



Therapy dogs become unofficial campus mascots~
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Knights Times

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Students explore Portland coffee culture. See story, page 8. Photo by David Papazian.

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The High Cost of Textbooks

Understanding the problem and finding cost-reducing solutions

By *Shawna Downes*

You've paid your deposits, your room and board, and your tuition bill. Now one thing remains: textbooks. College students today pay three times as much as their parents did for textbooks, with the price of textbooks rising at twice the rate of inflation according to a report by the U.S. Government Accountability Office (GAO). Popping down to the campus bookstore to pick up your supplies for school can turn into a harrowing experience quickly—particularly if you find some of your textbooks, especially for math and science courses, to be over \$100 for a used copy.

“We know that those high costs are challenging and frustrating to students, and we do want to work to keep those costs down,” said Mimi Fonseca, Warner Pacific’s Bookstore Manager.

Students nationwide are acutely aware of the rising costs of textbooks. The faculty members who must select textbooks carefully, weighing affordability and quality are also aware of this issue along with bookstore managers who are stuck balancing quantity and price. Competing against college bookstores are online stores such as Amazon, Half, and comparison site BigWords, all of whom are occasionally able to sell at a much cheaper rate. Student Financial Services estimates that Warner Pacific students will spend \$1,300 per year on textbooks and supplies. We all know textbooks are lightening our wallets considerably. The question is: why?

Two huge contributing factors are the frequency of publishing new editions and the increasing demand for supplements. The GAO’s report found that new editions are now being published once every 3-4 years instead of the old standard of 4-5 years. Publishers want the information in textbooks to be as up-to-date as possible, especially in textbooks for fields that change rapidly. Another issue arises because many books now have supplemental material available online or in the format of study guides and CD-ROMs. These materials are expensive to develop and drive up the cost of purchasing class supplies for the student. Publishers used to bundle

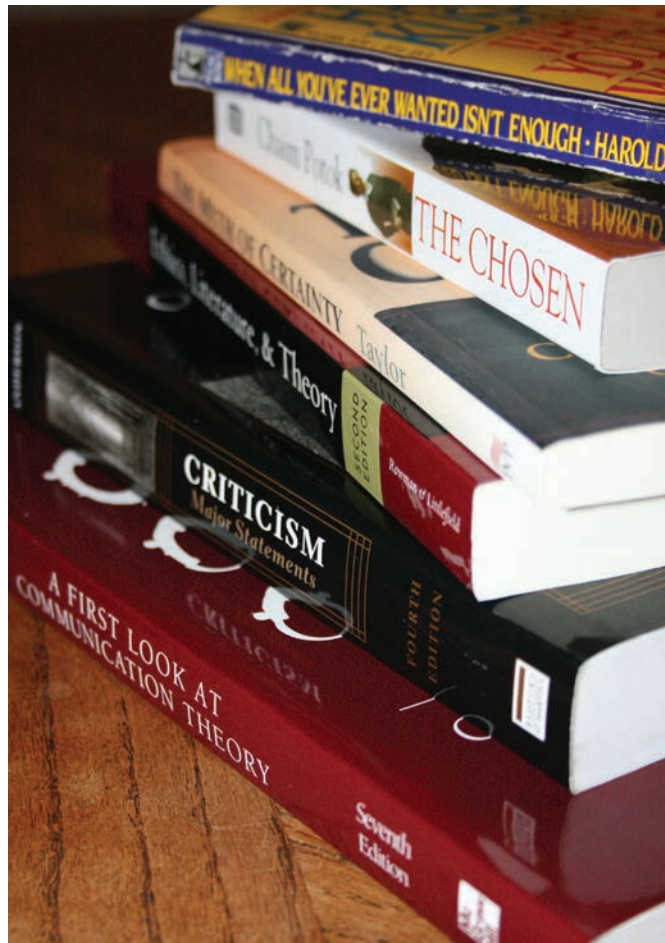
these supplements with the textbook, forcing students to purchase the CD-ROM regardless of whether or not a class actually required it; however, recent legislation called the Higher Education

Opportunity Act took effect last year requiring publishers to also sell materials separately if a bundle is available.

Students are finding creative ways to cut the cost of their textbooks, or otherwise doing without. Many students purchase used books from Warner Pacific’s bookstore, local retailers, or online. Avoiding new books is generally an effective strategy, but may hurt in the long run according to Henry Roediger, Professor of Psychology at Washington University. He suggests the huge used book market may actually be one of the contributing factors in rising costs for new textbooks and the increasing frequency with which publishers push out new editions. Used book retailers buy previously owned textbooks and resell them at a markup, reducing new book sales. Publishers don’t make a profit from used books, so it is beneficial to them to raise costs and revise books. One way to avoid contributing to this problem is to purchase your books directly from other students, something student government has tried to

facilitate with student book sales. But many students do not know what books they will need next semester at the time of the sale, so a perfect solution is yet to be found.

Another strategy employed by light pocketed student is sharing a textbook with another student. There are many downsides to this strategy. Students who share need to be proactive in getting work done ahead because they will only be able to spend a limited amount of time studying with the textbook. One way to alleviate the stress of sharing a book is to set dedicated days of the week when each student will have the textbook. But even this can become contentious when pressing assignments and midterms loom their ugly heads. The other issue that could arise is the fact that for some in-class activities or tests the two students might need to use the book. It’s far better for each student to have his or her own book in order to avoid these problems.



Many students find their stack of textbooks to be even larger than this. Photo by Erin Flynn

A third potential way to save money on textbooks is to supplement some of the books you purchase with book checked out from our own library or the interlibrary lending available through our library, or from Multnomah County Library. All of these resources are free to students, but some books may not be available or may take up to two weeks to arrive. If your book is available, then this strategy can reduce costs considerably. Be careful, however; it took me four requests to get the correct edition of a book for my English literature class from Summit, despite entering the edition and volume number each time. These loaned books are also only available for limited periods, so this is a method best utilized for a book that you will only need for a few weeks and not the entire semester. Interested students can talk to a college librarian for more information.

“The two primary steps we’re taking to reduce costs for students are our rental program and our ongoing efforts to purchase used texts.”
Mimi Fonseca, Bookstore Manager

Some students with e-readers such as the Nook and the Kindle have been able to purchase eBook editions of texts at a lower cost than a physical copy. Not all textbooks are available in eBook format; however, publishers are responding to the demand of consumers and starting to offer them more often. Sam Halverson uses eBooks for some classes. “I bought my Personal Health and Fitness textbook for my Kindle. The original textbook was somewhere around \$70 or \$75, but the Kindle version was only \$10,” she said. Savings vary, however. Brian Haggerty rented the Kindle edition of the required textbook for Urban Ecology and still paid over \$40 for the book. The book retails new for about \$110.

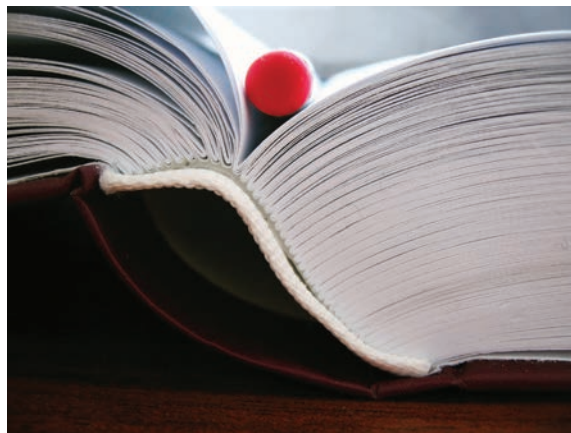
There are other downsides as well. Halverson warns that her textbook does not have page numbers on the Kindle—instead, there are location numbers. “The screen is pretty small on a Kindle and it’s not easy to just flip through pages like a print edition,” said Haggerty. This may be a small inconvenience to deal with in comparison to the cost of a print textbook, however.

The initial sticker shock of this semester’s textbook costs can sometimes be deferred by buying books as you go instead of all at once at the beginning of the semester. In some classes, you may not need one of the textbooks until after midterms. This tactic enables students to pay for their books in chunks instead of shelling out \$500 during the first week. However, students need to be careful

with their money in order to afford to purchase books when they are finally necessary.

Students are not the only ones trying to ensure they keep as much of their own money as possible. “The two primary steps we’re taking to reduce costs for students are our rental program and our ongoing efforts to purchase used texts,” said Fonseca. The Warner Pacific Bookstore responded to the students’ outcry against textbook costs this year by beginning an on-campus textbook rental service. Although many students have been renting textbooks from online rental services such as Chegg, they can now do the same thing through the college’s own bookstore website.

“The savings can be significant for the students—potentially 30% to 70% less than purchasing the book outright,” Fonseca said. “For example, one of the science textbooks used in the fall term was priced at \$147 for a used copy, \$196 for a new copy, and \$55 to rent the text for 125 days.” Students can view various purchasing options directly on the bookstore’s website now when they look up course materials at wpcbookstore.com.



Fonseca warns that renting may not always be the best option, however. “[Students] might want to keep a textbook for reference or might need it for a continuation class,” she said. Students cannot charge book rentals to their student account either. “If they purchase a used copy and are able to sell it back at the end of the term, that could be a savings for them overall,” Fonseca said.

Warner Pacific students have a lot of options to weigh when purchasing textbooks. The problem is complicated and unlikely to go away quickly. The costs are already high, and Fonseca says they are still increasing. There are many ways to reduce the cost of books per student, but the final determining factor in whether or not they have paid too much comes after the purchase is over.

“How much do you think students use their textbooks?” I asked student Zachary Kahler. “Not nearly as much as they should, could, paid for, are asked to by their teachers, and need to in order to take responsibility for their learning,” he said.



The Knight Times

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The Legacy Continues

By Nichole Jackson

There is a new head coach for the men's basketball program at Warner Pacific College, but it's not a new face to the men who are competing.

Coach Jared Valentine has been a part of the Knights program for the last decade, but this year marks his first as Head Coach. Previously, Jared worked as Assistant Head Coach while his father, Bart Valentine, performed the duties of Head Coach. Now, Jared will work to continue the legacy his father has built. "It's an incredible honor to build upon what my dad and all of the current and former players have done for this program," said Valentine.

One thing Jared Valentine realizes is the amount of work he must put in as a head coach: scouting, practices, game plans, and holding individual conferences with players. He finds it's an easier process because his men genuinely like each other and work hard for each other on the court. During practices and scrimmages, Valentine's father has been around giving his observations on how the team is performing. "It's a luxury to have a great coaching mind around to talk hoops with," said Valentine of his father.

Athletic Director Ryan Kaiser is excited about the men's season because "the Valentine tradition will be continued on the sideline." Kaiser says coach Valentine understands all the dimensions that come with coaching especially incorporating the overall mission and vision of the college. Kaiser believes the men will have to earn their respect just as much as their coach will in the competitive Cascade Collegiate Conference (CCC). The men are guard loaded; they have guards who can shoot and handle the ball. The real test will come when the Knights play a true post player from another team, a player who can shoot and who dominates down low on the block with good post moves.

According to Warner Pacific College Athletics website, wpcknights.com, the team is adding four new players and will be returning nine players from the 2010-2011 season. The team is picked to finish seventh in the Cascade Conference by the CCC head coaches poll. However, in previous years the men's team has proven the polls to be inaccurate. The men have had winning seasons despite what the polls have said in the past; the Knights have had

six straight berths to the National Association of Intercollegiate Athletics National Tournament.

The team is returning three key starters who will lead the 2011-2012 season for the Knights: Biniam Tadele, Traevone Bowie, and Nick Schultens. Valentine has picked up two transfers who will also make an impact. William Sharp, a junior transfer from South Puget Sound Community College, will give the Knights an extra guard and should make his mark in the conference with his explosive play on the court. "I'm excited to be playing in a winning program," said Sharp.

Jeremy Jones is a newcomer also and is ready to make his mark. He is long, athletic, and lets the ball fly from downtown. The team also picked up two freshmen, Doug Thomas and Ryan Parks, who will be getting valuable minutes on the floor, contributing to the team's success this season. Kaiser feels William Sharp and returning player Biniam Tadele will lead the men this season in making their mark in the Cascade Conference.

Jeremy Scott, commentator for the basketball program, will be covering the men's home games this year as well as some pre-season games on the road. He has been the "Voice of the Knights" for the last four years and has had the opportunity to see their best and worst days. Scott will be covering all eighteen league games for the 2011-2012 season. He said the men were dealt a really low ranking for the season, and didn't get enough credit because they have a new head coach. What many pollsters may not realize, said Scott, is that in previous seasons, when the game was on the line, Jared was often the one drawing up the plays to win the ball game. "The men will surprise a few people," said Scott.

"We believe that the journey is more important than the destination," said Coach Valentine. The team wants to enjoy the journey and over time let their success show through their effort and teamwork. Valentine wants to see a crowd at all of the games. The ones the team really needs a packed house for are the games against Concordia University (December 19th at home and January 21st at Concordia) and Oregon Tech (January 28th at home) because those are the men's big rivals in the league. Knight fans, come out and watch the men prove a lot of people wrong this season.



Jared Valentine, Men's Basketball Head Coach.
Photo by Cody Harrod.

"We believe that the journey is more important than the destination." ~Jared Valentine

Lady Knights Bouncing it Up a Step

By Steven Wesley

The head coach of the Warner Pacific women's basketball team, Matt Gregg, feels good about his team going into his fourth season. Last year the lady Knights finished with an 16-13 record overall and a second-place finish in the Cascade Collegiate Conference (CCC) at 10-8. This was the most wins the women's basketball team had held since 2006. Coach Gregg's team continues to improve with each season.

This year's team was picked second in the pre-season CCC head coaches poll. Two of the players, Kelsey Mattsen and Cameryn Calhoun, have been voted Pre-Season All-Cascade Conference. Coach Gregg is confident in his team's ability and looks forward to a successful season. He was pleased to say he has a nice blend of returning players to assist with the new players, helping them adapt to the team plays, and he has some new faces doing some really nice things on the court. This team is not only hot on the court, they definitely take their education seriously also. Coach Gregg ensures his players are students first and also that they put a high priority on their education.

Another important factor of having a winning team is the team's chemistry, and Coach Gregg is well aware of this. Each year the team goes on a retreat to the coast to get away from family, phones, jobs etc. and just get to know each other as people, not only basketball players. "I enjoy the team retreat because it is a good way for the team to get to know one another" said senior captain Cameryn Calhoun. "And it also allows people to open up more quickly because of the activities that we do." The women work on team building activities, goal setting, and some other fun events so the team spends quality time off the court to get that chemistry moving. The coach feels the girls are getting along exceptionally well. Gregg said that with a blend of so many different personalities it is hard for him to read them sometimes; however, when they step on the court, they work nicely together.

As far as his thoughts, predictions and expectations for this year's team, Coach Gregg said, "I don't like to make predictions. I know anything is possible if we show up to practice, focus and work hard and then carry that over to the games." He projects this concept to the players and then coaches them to realize how this attitude will carry over to their games. Coach Gregg is well aware the league is very competitive, and is shooting to be in the top four,

possibly host a playoff game, then see what happens at that point. Coach Gregg has made it clear to his team what his expectations are for them not only as athletes but as students as well. "I expect them to go to class every day and be present both physically and mentally," Gregg said. As a team on the court, he expects them to show up and work as hard as they can for as long as they can. Gregg expects the women to be encouraging to their teammates off the court, but also to "not just hang out with athletes, but to put themselves in the general population, because after all, college is where you are going to make many of your lifelong friends."

"I don't like to make predictions. I know anything is possible if we focus and work hard."

~Matt Gregg

The type of system the team is running this year is up-tempo. They run a break that has a lot of ball screens and penetrating action to the goal, but if that doesn't work for some reason, they can run several different sets just to get them into their basic motion system.



*Matt Gregg, Women's Basketball Head Basketball Coach.
Photo by Cody Harrod*

Coach Gregg knows his team has the talent and the potential to not only win the conference, but to win it all. However, putting everything together, every night is what will make it happen. Coach Gregg stated, "There are so many times I wish I could go on the floor and set a screen for them, or block out to rebound for them, but I can't. They have to have the desire and the passion to leave everything on the floor every night. That is a difficult task and one that people who don't compete at this level don't understand." It is vital that this team internalizes the importance of the skills and passion Coach Gregg is discussing. By putting all of these aspects together into their games, there is no doubt these women will hold a competitive edge against their rivals, Concordia and Corban University, this season.

As far as the difference in last season and this season goes, Coach Gregg said the team has depth this year. Last season they had five players playing 32+ minutes per game. With new players like Morgan Wolff, Chelsey Christensen, and Nichole Jackson coming in with junior college and Division I experience under their belts, the team can play a lot of different rotations this year, which makes things much more difficult for their opponents.

The coach is proud of this team for their commitment to him, their classes, and Warner Pacific College. I must agree that a new banner on the wall is certainly a possibility for this team.



Pet Our Dogs - It's Good For You

By Brian Haggerty

Lately it seems our campus has gone to the dogs, specifically two dogs: a shiny black Labrador Retriever who responds to the name Gradie and my furry Collie/Golden Retriever mix, Jack. Both dogs are therapy dogs in training right here, at Warner Pacific College.

There are many different jobs for therapy dogs. The dogs may participate in animal-assisted activities, animal-assisted therapy, literacy therapy, or grief therapy. To assist me in defining the different types of therapy dogs, I broke out my copy of "The Original Dog Bible" edited by Kristin Mehus-Roe. This book has proved to be an invaluable resource for Jack and I.

Animal-assisted activities are the most basic type of animal therapy. This involves the dogs simply spending time with patients and maybe exhibitions of agility or obedience. The visits may be to hospital or nursing facilities or visits to at-risk, developmentally disabled or physically disabled children in schools or residential facilities. The dogs must be well trained and non-aggressive toward people and animals.

Even though there aren't many regulations pertaining to these types of service animals, most facilities require the dogs be certified by a reputable institution. Therapy Dogs International (TDI), www.tdi-dog.org, began in 1976 in New Jersey with five handlers and six dogs. By the end of 2010 TDI had grown to approximately 20,000 handlers and 23,000 dogs. Today there are between 40 and 50 Disaster Stress Relief Dogs (DSRD) teams in the country. The Delta Society, www.deltasociety.org, is another well respected organization that certifies therapy dogs.

Heidi Medema, who handles our favorite black lab on campus, Gradie, said, "I spent the summer with a small group in Colorado that helped me and Gradie get started on the right path with a puppy class, a vest, a book, and lots of support." Right now, Gradie is 8 ½ months old and is in training to visit patients in retirement homes, hospitals, and schools. "So far it has been fun, but also a lot of work," said Medema. "We have done two obedience classes plus a ton of socializing. I think right now I am reading my fourth or fifth dog book. I am nervous because this is the first dog I have trained for service." When I asked Medema what she would like the readers of this story to learn she stated, "Dogs are incredibly intelligent animals and there is no end to what you can train them to do. But dogs are a lot of work. They are not a pet you can leave at home all day, say hi to when you get home, and then ignore. They need attention, lots of loving, and training - just like kids."

Therapy dogs may participate in animal-assisted activities, animal assisted therapy, literacy or grief therapy. My desire is to find out if Jack is suited to assist with any or all of these therapies.

When Medema was in Colorado, Gradie went everywhere with her, including hiking and climbing trips. One day she went on a climbing excursion in Boulder Canyon, but in order to get to the climbs she and Gradie had to cross a river. There were no bridges, but there was a tyrolean. A tyrolean traverse is a way of getting across a gorge or a river using a tight rope and harness. You have to clip your harness onto the line and pull yourself across. Think of the beginning scene in the movie "Cliffhanger." To get Gradie across, she put him inside her backpack, clipped the backpack to the line, and then clipped the backpack to herself. As she pulled herself across the line high above the raging river, she pulled Gradie along behind her on that same line while he relaxed content in her backpack.

"My experience with Gradie here at Warner has been nothing but positive,"

Medema said. "Everyone knows and loves the little guy. People that I don't even know say, 'Hi Gradie!' as we walk down the hallways. I feel as though he is Warner's unofficial mascot." As Gradie acquires more training, Medema will be able to evaluate what particular type of work for which Gradie is best suited.

Dogs in animal-assisted therapy programs can work in rehabilitation departments and have important jobs in motivating and assisting patients during physical therapy. Patients may brush the dogs, throw balls to them, or walk

them as an alternative to therapy with inanimate objects. Some dogs may assist patients by providing mobility support or introducing disabled patients to the benefits of a service dog. According to the Dog Bible, many therapists believe using a dog instead of traditional equipment strongly motivates rehab patients to participate in physical therapy.

Literacy therapy dogs provide a safe place for children with learning difficulties to read aloud. This kind of therapy is ideal for a calm, older dog that is fine with laying his head in the lap of a child for an hour or so while he or she reads to them. By reading to a dog, the children encounter a nonjudgmental, passive listener. The handler of the dog also has a part to play, encouraging the child to look



Brian Haggerty with Jack. Photo by Sean Ruoff.

up words to help the dog understand the story or encouraging the child by saying the dog enjoys the story or thinks it is scary.

Grief therapy dogs are used by therapists to help counsel and console people after a trauma of some kind. These dogs have been used to help calm children in the aftermath of school shootings or other violent events, to provide firefighters a mental break during grueling forest fires, and to console and distract victims of earthquakes, tornados, or fires. During the past several years, the use of grief therapy dogs has become actively embraced by disaster relief organizations. This has been due to the use of grief therapy dogs in the aftermath of the attacks on the World Trade Center and the Pentagon.

After September 11, 2001, New York City reserved a pier to assist families affected by the World Trade Center Attack. At Pier 94, therapy dogs associated with the American Society for the Prevention of Cruelty to Animals (ASPCA) and the Delta Society as well as TDI were made available to those looking for canine comfort.

Inside TDI's Newsletter for fall 2011 is a first hand account from an Americorp/American Red Cross volunteer who worked at Pier 94. At 23 years old, Sarah Syniewski was a caseworker for families who had lost their livelihood as a result of the attack. The families had managed to escape with their lives, but they had little else. They weren't the ones in the news. They were the drivers, the dry-cleaners, and food vendors that supported the World Trade Center. These people had often spent their lifetimes building their own businesses from nothing, and now they had – once again – nothing. She watched as these people wondered how they were going to take care of their families. She saw the shame of the family's grief creep in, as they considered others they had known who had lost so much more. In an article by Syniewski, she describes how the therapy dogs helped her cope with her own stress that developed as she observed the people she was assisting in such terrible circumstances. She said before the dogs arrived she was finding it difficult to justify taking a break from the long line of people waiting to receive assistance. The dogs gave her a reason to get up. She remembers shedding tears on a furry neck and feeling the weight in her chest start to lift. The dogs kept her coming back to the pier day after day.

Relief organizations such as the Red Cross were surprised by the popularity of the therapy dogs: they were well received not only by victims' families but by laid-off workers seeking economic relief and job assistance at the pier, and by aid workers themselves. The dogs were cathartic and comforting for many, especially children. The dogs even accompanied relatives when they visited Ground Zero to lay flowers on the site. Although grief therapy dogs existed before 2001, the events provided a catalyst for relief agencies to include dogs as part of future relief work. Specially certified dog handler teams using DSRD started to form after 9/11.

In an Unleash Magazine interview from April 27, 2011 DSRD teams were interviewed in Alabama while giving relief to people devastated by tornados which had hit large areas of the state, especially in the Tuscaloosa/Birmingham region where the wind



Heidi Medema and Gradie. Photo by Sean Ruoff

reached 200 miles per hour. Vast stretches of housing were destroyed. The teams explained how they let victims pet or hug the dogs, which brought great stress relief. Because the affected people were so upset, they were more likely to interact with dogs before people, at least at first. The DSRD teams particularly worked with a lot of children who had lost a home or even family members. The theory is that if the dog can make the kids laugh or even smile a little during the traumatic time, the kids may remember some joyful moments during the devastating crisis. My desire is to find out if Jack is suited to assist with any or all of these types of dog therapy.

In the spring of 2006 a friend gave Jack to me. At the time Jack was just 4 years old and weighed 90 lbs. Now, Jack is almost 11 years old and weighs about 55 lbs. Back then, I was working as a wrangler on a ranch in Montana giving tours on horseback through the Montana backcountry. From the beginning I was amazed with Jack's loyalty and intelligence. On every ride, we had to cross through the Gallatin River on the horses. The Gallatin is a well-known for whitewater rafting location and is a very popular fly fishing destination. Parts of the movie "A River Runs Through It" were filmed on the Gallatin. The first time we crossed together I was a little worried about Jack swimming across, but there were two other dogs, half of Jack's size, who would swim across the river after us all the time. When I got halfway across the river the water was up to my horse's stomach; I twisted around in my saddle to watch the dogs start their swim across the river, but Jack was whining and limping back and forth on the rocky edge of the water. Jack looked at me, then the dogs, and then back to me while limping as if to say, "I can't make it" and to ask, "You're going without me?" I had to go without him; I was at work. I knew he would be fine, the ranch was right there and his only option was to cross the river. As soon as we had traveled past the river the two smaller dogs came running up to us, then, all of a sudden, a soaking wet Jack came running in full stride from directly behind us. Jack ran past us, and instantly found and chased two coyotes who were hiding on the trail ahead of us. I never had to keep an eye out for coyotes during any ride ever again.

Jack is like that. He always knows what to do without much instruction. People ask me who trained him and I tell them I did, but it feels dishonest to say that. Somehow Jack just knows.

Jack has officially been my therapy dog since the summer of 2009 when I was diagnosed with Post Traumatic Stress Disorder

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Caffeinate and Congregate

By Lance Shroyer and TJ McCloud

We all know there is a coffee shop on campus, and to be fair they serve up some pretty good java, but for those looking to get off campus and explore Portland coffee culture there are several options within easy reach of students on campus.

Stumptown Coffee Roasters

At Stumptown the air is permeated with the essence of brewed coffee beans. If you are a coffee nerd, Stumptown is the perfect place to go and get your geek on. Stumptown is the only coffee shop on this list that roasts its own beans, taking meticulous care to provide a superior product for their customers. Stumptown offers the widest array of coffee items; from your regular mocha to a real, non-Starbucks, macchiato they have it all. Stumptown is a good place to get away and study. While it doesn't have comfy couches, it is convenient for laptop use. For those who thrive in an electric atmosphere, Stumptown has the energy to inspire you.



*A warm cup of Stumptown coffee.
Photo by Lance Shroyer*

Petite Provence

Petite Provence has a very uptown atmosphere. With its casually sophisticated style and cute coffee shop/bakery feel, it is the perfect place to go to for a breakfast date. Petite Provence has a variety of deliciously flaky and buttery melt-in-your-mouth croissants and other baked items such as the classic Monte Cristo and Berry French Toast. According to Petite Provence's official website, owners of the local bakery and bistro originally came from France. In 1966 they began their first bakery in Lake Oswego. Then, lucky for us, they decided to open another on SE Division. So go and experience the delicious authentic French treats and delightful atmosphere of Petite Provence. It won't be your only visit.

Rain OR Shine Coffee House

Rain or Shine is the closest of the coffee shops on the list, but that's not all that makes it stand out. Rain or Shine has great ambiance and the nicest staff around. After only a couple of visits, you will be on a first name basis with the baristas. Rain or Shine brews Portland Coffee Roasting Company beans and Townsend's Tea. They also serve a variety of baked goods, as well as quiche. The owners of Rain or Shine make sure much of what they serve is all natural or organic, and locally sourced. There are couches, coffee tables, as well as regular tables perfect for students to study or just hangout. The walls are hung with work from local artists, which rotates regularly to keep it fresh.

Café Au Play

Café Au Play has a wonderfully casual and playful atmosphere. The café is set up like you would expect with coffee and baked goods for sale; however one thing very different about Café Au Play is its children's play area. Children play while their mothers sit on couches, sipping coffee and conversing with one another. According to one of the shop's staff members, this coffee shop is a non-profit organization- "coffee shop meets community center." Classes to educate the community are held at Café Au Play, and many people volunteer to make the coffee shop as community involved as possible. Warner Pacific students helped to make Café Au Play what it is today and some students continue to volunteer there. Café Au Play is a great place to take young children to play together, while you grab a cup of coffee and enjoy conversation with your neighbors. This location is a great place to visit with others in our community.

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(PTSD), most likely a result of my time in the Navy; I was deployed to the Red Sea during the First Gulf War, back in 1990. Jack helps me through insomnia episodes and helps me work through anxiety issues. Jack is my anchor. When I get stressed out, I can just look down at Jack's calm demeanor and realize there is nothing to be upset about. The anxiety melts away. When I take him out in public, I see how he positively affects everyone around us (just as much as he positively affects me) and I feel the need to share him.

You may have noticed Jack around campus, wandering through your classroom or making himself at home in the library; he's pretty social guy. My goal is to take him out to as many different settings as I can, such as hospitals, schools, retirement homes, and libraries, any place where people, big and small, may benefit from the magic of a therapy dog. Last Saturday Jack and I were given a ride out to Bend from Warner Pacific student Dexter Ballard, and Jack passed an evaluation given by TDI Evaluator, Sandy Schneider.

Warner Pacific has turned out to be the perfect location to hone Jack's people skills. My experiences with Jack at Warner Pacific have been identical to Heidi's experiences with Gradie. Everyone on campus seems to know Jack. Any day I have him on campus, at least one person comes up to me to say how much they enjoy him or how he helps them out as well. The love and support Jack and I receive at Warner Pacific motivates us to continue our journey of discovery.

The Joys of Graduating

By Sean Ruoff

Growing up is not an easy process. There are many milestones one accomplishes along the way. For some, graduating from college is one such milestone. As it was in our parents' and grandparents' time, gaining a bachelor's is an achievement that not many, when looking at global statistics, can claim. According to a study done by Harvard and the Asian Development Bank in 2010, only 6.7% of the global population holds a college degree. Unlike in our parents' and grandparents' time, however, we will not be welcomed into the grown-up world with near endless possibilities. The job market is in a crisis, which is a result of an economy struggling to rebound from the collapse of the housing market. This job market makes the idea of graduating far more stressful than in the past.

According to the Bureau of Labor Statistics, the unemployment rate for September 2011 was 9.1%. Although this is down .5% from last year's averages, it is still a very high rate for the U.S. economy. With businesses not hiring at levels they have in the past, graduating seniors are faced with an uphill battle. Add to this, there are those graduating in December, which is not a time of year companies generally look to hire college graduates to begin with, and you have some seriously stressed out seniors.

Being a senior myself, I can speak to this. Having a very heavy course load that includes HUM 410 (a rite of passage 20+ page paper everyone at Warner Pacific must do), a two-credit internship, and an independent Shakespeare course that makes me a dramaturge for the college's spring production has been difficult. It has meant any time I take for myself ends up feeling wasted. With this business I have had no time to even think of many things such as a relationship, finishing music I've been working on, and, especially, finding a job. Graduation is just around the corner and I have no concrete plans for the New Year.

My ultimate goal is to teach but I am frankly in need of a break from school. My English degree offers me a wide variety of job opportunities, but with public sector education jobs disappearing and an ever-shrinking print publication market, I would feel content with a low level job to use as place to look for a better opening. This is not the case for every graduating senior, however.

Brenda Buchanan has a great deal of anticipation when she thinks of graduation. Buchanan has a part-time job working in public relations at These Numbers Have Faces, a non-profit, here in Portland. She has watched many of her friends graduate the past year

and seen the post-graduation anxieties that followed for them. "I kind of expected it to be the same for me," she said, "but I don't feel that anymore. If you had asked me in May, I definitely would have felt it." Buchanan said she was looking for a second job that she can jump into after graduation but has not found anything yet.

Don't get too depressed, though, because there is good news: there are resources available to help students and recent graduates. One of the good things about going to school here at Warner Pacific is the weekly job opportunity emails Nicole Booker, who is a Career Specialist out of the Adult Degree Program Office at the Cascade campus, sends to the entire college community. The emails outline job openings in the Portland metropolitan area that match degree types Warner Pacific offers. The college also offers career counseling which can help to focus job interests.



Image courtesy of gradmemory@wordpress.com

Another resource available is a website called CampusPoint.com. The site offers a place for students and recent graduates as well as employers to get connected. Campus Point focuses in the Portland and Seattle areas. Registration is free and the jobs offered are local. There are 1047 employer profiles in the Portland area section alone. The list of employers can also be searched by category. This is a great resource and is available to all.

There is great joy when accomplishing something along the lines of earning a bachelor's degree, but at this point it is often bittersweet. The economy is still shaky and companies are not hiring the way they once were. Some majors will be better able to ride out the storm than others, but it is unforeseen how long the storm will last. The resources available on campus and websites like Campus Point are helping to make this rough patch seem a bit more manageable.



Hybrid Courses

Education of the Future?

By Erika Roney

Family, jobs, friends, sports, and so many other things fill up our busy modern lives. This makes it hard for many people to fit traditional schooling into their schedule. Yes, many students can and will skip class, but what if there were another option? There is, and it is called a hybrid course. Hybrid courses will give students some additional time and flexibility, while still accomplishing course objectives. But wait just one minute, does Warner Pacific College even offer hybrid classes? Not yet, at least not officially. Many current classes on the Mount Tabor campus incorporate some of the characteristics of hybrid courses, without fully acknowledging the hybrid model.

A good description of hybrid courses is provided by Julie Van Camp, Philosophy Professor at California State University Long Beach: "A hybrid course is a blend of face-to-face instruction with online learning. In a hybrid course, a significant part of the course learning is online and as a result, the amount of classroom seat-time is reduced."

Generally speaking, hybrid classes are courses that meet both in-person and online. These classes have the same educational benefits as regular classes, but offer much more flexibility. English professor Pam Plimpton believes "we need to recognize the reality of many students and their situations." Hybrid courses allow for elasticity in scheduling and accommodation for difficult situations. Many hybrid classes meet more in-person at the beginning, but once students know what is expected of them, more of the curriculum is online. A normal class meets two to three times a week, but a hybrid class typically meets just once a week. In addition to the class meeting, students have assignments and projects due online the other days, as well as conferences and messages between both fellow students and instructors. Many instructors post tests or assignments online and give a time frame for completion. This makes it very convenient, not only for the student to schedule homework around other daily chores and errands, but also for the instructor to be able to set the course specifications up ahead of time. Then the website can take care of accepting assignments and tests in the given time period.

Warner Pacific College prides itself on being a very close-knit

The arrival of instant messaging, web-based videos and collaboration tools has really helped bridge the gap between online education and traditional, face-to-face education.

community. Even with the increase in technology, I think Warner Pacific College has been able to keep their community feel by not fully giving in to the push for online education. The college does offer select courses online, most of which are during the summer, and most students don't even know about them. One current course being offered online is Personal Health and Fitness with Professor Robert Campy. I spoke with a few of the students who were enrolled in this course, and found there were mixed feelings about the class. One student enjoys the free time and flexibility the online class offers.

Still others forget about the class, because most of the time, there is nothing physically in front of them to do. There is no professor keeping them on track; in fact, junior Katie Enloe admits she would not even recognize her teacher if she ran into him. This class seems to be a sort of test run for how well our demographic will do with online or hybrid courses.

Chemistry professor David Terrell said that in his experience, "people do not like strictly online classes." But when Terrell was asked what he thought about the idea of hybrid courses, he said, "Love it!" Professor Plimpton has taught online classes before and knows that there are both positive and negative aspects to them; it all depends on how the class is set up. She also notes that not all classes can be hybrid or online, but she does see the many benefits of offering some of them in this unconventional method.

According to *The New York Times*, universities across the country have seen enrollment in online and hybrid classes spike, some more than 50 to 100%. The advancement of online courses and the quality of online material has grown at a rate similar to that of enrollment in these types of courses. Online classes used to simply offer electronic versions of material that corresponded with the class. The arrival of instant messaging, web-based video, and collaboration tools really helped bridge the gap between online education and traditional, face-to-face education. In fact, many current classes, including those offered at Warner Pacific College use online components, such as Moodle or Blackboard for posting assignments or discussing questions. These sites also lead to more student self-teaching and developed understanding, rather than constant reliance on the instructor.



When asked about online classes Cole Dawson, Vice President of Academic Affairs here at the college said, “Why would we want to put distance between our students and our faculty?” Dawson brings up a very valid point. Warner Pacific College is very much about students and faculty knowing each other’s names and recognizing one another when we pass them on campus. With hybrid courses we could ensure a closeness between students while still offering classes partially online.

Graduate Alicia Cruz took Employment Law at Warner Pacific College, and said it seemed to have all of the elements of a hybrid class without the name. She said her class only met about once every two weeks, but had assignments due online in between class meetings. Students were also required to work with their groups outside of class on a weekly basis.

Many students like the idea of hybrid classes, but logistically speaking do not think the technology on campus is sufficient. This could be the biggest obstacle for pursuing hybrid classes at Warner Pacific College. Completed tests could not be posted if the internet connection was down. Other possible obstacles could be anticipated and accommodated. Professor Plimpton said that “it’s a matter of getting people to use the technology.” Training students and faculty, as well as supporting ongoing use of the technology would be very important in making the transition from traditional classes to hybrid courses.

If the hybrid model were incorporated into the curriculum, the need for more classrooms would be lessened. Warner Pacific College has fewer than twenty classrooms. This shortage of space has forced some classes to meet very early in the morning and others to go late into the night.

Most students enrolled in hybrid courses would commute less, helping cut down on pollution. Graduate Inge Pe’a explained that “as a commuter student, I figured I would save \$144 per term if I had to drive to school one day less per week. I’m all for hybrid classes because I believe technology is the future. Being able to communicate effectively using current communication technology is an essential skill for people leaving college and entering the work force.” The time, gas, and money students could save by simply enrolling in one hybrid course would be substantial. Senior, Bethaney Hickox agrees. “As far as people that already commute, I think it would be a great idea! We could save money that way, and I feel we are as connected to the community as we so choose. Commuters are not the only ones who would benefit from hybrid courses, residents would also be affected. Being able to limit the amount of seat-time would allow for more time to complete service hours, internships, and other activities.

Hybrid courses are definitely more “green” than traditional instruction. By commuting less, we are reducing traffic and saving gas, which in turn helps the environment. If we could submit assignment, take notes, view power points and videos, and receive feedback and grades online, we would save a tremendous amount of paper and contribute to a healthier environment.

All classes are different, and this model would not work for every class. Not every class could be hybrid; while that would certainly be



cutting edge, it’s not realistic. There are some classes where more frequent face-to-face time is needed to understand the topics and retain the information. Professor Plimpton believes many upper-division courses like her EN 450: Ethical Theory for Reading and Writing class would be perfect candidates for ‘hybridization.’

While attending Clackamas Community College I took a hybrid course and really enjoyed the format, but not all students agreed with me. One of my former classmates at Clackamas Community College, Josh Dale, said he preferred the traditional classroom format. “Hybrid courses allow for more flexibility” Dale said, “but they are generally more difficult and the homework is much more in depth.” The class we took at Clackamas Community College, which originally interested me in the hybrid model, was Writing 123: The Research Paper. Writing 123 is based around each student writing their own research paper, as well as doing other independent work. Because of the independent nature of the class the hybrid model fit this class perfectly. Students would come to class once per week to learn about finding credible sources and how to cite them, but were able to spend the other two days of class at home working on, researching, and writing their paper individually. We would have workshops online to apply our skills of finding and citing sources, as well as deadlines for drafts of our research paper, which we submitted online. Of course, the instructor was available to meet with us in person or answer questions online if we needed it, but it was really about learning what we needed to in class and being able to apply it to our own papers outside of class.

“The technology will be used to create learning communities among students in new ways,” said Philip R. Regier, the dean of Arizona State University’s Online and Extended Campus program. “People are correct when they say online education will take things out the classroom. But they are wrong, I think, when they assume it will make learning an independent, personal activity. Learning has to occur in a community,” Regier said.

For more information on hybrid courses, including resources, student reactions and feedback, universities with successful hybrid programs, and more, please visit <http://www.mcli.dist.maricopa.edu/ocotillo/hybrids/resources.php>.



Occupy Portland

By Katie Enloe

For the past month, we have heard many different perspectives about Occupy Portland, the offspring of Occupy Wall Street, and how the protestors and movement are affecting the operation of the city. Every story has many narratives; it is up to the audience to gather what information they can, whether they see themselves as the 99% or the 1%.

Outsider Point of View: The Occupy protestors started camping in Lownsdale and Chapman Squares on October 6, 2011, fighting against big businesses that were not paying enough in taxes. The offspring group of Occupy Wall Street stands for peaceful protesting; however there were accounts of overdoses occurring in the tent city, thefts, and even a molotov cocktail thrown at the World Trade Center on Salmon St. In some cases organizers filed for event permits with the city, but in cases such as the one reported by Jim Reddon of the Portland Tribune, the protestors had an unscheduled march on October 12, 2011 that interfered with rush hour traffic on the Hawthorne Bridge; eight arrests were made. On October 29, there was a march through the Pearl District, ending in Jamison Square in an attempt to get more park space for protesting. Mayor Sam Adams made it clear that Occupy Portland was not going to invade more city parks, and if they defied him, arrests would be made; 25 were arrested that night. The rationale for the Pearl District march was the wealth rate in that part of town.

Occupy's big nationwide movement was called Bank Transfer Day; the main objective was to protest Bank of America for announcing a \$5 debit charge, which was later revoked. The premise was to keep money local in credit unions or completely shut down bank accounts and keep money in a coffee can at home. After the Bank Transfer Day and the uptick in crimes, Mayor Sam Adams decided that this protest had gone on long enough and set the eviction date for November 13 at 12:01 a.m.. Original protestors had left before the deadline hit, and the remaining were a mixture of "homeless, mentally disabled, and the aggressive who were looking for a fight," according to an on-duty police officer I spoke with. Thousands of people showed up downtown to watch the events unfold in front of them, but when the clock struck 12:02 a.m. and there wasn't an eviction, people began to get antsy. Preventing the riot is just as hard as controlling it after the occurrence. The police did what was in the best interest for the spectators, the protestors, and themselves. Having the patience to allow those events to occur on their own, without a concrete game plan, was the best the authorities could have hoped for. Police



An original "Occupy Portland" sign. Photo by Katie Enloe

were able to tear down the remaining encampments later that Sunday. However, the protestors have regrouped and are still holding rallies throughout the downtown area. This can't go on for much longer, and many may find it annoying, but when you think about it as history being played out, it is quite a remarkable sight.

Insider's Point of View: Feeling the effects of the economy, and seeing how the rich are still living in luxury can be difficult. Some of us want to voice our disapproval. We are the 99%, and we are protesting on the streets of downtown Portland in order to change the way money is handled. Having many different supporters is quite helpful. On top of having many labor unions on our side, as well as the famous documentary maker Michael Moore coming to speak to our camp, we can count on donations of helpful items such as food, water, and portable toilets. The cult-like following from across the nation is a big draw for our camp, but it can also be a downfall. Dealing with many other Occupy sites and their credibility can affect our own. With Occupy Oakland, California for example, riots broke out in the streets and it came down to the police arresting protestors who are just mediating on the sidewalk. With Occupy Portland, peaceful protesting is key! Not provoking the police while they do their job, but still making a point is important. Now Mayor Sam Adams won't allow more protesting in the parks, so new tactics are needed. If speaking your mind was as easy as grabbing a megaphone and shouting it to the world, everyone would be carrying a megaphone. It's just not that easy!

We cannot take all of our information from one source. Occupy Portland is an ongoing protest and the narrative is changing hourly. Whether you view it as annoying, meaningful, or history being changed its here to stay...for now.



Portland Police gathered outside of an Occupy Portland encampment on November 12, 2011. Photo by Katie Enloe