated area that is set to be

in full effect in January 2015 - just in time for the spring semester.

However, SBU senior, Nicole Falletta is relieved the university will be joining the large percent of other tobacco free SUNY schools.

"Thank you, God," the Brooklyn native joked. "I suffer from severe sinus infections due to the slightest bit of second hand smoke," she said. "I'm happy I won't have me or my clothes smell like smoke anymore and I'll be able to breathe."

However, some students disagree.

Social media buzzes with the thought of cigarettes, vapes, chewing tobacco and dips not being allowed on campus anymore.

With comments similar to, "This won't be enforced" or "I'll still smoke anyway," students think that the initiative will end up being a joke.

However, like the 30 percent of community colleges who have tobacco free policies and the 73 percent of the SUNY institutions that are working to finish out their tobacco free plans, other schools have successfully gone through with it.

By throwing the cigarette butts away, SUNY schools are beginning to look much more clear of smoke, and butts, within the next coming semesters.



# CAMPUS NEWS

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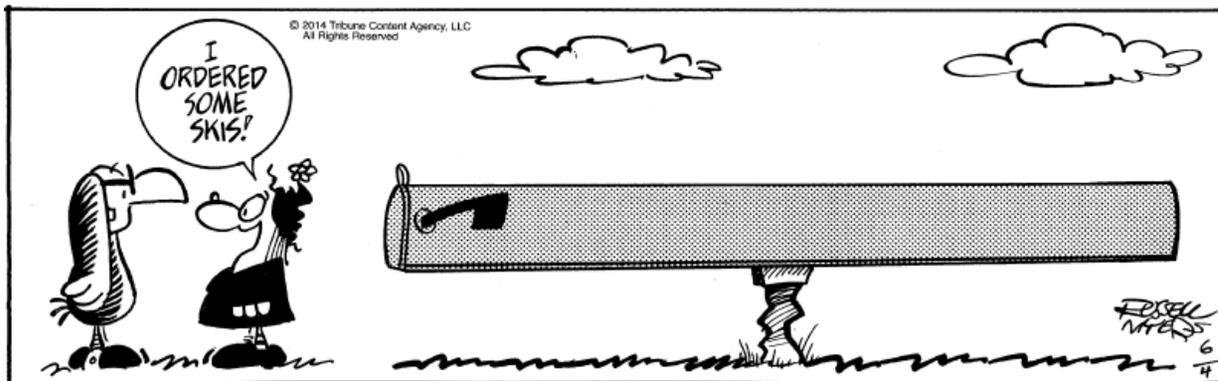
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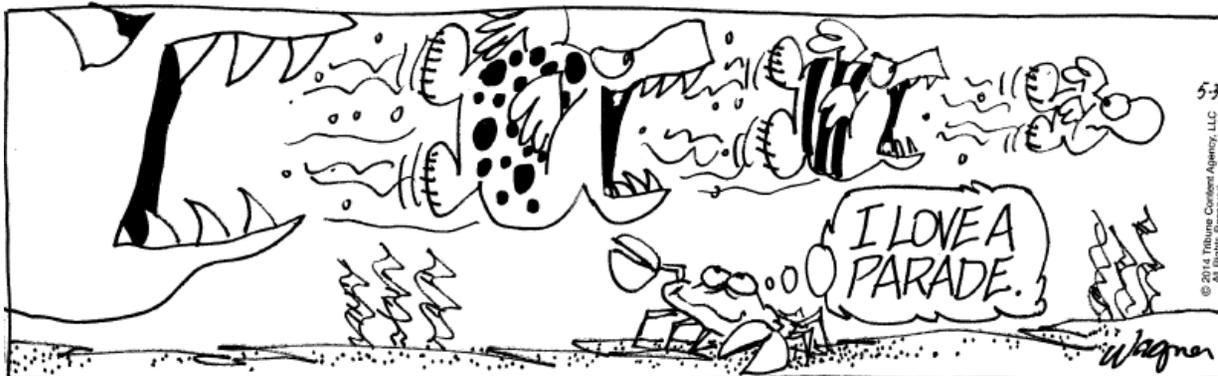
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# Podcast wars (cont.)

rile Stern, but that show has been largely neutered by the corporate powers and is now known as “Opie Radio.”

“The Stern Show” did maintain its raunchy recipe for a few years after Lange’s departure (due to his drug overdose and attempted suicide), but over the past couple of years, after Stern accepted a sellout role on the NBC talent show “America’s Got Talent,” the radio show has become painfully PC and really hard to listen to. Stern, when he is in studio (his current contract only requires him to work 110 days a year, which he abides by, and nothing more), will devote entire segments to his wife’s kitten rescue efforts or interview “Real Housewives” and other vapid reality stars. The show went from being Rolling Stone to People Magazine. As Sirius XM listeners are largely working stiffs commuting in their cars – people with a lot on their plates – he may be misfiring with his target audience.

Lange’s podcast is unique in that it’s one of the only subscriber-only podcasts out there. It’s about \$7 a month, though much of it gets leaked to YouTube.

Finally, after five years of being PC about his breakup with Stern, Lange has come out and, in the style of a “Brutus is an honorable man” soliloquy, really hit at Stern. The ball got rolling last month when Lange had another Stern castoff on, “Stuttering” John Melendez.

But recently, Lange has released some Stern details that make the shock jock appear to be a horrible human being. For example, Lange said he had called the show to ask if he could be on the air to promote his book, “Crash and Burn,” last year. The book did not have a single negative word about “The Howard Stern Show,” and Lange was well-known to Stern fans (Sirius XM also regularly plays old “The Howard

Stern Show” repeats with Lange in them). Obviously, an appearance would help sell the book – which had a major print run with Simon & Schuster. Every other major radio show and podcast had Lange on, but Stern allegedly blacklisted Lange on his channels.

Then Lange said Simon & Schuster tried to buy ads on the show but were turned down. Meanwhile, Stern’s show largely has had ads for shady companies, such as Ashley Madison and gambling sites. They didn’t want a professionally read ad from a reputable publishing house?

As far as the details go, it seems that all Lange did wrong was be a heroin addict and attempt to commit suicide; thus the “Crash and Burn” title. He had been a trouper on the “Stern Show” and

## A former sidekick disses Howard Stern.

still is a fan favorite on Stern-related posting board sites. His blacklisting seems really awkward; addicts do bad things, but the guy is rather lucid now. Why not let Lange call in for a few minutes and get his closure?

Sure, Lange seems to have daddy issues – in his soliloquies he relates his father a good deal (who died after a tragic accident when Lange was a teenager) – but that makes these “podcast wars” even more multi-layered and riveting. Stern has been giving the on-air PR-style response that he “loves Artie,” but Lange keeps wondering why Stern won’t call him, “knowing how much that would mean to me.”

And Lange goes into great detail about his bad breakups over the years. He says his former love interests want nothing to do with him, and talks with real emotion and regret about this. So he doesn’t completely fault Stern for not returning his phone calls over the years. “Maybe I will write him a letter,” Lange said on his podcast. Still, he does find it “odd” that “The Howard

Stern Show” has become so PC and out of touch with its listenership.

“Does it weird me out to hear Howard talking about cats for an hour? Yeah. Does it weird me out when he says to Ellen DeGeneres, ‘I look forward to you dancing every day?’ (Laughs.) Does it weird me out to see him on ‘America’s Got Talent,’ having ‘witty banter’ with Heidi [f-ing] Klum and Nick Cannon? Does it weird me out? Yeah! Does it make me want to jump of a [f-ing] roof? Yeah! I’m with you, but it’s him going through his life experience. ... That’s his life. [If such success happened to you,] you might act even weirder. I just had a taste of that life, and I went nuts,” he says in episode No. 138.

Now, as this is a review column, it’s important to note that the “Artie Quitter Podcast” is also hit-and-miss. The show is done from Lange’s kitchen and seems to have production quirks. A recent podcast had cell phone beeps going off throughout, and they were the same beeps my cell phone emits, so I kept checking my phone. A contractor next door to Lange was drilling, as well, which could be heard. Sometimes he and his crew, mostly New York-based comedians, talk at length about professional sporting events, which have long since passed by the time I download. The plus with podcasts, though, which doesn’t exist in live radio, is a fast-forward button. Lange’s podcast is confessional and ob-

servational, told by a witty and blue comedian who at one time was a pretty big deal. It’s worth the \$7 to support this effort and see where it goes. The shows have been excellent lately. Maybe he is starting to hit a stride, now that he has confessed about what really happened with Stern.

As for Stern, his show has become a major disappointment. I suppose he’s setting up his retirement by being nice to the vapid celebrities he will encounter at cocktail parties and such. I doubt anyone is subscribing to Sirius XM for Stern at this point.

Of all the shows mentioned above, “The Adam Carolla Show” seems to be the most well-rounded and on-target for its audience. As an added bonus, it’s free!

I’m hoping these podcast wars continue. It’s something no other medium can do, considering the corporatization of practically all media. Podcasts remain independent; a “pirate ship,” as Carolla calls his.

If you haven’t tried listening to podcasts yet, it’s quite easy. There are apps for smart phones (the iPhone app is installed automatically; it has a purple icon) or you can download on your computer by finding the podcaster sites.

*It’s New to You! is a regular column that looks at great digital TV/movie/podcast finds!*

# Theater (cont.)

chosis.” These productions (presented in unique, 2-show-per-evening format) have not only exposed the work of new or little-known playwrights, but also explored dark and divisive topics.

Says Schaefer, “At SUNY Orange students are exposed to contemporary plays that reflect current values, and sometimes controversies, and contemporary classics from our most important playwrights. Our goal is to challenge our students and our audience to question conventional thinking and expand their understanding of the world. We try to provide a unique theatrical experience that isn’t available from other venues; an experience that reflects the world we live in and the people who live in it.” These plays are selected in pairs each semester

and directed by David H. Cohen and Cabot Parsons, both adjunct professors at the college who, along with Schaefer, teach the full theater course load at Orange. This technique exposes the students and audiences to often hot-button issues and provides a safe venue in which to open the dialogue. Students looking to experiment with different forms and lesser-known work would do well to audition for a show at SUNY Orange.

For anyone interested in discovering firsthand what the theater programs at Orange and Dutchess have to give, consider attending their upcoming productions: “The Wedding Singer” at Dutchess, November 11-15, and “Tennessee and Jones: American Originals” at Orange, November 13-15 & 20-22.



# Trump advisor is NCC 'guest professor'

**Anastacia Hodge**  
*Campus News*

George H. Ross, the former real estate advisor to presidential candidate Donald Trump, spoke to a standing room only crowd of NCC marketing students and faculty on October 1st, 2015. Mr. Ross discussed his background struggles or "mud puddles," as he liked to call them; because "nothing is a struggle, it is just something you have to do or go through in order to achieve success." (A little advice his father gave him.)

George H. Ross discussed his "mud puddle" in figuring out what he wanted to do with his life after the passing of his father. Ross was only sixteen and had major decisions to make in his life. So Ross enlisted into the U.S army instead registering to go to Massachusetts Institute of Technology (MIT). Ross served his time in the army, then

enrolled into Brooklyn College and to Brooklyn Law School where Ross met his wife, Millie Ross. After passing the New York State Bar Exam in 1953, Ross did some litigation in the beginning of his law career but didn't enjoy the process.

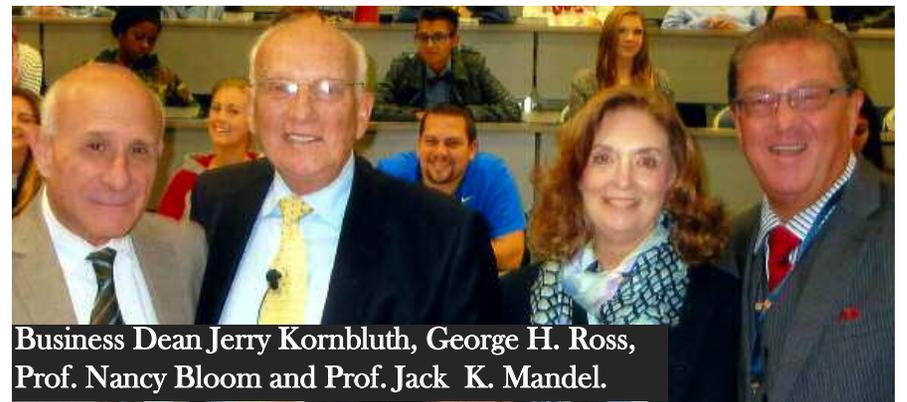
Ross had a series of mud puddles before getting hired by two multi-millionaires, who needed an estate lawyer to help them during their negotiations and closing of the deals. Ross was intimidated by this proposal because Ross only had dealt with homes and small apartment buildings not huge skyscrapers costing millions of dollars; but instead of thinking of the situation as a mud puddle, Ross became determined and with this determination Ross took the multi-millionaires' business from 18 projects to 720 in 10 years. This is when George H. Ross became a household name as he conquered the New York City real estate market.

Ross's path to success continued, when he partnered up with Donald Trump, only 27 years of age. Trump opened up a major hotel in New York City during the city's first major financial crisis since the Great Depression. With the help of Ross, Trump was able to buy the Commodore Hotel and rebuild to what it is today. For many years, Mr. Ross has been instrumental in guiding Trump with real estate negotiations. Ross is truly a motivational and dynamic

man who inspired the NCC students.

Nick Bellia of Massapequa, a marketing major remarked, "Mr. Ross enlightened me to the possibilities that anything is possible." Another NCC student, Molly Pletenycky of East Meadow and a business major stated, "He was relatable, funny, and entertaining."

A big thank you to Professor Nancy Bloom and Professor Jack Mandel who coordinated this event for the NCC Students.



Business Dean Jerry Kornbluth, George H. Ross, Prof. Nancy Bloom and Prof. Jack K. Mandel.



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# Arts: Get your start with 2-year college theater

Emily Dykeman  
Campus News

For any student seeking a career or just an experience in theater, SUNY Orange and SUNY Dutchess each deliver an auspicious beginning. Both 2-year schools are home to a thriving community of theater students and faculty, offering courses in both design and performance, as well as a wider performing arts curriculum including dance and music.

Students at both Orange and Dutchess are integrated into the program immediately — no exclusion or cut-throat competition in these programs. SUNY Orange, specifically, has a unique policy of casting everyone who auditions for a show, sometimes, in fact, basing what plays to produce around who turns up for auditions.

Says Max Schaefer, Professor of Communication and Theatre Arts at SUNY Orange, “This just about guarantees that every actor is a leading actor in their particular production — no spear carriers at SUNY Orange — and we cast everyone who auditions. No one is turned away because we don’t require experience, we provide it—and that includes all aspects of theatrical production.”

Similarly, Joe Cosentino, Head of the Performing Arts Program at SUNY Dutchess, says that first-semester students are routinely given major roles in mainstage productions. Unlike what most students report having experienced in high school and community college settings, the theater departments at these schools accept and equip students based on interest rather than prior experience or supposed talent. No incoming student should feel daunted entering auditions for the productions at these schools, nor should any seasoned performer come in with the expectation of strutting his or her stuff.

While any student who wants it can expect substantial stage time, compre-

hensive theater is what both departments are about. While the course of study at SUNY Orange is much more limited than that at SUNY Dutchess in terms of the number of available classes, each school places emphasis on the student benefitting from a full experience both onstage and behind the scenes. Students cast in a production at SUNY Orange are required to log hours working on the set and crews to gain a full appreciation of what goes into building a show. Responsibilities such as running the light and sound boards, as well as some design choices, are often delegated to the students. Dutchess takes the same approach; says Cosentino, “The students perform all technical and on stage roles in all theater productions in our Theatre Practicum courses.”

The sense of community that often exists in the theatrical world is cultivated richly at both SUNY schools. Notably, both Orange and Dutchess encourage students from every academic discipline — artistic and non-artistic — to enrich themselves through the study and practice of theater arts. Schaefer states that SUNY Orange students coming to the program from other disciplines frequently discover that the skills they’ve learned onstage or behind the scenes “complement” whatever subjects are their primary focus. The broad spectrum of strengths and personalities welcomed into these theater programs

**‘It brings people together like no other art form.’**

serve only to widen the scope of possibility and deepen the potential for true community.

Says

Cosentino,

“Theater brings people together like no other art form. Our students have bonded with lifelong friendships as they learn organizational, listening, communication, and collaboration skills.” Both departments have involved alumni of the program in productions as actors, stage managers, and technical assistance; these former students are often able to act as mentors to those newer to the program.



SUNY Orange’s  
“Freakshow”

If an incoming student can expect inclusiveness, depth, and an accepting social group in the theater at each of these schools, what elements does each department include that sets it apart from the other? Which program might better suit a student based upon his or needs and interests? A particular strength of the Dutchess program is its focus on community outreach and involvement. According to Cosentino, over the past fourteen years of his department’s existence, it has not limited its performances to the Dutchess stage, but has taken them to schools, book stores, senior centers, and even Off-Off-Broadway venues in New York City. Even more commendably, the Masquer’s Guild — the school’s prolific student-run drama club — puts on an annual musical revue as a fundraiser for Broadway Cares/Equity Fights AIDS, a theater-industry based non-profit supporting HIV/AIDS relief globally. Prospective students seeking to become involved in theater as community activism may be interested in what Dutchess has to offer. In terms of productions, Dutchess regularly produces musicals (“A Chorus Line,” “Grease,” “Pippin,” “Fame,” “Tommy,” and “Rent,” to name a few past productions). Cosentino said, “We enter our

productions in the American College Theatre Festival each year. Last year one of our students won Best Musical Performer in the Northeast Region! Dutchess tends toward the more traditional Broadway and Off-Broadway programming in its straight plays, having put on such classics as “Sherlock Holmes,” “Hedda Gabler,” and “Alice in Wonderland.” Dutchess has also produced plays with important social themes such as “Gross Indecency: The Three Trials of Oscar Wilde,” “Never the Sinner (the Leopold and Loeb Story)” and “The Laramie Project (Matthew Shepard Story)”. Cosentino said, “Working on these productions changed the minds and hearts of our students and audiences toward acceptance and celebration of our differences. Beginning this spring, our students will write and direct original ten-minute plays each spring to further their interest and commitment to exploring important social justice themes.” Over the past several years, Orange has taken a vastly different approach, putting on more esoteric and often controversial work, including its productions of “Cloud 9,” “Dog Act,” “Eat Your Heart Out,” “Freak Show,” and “4:48 Psy-

continued on page 23



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# Sports: Fall for Region XV winds down

**Peter Briguglio**  
*Campus News*

The month of October has seen most of Region XV's sports teams cement their postseason positioning. Teams are gearing up to not only take down the Region XV crown but to make a deep run at their respective NJCAA National Tournaments.

## Cross Country

Led by Two-Time National Performer of the Week and September Region XV Athlete of the Month Ryleigh Donegan, Suffolk's women's cross country team maintained their Division III #1 ranking in the nation throughout much of October. FIT's women also joined them in the top three. On the Division I side, Monroe ranked 7th overall in the nation.

For the men, Kingsborough jumped into national recognition, placing 9th in the most recent DIII NJCAA poll. In DI competition, Monroe placed 23rd out of 25 nationally ranked teams.

## Football

Globe continues to climb the national ladder, ascending to 15th in the nation in the most recent poll. The team has gone 5-1 this year, with the only loss surprisingly coming against Region 15 competitor Monroe, who has only mustered a 3-3 record thus far.

## Soccer

Suffolk's Women's team has gone 8-2 through October 22nd and managed to sneak their way into the latest national rankings poll, placing just outside the top 10 in 12th place. In Division I, after losing their first contest of the year, Monroe College has rattled off 9 straight wins as of October 22nd. In the month of October, the Mustangs have outscored opponents 27-3 and have not al-

lowed more than one goal in any contest since their season opener.

The men's side has been much more competitive in Division III as both Suffolk and Nassau are sitting in the top five nationally in 2nd and 4th, respectively. As of October 22, the Sharks are 13-1-2 while the Lions are 15-1-1. For the week of October 12-18, Suffolk freshman Victor Montano earned DIII National Player of the Week honors after scoring 5 goals and 2 assists on 16 shots in wins over Region XV foes BMCC and Rockland. Additionally, Queensborough repeated as CUNYAC Conference Champions, handing BMCC their only conference loss of the year.



Globe's Anthony Cruz

## Globe football moves up to No. 15 in the nation.

## Tennis

FIT and Suffolk ranked 4th and 5th nationally in the last NJCAA

Rankings poll, respectively. It was the Tigers, however, who would win the showdown at the Region XV Championships. Both teams earned spots in the NJCAA National Tournament that took place October 22-24 and had strong showings. After Day 1 of the competition, FIT was ranked first out of all 12 teams participating, however they were overtaken on Day 2 by Oxford Emory, who finished with 35.5 total points. The Tigers placed second in the country with 27 points while Suffolk rounded out the top 3 at 24 points.

## Volleyball

The FIT Tigers remain atop the Region XV women's volleyball standings heading into postseason play. Ranked 10th in the nation, the team remains unbeaten in the Region at 13-0. Challenging them is Nassau, who at 12-1 pose the biggest threat to the Tigers. The Lions are on the outside looking in regarding the National polls, placing 15th in the country as of October 22.

## 2015 Region XV Fall Championship Schedule

A number of Region XV Championship dates as well as NJCAA national dates are scheduled for the month of November. In most sports, teams that advance out of regional

play will earn a bid to their respective NJCAA National Tournament where they'll compete for a National Championship. Below is a list of upcoming events.

DI Men's & Women's Soccer - District Tournament 11/7-11/8, Nationals 11/16-11/21

DIII Men's & Women's Soccer - Nationals 11/12-11/15

DI Women's Volleyball - District Tournament 11/7, Nationals 11/19-11/21

DIII Women's Volleyball - Nationals 11/13-11/14

DI & DIII Men's & Women's Cross Country - Nationals 11/12

Half Marathon - Nationals 11/21



FIT's Jenna Dickey

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# Queensborough vet is all set

**Peter Briguglio**  
*Campus News*

For decades, the City University of New York system has offered students from all walks of life the chance to get a great education with great networking opportunities in the biggest city in the nation. Those at CUNY schools with the physical ability also have the option of competing at a high level of intercollegiate athletic competition. The story and the road traveled by one student-athlete in particular embodies every value that CUNY stands for.

Amanda Hammond of Queensborough Community College is that student-athlete. Hammond has taken a circuitous path over the last ten years that has now led her to Queensborough Community College.

It started in Ohio, where the now 27-year-old grew up. After graduating Groveport High School in 2006, where she played volleyball, Hammond enlisted in the Marines, much to the chagrin of her father, who himself was a retired marine.

After going through boot camp mere months after her high school graduation, Hammond was first deployed into combat toward the end of the summer of 2008. The destination was Iraq, and Hammond, who ranked as an E-3 Lance Corporal, was pegged to be a member of a female search team in Fal-lujah, Iraq. On a daily basis, Hammond was putting her life on the line sweeping passersby at security checkpoints for improvised explosive devices and remaining vigilant to other terror threats. That tour of duty ended in March of 2009.

Her next tour overseas came in Afghanistan from July 2011 through February 2012, where she performed convoy security duties as an E4 Corporal. During a 17 day convoy, an explosive went off in very close proximity to where her crew was stationed, and the impact left her with slight loss of hearing in her right ear.

Fast forward to 2014, where Hammond made the decision to leave her

country upbringing behind and settle into big city life in New York. Hammond joined the Marine Corps reserves that April, which allowed her to ascend to E5 Sargeant rank. She also decided to continue her education in August of that year and chose to major in psychology at Queensborough. The school offered her the opportunity of greater career advancement opportunities within the armed forces, which is something that no other city or college system in the country could have matched.

“Queensborough has offered me a better opportunity to help me learn the options the military benefits have to offer me,” said Hammond. “Before I came here, I was not aware of the benefits we have in the military to advance our schooling for a career. I’ve been able to have more of a relationship with some of the psychology doctors here and they’ve helped guide me in being a psychologist.”

Why psychology? As you can imagine, Hammond has been through situations and experiences that those of us who have no military background can’t even begin to fathom. Post-traumatic Stress Disorder is a common affliction to those exiting the military, and plenty of others who are no longer serving suffer from other mental health issues.

“I have been around plenty of men and women who suffer from mental health issues related to combat experiences when they were overseas,” said Hammond. “Since I have been over to Iraq and Afghanistan, I feel that I can help these men and women given the fact that I can relate to some of their feelings. Ultimately, I want to work in the Veterans Affairs hospital as a psychologist, helping to prevent any veteran from feeling as if their life isn’t worth something.”

Hammond is well on her way to ful-

## ‘The Marines gave her poise.’



**QCC's Amanda  
Hammond**

filling that goal. She currently works in the Veteran's Service Office on campus, gaining experience dealing with people and having the chance to implement what she learns in the classroom and from her peers on a day-to-day basis.

Her experience at Queensborough has been ameliorated by the fact that she's part of the CUNYAC Conference-leading Lady Tigers women's volleyball team. Head coach Jason Demas, who also serves as an instructor at the school, first spotted Hammond in his gym during one of his classes and encouraged her to join the team.

The thought of playing volleyball again appealed to Hammond, enough so that she rearranged her schedule in order to accommodate practice times and the team's regular-season schedule. She last played competitively back in high school, prior to joining the Marines. Fast forward nearly ten years later, and she has shaken the rust off enough to become a great role player for the team. She has been a reliable setter and server off of head coach Jason Demas' bench, and the intangibles she brings in terms of leadership are second to none.

“Amanda's experience with the Marines have given her a poise and confidence that is rarely found in a community college student-athlete,” said Demas. “She is the perfect teammate and always does what is needed for the team.”

“Being 27 around a bunch of 18-20 year old girls definitely puts me in a more leadership position, especially when we are out representing the school and we have to maintain a professional behavior,” said Hammond. “Being in the military, I have realized that when I am on the court I am able to take the blame for a mistake even when it was not my fault. I am able to rationalize quicker today after experiencing eight years of the Marines.”

Hammond's contributions have helped the Queensborough Tigers post a perfect 8-0 conference record in 2015 while going 17-3 thus far overall. Her team heads into the CUNYAC Championships as the favorite and is determined to seize a berth in the National Tournament. While her career and season have been short, Hammond has made a profound impact on those around her.

“After this year she will be graduating and moving on, but she has impacted me on more of a personal level just hearing her stories and learning what life was like for her while at war,” said Demas. “It really changes the perspective when two teams who are playing against each other are labeled as ‘battling it out.’”

After the completion of the volleyball season, the battle for Amanda Hammond will continue as the pursuit of her career goals continues. For her, it's a battle that's had its chances of success greatly improved due to her short stay within CUNY.

# Balancing full-time vs. part-time and aid

David L. Podos

Campus News

What are the number of credits a student should take each semester? Do I need financial aid? Should I be a full time student or should I be part time? In my opinion there is no “cookie cutter” answer that is applicable to all students. While the questions on the surface may seem clear and understandable, the answer(s) oftentimes can be much more complex.

If for instance the student wants to obtain full time status the benchmark is 12 credits. Any student who relies on full federal and state financial aid knows the minimum credits that they have to take per semester are 12. Looking at this scenario, it’s pretty much a no brainer; however, things can get muddled very quickly, depending on circumstances.

Most students that I saw when I was an academic adviser were more concerned that they had a schedule that was correct for their given semester. Of course, if they relied on financial aid and were full time, it was important for them to reach that 12 credit number. Fairly clean stuff till it got complicated, and it always does for someone.

What to do with a student who has college test scores that are low and has placed him/her into a number of remedial (developmental courses) which are non credit? Depending on what courses are available they might have little difficulty getting them, but that is not always the case

as most schools have a limit on the number of non-credit courses that they offer, semester to semester. The challenge for the student for financial aid purposes and maintaining full time status is to get to 12 billable credits and if certain courses you need are not offered and or are wait-listed that might create a big headache for you. In my experience students frequently have a hard time accepting that they have to take those non credit classes. Many of them say they were nervous when they took the placement tests and knew they could of done better, however, many schools have polices that prevent a student from re-taking those tests, so they are stuck with the scores and the remedial classes. The challenges for the student may be disheartening depending on the number of non credit classes they will need to take and the major they are in. If for instance the student is in a major that requires a heavy progressive math load, and the student tested into remedial math, that student may very well have to spend an additional year to complete their associate degree, as they play “catch up” to work towards math completion.

Staying longer in college than a student expected has other complications. They can burn through a lot of

their financial aid by having to stay on for one, two, or three more extra semesters. They are open to personal burn-out. Other considerations could be they needed to get their degree in the “normal” time: two years. It could be their employer or family member is helping to pay but will not contribute for more than two academic years, or the student needs to find work as soon as possible and staying on past two years would be detrimental. So what is the right thing to do?

First, decide if you want full time or part time status; that in and of itself will determine the amount of credits you will need to take. Be realistic about your financial situation: Do you need financial aid, or are you able to pay (in whole or in part) for your education? If you simply do not have the money, then going full time (12 credits) provides you with some financial relief (assuming that you meet all criteria). What is your situation? Are you single living at home, if so, perhaps that’s not a bad thing. You most likely are not supporting anyone, and your expenses are minimized to some degree.

That is a huge burden lifted from your shoulders when compared to students living away from home in their own apartment and may have other financial responsibilities as well, such as supporting a young child. If you tested into a number of remedial (non-credit courses), then so be it. As the saying goes, it is what it is – and in this case you’re probably not going to be

able to bypass these non-credit classes. You need to take them, so be honest with yourself; you need help, and these classes are there to make you a better student – yes, even though in many situations they will lengthen your stay at your college.

Advice on all of this should be readily available to you through your student services department, which amongst many services that they offer, one of the most important is academic advisement; so seek out their expertise.

Be honest about your situation; always look at the big picture. Seek out assistance from your colleges various departments from placement testing, to financial aid, to college advisement. By doing so, it will make your academic journey a whole lot easier.

David L. Podos is an adjunct instructor for the Center for Social Sciences, Business and Information Sciences at MVCC.



## 9 to 5 by Harley Schwadron



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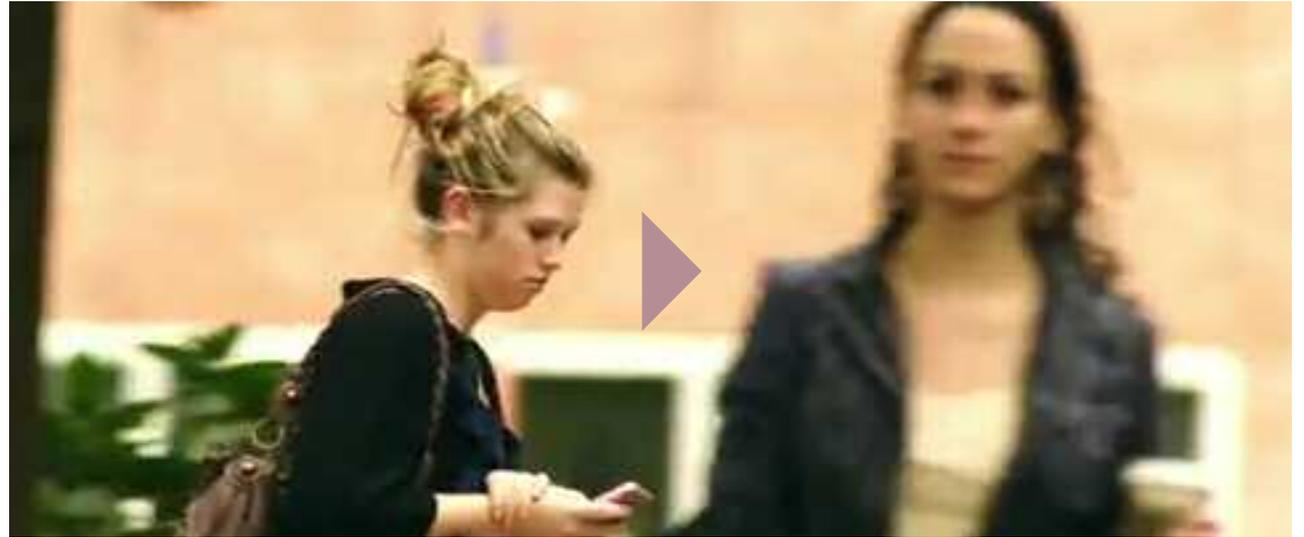
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