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GSU Honors Program increases ranks eight fold in two years

From a retreat of 4 students to 32 students, GSU grows more honorable every year

Bob Meyers
Staff Writer

GSU’s Honors Program has sprouted from a little seed of a program to a mighty oak over the last two years.

The Phoenix recently sat down with Dr. David Rhea, Associate Professor in Communication and Advisor for the Honors Program, to discuss the GSU Honors Program.

The Honors Program is a program encapsulated with Honors classes, support for the enhancement of the educational experience, encouragement for classes abroad, and retreats done to capture the various areas of locations. The program works to develop leadership qualities and builds a community of academics.

In discussing what the Honors Program is all about, Dr. Rhea said, “The GSU Honors Program is the equivalent of a Senior Seminar. The Honors Program is an academic program. We have an Honors 4900 class to take, but those that are in the lower division Freshmen Honors Program cohort take their classes together as a cohort just like civic engagement and they have four honors-enhanced Gen-Eds that they complete. Other things are done through a variety of co-curricular opportunities such as everything from contracts to completing minors, completing classes abroad. Anything that we feel brings an enhancement to the academic experience to a student that is within our mission and vision statement, we want to try to support.”

On the subject of the GSU Honors Program Retreat, Dr. Rhea said, “They were started eight years ago and the first seven were held as a day-long team-building day at Irons Oaks. This is the first one we held away from Irons Oaks and, now, on campus with an emphasis for promoting campus community both internally because we had students of all levels who are honors students with the goal of building it externally so that other entities on campus begin to know who we are.”

When asked what the recent eighth annual Honors Program Retreat entailed, Dr. Rhea detailed, “Most of the day was held in Engbertson Hall but our final event was called GSU as Text and that was where we put people in seven groups and scattered them all across the campus so people were as far north as the art sculpture in the sculpture park, as far south as the president’s conference center....

Continued on p.2
GSU Honors Program cont.

continued from front page

...and all areas in between so that, amongst all of those people who attended, you saw one area but you got a sense of all of GUS through the eyes of the people that went to the different areas.”

On the subject of Honors Program credit, Dr. Rhea revealed, “We offer Honors Program credit to any class that an Honors Program student takes abroad because taking a college class abroad is quite an enhancement, generally, on an academic experience. It’s one thing to take a class in Florence and observe the different statues of David are to experience them for yourself. So, any class people take abroad, we will give an Honors Program point for.”

While looking to the future in terms of abroad studies, Dr. Rhea revealed, “We are in the process of building a fellowship advising support for students. One of the things we are trying to promote is the Benjamin Gillman Scholarship, which is something that any Pell-eligible student can take advantage of for the opportunity of getting funds to take classes abroad.”

The Honors Program does a variety of research. On that subject, Dr. Rhea said, “The research that will get done often depends on what students and faculty are in to. Last year, one of the things we tried to do at the lower division is try to build off class projects students do that engage them in undergraduate research efforts and try to encourage students to present those both on campus and regionally.”

Speaking of Honors Program student achievements, Dr. Rhea said, “Last year, five of the students took projects related to their Honors English I Class on an analysis of Martin Luther King’s letter from a Birmingham Jail and presented it at The 2015 Honors Council of the Illinois Region Students Spring Symposium.”

On how the Honors Program encourages students, Rhea detailed, “At the upper division, if we get wind of students taking advantage of working with faculty and they have the opportunity to present things at conferences, we will try to help do what we can to facilitate and encourage that. Our students also have the opportunity to complete, as capstone, project a thesis project as well, which can be a great stepping-stone for future grad school applications.”

When asked what types of leadership activities that the GUS Honors Program does, Dr. Rhea said, “The Campus Life Office has a real robust leadership program and we encourage our students to be a part of those whenever we can. Our Honors 4000 Senior Seminar class is a class that focuses on theory and practice of leadership, which has included faculty mentoring of the students. One of the projects was when I would spend time, one-on-one with the students a few different times in the semester and mentor them about their leadership. We also include, as part of our curriculum, a Senior Leadership Exercise, where we want each of our students, before they graduate, to engage in one leadership activity, whether it’s locally, on campus starting a club or something, or something in the community that they’re leading so that students get to not just learn about leadership in the institute but they’re also doing something with what they’re learning. If they do more than one leadership exercise, we’ll give them extra Honors Program points for that.”

“We want to encourage students, whether in the class or out, to take advantage of these opportunities to really become the well-rounded students that we know are inside one another and we want to help facilitate opportunities to do that.”

By Douglas Nanfeldt
Community Standards Assistant

The Office of Community Standards and Student Advocacy began their Student Code of Conduct awareness campaign this semester, encouraging students to ‘Know the Code.’ The goal of this campaign is to touch the entire campus community through raising the overall awareness of the Code of Conduct as well as the Community Standards Student Handbook.

Certain expectations exist that govern the behavior of our campus community. For students, those behavioral standards are outlined within the Student Code of Conduct (Policy 4). This year’s edition of the Community Standards Handbook further simplifies those behavioral expectations in a way that is much more reader-friendly. One of the most notable improvements to this year’s Handbook is the new set of guidelines that outline non-academic violations. These violations (which begin on page 15 of your Student Handbook) are important for students to be aware of, as they will be referenced throughout the student conduct process moving forward.

So, why should students make an effort to ‘Know the Code’? Knowing what your rights and responsibilities are as a GUS student is one of the most important things that you can do to contribute toward maintaining a safe campus as well as ensuring that all members of our community are treated fairly and equally. By making that effort, students will see themselves within the greater context of what being a university student truly means, and the responsibilities that entails. It is the responsibility of all GUS students to abide by these rules and hold others accountable as well. Being found in violation of the Student Code of Conduct can jeopardize a student’s standing with the university. Being in good standing is often a requirement in order to apply for or continue to hold a position of campus employment. It is also a requirement in order to hold a student leadership position in a student club or organization, for example. If a student is found in violation of the Code, they may also no longer be eligible to apply for or benefit from scholarships. Please visit our webpage at www.govst.edu/cssa‘ to view this year’s Student Handbook as well as for more information about our office. Also, please feel free to stop by and talk to us about our Student Advocates! We are located in the A Building next to Student Life in Room A2129.

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Keith got up off his knees, he knew the police would help him put his sister to jail. He looked down at the blood on his pants. He whispered very lightly, “it’s no bother to change my pants, I need to show the police I’m serious about putting my sister away for good!” Touching the blood in disappointment, shedding a tear one by one knowing his mother was gone for good.

He looked at her blood, just for one more time “Mom I’m so sorry that this has happened to you, please forgive Nicole,” he ran upstairs as if someone was chasing him. “It’s real... it’s time. I need to get my keys, my wallet, and Nicole’s diary for evidence,” he thought.

After gathering everything, he went into the bathroom to clean his face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wound. A black face from all the tears that were shed. He looked into the mirror. He began to cry, there was a rawness to it, like the pain was still an open wind.
Achieve mindfulness over stress with meditation

By Misturat Ganiyu
Assistant Editor

Relaxation through Meditation

Every Thursday, Relaxation through Meditation takes place in room A2150 from 3:30pm-4:30 pm. There, the GSU community participates in an hour of Mindfulness Meditation. Either Dr. Maristela Zell, Social Work professor, or Dr. Timothy Pedigo, University of Psychology Lecturer, leads these sessions.

Meditation allows us all “to examine how we react to things, how we create our own sufferings, to examine how we sometimes make things worse for ourselves because of the way we respond to life, challenges, and difficult people.” said Zell.

She has been meditating since the age of fifteen. She practices it daily for thirty minutes.

Although Zell herself meditates for a half an hour, she sees it as a progressive act. It takes discipline. She advises beginners increase their minutes of meditation gradually. “That is the story we tell ourselves: we don’t have time...” said Zell. “We see it as one more thing, but the idea is that it’s going to be that one thing that is going to make all the other things more bearable, less consuming, less stressful.”

My Meditative Experience

I participated in this week’s hour of meditation. Nine people participated in the session, including me. All of us sat in a chair formed in semi-circle. Dr. Timothy Pedigo directed the sitting. He asked each of us a simple question with complex answers: “How do you feel?” All of us responded to the question with answers such as ‘overwhelmed,’ and ‘stressed.’

Afterwards, Zell dimmed the lights of the meditation room (also known as the inter-faith room) in order to get us in a calm state of mind. Pedigo set his phone’s timer for fifteen minutes of meditation. I sat in my chair with my legs inches apart and my hands on my knees. I maintained a good posture, which is to say I did not slouch in my chair.

Pedigo encouraged us to detach ourselves from our internal and external struggles, chaos, troubles, and thoughts. He says the goal is not to ignore or forget our problems, but to address our issues once we withdraw from that stillness. The room was almost quiet.

I allowed myself to de-stress after the brief interruption. When the timer echoed, each person opened his or her eyes and welcomed the noise. We ended with a reflection and a bit of stability. I asked one of the other attendants, Albert Lawrence, a Communication faculty.

Lawrence said, “I meditate to get more in tune with our neighbors, classmates and family members. Folkloric dancing is a very challenging and time consuming activity and it is an important aspect of our daily lives because we maintain our culture alive and we are able to promote in many levels.” After the performance a DJ and dance followed.

ALAS celebrates Mexican Independence Day

By Brenda Torres
Associate Editor

On Sept. 16, the Association of Latin American Students (ALAS) celebrated Mexican Independence Day by hosting a dance. As part of the celebration, ALAS had “Ballet Folklórico Juvenil Sones Mexicanos” who are from Our Lady of Mount Carmel in Melrose Park, Illinois, perform traditional Mexican folkloric dancing in front of 110 students and faculty.

ALAS Secretary Elizabet Lopez spoke during the session, including me. All nine people participated in this week’s hour of meditation.

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Following the 2016 campaign trail

The Republican campaign

By Andrew Kriz
Intern Reporter

The Republican candidates met Wednesday, Sept. 16 on CNN to take part in the CNN Republican presidential debate at the Ronald Reagan Presidential Library and Museum in Simi Valley, Calif.

Donald Trump

Trump had an interesting appearance on the debate. While he remained strong on foreign policy issues, Trump was voted by Republicans and Independent voters as having the worst performance according to a CNN poll released Sept. 20. Voters agreed that Trump is the best candidate to handle foreign policy at 22 percent while 14 percent felt he was the best for social issues. Overwhelmingly, Trump had 48 percent of the vote to handle illegal immigration and 45 percent on the economy.

John Kasich

Kasich had a good night on the debate where he drew applause from the crowd and did not commit any blunders after being paired with Trump on a majority of the questions he was asked. Kasich answered with his views on tax reform, the Iraq War, and vaccines. Trump tried to bait Kasich by calling him "an OK doctor" multiple times and did not respond to the claims that vaccines cause autism by Trump. Voters in the CNN poll agreed that Kasich is the best candidate to tackle social issues but were not sold that he could tackle the economy or immigration.

Hillary Clinton

Clinton spoke to ABC News about her plans to cross the American border to combat drug abuse such as heroin on Sept. 18, according to WMUR 9 ABC News.

Kasich told WMUR 9 ABC News that she may consider targeting the source of drugs if that means reducing the drug usage, such as heroin, in the U.S, according to CNN. Moreover, she wants to add to the progress.

After avoiding questions about the Keystone XL Pipeline for months, Clinton revealed at a campaign stop in Iowa her opposition of the project, according to NPR. "I oppose it because I don't think it's in the best interest of what we need to do to combat climate change."

Bernie Sanders

During an appearance at Saint Anselm's College on Sept. 19 Sanders explained what democratic socialism means to him, according to Washington Post: "It is having a government which represents the people, rather than just the wealthiest people, which is most often the case right now in this country."

Post: According to RealClearPolitics, Clinton holds 44 percent among democratic presidential hopefuls.

The Democratic campaign

By Miistari Gunyi
Assistant Editor

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Crisis management continued

Continued from p.1

Dr. Khalil Marrar, GSU’s faculty expert on foreign policy, held a class exercise in POLS-2100, Foundation of American Democracy, that explored how the public view international crises and what they feel the response to them should be.

Marrar posed this question to the class, “The majority of people in America will hear and care about this issue but as a whole, when you can’t make a political difference in your own life (in the United States), can you make a difference in Syria?”

Marrar continued, “There has not been a more bloody time in history than now and whenever the United States takes action in foreign affairs, the country is criticized,” Marrar said. “ ‘Politicians and academics are often asking ‘Who did this’ when it does not matter who is responsible. It is happening. This a humanitarian crisis.’ ”

Marrar said, “Protestors, letters, calling policy makers, and organized marches are all vehicles that can influence change in the handling of the crisis explained Marrar. “You must put your feet where you mind is. As part of the global one percent who has a Bachelor’s Degree and are able to think critically (at a college level) you will be the ones to make a change.” said Marrar.
Free Professional Headshots

By Matt Gentry
Graduate Columnist

The Graduate Professional Network is providing another free service for graduate students! Get professional headshots on Wednesday, September 30th between 3 and 5 p.m. in Room A1122 (next to the Career Services Office). We will provide a free digital copy of your headshot for your personal use. Utilizations could include your LinkedIn profile, an email signature, other social media, business cards, or personal letterhead, to name a few. In today’s digital image, a professional image leaves a strong first impression. In today’s competitive job market, every advantage helps, and research from Forbes shows that LinkedIn profiles that have an image receive more clicks than those without.

Some tips to make sure your headshots turn out:

- Get lots of sleep the few days prior to reduce dark eyes.
- Drink plenty of water throughout the day.
- Dress appropriately for your field of work. If you are a healthcare provider that wears a white lab coat, then bring an ironed lab coat to the photo session.
- Perform a Google search on professional headshots to find looks you like. The internet is full of good advice for dos and don’ts.
- We will have a neutral background, so pick out clothing that is flattering for your skin tone, eyes, etc. Some makeup is recommended, but should not be over the top. Bold colors and patterns will detract from your face (the whole point of a headshot) but bland colors will blend into the background and give you a ‘floating head’ look, so find a color and pattern that is somewhere in the middle.
- Practice in a mirror beforehand to get a look you like. You want to be genuine! According to our photographer, let a natural smile, pleasant demeanor, warmth, goodness and other qualities you would like to show through the image. Imagine you unexpectedly ran into a loved one on the beach and were excited to see them.

Getting a professional headshot is free, easy, and can last throughout your professional career. We hope to see you next Wednesday, September 30th from 3-5 p.m. in Room A1122. A special thank you to our resident Student Affairs photographer Jason Bubalis for his time and expertise.

The Graduate Professional Network is here to serve! Do you have an idea or service you think would benefit grad students on campus? Come to our monthly meeting or email Matt Gentry at mgentry@student.govst.edu.

Manhood Mondays continued

Continued from p.2

By showing pictures of various technology uses such as Adobe InDesign, a camcorder, a camera, soundboard, and more, Thomas pointed out, “If you spend time doing any of these things, it will translate into money. If you have a camera, you can edit and charge money doing that. I do photography and make money doing that.”

Thomas discussed the potential for music disc jockeys: “DJ’s. You can go to school for that, learn the equipment and invest your time.”

“Anybody design apps?” He pointed out that he has a friend who develops apps for IBM spending months on projects. Thomas emphasized, “It’s a big payoff, but you need to have spend the time doing it. What you learn how to do instantly can increase your value.”

Next, Thomas brought up the Old and New Testaments when saying, “Folks who spend time with this usually are very, very smart. Older people can tell you that they gain knowledge from them.”

As the event progressed, Thomas made the audience think with three questions: Where do you want to go in life? What direction do you want to go to? What is the farthest you can imagine going?”

He, then, gave them more inspiration by saying, “The best you can hope for is to make the most out of whatever you have been given.”

In addition to getting the audience engaged in interactive thinking of ways to increase value and their thoughts on the purpose of education, Thomas talked about the Law of Reflection as well as the Law of Environment as a way to get people to realize their potential in order to change their life’s course, in need be, to be a success.

Thomas pointed out that discipline gets results if it is used as training to improve self-control. In wrapping up, Thomas presented this quote from analytical psychology founder Carl Jung, “Your vision will become clear only when you look into your heart. Who looks outside, dreams. Who looks inside, awakens.”
Across
4. if pancakes were a fire you would put them out with this
5. polyhedron with 12 faces
6. the study of birds
7. Disney movie that essentially follows the plot of "narnia"
8. often mistaken as sweet potatoes
9. the director of "S.H.I.E.L.D."
10. a mythical creature thought to roam heavily wooded areas
11. Roman Numeral for the number 1
12. peanut butter's aquatic cousin
13. breakfast dish including Canadian bacon, a poached egg, an english muffin and hollandaise sauce. Eggs
15. "Say my name." - Walter White

Down
1. a delicious breakfast pastry that comes in a variety of flavors
2. the current pope
3. a computer made by Apple, Inc
4. the part of the spinal cord within the skull, the lowest part of the brain stem
5. a computer made by Apple, Inc next to a brick of Cheddar, pasta dish
6. massive wave generated by tectonic movement
7. State abbreviation for Oklahoma
8. emotional experience of not being able to figure out a word in a crossword puzzle
9. frustrations overly dramatic cousin
10. ghost, phantom, apparition...
Rough week for the Jaguars

Andrew Kriz
Intern Reporter

It was a rough night at home for the GSU volleyball team who lost in three straight sets to the visiting Purdue University-North Central Panthers on Thursday, Sept. 16.

The Jaguars suffered from a lack of communication and appeared out of sorts on the court as they lost 25-11, 25-8, and 25-12.

Junior outside hitter Hayley Wacker made her first home court appearance and her presence was a welcome addition to the team as she tied with freshman outside hitter Erika Halverson with four kills in the match up. Wacker led the team on defense with 12 of the Jaguars’ 48 digs.

The Panthers jumped ahead to a 2-0 lead before a bad set by outside hitter Cami Webster was called for a bed set, giving the Jaguars a point. North Central went on a four point scoring streak a wild serve Andrew Kriz went out to put GSU within four points of a tie game.

The Jaguars were unable to mount a comeback as the Panthers cemented their lead with another streak for three points. Halverson, with the team down 9-2, completed a dig with her back turned that froze the Panthers but her return went out inches over the line.

8 of the 11 points GSU scored in the first set were from errors incurred by the Panthers on serves and defense.

In the second set, North Central again went up 2-0 but this time the Jaguars were determined not to let the Panthers run away with the game.

A serve error by the Panthers changed the momentum of the game as Savik Salgado earned an assist as Hayley Wacker made her second kill.

Salgado then went unassisted with an ace and the Jaguars had their first lead of the night up 3-2.

With the lead, the GSU crowd came to life in support of the Jaguars who looked to be turning the corner and taking control of the set. That enthusiasm was short lived as the Panthers scored three in a row before committing an error on the serve up 6-3.

Halverson made a leaping block that was the highlight play of the game which placed GSU closer to the surging Panthers, 10-6.

Halverson’s block would be the last point GSU scored on their own accord as North Central went on to claim the second set 25-8.

In the last set, GSU played their best game of the night going up again 2-3 with a kill by Halverson for the first point and Wacker the second.

Briana Holden, a sophomore defensive specialist, had a service ace to put her team ahead.

However, the script did not change and the Panthers retaliated with five points before Wacker stemmed the bleeding at 8-4 and earned her third kill of the night, assisted by Halverson.

The Panthers charged ahead and never looked back after going on a six point run and then a four point run that put the last game out of reach for the Jaguars.

Over the weekend, GSU traveled to Arlington Heights to compete in the Robert Morris University-Chicago Tournament and Robert Morris Eagle Invitational on Saturday.

In both contests, the Jaguars lost in the first round.