

Community College CAMPUS NEWS



Volume 14, Issue 1 FREE!

Start of Fall 2016



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This is college! How to prosper.

Darren Johnson
Campus News

You did it. It may not feel like an accomplishment – being in a community college – but it is; at the very least, it's a golden opportunity.

Sure, orientation was kind of a joke, various bureaucrats gave you pieces of paper to take from office to office to get signed, a placement test said you need some help in either English or Math (don't feel bad, few people pass these tests completely), and maybe a tired adviser tried to steer you into some classes you really don't want to take (though, usually, they know best).

Then, parking's a nightmare (it gets better as some less-serious students drop out), maybe one of your professors

is like that guy from "Ferris Bueller," and the one online course you're taking is on Angel or some other decidedly 1990s learning system, built for big CRT monitors and Pac-Man graphics, not your smart phone.

Add to that some of your friends have gallivanted off to four-year colleges, and maybe a few others decided to just skip college and they are earning an OK pay working a trade. Meanwhile, you are living in the same town, your car has a bit of a sputter going on and you're trying to cobble together four or five courses while also working a service job. Your manager at



the service job is a little older than you; he or she has developed a bit of a paunch, with a careless hairstyle, reciting corporate rules and regulations, and you swear to yourself you don't

want to turn into him or her.

So, here you are, in college, trying to change your fate. Now that we've gone over the negatives, let's go over the positives – there are

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Advice for sophomores

Gianluca Russo
Campus News

Returning to school can be incredibly difficult, especially when summer vacation proves to be as entertaining and relaxing as one could only hope. My few months of break were all that I imagined they would be: I completed two internships, one in the features department of the Albany Times Union and one with a production company in New York City, made my New York theatre debut on the marketing of "iLLA! A Hip Hop Musical," which played at the

New York Musical Festival, and tried my hand at some freelance writing and social media work. While I spent a majority of my time in an office on my computer, I made sure to travel, both to South Carolina and Rhode Island, and spend as much time with friends as possible. To put it simply, this summer was truly the best one yet.

But alas, I find myself about to journey into my sophomore year at Schenectady County Community College. I'll be honest: I'm still on a high from the riveting sum-

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So, what's the deal with Pokémon Go?

Laura LaVacca
Campus News

Unless you have been living in a cave these past few months, you've heard of the gaming app that people of all ages seem to be obsessed with, Pokémon Go. This free-to-play mobile app involves catching Pokémon in real-world locations. The game uses player's locations via a GPS system and displays a map of what is actually in front of players. A digitalized version of the user can be customized with clothing and many other options. The goal is to catch Pokémon, some rare, some common in various locations the phone leads you toward. This augmented reality can turn a little too real, when players are asked to purchase various options using real cash or to catch a Pokémon at a local restaurant, bar or even museum. Nevertheless, Pokémon Go seems to be taking over.

As with any video game, people are questioning the impact, especially on students who have been given another reason to possibly be distracted.

Chris Carmichael, Founder of Ubiquity Inc., favors this new world, "Augmented reality is rapidly being deployed in all kinds of settings, including commercial and entertainment. One use for AR is providing more information about a historical site, building or artwork, which I think is great additional information for college students."

Carmichael is referring to the game's core of bringing players to new locales they possibly would not have noticed otherwise. In Manhattan alone, Pokémon's can be found in Bryant Park, Harlem and Union Square. Presently, there are only four Pokémon that are region-specific, Mr. Mime (Europe), Farfetch'd (Asia), Kangaskhan (Australia), and Tauros (North America). Users can travel to these different, exotic spots

to collect characters from the game all while experiencing new areas and learning about history.

"Pokémon Go creates another venue for activity, and much of it takes place outdoors and in social settings," he continues.

The game does have a team option, in which players can play together to collect the characters. However, simply getting out and stopping at the many places on the game's app brings people together to socialize and meet others.

"Pokémon Go for college students initially can be an ice breaker. It'll also get them to go out of their dorm and explore their campus and socialize," Jordan Edelson, Founder and CEO at Appetizer Mobile explains. "The college experience is

'The next generation of students will find more exciting uses for this.'

just as much about learning from traditional academia as it is from life lessons learned from social interactions."

Carmichael piggy-backs, "As entertainment, Pokémon Go is more active than usual college pastimes such as watching sports events, and provides opportunity for students to mingle like an old-fashioned college mixer."

Students also note simply how fun it is. Hofstra student Joseph DeMarco notes, "It's a fun experience. It allows people to easily meet new people. I could see a freshman using it to meet other students because it's a good conversation starter: What Pokémon have you caught? What's your strongest one? It's pretty easy to bond over the game."

Not only is it promoting healthy social interactions, it's promoting exercise and stress relief. Because the game requires users to get outside and search their surrounding areas,

it's promoting a less sedentary lifestyle of playing video games or watching television on the couch. In addition, it can be a welcomed break from studying or a chance to refocus oneself when writing that paper that just seems impossible to finish.

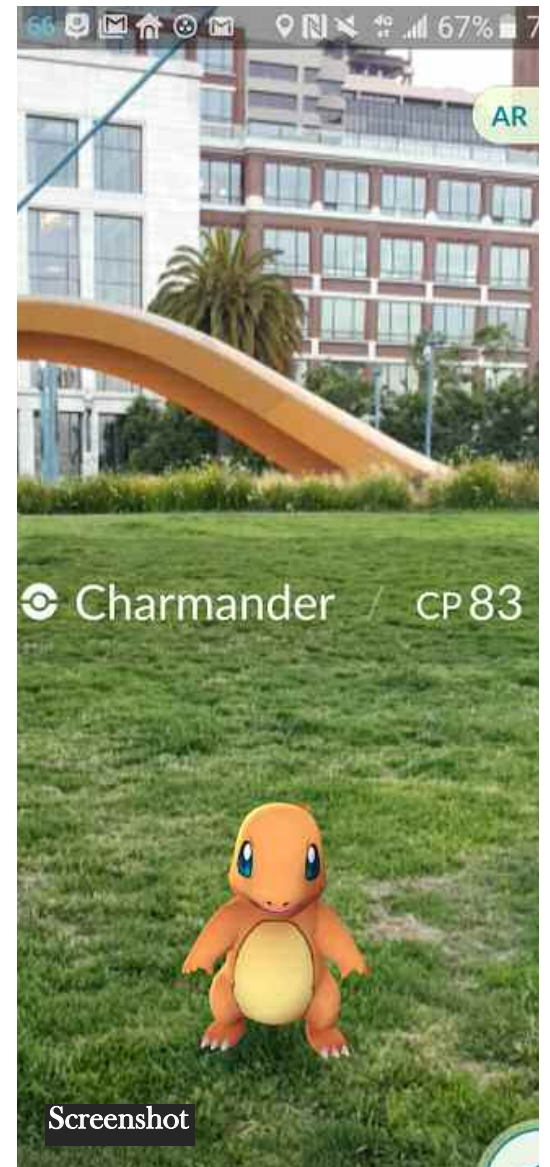
"Pokémon Go can be used as a "healthy" escape from daily college stresses," Edelson offers, "It also provides something familiar which can reduce anxiety."

What about the future of other games that place people in this augmented world?

Carmichael explains that augmented reality began as an industrial application in the 1990s to help factory workers visualize as they build, and it has evolved a great deal since then.

"I expect the next generation of students to find more exciting uses for this technology."

So go ahead, pick up that phone and enter a world that looks strangely similar to what's right outside your front door.



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College is kind of like a cruise ship

Kaylee Johnson
Campus News

On my most recent vacation I found out that cruises are more like college than I'd ever expected. I enjoyed the cruise, quirks and all, but such trips are still fun to make fun of.

Everyone's college journey is different, but some things are universal. I hope your college cruise avoids rough waters and keeps smooth sailing. Here are some similarities I found at my college and on my cruise:

The cabin – A dorm room is a lot like a cruise cabin. In other words, it's like living in a box. You can hear the people in the next room over partying all day or the group of men stumbling down the hallway in the middle of the night. Not all things were bad about the cruise coffin though; there is no maid or room service, and certainly no towel animals in college dorms.

The buffet – Anybody who says cruise food is amazing is lying to you. Unless you go on a luxury cruise line, you will be eating cheap hot dogs, chicken nuggets and pizza every single

day. You will find the same mediocre, lukewarm food from your college cafeteria on the buffet line at cruise; seriously, though, they must order from the same frozen food distributor.

The change of lifestyle – Going away to college is a total culture shock for some people. For most it's their first time leaving the comforts of home. Some students are not used to sharing space, or eating cafeteria food, or not having cable. On a cruise it's not quite as bad, as you are only away from Internet and Wi-Fi for the duration of your trip, unless you want to pay two dollars a minute to check your Facebook feed.

The muster drill – A cruise ship's muster drill can be compared to freshman seminar. They pull you in a room and pretty much tell you, "I don't want to be here and neither do you so let's get this over with. Here's how you don't drown. ..." Much of the information they feed you is mostly logical, unless of course you haven't seen Titanic.

The partygoers – I'm sure there are lots of college students who wish their campus had an unlimited alcohol package like cruise ships do. It's al-

most more fun to be sober so you can watch people fall apart as the day goes on. It seems like the wild ones never go to sleep; they are too busy singing karaoke at 3 in the morning.

The liveliness – There is always something to do on a cruise ship and unless you aren't looking hard enough there is always a fun event happening on most college campuses. Too bad colleges don't have corny cruise directors who crack jokes during bingo!

The alcohol – Most cruise ships have a strict "no alcohol" in your suitcase rule (or a limit of one bottle per person) because they want you to buy their overpriced, watered down drinks. Some people have gone as far as putting alcohol in mouthwash bottles, or shampoo bottles. If they find more alcohol than the limit in your suitcase, they will confiscate it, just



like they will if a dorm supervisor finds alcohol in an underclassman's "cabin."

Pier runners – There are hundreds of videos on YouTube of tardy people trying to catch their cruise ship as it dramatically sails away. There was one in particular that caught my attention: it was a mother and father sobbing when they realized their ship was already gone because their two children were on board. Thankfully a relative was on board and they were reunited a few days later. This whole

genre reminded me of people who are never on time to class, they must be in the wrong time zone.

The diversity – On cruises you will find all different types of people. There are the parents, the rambunctious children, the senior citizens, the bachelors, the bachelorettes, and the singles. College is so different than high school in that you are much more likely to find people who have the same interests as you since there is much more diversity on a college campus than in a typical high school.

The experience – Whether you go to college or go on a cruise ship you gain a little more world experience than you had before. Seeing a foreign country is a lot like entering college for the first time; everything is new and exciting. Both of these can create memories that last a lifetime (good and bad, but mostly good).

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Lack of mental health services for college students of color

Claudia Lamberty
Campus News

In a society riddled with conflict inspired by racial consciousness, resources pertaining to mental health and emotional support of students of color often seem out of reach.

The month of July has recently adopted the title of Minority Mental Health Awareness Month, and The Steve Fund has announced its initiative to provide information and support for students of color.

A not-for-profit organization, The Steve Fund has just launched an application called the Knowledge Center. The free, online resource center aims to connect with students nationwide regardless of region and financial circumstance.

The organization is the first of its kind in the United States.

Rooted in supporting often-marginalized groups, The Steve Fund strives to provide informative content addressing issues of mental health and emotional well-being.

Senior Medical Advisor of The Steve Fund, Dr. Annette Primm, has dedicated her efforts to the growth and success of the organization.

"I have been involved in a number of projects and initiatives that focused on the mental health of people of color," she said. When considering facets of mental health, Dr.

Primm stated, "Ethnicity matters, culture matters, gender matters and age matters."

Providing developmental and psychiatric guidance for The Steve Fund and their cause, Dr. Primm contends, "All of these identities infer unique challenges or are associ-

'Ethnicity matters, culture matters, gender matters.'

ated with specific circumstances that an individual would need to contend with."

The Steve Fund's national conferences, online services and accessible scholarly research are all platforms of support for students of color.

Dr. Primm and her colleagues at the Steve Fund acknowledge how difficult the double identity of a student and a person of color can be.

The Steve Fund's cause primarily rests in under-representation across college campuses. Under-represented racial presences on campuses have historically resulted in conflicts relating to racial discrimination, social stigma and micro-aggressions.

"There have been some initiatives focused on the mental health of people of color. But professionals

haven't always thought it was necessary or important to take it a step further -drilling down to a specific age segment of that population," Dr. Primm stated.

She claims that students may also often experience a seemingly uncomfortable transition from their respective hometown to campus environments.

The Steve Fund also finds that such racially driven circumstances have the capacity to effect students emotionally and psychologically.

"With social media," she said, "and with the significant publicity associated with the challenges of young people of color, it is important for us to pay attention their mental and emotional wellbeing."

If mental health needs are unmet, students can potentially derail their academic pursuits and it has the capacity to lead to other problems.

As cases of depression and anxiety permeate college campuses, The Steve Fund has reported that students of color are more likely to suffer than non-Hispanic white students.

Nonetheless, students of color are less likely to reach out for help when experiencing symptoms of depression and anxiety. Concerned or confused about their emotional and mental state, students are often ambivalent to seek help or unaware of available resources.

The Knowledge Center provides information not only for students of color, but content readily available to peers, mentors and counselors as well. The organization encourages peers and adult figures to apply its accessible content to students seeking or in need of support.

When asked about psychological and emotional support currently available for this segment of the student population, Dr. Primm said, "In the ecosystem of college and uni-

versities a lot more can be done to support the mental health of people of color."

Professionals like Dr. Primm highly recommend parents and mentors remind students it is okay and appropriate to talk about mental health issues.

Some individuals are often under the impression issues of mental illness and mental health "should remain in the shadows and be kept quiet."

The Knowledge Center, the Steve Fund's online research center, provides scholarly content to all visitors. Interviews with professors and mental health professionals, lectures, academic research and scholarly articles are available to educate all on issues of mental health.

"The Steve Fund is a place for people to figure out what they can do to help, whatever their role might be."

The available content derives from mental health conferences held at esteemed universities such as Harvard, University of Michigan, Stanford and Yale.

The Knowledge Center hopes to engage with audiences not only currently enrolled in higher education, but also individuals entering and exiting their college careers.

To help guarantee health and future success, this initiative strives to prevent the weakening of social networks, and disengagement from educational and career interests.

Easy to navigate and comprehend, the Knowledge Center has potential to become a vital resource for struggling students and individuals seeking to provide support.

Those involved at The Steve Fund are invested in removing the stigma, the secrecy and the shame that has previously surrounded discussion of mental health and mental illness.

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Solving your college math requirement

Prof. Jim Kirkwood
Special to Campus News

Editor's Note: We posed a question to college math instructors on Profnet asking how non-STEM majors can pass a college's math requirement if they are not good at math. The article below was submitted, and we feel it helps.

The nature of the question seems to imply, "If I fear or don't like math, but I need a math course to graduate, what should I do?"

This is a conundrum of a national level, for which there is no all-inclusive answer, but I will offer some ideas.

First, is there a math course that has some direct pertinence to your chosen field of study? My observation is that Pre-Calculus is definitely not the course for most of the students we are addressing, but many will take this course, possibly because of bad advising, because it seems to be the lowest level math course the college offers or

"this is what the Ouija Board told me to do." College Algebra has the same problem. Why I think this is an egregious error is that often students had seen the material in these courses multiple times and didn't understand it. This fosters a defeatist or intimidated attitude and failure is highly probable.

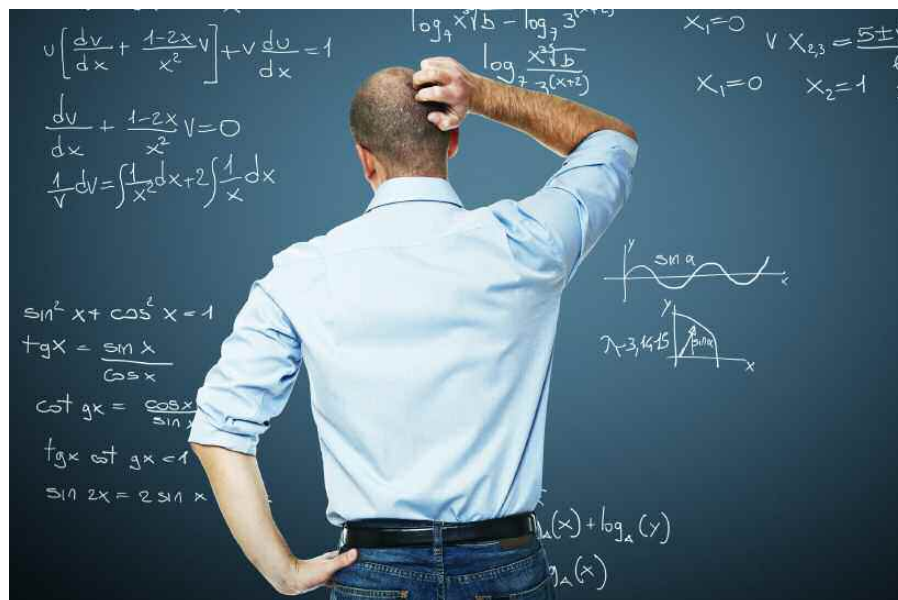
An elementary statistics course has applicability for almost every discipline, the material starts at ground zero so weakness in algebra is not as severe a deterrent as in some math courses, case studies are usually a predominant technique (if the course is taught by a statistician) and

preformed ideas about math are not as damaging. Also consider courses that give some insight (at a very elementary

level) of the uses of mathematics in fields such as music and art.

Second, research who is teaching the course. Like every discipline, quality of teaching can vary tremendously. Some faculty can be very good in upper level courses and poor with elementary courses. Some have a great deal of em-

'Consider math courses that give you insight.'



pathy for struggling students, others are scornful. Many colleges post student recommendations, which, in my opinion, tend to be fairly accurate

Third, use your assets. Study groups are one of the most successful tools that exist. Also, many colleges have free tutoring services for lower level math courses. **DON'T GET BEHIND.** Good advice for any course, but especially math and foreign languages. These courses are sequential in nature and if you miss one day, the next day will likely build on

previous material, and you have a problem.

Prof. Jim Kirkwood taught math for over 30 years at Sweet Briar College and in the summers teaches entering graduate students in math at the University of Virginia. He received Sweet Briar's Excellence in Teaching Award multiple times (an honor voted by the students) and this year received an Outstanding Faculty Award, which is the highest honor the state of Virginia confers on faculty at colleges and universities.

LIU opens Rockland center

Rockland Community College is pleased to announce a new partnership with LIU Hudson, a regional graduate campus of Long Island University. Beginning this fall semester, an LIU Hudson extension site on the RCC campus at 145 College Road in Suffern will offer evening and weekend courses toward graduate degrees.

The master's degrees include

programs in Counseling, Psychology and Therapy, Teacher Education, Educational Leadership, Business Administration, Public or Health Administration, and Industrial and Pharmaceuticals, with specialization in Industrial Pharmacy or Cosmetic Science.

This LIU Hudson partnership provides a wide range of academic opportunities towards professional careers at RCC's convenient campus. Designed for people who have other weekday obligations, the accelerated classes meet evenings or weekends. Career and academic advising is provided by LIU graduate faculty members and some scholarships are available. Please contact LIU Hudson to arrange a meeting with faculty and program directors.

George Takei visits Utica

Fifty years ago today, science-fiction fans all over the world were introduced to Hikaru Sulu, helmsman of the Starship Enterprise, when the very first episode of "Star Trek" soared into NBC's primetime television rotation.

Next Stardate: 94316:02 — or 7:30 p.m. Saturday, Sept. 17 — after a whirlwind few weeks of celebrating the 50th anniversary of the television series that inspired generations of fans, the actor who brought Sulu to life will be speaking at Mohawk Valley Community College for "An Evening with George Takei: Actor, Social Justice Activist and Social

Media Mega-Power," part of the MVCC Cultural Series, in the Jorgensen Center Field House on the Utica Campus. Tickets are \$35 general, \$25 for MVCC employees, and free for MVCC students. Tickets are available online at www.mvcc.edu/tickets.



I now have an associate's degree!

Takara Lawrence
Campus News

Do you remember the final year of high school when you had to make the decision to go to college or take some time off?

It was what was on everyone's mind and all everyone could talk about. There was pretty much two categories a person would fall into. It was between going to college or taking some time off.

Most people in my school were going to college after graduating and the people closest to me were those people. But their ambition did not rub off on me until much later in life.

Most people coming out of high school are confused about what their next move should be. It was a nervous feeling knowing that I did not have to go back to school in August. I really had to think about my next move. Now imagine the feeling of receiving your associate's degree and having some time off. That's where I am now, finally.

At any age an individual can decide to go back to college and most people decide to go to a community college because of the flexible hours and

in the end you will walk away with a degree. It is true that some people walk away after receiving an associate's. There is nothing wrong with not continuing your studies, but why come this far only to stop? The potential to keep going consumed my thoughts and it gave me pause to think over the summer. You, too, will have the time to think about working towards a bachelor's degree.

I know a couple of people that only wanted an associate's degree. They would say, "I have a degree. Why do I need to keep going?" I can understand that logic because when I first decided to go back to college, I was not sure if I would keep going after the two years. In my mind I would already have a degree and with this degree I would be able to obtain a decent job.

It was not until later that I realized that my education was going to take me somewhere better. I worked hard while in college. I wanted to make sure that I received my associate's in two years.

I took the maximum number of credits each semester to make sure I reached my goal. While doing so I also managed to keep my GPA above a 3.6 each semester. This motivated me even more. I ended up graduating Magna Cum Laude, though I'd never once thought that this would be possible.

I'm the type of person that waits till the last minute to do everything. It was never really on my mind where I would go next once I graduated. The students in my classes would talk about the colleges they were transferring to, and I had no school to talk about. I really had to do my research and decide where my next move was going to be. I was told to look into SUNY and CUNY colleges because they would be most affordable. While looking into the colleges I realized that there are a lot of colleges to choose from. There were even some colleges that I never even knew were a part of SUNY.

When I learned that FIT was a SUNY college, I immediately applied. I also jumped at the opportunity to apply because the tuition is affordable. I had so many more options, and it made me excited. I could not believe I was excited to transfer to another college. I'd never once thought that

I would be excited to continue my education.

Retaining more knowledge is wonderful. The brain is like a muscle and once you make it stronger you will become powerful. When I say powerful, I mean you will be able to captivate people with just your words. College challenges you to become the person you always imagined you would be.

As I stated before I understand why some people do not continue after receiving an associate's degree. Some people only imagine themselves going as far as just two years. While other

**'I took the maximum
number of credits
each semester.'**

people once they receive an associate's and they understand that a bachelor's is only two more years away, they keep going. I received my associate's degree this past May, and it still has not hit me that I am a college graduate.

My family and friends have all been congratulating me on graduating and it makes me feel good, but for myself I want to keep going. I know I'm going to be more satisfied once I receive my bachelor's.

I am extremely anxious to start school again in the fall and this past summer I prepared for this semester. Receiving my associate's really pushed me to do more with my life. All of the things I'd always said I wanted to do, I know I'm capable of doing them now. One of my dreams has always been to write and act in my own television show. The real reason I went back to college was so I would be able to work toward this dream.

My new college will provide me with the opportunity to meet people who have the same ambition as me. Most aspiring actors spend years going on auditions and being rejected, but with my degree and talent with writing and acting, I will be able to pitch my ideas to many people. This fall I look forward to perfecting my craft and moving closer towards my dreams.

Takara Lawrence is a recent Marketing grad from Nassau Community College. She hopes to one day act, write, and produce her own television show.



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Op-Ed: E-learning improves teaching

Hui-Yin Hsu

Special to Campus News

As classes start, public schools across the country are staring down crisis-level teacher shortages.

Rapid City, South Dakota schools have 50 unfilled teaching positions. Georgia's Houston County has 90. San Francisco has over 100. Florida's Orange County: a whopping 300.

As older educators steadily retire, there's a desperate need for new blood in America's teacher corps. Worse still, too many young teachers lack the knowledge required to educate effectively. And the teacher corps remains remarkably homogenous, failing to reflect this nation's diversity.

Online teacher certification is the silver-bullet solution to all these challenges. E-learning portals empower people from less traditional career tracks to join the teaching profession, bringing unique perspectives, skills, and backgrounds into the classroom. More universities should offer online teacher training. And public school systems should value these degrees and recruit from these new pools.

E-learning represents the best way to improve our teaching corps.

Consider Arlene Steenkolk, a former computer engineer in Beaverton, Oregon. After a successful career, she became passionate about fostering the next generation of computer scientists. So she began teaching, working as a technology assistant at a local elementary school. "I want to encourage (the students) to look ahead for their future," she explained.

There are countless Arlenes across the country. This vast talent pool, though, has gone mostly untapped due to prohibitively high transition costs. Many professionals can't afford to quit their jobs and spend years in full-time teaching programs. With kids to support, mortgages to pay, and retirements to plan for, many can't forgo years of wages.

Enter e-learning. Online teacher training programs allow working professionals to get highly specialized degrees at their own pace before switching careers.

The University of Massachusetts, for instance, offers online courses for over 20 teaching degrees.

Ideal models include online instruction, regular trainings and visits to K-12 classrooms with real students. My university, New York Institute of Technology, offers online graduate programs and a blended program that incorporates classes and instruction on campus.

This hybrid model has continually proven effective. A study by the former president of Prince-

ton University examined over 600 college students and found that those who completed both online and in-class courses outperformed traditional students.

Empowering mid-career professionals to join the teaching corps would also address the serious knowledge deficit plaguing public schools. Research shows that many middle and high school instructors lack the necessary knowledge about math to effectively teach it.

'Many school teachers don't know math well enough to teach it.'

When mid-career professionals migrate into education, they bring their knowledge and professional skills, too. Students can learn, say, about computer science from a Google engineer or about writing from a Fortune 500 advertising executive. Young minds deserve access to such elite knowledge.

There's also a serious lack of diversity among ed-

ucators. While over 40 percent of public school students are students of color, more than 80 percent of teachers are white. Teachers from non-traditional paths are more likely to come from diverse demographic backgrounds, helping the teaching corps become more reflective of the students.

We can't afford to let these problems continue. Lack of qualified, diverse instructors causes lower quality instruction and poor outcomes. Today, the United States isn't even among the top 20 performing countries in international student achievement assessments.

Empowering adult professionals to become teachers through online learning technologies will inject fresh talent into a school system that desperately needs it.

Hui-Yin Hsu is the chair of the Teacher Education Program in the School of Interdisciplinary Studies and Education at New York Institute of Technology.



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GCC alum notes gender disparity in gaming

Darren Johnson

Campus News

In an industry dominated by men, Joan Nobile is a gamer. The ever-growing world of video games creates endless possibilities with characters, story lines and even new worlds to explore, but to Nobile and many other female gamers, is also very one-sided in its portrayal of men and women.

"The ways in which women are portrayed in video games tends to be troublesome. There's a trend of many

female characters being scantily clad, or seen as sexual objects," Nobile, a GCC alumnus said.

"Women who game, and women involved in the gaming industry, often receive a great deal of harassment. The message this sends to women and men alike has the potential to influence our culture and society in similar ways to television and film, which is why it's important to critically analyze games."

Nobile decided to explore the gender differences in video games in the

form of a thesis requirement while completing her undergraduate studies at Buffalo State College, and eventually turned her efforts into a documentary she titled, "The Gender Glitch." The documentary features interviews with knowledgeable and passionate gamers about the crossover of gender, harassment and gaming, and includes a sit-down with Dr. Jennifer Jenson of York University, a leader in the field of gender and games. Nobile's hard work earned her recognition from SUNY-

Wide Film Festival (SWFF), which awarded her Honorable Mention in the Documentary category at its 2016 festival.

"I was really amazed," Noble said of the recognition for her award-winning film, which wasn't entirely met with positive feedback. Her critics responded with severe harassment and gender-based slurs, which caused her to temporarily remove the video from public view. Nobile has since made the video available on YouTube unlisted and comments require approval before being posted.

The SUNYWide Film Festival launched in 2009 as an opportunity to showcase the cinematic work of students and faculty from the SUNY system. A result of a vision by Phil Hastings, associate professor of Film and Video Arts at SUNY Fredonia, the festival celebrated its seventh annual gathering on the campus of SUNY Oswego on April 8 - 9, 2016, and was co-hosted by SUNY Stony Brook. A total of 192 entries were submitted this year, with awards given out for the categories of Grand Jury Prize, Audience Choice, Animation, Documentary, Experimental and Fiction.

Originally from Brooklyn, Nobile came to GCC after chatting with a Batavia-based friend online. After exploring the College's website, she realized it had all the things she wanted: a student housing community, a radio station and affordability. She made the most of her time at the Genesee, DJ'ing for the College's radio station, 90.7 WGCC,



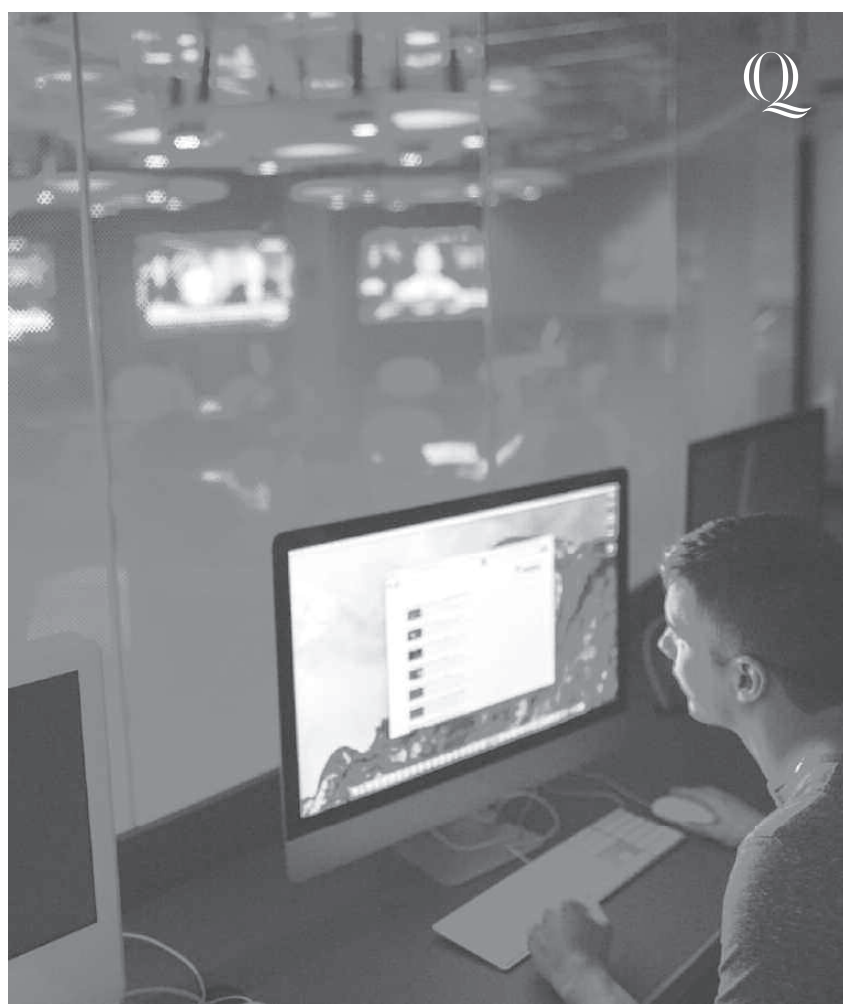
serving as the president of New Age Circle, holding the role of resident assistant at College Village, and also was a member of the Anime Club. In 2013 Nobile transferred her GCC experience and academic credits to continue her education at Buffalo State College where she earned her Bachelor's degree in Media Production in 2015.

Joan currently works as on-air host at WNET for Afternoon Classics on Saturdays, and does fill-in programming as requested. She also does freelance sound work. She is engaged to fiancé Josh and the two have plans to be married in December, 2017.

For more information on the documentary, visit The Gender Glitch Facebook page at www.facebook.com/genderglitch/.



Joan Nobile



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SUNY student assembly maps out focus

Tyler McNeil

Special to Campus News

Historic initiatives were discussed at the University at Albany and SUNY headquarters last month for the second Executive Committee meeting of the new administration.

"We're in month three of the new administration and have already achieved so much," said Student Assembly President and SUNY Trustee Marc J. Cohen. "From newfound collaborations with our partners in CUNY and ensuring effective student voices are at the table for the Chancellor search, to visiting campuses and engaging in critical topics of conversation surrounding higher education, this year is shaping up to be among the most productive ever in the history of SUNY SA."

Since the last transitional meeting in June, Cohen has made historic bounds for the organization. At the meeting, Cohen mentioned his recent visit with CUNY Student Senate President Joseph Awadje. The two leaders

are currently organizing to push forward the first large-scale collaboration between the Student Assembly and Student Senate in recent history.

"SUNY and CUNY students can and must collaborate on issues like sexual violence prevention, environmental sustainability, state support for public higher education, and college affordability," said Cohen. "Sitting down with President Awadje and his Cabinet was a significant step in the right direction."

Along with efforts to move both systems forward, the Student Assembly will also support a new collaboration initiative to bring SUNY student input into the process of selecting the next chancellor. The Student Advisory Committee, comprised of SGA Presidents from across the system, was established to assist the Chancellor Search Committee.

"To me, it's common sense to have students intimately involved with the selection of the next leader of their university system. What is essential to remember is that our next Chancellor

will represent the great diversity of our system; I don't think that can be achieved without student input," said Nicholas Simons, Student Assembly Chief of Staff. "The Student Advisory Committee will ensure that the most important stakeholders, the students, have a vital role in solidifying the future of our schools and our state."

At the first half of the business meeting in SUNY headquarters, Student Assembly leaders met with government leaders and educational leaders to discuss SUNY's path forward to tackle issues such as state funding for the upcoming year.

Rey Muniz, Student Assembly Director of Legislative Affairs, is confident in the work ahead for the Legislative Affairs Committee.

"This year is going to be all about taking real action. We are tackling the toughest issues and working hard to not only identify problems that students face, but also to devise effective solutions that put students first," said Muniz. "I'm very excited to be working with the best in the system, and with their help, we are going to deliver the best legislative agenda to date."

Student Assembly Vice President Bridget Doyle was encouraged by the tone of this past weekend. "Our August Executive Committee meeting at UAlbany has truly helped launch us into the next phase of our term," said Doyle. "We hope to get every SUNY SGA signed onto the 'It's On Us' campaign to prevent sexual violence on our campuses. We are planning to walk in the 'Out of the Darkness

Walk' to raise awareness of the impact that mental illness and suicide has on our student body. Additionally, we will make great headway on our Fall and Spring SUNY SA Conference planning."

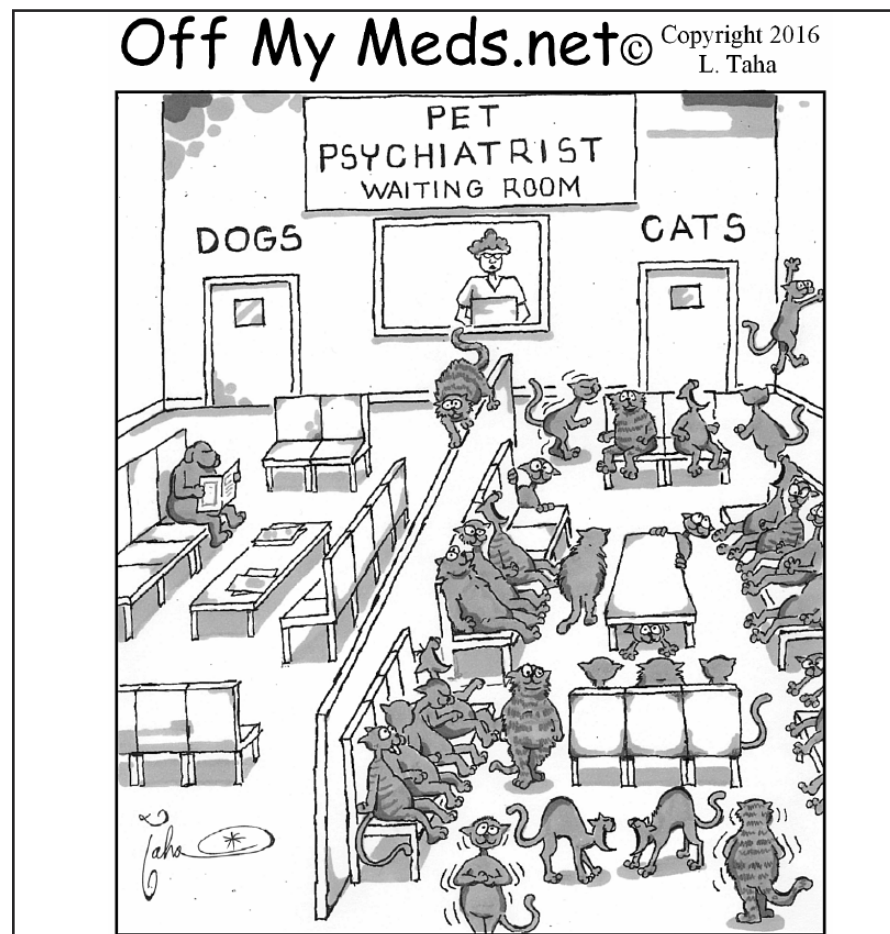
Looking to address issues facing SUNY students outside of the state legislature, two new subcommittees, the Disability Advocacy Subcommittee and Online Learning Subcommittee, were formed at last week's meeting.

"The disabled community is currently the largest minority group in the world. Yet we are also one of the most overlooked groups," said Burgandi Rakoska, Chair of the Disability Advocacy Subcommittee. "We will ensure that SUNY is listening to its students with disabilities. We will also minimize the physical, emotional, and societal barriers that students with disabilities face on an everyday basis. In short, we will work to ensure that higher education is accessible to all."

"I'm excited to see the work that the Online Learning Subcommittee will undertake in the coming year," said Arthur Ramsay, Deputy Director of Academic Affairs, whose department oversees the Online Learning Subcommittee. "The subcommittee is looking forward to getting input from SUNY students on issues related to online learning and related programs."

The Student Assembly will host its next Executive Committee meeting at SUNY Fredonia this month.

Students partner with their CUNY counterparts.



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What is your five-year plan?

Prof. John DeSpagna
Campus News

As the fall semester begins, it is time to start a new academic year for students and professors alike. Let's make this year different. Instead of just going to class, let's think long term and plan out our future.

When thinking about your future and being successful, the one word that stands out for me is PASSION. Those who are most successful at school and in their careers have an inner drive and motivation to do something. They have a passion for what they do and just keep going.

These people do not need to be pushed or told what to do. They love what they do and love going to work each day. For these people, they wake up Monday morning, excited

and ready to go to pursue their passion. Bill Gates and Steve Jobs could have retired at an early age with all the financial resources they accumulated. They did not do that because they loved what they did each day and loved the challenges they faced.

This is the key for you. Find what your passion is, pursue it and turn it into a career. Do something that you love! You have probably listened to someone say they do not care for their job. When I hear someone say this, I simply respond by saying, "Find a new job." Why do you spend 20, 30 or 40 years doing something that you do not enjoy? Life is too short.

Listen to your inner self, which is your intuition. Your intuition is usually right. On a personal level,

while in college, my intuition kept telling me to be a college professor. I worked as a Financial Advisor for many years but ended up becoming a college professor. My intuition was right.

I recently completed the autobiography written by Phil Knight, the founder of Nike.

Knight was a runner in college who loved the sport. While working on his MBA at Stanford University, he wrote his dissertation about importing running shoes from Japan. At the time, Japan was the low cost producer of running shoes.

Knight worked as an accountant for many years but it was a job. He loved running, the challenge of designing better running shoes and the challenge of having his own business. Being an accountant for him was a job to pay the bills. Knight changed his career, pursued his passion and you know the rest of the story.

The one piece of advice that Knight has given to people for years is, DON'T STOP. Find out what you love to do, have a passion for and keep doing it. DON'T STOP doing this one thing. This is your career and you can see how it worked out for him.

Let's get on the path to fulfilling your passion and being successful in your five-year plan. Write down a list of things you enjoy doing. Take a course in one of these areas, read about this, talk to people in the field, secure an internship or get a part-time job in this chosen field.

As an example, let's look at the field of being a financial advisor with one of the major

brokerage firms. The path I would look at is to take some courses in investments or finance. Read the Wall Street Journal on a daily basis to learn about the markets. Set up an internship through your college with one of the local financial services

'Find out what your passion is, pursue it and make a career. Do something that you love.'

firms to get hands-on experience. Continue to build your resume by then getting a part-time job in the field.

Once you get started with the internship or part-time job in your field, try and find a mentor. This is someone you can reach out to, ask questions of and learn more about the field from. You may have to ask around, but there are always people willing to help others. While working at Merrill Lynch many years ago, I was very fortunate to have a senior person take me under his wing and help me as my mentor. His help made me a better financial advisor and helped in my career.

You will also need to always network and talk to people. Most people have obtained a job along the way because they knew someone. Don't be shy because another person is always trying to get that job.

Planning is very important to achieving success. Take a few minutes to think about and write down your five-year plan so you will be a SUCCESS!

John DeSpagna is a business professor at Nassau Community College in Garden City, New York.



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This is college! Enjoy! (cont. from cover)

many, many more of them:

This Is College!

Just like in the movie “300” when Leonides declared “This is Sparta!,” there’s no mistaking it. You are at a college. There are professors, credits, computer labs, libraries, sports teams, clubs and some social activities.

It may not be like when you watch college football on TV and you see all the fresh-faced students in the audience, so in love with their school, and it may not be like the Toga Party in “Animal House,” but we are in the apathetic Northeast – and even the four-year colleges, for the most part, are not like we see on TV.

The fact is, you are sitting in each class about three hours a week, just like at any college, and you are learning from a professor with a doctorate or master’s, just like at any college. The textbooks are the same. The credits, for the most part, transfer to other colleges. So, despite that this isn’t a 24-7 party, it is college.

There Are Things Happening!

OK, it may not be like on TV, but there are various events happening on this campus. Your community college is bigger than many four-year colleges, after all.

First, there are sports. I know it’s weird going to a game when there are only, say, 25 people in the stands, but why not make it 26? Better, consider playing a sport. Ask around, it might not be that hard to make the team. Many college teams are less competitive than high school teams – you maybe even

can play a sport you’ve never tried before. Some people are late bloomers and become good at sports after high school, so even if you weren’t a jock back then, maybe you can be now. You’ll get to travel on team busses, stay in occasional hotels, and it’s a free way to get in shape. Then, for the rest of your life, you’ll be able to say you played a college sport! Start getting in shape now for a winter or spring sport!

Then there are clubs – always wanted to act?

There’s a school play going on. Always wanted to write? There’s surely some journalism and/or literary club. Anime? Dance? You get the picture. If your college doesn’t have the club you want, start one. It’s easy. Just go to Student Affairs and get a form. They may approve your club if you can prove that at least a couple of other students are interested.

Last, there are one-time events. Poetry readings, comedians, talent shows, dances, trips to Broadway, art exhibit openings and so on. Why not sign up for these? You will someday look back fondly on whatever extra-curriculars you did while a student.

Lead by Example

Are you always complaining about how boring community college is? How some of the students don’t give their best efforts, either in class or their personal appearance? About the lack of activities?

Then be THAT person. Not the

person who complains, but the one who fights for change. The one who dresses better than the other students, who answers the professor in class, who volunteers to lead events. If you can become that person, those skills you develop will help you greatly in the professional world. The professional world needs leaders and trendsetters.

This is college – it is supposed to be competitive. Win. Win with the best style, the best attitude and with A’s in

the classroom. It’s an open playing field right now. You can reinvent yourself and take charge.

Do it!

Think of All the Money You’re Saving

This should make you feel better. You’re spending a fraction of what students at four-year colleges are spending for the exact same credits. Again, not all credits transfer to all institutions (call your future four-year college’s advisement office before making your schedule), but you should be fine with most basic 100-level courses, such as Intro to Psychology, Freshman Composition, American History I and II, and so on. With all of the money you’re saving, not only will you better be able to afford to go on to a two-more-years bachelor’s but maybe even have some money left for a master’s someday!

At Least This Isn’t Dowling Col-

lege or ITT Tech

Those are two colleges that recently shut down, leaving their students in the lurch. Community colleges are stable and not going anywhere. This community college will be around for years to come. Community colleges, as well, for the most part, operate transparently and above-board – you are getting exactly what is billed.

Closing Thoughts

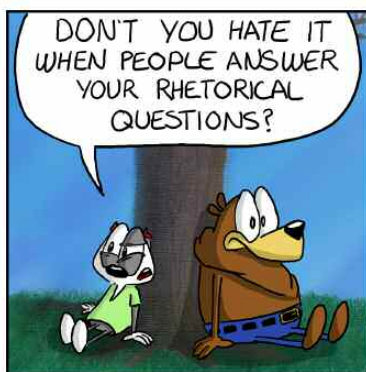
While it might not seem like it now, these college years really will be some of the best years of your life. If they are not, you may be doing something wrong. Now is when you become YOU. Open your mind, let go of any past baggage, and reinvent yourself here, now. Be that testimonial in the college brochures that has his or her act together and is on pace to graduate and transfer or get a job.

While you may be working and have local family responsibilities that the students who go away to fancy four-year colleges don’t have, life doesn’t have to be drudgery.

Take a break from that smart phone – for community college students, what’s on there is mostly your past bothering you: Your family and old friends on social media or your job asking you about some mundane thing that really doesn’t matter, or they’re trying to guilt you into working more hours.

But this is a new you, and this is a new day. Put down the device and look around. Breathe in the fresh air as you travel between class buildings, embrace your quiet time, read something printed on paper. This Is College! Enjoy!

Filbert by LA Bonté



By: L. A. Bonté



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Advice for sophomores (cont. from cover)

mer I just experienced and would do anything to not sit in a classroom all day long. But, for a change, I've decided to enter this school year with a new outlook. I am hoping that this three-step plan that I've created will help my sophomore year of college fly by while helping me grow as a student, professional and person.

Scheduling

I am certainly not the best at scheduling my time. I often find myself overbooked and stressed, causing me to stay up till the early hours of the morning completing my assignments. This semester, I have decided to create a detailed schedule to keep myself focused and prepared at all times. After analyzing my course schedule, I have allotted time each day to study and complete homework assignments. I have also scheduled in a new internship with my freelance

work, making sure that it does not interfere with my classes. I will spend whatever remaining time I have taking dance classes, enjoying time with my friends, and simply relaxing on my own. There's no doubt that I will be incredibly busy over the next few months, but by staying in line with my schedule, I will be able to accomplish my goals while enjoying the beginning of my sophomore year.

Utilizing Resources

In the fall of 2017, I will be transferring to a four-year university, something that I am admittedly quite nervous about. Thankfully, SCCC provides many advisors who can help me through the college application process, something I never did in high school. Last year, I regretfully did not take advantage of the resources my school offers and found myself attempting to accomplish big projects on

my own. This year, I am going to make sure that I reach out for help, both to my professors and advisors, so that I can remove even a small amount of stress from my shoulders.

'This year, I am going to reach out for help.'

Staying Positive

It won't come as a shock to my friends and family that I am not a huge fan of college. I would much rather prefer to be working full time and gaining experience that will help benefit my future as a writer. And while I did spend a large part of the past year complaining about SCCC, I

have decided to enter my sophomore year with a new, positive attitude. Sure, I may not get along with some of the other students in my program and sure, maybe my institution isn't the perfect fit for me, but complaining and wallowing in my own self pity will cause more harm than help. By being positive, I will not only be happier, but my last year at SCCC will fly by and I will be able to enjoy each moment before I head off on a brand new journey.

I can't quite believe I'm saying this, but I am excited for the upcoming school year. With this three-step plan, I hope to grow as a student and writer while enjoying each moment of my college years. I want to look back on these days in 2- years and feel proud of what I accomplished at SCCC, and sticking to this plan will most certainly help this happen

MVCC gets NSA nod, opens cybersecurity lab

Mohawk Valley Community College — recently designated a National Center of Academic Excellence in Cyber Defense Two-Year Education (CAE2Y) — and U.S. Rep. Richard Hanna hosted a dedication ceremony for MVCC's new Cybersecurity Lab last month in the Information Technology Building on the Utica Campus.

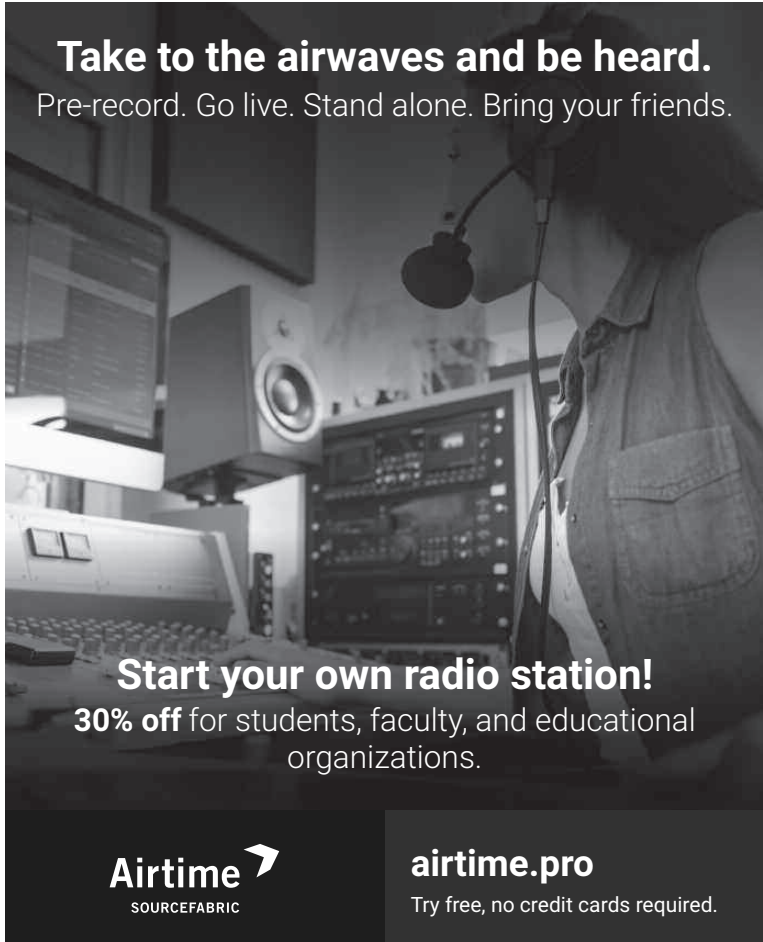
The designation certifies that MVCC's Cybersecurity programs meet the highest national standards for cybersecurity education set by the National Security Agency and the Department of Homeland Security. MVCC, which offers an associate in science degree and a one-year certificate in Cybersecurity, is one of only 40 community colleges nationwide to hold this distinction.

MVCC's Cybersecurity AS program has grown from 26 students to 130 students over the last three years. Many MVCC Cybersecurity graduates

remain in the region, choosing to transfer to Utica College or SUNY Polytechnic Institute to continue their studies. To earn the designation, MVCC's Cybersecurity AS and certificate programs had to meet stringent Center of Academic Excellence criteria and mapping curricula to a core set of cyber defense knowledge units, including developing state-of-the-art physical and virtual lab facilities for cybersecurity instruction.


Since 1946, MVCC has been the region's primary educator for the technology and trades workforce. Our strength in science, technology, engineering, and mathematics (STEM) make us an anchor institution for training and credentialing people to work in the field of nanotechnology.

Learn more about MVCC's cybersecurity programs at www.mvcc.edu/cyberlab.



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‘Maron’ may be the best comedy on TV

Darren Johnson
Campus News

Like Woodstock, everyone claims to have been there — in this case, the first season of “Seinfeld” — but the real numbers don’t lie. Most everyone didn’t catch on to what ended up being an all-time great comedy series until season three or four. Just like that little farm field in Upstate New York couldn’t have possibly had a whole generation there.

And I have a feeling — hidden way up on the dial on the IFC channel — the Marc Maron vehicle “Maron” may be one of those shows that we all claim we realized was genius from the start.

Season 4 is on IFC now. If you have cable, catch it on demand. You really don’t need to watch Seasons 1 to 3, as this season works as a stand-alone, but previous seasons are on

‘This should be the show that puts IFC Network on the map.’

Netflix. You can also catch it on IFC’s web site.

Season 4 is a complete reboot for this series — and, yes, I did watch Seasons 1 to 3 originally, as I also listen to Maron’s free and popular WTF podcast a good deal, and felt I’d lend my support to his TV effort, as if Time Warner Cable somehow

would tell IFC about my lame viewing contribution.

But the series was waning for me a bit, as were sitcoms in general. Louis CK’s “Louie” was kind of the same thing, but it did it first, and was even more absurd and edgy. Then there were shows like “Veep” on HBO, even though that show seems a bit too smug and insiderish for its own good. Then shows the mainstream likes — say “Mike and Molly,” “The Big Bang Theory” and “Modern Family” — are soulless, mindless and the exact same show week after week.

But, CK predictably self-destructed his show, and now “Maron” has upped the pace and the zaniness. While Seasons 1 to 3 were autobiographical — Maron was just playing himself, albeit a bit exaggeratedly, as a podcaster — in

Season 4 we find him strung out on prescription drugs and living in a storage unit, a total departure. I won’t reveal any other spoilers, but a real genius stroke comes when Maron is bunked with Chet Haze — Tom

Hanks’ much maligned rapper kid — in rehab. Finally, we see Haze as three-dimensional and able to laugh at himself.

The show is now better than “Louie” was, not just in its better production values but also the scenarios ring truer; all the characters in rehab, the Narcotics Anonymous sponsors, his narcissistic elderly parents; they’re

believable, and there’s nobody like these characters currently on TV. Besides, we get the added multimedia value of Maron’s real podcast, to get us excited about each episode.

This show’s growth has been fun to follow, and maybe it wouldn’t



Marc Maron

have been allowed enough time to blossom on a more popular channel — because, in reality, Woodstock was just some nowhere stop off the New York State Thruway that somehow got the word out and got the world to, allegedly, gather there. So, good on IFC. This should be the show that puts them on the map, and we’ll all lie and say we were there from the start!

‘Deliverance’ Is Worth a Revisit

Just like what “Jaws” did for ocean bathers and “Fatal Attraction” did for cheaters, “Deliverance” makes everyone think twice before going on a summer river rafting trip.

And this movie makes the “It’s New to You!” queue because, likely, you haven’t seen it before. This Jon Voight/Ned Beatty/Burt Reynolds vehicle came out in 1972 and because of one particular — though pivotal — scene, it doesn’t appear on regular TV.

It has the full 5 out of 5 stars on Netflix and holds up very well. I can’t reveal too much of the plot because the whole movie is plot-driven. To sum it up, four civilized city guys — though Reynolds plays the alpha-

male — decide to canoe down one of the South’s last unclaimed rivers, before it is to be dammed up and turned into a lake.

Reynolds is at the top of his game and practically steals the movie, though Voight pulls together the second half of the film. Reynolds plays



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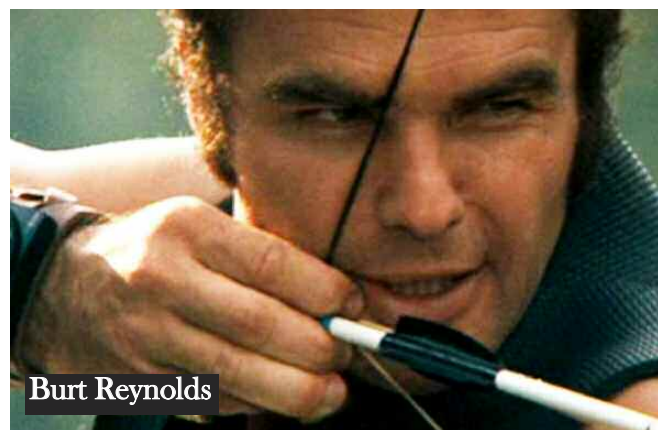
the action hero and Voight plays the thinker.

The movie explores the relationship between man and nature, with the river and its doom as symbolic of what’s going on with the canoers.

Some of the thrilling river photography makes me wonder if they somehow time-warped a Go-Pro camera back to 1972 to somehow shoot it.

In any case, this movie will make you want to update your archery skills.

“It’s New to You!” has been finding hidden gems on Netflix since 2010! Find more reviews on www.Nu2U.info.



Burt Reynolds



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Who's No. 1 in your opinion?

Prof. Jack K. Mandel
Campus News

Who is No. 1 in your opinion?

Hillary Clinton? Donald Trump? I can promise you that come this November, one of the two will become President of the United States. Elections aside, I want you to consider how important **YOU** are. The fact that September 2016 marks the beginning of a new semester, a new chapter in your life, is something you should keenly appreciate.

The timing couldn't be better for you to pursue a fresh, positive start for yourself. **NOW** is the time to put a personal course of action in your life, rather than excuses.

If you are 18 or 19 years of age, it's time to control your own destiny. It's time to "walk the walk, rather than just talk the talk!" It's not what your parents or girl/boyfriend thinks you should do. In reality, it should be about what **YOU** want to do!

Everyone wants to be wealthy, drive a nice car, buy every new gadget that Apple puts out, etc., but wanting alone does not "cut it."

You can say anything you want because words are

easy to roll off the tongue. In fact, **YOU WANT WHAT YOU HAVE**. You see, if you are really serious about achieving something different, you need to be smart enough to take the necessary action. **ONLY** actions produce results. Nothing else matters if you do what you need to do to reach your ideals. Your ultimate success is having the ability, the drive and the determination to eliminate the non-successful behaviors you exhibit to yourself and others. If you have to be at class at 8 a.m., **DO IT!** If you have a project due, **DO IT!** If you have an exam, study, and **DO IT!**

I am a demanding professor and set high expectations. If students do not produce for themselves, how can they produce results for me?

I classify students as either being a **WINNER** or a **LOSER**. Trust me, in life you will meet people such as bankers, human resources practitioners, family and/or business associates who will make judgments on what they observe about you.

You can't plead ignorance or lack a plan of action for your future. Ever hear the expression, "If you fail to plan, you are planning to fail?" This holds true in personal, business and professional endeavors again and again.



In short, make this semester a gre"A"t one. Become a self-starter and a **TRUE WINNER!** Good luck!

Jack K. Mandel is celebrating his 38th year as a professor of marketing at Nassau Community College in Garden City, NY. He is the recipient of the prestigious Outstanding Teacher Award conferred by the New York State Association of Two-Year Colleges.



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Blake named Westchester ACE Scholar

Dr. Nicola Blake has been named as the 2016-2017 American Council on Education (ACE) Fellow at Westchester Community College. For the full academic year, she will be on the college campus. The college's participation in the ACE Fellows program is noteworthy because out of 29 fellows this year, only two are placed at community colleges.

This program provides an opportunity for an up-and-coming senior leader to gain executive-level mentoring and insight through on-the-job experience and professional development. A Faculty Advisor to the Provost, Liberal Arts and Sciences Program Coordinator, and Assistant Professor in English, at CUNY's Guttman Community College, Blake has eighteen years of administrative, teaching, and research experience in

university and community college settings. At Westchester Community College, she will participate in and coordinate a range of special projects that will give her broader exposure to the transformative work that the college does for students. The college will provide a robust learning environment for Blake, who has excelled at another college with extraordinary

**Over 80 percent of
Fellows have served
as senior leaders.**

focus on clearly defined educational pathways.

"Selection as a host institution is a sign of the outstanding reputation and commitment to excellence at Westchester Community College,

says Sherri Lind Hughes, director of the ACE Fellows Program and a former Fellow.

"An ACE Fellow chooses an institution not only for its rigorous academic environment, high quality efforts to educate students, but also its strong desire to invest in the future of higher education senior leadership as well," she adds.

Established in 1965, the ACE Fellows Program is designed to strengthen institutional and leadership capacity in American higher education by identifying and preparing faculty and staff for senior positions in college and university administration. In all, 29 Fellows, nominated by the senior administration of their institutions, will comprise this year's cohort at colleges and universities across the nation.

Nearly 2,000 higher education



leaders have participated in the ACE Fellows Program over the past five decades, with more than 80 percent of Fellows having served as senior leaders of colleges and universities.

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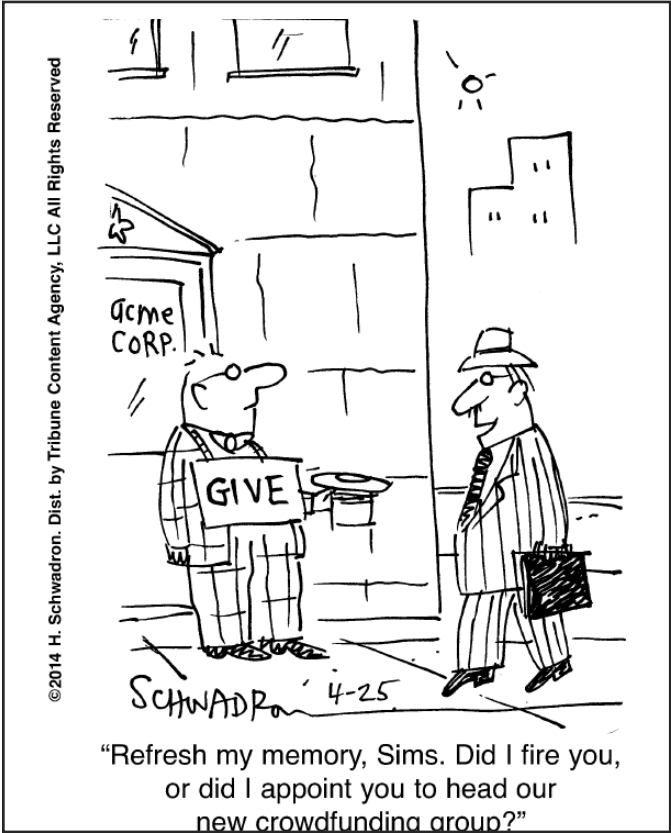


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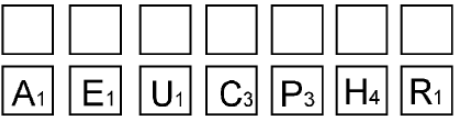
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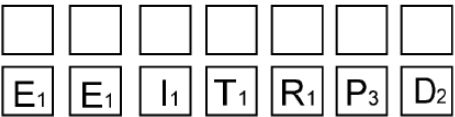
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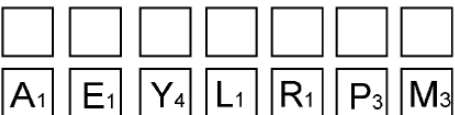
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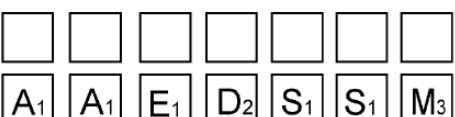
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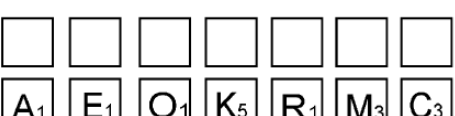
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RACK 4



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Herkimer soccer ousts Nassau, Prince George

Obtaining her second straight game-winner of the season on Sunday, August 28, against Nassau Community College at Wehrum Stadium, Mikayla Blumenstock (Poland, NY) helped the Herkimer Generals women's soccer team to a 4-3 win over the Lions, accumulating her first career hat trick.

Herkimer (2-0, 0-0) found themselves down twice in the first 40 minutes of action. It took goals from Blumenstock and Hannah Taylor (St. Johnsville, NY) to equal the score. Blumenstock tied the game at 1-1 in the fifth minute after teammate Alexys Bolton (Middleville, NY) led the freshman perfectly at midfield. Blumenstock put it away in the top of the net for her second goal of the season.

As for Taylor, she tied the game at 2-2 on a penalty kick after Jenna Rogers (Port Leyden, NY) was taken down in the open field inside the 18. Rogers scored to the right against Nassau goalie Alexa Higgins for her first goal of the season in the 40th, watching the Generals and Lions go into the half tied 2-2.

In the second half, Herkimer eventually took a two-goal lead on scores from Blumenstock. Her second goal came assisted from Danielle Charland (Chateaugay, NY)

in the 63rd and third came from Grace Johnson (Tully, NY) in the 82nd. Nassau did manage to make it a one goal game (4-3) in the 88th after Kristen Brodsky scored, but the deficit was too much to come back from.

The Generals used two goalies in the game on Sunday. Honesti Crochran (Wingdale, NY) got the start and played the first 45 minutes, while M'Kenzie Bradshaw (Oswego, NY) came in the second half. Crochran saved nine and Bradshaw saved four. Crochran is now 2-0-0 on the season.

Men's Soccer

Needing three hours and 45 minutes to complete August 28's game at Wehrum Stadium, the #7 Herkimer Generals men's soccer team needed four goals to defeat Prince George in regulation for the Coliseum Kickoff Tournament Championship.

Herkimer (2-0, 0-0) fell down early in the 23rd and didn't lead until the 49th minute. The team needed goals by Gianni Cape (Coral, FL) and Michael Pope (East Longmeadow, MA) to gain some momen-

tum. Both goals were assisted by Eddie Speed (Chester, England). It didn't last long however as the Owls tied the game back up in the next two minutes when Dan Ebiawa found the back of the net over the outstretched arms of Herkimer goalie Sean Connolly (Latham, NY).

Answering four minutes later was Jordan Saling (Haledon, NJ). The sophomore found the back of the net after Dajhal Kelly (Saint Kitts, Caribbean Sea) found him just inside the 18 for his first goal of the season.

Just like when they answered at

2-2, Prince George did the same down 3-2, tying the game in the 56th minute after the Generals were unable to clear the ball as it dribbled down into the goalie box.

Saving the team from a potential forfeit due to the weather was Kelly. In the 67th Kelly scored his third goal of the season on an assist from Issak Somow (Utica, NY), which was the game winner after three separate ties.

Obtaining his second win of the season in goal was Connolly. The sophomore saved six shots.



SCCC names student trustee

Greenport's Christopher North was sworn in by Suffolk County Sr. Deputy County Clerk Anna Currella, second from right, as Suffolk County Community College's student trustee for the 2016 - 2017 academic year at the August 18 Board of Trustees regular meeting.

Pictured, second from left, he was congratulated by the chair of the Suffolk County Board of Trustees Theresa Sanders, at left, and Suffolk County Community College President Dr. Shaun L. McKay, at right.

The student trustee is one of 10 members of the

Suffolk County Community College Board of Trustees and the Suffolk Community College (SCC) Association Board of Directors.

The Board of Trustees is charged with the overall responsibility of governing the college through policy development, long-range planning, and fiscal management.

The SCC Association Board of Directors has responsibility for managing, controlling, and directing the business affairs, activities, and policies of the SCC Association.

The student trustee is elected each year in a general election held during the

spring semester. To be eligible to run for student trustee, a student must: be a matriculated student at Suffolk County Community College; be in good academic standing, and have completed at least 12 credits with a minimum GPA of 2.5



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is published once or twice monthly during the school year and distributed to over 37 New York, New England and New Jersey two-year colleges.

Regular Writers: Writers are usually college students, very recent grads or staff/faculty, including Julianne Mosher, Tyler McNeil, Peter Briguglio, Gianluca Russo, Crystal Brown, Kristina Bostley, Prof. Jack Mandell, Laura LaVacca, Jonathan Lopes, Kaylee Johnson, Umaima Anwar and Prof. David Podos. Additional writers include the publisher/editor, the occasional student freelancer and college interns working for the Scripps Howard Foundation Wire.

Publisher/Editor: Darren Johnson.

Original Layout Template: Thomas Johnson.

Photos and Art: Photos are taken and/or provided by the authors of articles or are archive/stock or PR images, unless noted. Comics and puzzles are provided in agreement with Tribune Content Agency.

Subscriptions (\$36/year):

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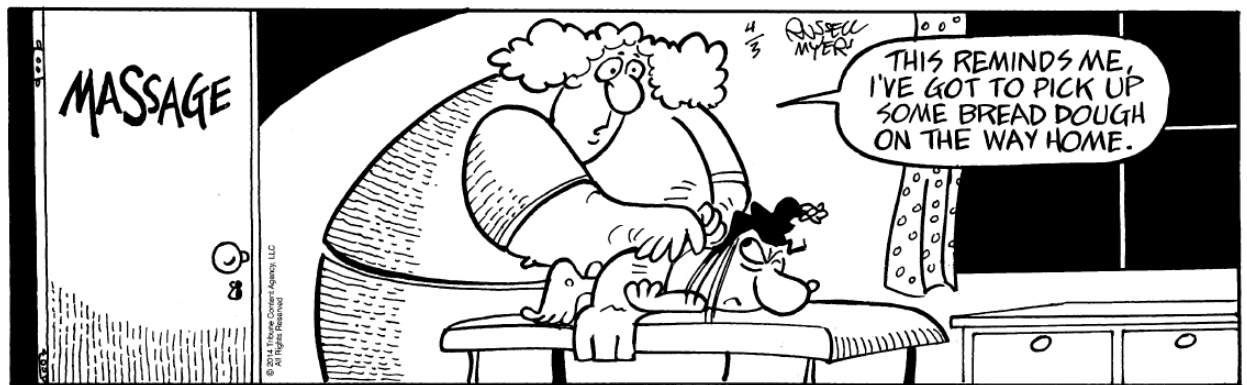
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On Campus: A constitutionalist and a futurist

One the nation's most distinguished historians of America's Revolutionary era, Dr. John Kaminski, will speak at SUNY Ulster on Wednesday, September 21 at 7:00 p.m.

Dr. John Kaminski, founding director of the Center for the Study of the American Constitution at the University of Wisconsin-Madison, will present "George Clinton: Anti-Federalist."

Dr. Kaminski is the author, editor, or co-editor of at least 26 books. Dr. Ray Raymond, Associate Professor of Government and History and Director of the Katt Institute described Dr. Kaminski as, "a great scholar and educator much loved in Ulster County because of his definitive biography of George Clinton." Kaminski's latest work, a new biography of Alexander Hamilton, will be published in early September and he will sign copies of it immediately after his Katt Institute Lecture.

Since 1994, Dr. Kaminski has played a major role in educating Federal Judges about America's Founders

and the philosophy that shaped the U.S. Constitution.

The mission of the Dr. Donald C. Katt Institute for Constitutional Studies is to help college faculty, students, teachers, business people, the legal community, and the general public in the Mid-Hudson Valley deepen their understanding of the fundamental principles of the United States and New York State constitutions, their history and their continuing relevance to current public policy debates.

The event is free and open to the public. **Wednesday, September 21st at 7:00 p.m., College Lounge, Vanderbilt Hall.** For more information, call (845) 688-6401.

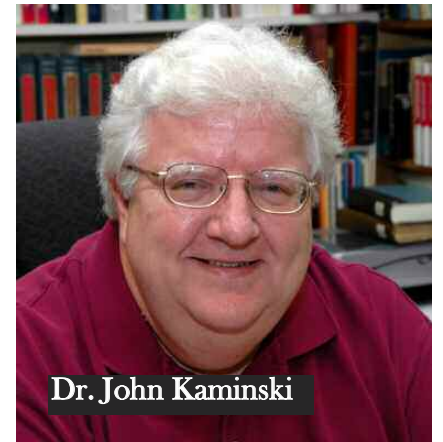
What Does the Future Hold?

Acclaimed global futurist, speaker and best-selling author Jack Uldrich paints vivid pictures of what the world may look like in just a few short years. Often asked, "What will the future look like?" Uldrich's response is, "Predictably unpredictable." The key,

according to Mr. Uldrich, is embracing paradox: learning to unlearn, thinking about the unthinkable, recognizing failure as a key component of success, and understanding that an awareness of one's ignorance is a key component of true wisdom. **On Thursday, September 22, 2016, at the 2016 Wolcott J. Humphrey III Symposium,** Mr. Uldrich will serve as the keynote speaker for the event and deliver a presentation to help guests better prepare for the unpredictable.

Speaking at over 100 engagements each year, Uldrich argues that creativity and action are more powerful and versatile than knowledge. His speeches are packed with energy, anecdotes, and thoughtful business and personal advice that educate, entertain, and inspire audiences. He brings to light the advantages of being creative and using the powers of individual imagination.

A best-selling and award-winning author of 11 books, including one of his latest, "Foresight 2020: A Futurist Explores the Trends Transforming



Dr. John Kaminski

Tomorrow," Mr. Uldrich provides an in-depth exploration of how the "internet of things," big data, social media, robotics, biotechnology, nanotechnology, artificial intelligence, renewable energy and "collaborative consumption" will change everyday life for all of us in the very near future. Through upbeat, practical and actionable insights, his presentation sheds light on future trends, emerging technologies, innovation, change management and transformational leadership.

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Some textbook life hacks to save money

Chris Manns

Special to Campus News

The tuition cost was haunting. The dorm bill was daunting. The laptop your favorite college freshman just had to have cost more than your first car.

Now all she has left to do is hit the college bookstore with her list of required textbooks.

Don't be surprised if she comes out crying.

A recent study by the United States Government Accountability office showed that the average prices for textbooks have risen 82 percent in just 10 years.

Many expected that internet access would help bring costs down, but the college textbook industry appears to be keeping students from saving money by using such tactics as college specific books, book bundling and eTextbooks, all of which raise prices.

Luckily there is something you can do about it. You just need to do a little homework before classes start.

There are many ways you can save when buying textbooks that the college textbook industry doesn't want you to

know about. I own of price comparison websites CheapestTextbooks.com and TextbookRentals.com. Both free services help students locate the cheapest prices for millions of books.

Here's my list of the ways the college textbook industry gets you to pay more, and some tips for paying less:

College Specific Books: Colleges have started asking students to buy college specific books. They take a commonly used textbook and have it printed with the college name and course number on the cover. This gives the book a new ISBN (International Standard Book Number) that is typically only available at the college it was made for.

The workaround: Ask the professor if it's OK to use the book's common version. The common version will be available online and, in almost all cases, be much cheaper and apart from the cover, it'll be the exact same. When you rent or buy it online, you'll be able to rent or buy it used from anybody.

Book Bundling: Students are sometimes required to buy a "book bundle" with extra class materials that add to the

cost. These bundles often include items the professors aren't even using.

The workaround: Email the professor or wait until the class starts and ask if the professor will be using the supplemental material. If the answer is no, then buy just the textbook online.

New Editions: This problem has been around a long time. Publishers release new versions of books every few years, even though little changes. Usually, buying an older edition gives you the information you need. Older editions often cost less than \$25.

eTextbooks: eTextbooks are usually more expensive than buying a book used or renting it, and they typically expire after six months or a year.

The workaround: Shop around. Most eTextbooks are available from multiple sellers. If you have the option, go old-school and buy the hard cover or paperback, which will typically be much cheaper. That way you can keep it if you want, or you can sell it later.

Access Codes: The college-textbook industry has found a way to try and force students to buy new textbooks. Sometimes they add access codes so the stu-

dent can use online material in conjunction with the textbook. These codes are usually only able to be used once.

The workaround: Publishers typically sell access codes for their textbooks on their websites and savvy students sell them online after they've bought them with a bundle and didn't use them. First, ask the professor if the class requires the access codes for the online material (sometimes they don't). If they do, go online to a textbook price comparison site and find them using the name of the course or ISBN number for the access codes. If you can't buy the access codes that way, then go to the publisher's website and see how much it is to buy just the access codes. Buying separately and also renting or buying the textbook used will usually still be much cheaper than buying the textbook new with the access codes.

Chris Manns is the managing director of the price-comparison websites CheapestTextbooks.com and TextbookRentals.com. He's been in the business of helping students find the cheapest prices for their textbooks since 2001.

JUMBLE

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

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Competition or collaboration?

David L. Podos

Campus News

Author's note:

Dear readers: Many of you have become familiar with my column, From the Adjuncts Desk. Starting with this issue, my column will now be called David's Corner. After 15 years teaching as an Adjunct Instructor in higher education I have retired, thus the name change. In David's Corner I will continue as I had to write about the many issues, problems, and complexities within our higher educational system. However, in my new column I will write and comment about many other topics and hope to capture your imagination, spur interest and invoke your thinking about controversial as well as everyday issues and events. Please stop over to David's Corner and hang out for a while. If you would like to respond to anything I have written, and/or have suggestions, you may e-mail me at: davidlaboure17@gmail.com

Let's face it – we live in a world that is highly competitive. In America, competition for any number of circumstances has been the leading modus-operandi that most businesses, as well as our educational and financial systems, draw upon. As other countries become more technological, as well as financially, in sync with the rest of the “modern world,” and their economies begin to grow and evolve, they too are also drawn into the model of competitiveness.

So, is anything wrong with that? After all, competition is a good thing; economically speaking it drives innovation, stabilizes prices, forces quality products to be produced, gives consumers endless choices to purchase consumption goods, and drives our open/free market system. Not bad, huh? In the natural flow of life, it often seems that everything is in

competition with every other thing for existence. Only the strong survive, eat or be eaten, and so forth. So certainly competition is important, undeniable and crucial for many aspects in the animal kingdom and in our own human lives; but, is it always the only model for people to follow? Let's look at our higher educational system as just one example

how emphasizing the model of competition rather than collaboration often seems to be the prevalent proto-

type for students to follow and instructors to accentuate.

Most professors/instructors (at least at the community college level) will administer a number of “tests/exams” to their students during the semester.

In my past experience teaching at both private as well as public community colleges, it was highly suggested by deans and assistant deans for faculty to have clear and concise expectations for students in regards to testing. Furthermore, it was strongly recommended that part of the grading process be predicated by giving students exams throughout the semester. For most students how the professor will grade them is absolutely critical, so there is a whole lot of sense in making sure they know exactly what they are in store for. So what's the problem? Tests in and of themselves are competitive and put the student in a competitive environment. How is this so you may ask? Because, each student taking that test is in competition with each other.

Think about it – it may not seem so obvious on the surface but, actually it is true. The student must recall his or her study notes to hopefully do well; they are aware that all the other students must do the same thing, and if you have bad recall, you

are competing with students who may have far better recall than you. You are up against perhaps 30 or more other students vying for a good grade; that's competition.

You are also competing with time, as you are allowed only so much time to take the test, and your creativity is severely limited as your answers are typically yes/no, or circling the choice that you think is the best (the dreaded multiple choice test – ugh!). Many students who face this kind of “learning environment” often get test anxiety where everything they have studied simply leaves their minds. They go blank.

Sound familiar? Of course, something else could possibly happen with all that is going on; if you are stressed enough, you might just try and cheat. I've seen plenty of rubber-necking in my classes over the years.

So, because some students have a greater propensity for recall and may not have test anxiety, are they any smarter than the other students who struggle with recall and have test anxiety? Of course not! That kind of thinking is absurd, but your poor grade on your test tells the instructor and perhaps you otherwise, whether you believe it is fair or not; true or false. So, taking tests is really all about recall. There is no ingenuity there. You either get it right or get it wrong – period! Now that sounds like a competitive posture to me; I must win or lose!

How about looking at another model – one that infuses competition with collaboration. In a more collaborative state one is not involved in me against them. Rather, it is me, and all others working together to come up with solutions. This environment encourages imagination and the sharing of ideas.

Tension is drastically reduced, learning becomes more holistic, natural, and a fluid function. I personally have seen this unfold in my

classrooms. The difference in the student's attitude and eagerness to be challenged once faced with the options of “testing,” versus collaborative learning is palpable, where collaboration always wins out!

Here is a good example – giving my students a case study in management: I would pose several problems and they would have to come up with

‘Testing students creates stress and a negative attitude.’

solutions. Breaking my students up into small groups each has the opportunity to collaboratively bring resolutions to the problems posed. Of course there is still an appearance of competition as each group works to come up with what they think are their best efforts and determinations, but, overall, it is the collaborative environment they are put in that makes them rise to the occasion to accomplish their task. Just stop for a moment and think about all the problems we face in this world and how many of those problems have come about through the “me against them” way of thinking. Working on the many complex difficulties and complications that face us not only takes a competitive nature, but is also takes the willingness to work collaboratively. Both are needed, both are important – each supporting and strengthening the other.

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



SUNY Ulster's entrepreneurship focus

The Darlene L. Pfeiffer Center for Entrepreneurial Studies and WEDC (Women's Enterprise Development Center) will co-sponsor a workshop titled *Getting Started with Social Entrepreneurship* on Thursday, September 29, 9:00 – 11:00am on SUNY Ulster Stone Ridge Campus, St. John Room in Clinton Hall. The workshop will be presented by Beth Bengtson of Hale Advisors in Kingston, a local expert on values based business.

A social entrepreneur uses the power, structure and techniques of entrepreneurship to address and solve societal problems. Some examples are TOMS shoes, Seventh Generation or Global Girlfriend. Social entrepreneurship sounds wonderful – but how does it play out in reality? How does a social entrepreneur get started? What does it take to manage multiple bottom lines effectively?

This seminar will address some of the early questions and issues that social entrepreneurs face as they identify their personal and business values and work to build a business that addresses a societal problem while balancing the triple



bottom lines of profit, people and place. The workshop will consist of educational information about Social Entrepreneurship as well as an interactive activity to practice planning a Social Entrepreneurship venture.

Ms. Bengtson, co-founder and principal of Hale Advisors, has more than 15 years of experience in healthcare, digital media, and interactive strategic communications, working on

both agency and client sides for Fortune 500 and small clients alike. Her focus has been on helping clients evolve their organizations through a broad understanding of the impact of digital on their lives and thus business practices. Beyond her client work, Beth has taught college-level marketing and spoken at conferences and for clients on the topics of digital marketing and sustainability communications in the healthcare industry.

Prior to co-founding Hale Advisors, Beth worked with senior marketers within Centers of Excellence to evolve marketing practices in their organizations. This involved both brand-level work and portfolio-level projects focused on helping clients integrate digital into their marketing efforts. She also held the position of vice president of corporate social responsibility at imc2 where she led the firm's efforts to explore ways that digital media could help clients achieve business objectives while generating a greater social and environmental impact. She brings her passion for facilitating change, her teaching skills, and an understanding of how to

empower organizations to every engagement.

Ms. Bengtson's work is strengthened by her involvement in her local community (both supporting women's issues through the business and previously serving as vice president of the Kingston Farmers Market Board), and nature (a passionate outdoor enthusiast always willing to do active meetings outdoors). Beth holds an AAS in photography from the Fashion Institute of Technology, BS in management from Penn State University and an MBA from Schiller International University – Paris, France and is certified in empowerment design and facilitation through the Empowerment Institute.

While there is no charge for attending, space is limited, so reservations are required. Please email Mindy Kole, kolem@sunyulster.edu or call 845-688-6041 to make reservations. For questions, please email Mindy Kole, kolem@sunyulster.edu or Cynthia Marsh-Croll, cmarsh-croll@wedcbiz.org.





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So you want to be an author?

Consider self-publishing. Here's how.

Marie Frankson
Campus News

When I talk to high school and college students, asking them what they want to do career-wise, many of them answer that they want to become writers and/or journalists. Each has a different reasoning for why they would like to enter into the writing profession—for the money, because it'll be easier to attract a romantic partner, because they feel like they have a story in them that's waiting to get out, and a slew of other reasons. Writing, truly, is a journey of self-discovery; through writing you discover who you are as a person, but like all journeys, there is a destination, and the destination is to become published. Becoming a published author is the penultimate goal for a writer, and now it's no longer impossible to become published. Self-publishing has been taking the writing world by storm and even big name authors (such as John Grisham, Jack Canfield, Tom Clancy, Stephen King, and numerous others) have self-published their works. So, what's the deal with self-publishing? What is some advice for those who want to self-publishing written works? These questions and more will be answered by some indie authors who have agreed to give me some advice to pass on to others.

Jessica McHugh, Mandy White, and Jade Phillips are all indie authors who have broken out into the writing and publishing world thanks to self-publishing. Jessica McHugh has published more than twenty works, including *Rabbits in the Garden*, *The Green Kangaroos*, *The Train Derails in Boston*, *PINS*, and the young adult series *The Darla Decker Diaries*. Mandy White has published numerous horror books including *The Jealousy Game*, *Avenging Annabelle*, *The Feeder*, and *The Immigrant*, and has works in numerous anthologies as well. Jade M. Phillips has published *The Unfortunate Souls Se-*

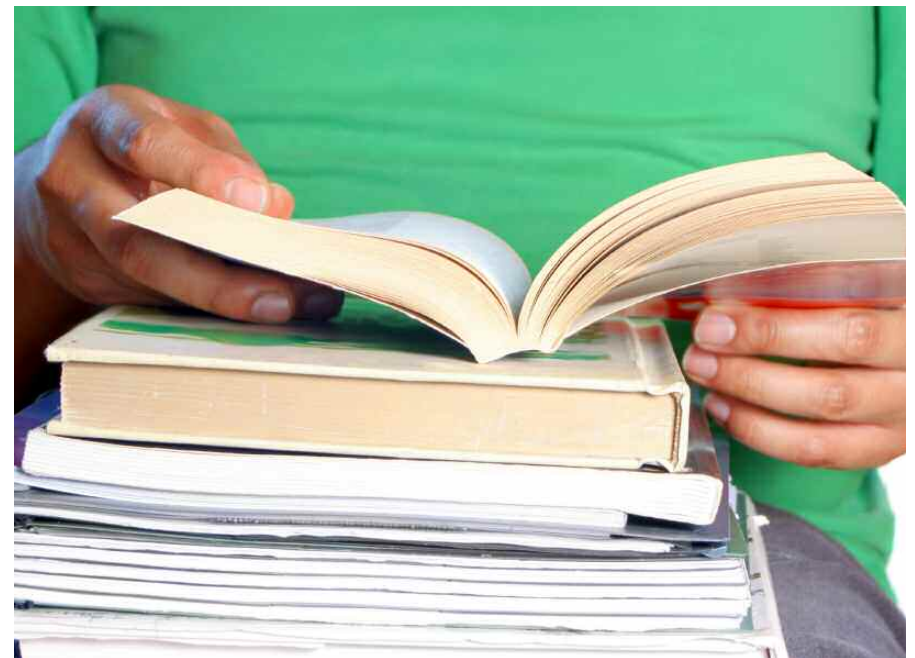
ries, in which she is currently working on book three, and has works in numerous anthologies as well.

When I asked for advice on self-publishing, each of these wonderful authors had their own advice to give me.

Mandy White had a lot of advice to give me about self-publishing, so here's what she had to say: "Listen to those with experience. Seek out the people who have already succeeded at what you are aspiring to do. There are many excellent blogs and Facebook groups for independent authors. You will find that most indies are happy to help and offer advice to newbies. We want to see you do it right the first time, not blunder into the same pitfalls so many of us have. Indies have been working tirelessly to change the face of publishing and shake the negative reputation self-publishing has had in the past. Part of improving that image is preventing self-publishing disasters whenever possible. What you do reflects on the rest of us, so we want to see you succeed. This is not a competition, but a revolution of the publishing industry, of which we are all a part.

You also need to do your research. Self-publishing isn't something you should walk into blind. There are many excellent resources online. Bloggers such as David Gaughran, Kristen Lamb and Indies Unlimited are a must-read, both for new authors and those with experience. Facebook offers a multitude of writing groups and ways to connect with like-minded individuals. It is also important to know the difference between independent self-publishing and vanity presses. Predatory vanity presses appeal to the ego. Face it; we all want to be told we are awesome. It's one of the things that drives us to write with the intention of publishing. The "contracts" these unscrupulous "pub-

'Self-publishing is not something you should do blind.'



lishers" offer are nothing more than high pressure sales pitches in disguise. Their goal is to convince naïve, starry-eyed writers to part with thousands of dollars in the belief that they will be on the path to fame and fortune.

Vanity presses are everywhere, disguised as small presses, and even operating under the names of respected mainstream publishers. Penguin/Random House owns Author Solutions, a vanity press with affiliations to notorious scammers such as Publish America and Authorhouse. A

good rule of thumb is: If someone wants to publish your book for a price, run away. You have not been "discovered". You are about to be scammed. When in doubt about the legitimacy of a publisher, check them out on Predators and Editors or Writer Beware. Do not trust yourself to edit sufficiently. Even editors need editors if they are inclined to write. Editing is one of the necessary expenses of successful self-publishing. It doesn't have to cost a bundle. If you do the work beforehand,

by doing several rounds of editing yourself, your editor will have less to do. Most editors charge according to how much work they have to do on a manuscript. There are lots of excellent freelance editors available for hire on the internet. If possible, try to get another author to refer you to someone they know of, to ensure you will be getting quality work. Unlike the old saying, you CAN judge a book by its cover, and potential readers will. Like editing, cover design should be done by a professional and it need not be costly. Some new authors attempt to design their own covers, with disastrous results. Amateurish looking covers do not sell books; they end up being displayed on "Worst Book Covers" websites. Unless you have experience with graphic design, you should hire someone to make your cover. Cover design isn't as simple as slapping a few words onto a picture. A cover needs to be the right resolution, size and dimensions. A professional cover artist will know this, and will also have experience selecting the right images and designing the ideal look for your book. When you're finally ready to publishing, you want to publish an e-book first and paperback last. One common mistake new authors make is

(cont.)

to rush a new book into print. The desire to see a book with your name on it and hold your published work in your hands is irresistible, but you should resist the urge. No first edition is without a few glitches. With an e-book, it is easy to fix the odd typo, tweak chapter headings or add anything you may have overlooked. (and trust me – there WILL be errors, however tiny.) I publish to Kindle first, and nowhere else until the bugs are worked out. It is easier to make changes to a single file, not to mention less costly if you are paying a formatter. When I am satisfied with the Kindle edition, I create additional copies for distributors such as Smashwords, Kobo, Apple and Barnes & Noble. Once the e-book is complete, only then do I worry about the paperback. With a paperback edition, you have the opportunity to use various types of formatting to make it look pretty – different fonts for chapter headings, drop caps, illustrations and

graphics are examples of what a paperback edition might have that an e-book will not. If you go to

all of that trouble right from the start and then discover errors, it is trickier to make changes without disturbing the formatting. Once that book is immortalized on paper, any errors are there forever. Even after you make changes, those flawed first editions will always be out there, possibly lurking on the bookshelves of friends and family. Another common mistake is to order mass amounts of a paperback edition without first examining a copy to make sure it looks exactly the way you want it. I know of an author who did this only to discover an entire chapter was missing. He was stuck with thirty unreadable and unsellable copies at a significant out-of-pocket expense. Self-publishing can be fun, rewarding, and a viable source of income when done correctly. The best way to succeed is to go into it well informed and open to learning as you go.”

Jessica McHugh’s advice to me was

about word count, which so many writers look towards as their ultimate goal: “Don’t aim for a word count. Aim to make your words count. The older I get, the more I notice new writers becoming obsessed with word count. I’m not talking about those participating in NaNoWriMo or similar challenges, rather those who set unrealistic daily word count goals and chastise themselves when they fail to live up to their lofty expectations.

As a writer with deadlines, I reside firmly in the “write every day” camp, and I think it’s helpful if you want to become a better (and, in my opinion, more successful) writer, but I don’t believe in abiding by a strict daily goal. One, because it seems like a lot of unnecessary work to track each word to prove you made progress. Reaching the end with a good story is how you prove you made progress. Also, writing work isn’t always about tallying up new words. Daydreaming, plotting, and editing are as crucial to the writing process as busting out the pages. I’ve been working as

a creative instructor for over a year now, and the word count obsession is palpable among kids ten and up. I witnessed a group of preteens shouting out their word

counts every few minutes as if the larger their numbers, the better their stories. Yes, sometimes word counts are important, especially if you’re writing flash fiction, and yes, the higher a word count the more money to the author, but I think writers aiming for a word count solely for compensation aren’t writing the tightest, best stories they can. One of the biggest complaints editors and publishers have about submissions is that the story doesn’t actually start until the fifth page, and that’s a big problem. The other problem with these daily counts is burnout, maybe even working yourself so hard that you fall out of love with writing. Reading and writing flash fiction taught me about the value of words and how a few, carefully chosen phrases in the correct order can affect a reader more than an entire page of description. It takes a lot of trial and error to find the happy medium between

artistic expression and critical thinking, but therein lies the magic of storytelling. If it were easy, there’d be a lot less people interrupting my lunch to tell me about the novel they’ve always wanted to write. Gee, that would be lovely.”

Jade M.

Phillips was also kind enough to step away from her current work-in-progress to give me her advice on self-publishing, and this is what she had to say: “Someone once asked me, if I could go back in time and give my younger self advice before I started a self-publishing career, what would that advice be? Here’s what I came up with:

First, writing is a marathon not a sprint. I like to think of my writing career as a real estate business. You can’t expect to make millions of dollars by just selling one house. Realtors become successful by working at their craft, building a clientele, and selling many, many houses. The same goes for authors. You can’t expect to make millions of dollars and gain followers by just writing one book. The idea is nice and in some rare cases has happened, but the reality is not likely. You need to invest in your business. You need to invest your time, money, and hard work, which can, and more than likely will, take years. Writing is a lifelong career, and whether you are self-publishing or not, you need to commit to it, or you will not see the success in which you are hoping for. With that being said, Indie writers have to work all the much harder to attain that success because they control everything that they do. The work load is strenuous and time-consuming. You are your own manager, designer, marketer, and brand ambassador. You have to contract your own editors, illustrators, and see to it that you make professional choices- not to mention focus the majority of your time writing amazing books! The decision to become a self-published author is not for the weak of heart. But if you believe that you are someone that can undertake this career, and that you have the drive to continue to do so for many years to come, then self-publishing is a wonderful experience and one that can

be very satisfying and sometimes financially rewarding. But that brings me to the next piece of advice I would give my younger self- getting paid. If you are thinking of self-publishing as a get-rich-

quick scheme, you may be looking in the wrong area. Yes, self-publishing can be a means to a paycheck, but it will not happen overnight, and

like I said earlier, it can take a very long time to lean on writing as a full time career. I know an indie author who has been writing for twenty years, and while she is now on the NY Times Best-Sellers list, it took her that long to get there. Many Indies, and even “trad pub” authors, have day jobs, and have to steal valuable time from their day and their families to write. It can be difficult and grueling, but it is a decision you must make if you want that golden ticket. So my advice here is, if you want it bad enough, you must do whatever it takes, even if this means working “for free” for years, to make it happen.

Last but not least, my final piece of advice is community. Writing is a very lonely and solitary business, and one must create a valid support system to make it through the tough times. There are many online, and even local, groups out there in which you can seek advice from other indies to make things easier on yourself. This has been an integral part of my growth as a writer. And just remember, we never stop learning and growing as writers. Become a sponge, research, and ask questions. Self-publishing can be a difficult road, but it is admittedly the best decision I ever made.”

These three authors are my authority on self-publishing, because they have all been there, or are still there. If interested writers follow the advice given in this article, they may be able to successfully publish a book (or several). Becoming a writer is an occupation that you have to constantly remind yourself why you love it so much to push through and succeed, but it’s a journey that will help you contribute something to the world and its culture in a way that some people only dream of.

‘Writing is a marathon, not a sprint.’

The other 1% ... who ruin everything

Darren Johnson
Campus News

We hear a lot about “the one percent.” It’s supposed to mean the richest people who seem to control everything and get all the breaks. Singling them out is fine, but there’s another one percent worth talking about — *the one percent of people who ruin everything.*

I happened to be in Orlando with the family on a Disney trip this past summer, and it sure was surreal.

First, during our trip, there was the Orlando nightclub massacre. Then, it turns out, the suspect, who is not worth naming, had also eyed hitting a part of the Disney Parks we’d visited the night before. Then Disney ramped up its security, but, over at its Grand Floridian Hotel, a child was pulled into the water by an alligator and died. We’d dined there twice in the past week, the second time after the incident, and noticed the search helicopters and scuba teams looking for the boy.

On the way back, I had to leave Disney property to get a new phone charger — and encountered a “machine gun” place a couple of miles from Disney. I know, I know. Second Amendment. I get that. And Orlando has a “hug a tourist” billboard campaign going because tourists bring so much money to the city. But I’m not challenging this business’s right to exist; just that someone started this business, thinking it’s a good idea, means that there must be an audience for it. Las Vegas has

similar businesses. Though is this what Orlando wants to be? A sin city?

One night, after all this, Disney did a fireworks display at midnight. Who is up at midnight for a fireworks show? This place is mostly populated by families with little kids, exhausted after a day in the Magic Kingdom. It was loud, similar to a .50 caliber rifle’s report, over and over. But the actual fireworks were not visible from our hotel room. I was startled out of bed, and my first thoughts were “gunfire” and “escape plan.”

I’m not a nervous nelly. Quite the contrary. I had been a college spokesman for over a decade and a half, including in the New York Metro Area going back to before 9-11. I’m well trained in all kinds of scenarios, including “active shooter.”

Sometimes, I get to use my crisis training, though it’s never enjoyable.

Which brings us to that other one percent — *the one percent of people who ruin everything.*

It’s not just the mass shooters who are in that one percent, but also the people who take joy from horrible events. They dominate Internet message boards. Yes, they are only one percent, but they are extremely loud, and, readers assume because of their loud, bullying, vulgar, know-it-all behavior on practically any news article that allows comments, they

may be “the court of public opinion.”

They not only ruin the Internet, making it, ultimately, a negative place, but also steer the news cycle. Internet news

needs hits. These people are super-users. Their negativity creates traffic. Traffic means that Internet ads pay more, so the news sites cater to these people.

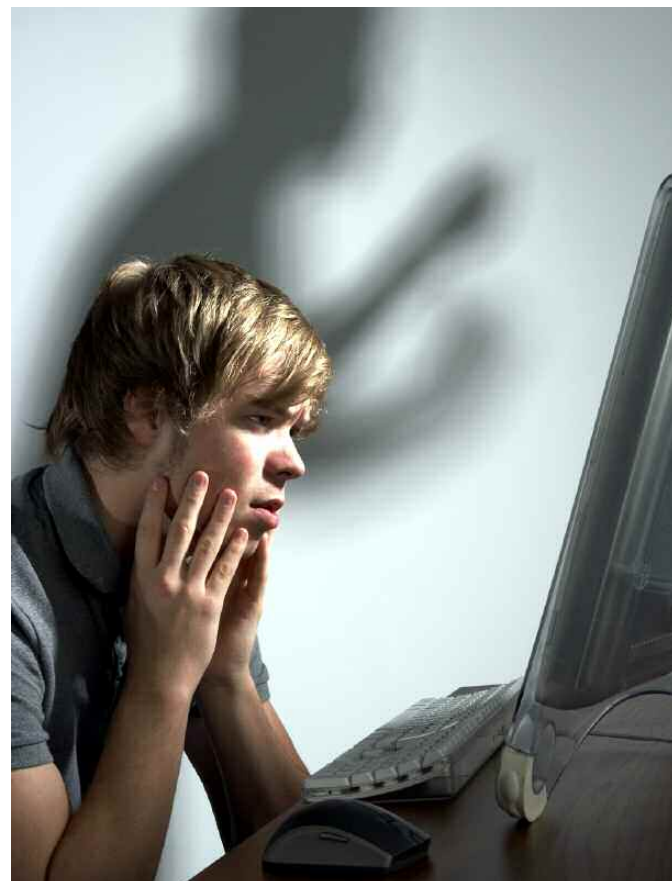
Related to the events in Orlando this past summer, one can find endless Cliff Clavins pontificating on the difference between assault rifles and what was used in that night club. Anyone reasonable who may suggest — “Hey, why not have a few weeks’ waiting period to buy such weapons?” — gets shouted down, stalked and maybe even worse.

Rocker Keith Emerson recently killed himself after Internet bullies said he really couldn’t play his keyboard as well anymore (he had nerve damage, and was elderly, and this barrage of online criticism broke his heart).

There also have been the typical anti-Muslim rants online. Then, when it was revealed the shooter may have been gay, the volume of hate went down a notch. Haters were confused.

The family of the boy killed by the alligator hopefully are avoiding the Internet. People were posting mean memes about the two-year old, and Internet trolls have been pontificating blame, judging these parents cruelly and anonymously, or not always anonymously, as they did a month prior when a child slipped into a gorilla pen at the Cincinnati Zoo.

The media doesn’t comment on the commenters — *the one percent of people who ruin everything.* They need the commenters, as horrible (and often barely literate) as most of



them are, for hit counts, to sell ads.

One thing I noticed, the coverage of these incidents by local Orlando news — commercial-free and on the scene, similar to how New York local media covered 9-11 — was far better than what the triumvirate of CNN, MSNBC and Fox News were giving us. Compared to the raw, local coverage, the triumvirate of national channels seemed so scripted, spin-doctorish, and embarrassing to us as freedom-loving Americans. I wish in times of crisis, we could just get the feeds from local channels on TV and avoid these national channels that make America look like its First Amendment is in as much peril as its Second Amendment.

And that’s the last word ... for now.

Darren Johnson has an MFA in Writing from Southampton College and can be reached at editor@cccn.us.



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