



Prospectus News

Free

Top Stories



Center for Academic Success offers assistance to students

News - Page 2



Who pays 'unpaid' writers' bills?

Opinions - Page 4



Getting involved while living off campus

Lifestyle - Page 3



Transferring to a new program

Full Story - Page 7



"Oz the Great and Powerful" disappoints

Full Story - Page 8

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News - 2
Lifestyle - 3
Opinions - 4
Puzzles/Comics - 6
Sports - 7
Entertainment - 8

Crime rates rise at Parkland in 2012

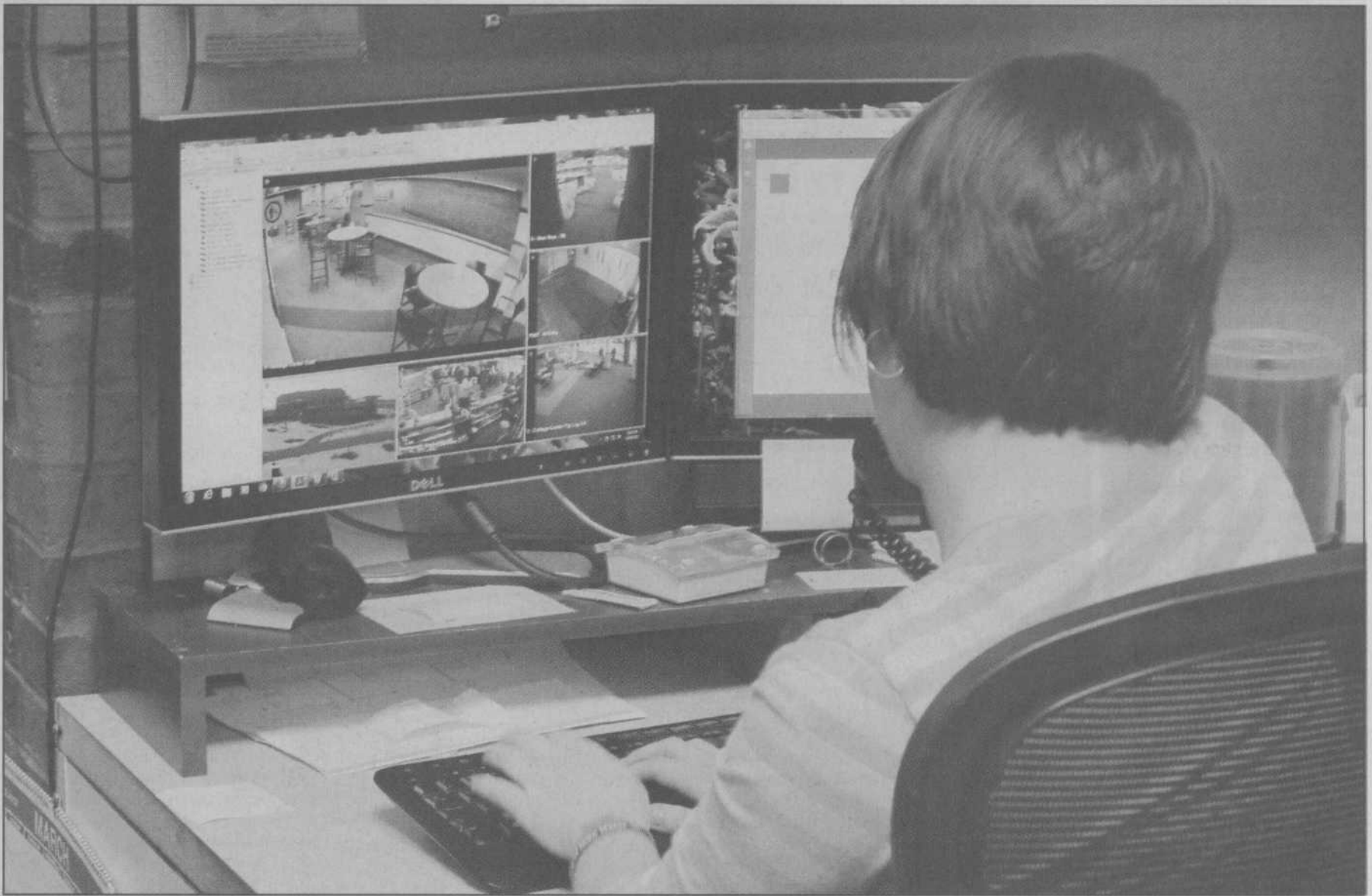


Photo by Craig Towsley/Prospectus News

Criminal Justice student Morgan Thomas observes a live security feed from the Public Safety Office, March 26, 2013.

PN Taylor Redeker and Ernie Springer
Staff Writers

Earlier this semester Julian Arevalo, a Sports Management major, had his iPhone stolen as he sat studying in the Gallery Lounge.

"It was charging right next to me in my peripheral vision. I looked away for a second and when I looked back it was gone," Arevalo said.

Arevalo's story is not uncommon. According to Parkland's Athletic Director,

Rod Lovett, a floor rug worth \$500 was taken from the entrance of the school's new fitness center late last November.

According to the Campus Police mission statement, safety at Parkland College is top priority. Seven officers, two investigators and three security patrollers work under Chief of Police Von Young.

They make their rounds through the hallways of Parkland, providing help to students and faculty as needed and deterring potential

offenders from committing crimes.

Despite the hard work accomplished by the men and women of the Campus Police, crime at Parkland is still a threat.

The Clery Act requires all colleges and universities to publish crime statistics every year. According to the recently-published 2012 statistics, on-campus crime at Parkland has risen in a number of areas since 2011, including the number of thefts and assaults.

The number of cases of theft of property worth less than \$300 went from 16 in 2011 to 22 in 2012, an increase of more than 37 percent.

Theft of property worth more than \$300 increased more than 66 percent, with 6 incidents in 2011 increasing to 10 in 2012.

The number of cars broken into and robbed in the parking lots surrounding Parkland College went up as well, increasing from two in 2011 to five in 2012.

There were three instances

of aggravated assault in 2012. This was up from 2011, when there was only one reported incident.

Perhaps more revealing than the number of crimes committed last year is the number of arrests made. In 2012, the total number of on-campus arrests dropped 25 percent from 2011.

In the fall semester of 2012, Parkland College took steps that Campus Police say will help lower the number of thefts

See CRIME on P. 5

Parkland College receives reaccreditation

PN Spencer Brown
Staff Writer

On Monday, March 4, Parkland College officials announced that the college's accreditation through the Higher Learning Commission, North Central Association of Colleges and Schools has been continued.

Translation: Parkland is legitimate once again.

What does that mean exactly and how or why should it matter to the student body?

The North Central Association of Colleges and Schools is one of six regional institutional accreditors in the United States and is recognized by the U.S. Department of Education. The Higher Learning Commission is one of the NCA's two commissions that work to accredit degree-granting post-secondary educational institutions in the North Central region.

To receive accreditation, a number of steps must be taken

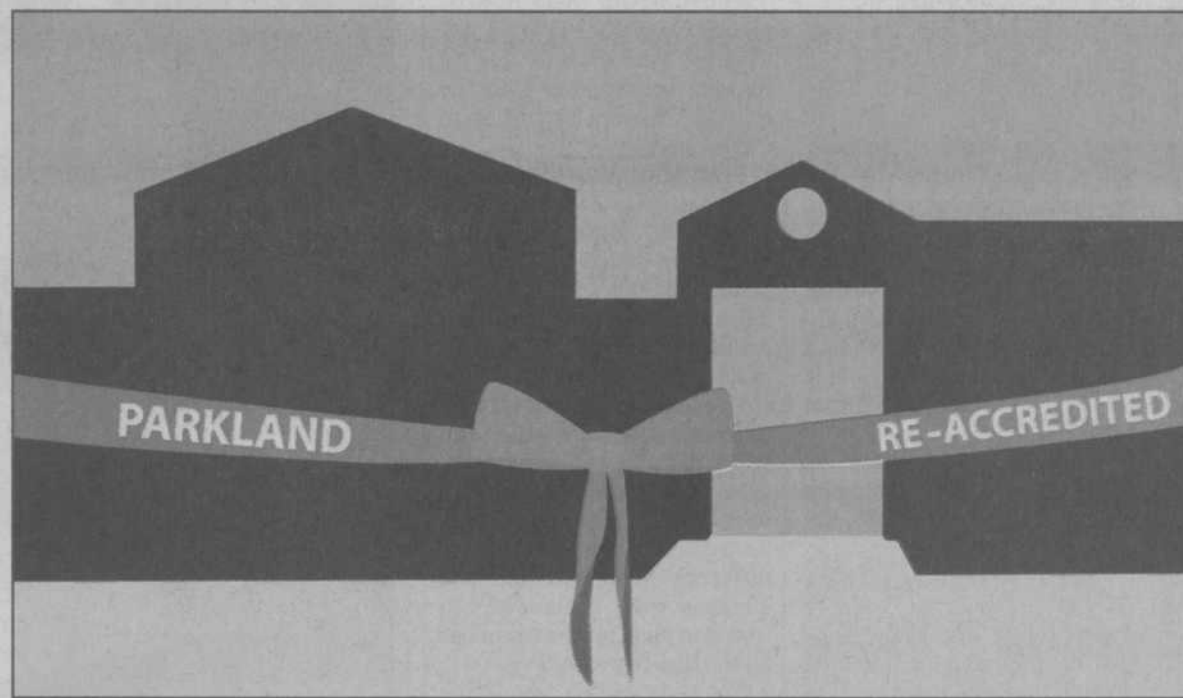


Illustration by Alisha Kirkley/Prospectus News

over the course of time. "The process actually started about 5 years ago," David Leake explained.

Leake, the Planetarium Director, played an integral role in Parkland's reaccreditation.

"What we were working under was a 10 year process. In

2002 we went through the whole process of reaccreditation which meant that 2012 our accreditation was up. So about five years ago, instead of doing everything at the last minute, we sort-of started the process

where Dr. Ramage chose two co-coordinators for

the entire process and I was fortunate enough to be one of those two," Leake continued.

Associate Professor Dr. Amy Penne was the other co-coordinator.

The two helped create what is known as a self-study. This was done by Leake and Penne heading a series of teams

to address all areas of the self-study.

School President Thomas Ramage elaborated on this topic.

"We look at various criteria that are made out by the Higher Learning Commission in terms of student academic outcomes, financial issues, how your take of

the facility and physical plant to your planning process and shared governance," Ramage said. "Pretty much the whole operation of the college."

"Presuming that all goes well, there are a number of different levels the Higher Learning Commission can accredit an institution," Ramage continued.

"If there are specific areas that are of significant issue they can recommend a focused visit where they come back in a year or two and see what progress you made in addressing the issue."

The Higher Learning Commission sent a team of associates to confirm the findings of the self-study on October 1-3. The group investigated what had already been reported in the self-study submitted online earlier in the semester, offered suggestions and ultimately decided

See PC on P. 5

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Fact or Fiction?

Last weekend's storm contributed the highest snow accumulation in the history of March storms in Champaign.

(Find the answer on page 3)

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Center for Academic Success offers assistance to students

PN JoJo Rhinehart
Staff Writer

The Center for Academic Success offers students one-on-one help from peer and faculty tutors with schoolwork. It also provides space for students to study and use available books and computers.

The goal of the Center for Academic Success, located in D-120, is to provide students with assistance that caters to them personally. The personal tutoring helps create a low-stress learning environment for students who need extra help.

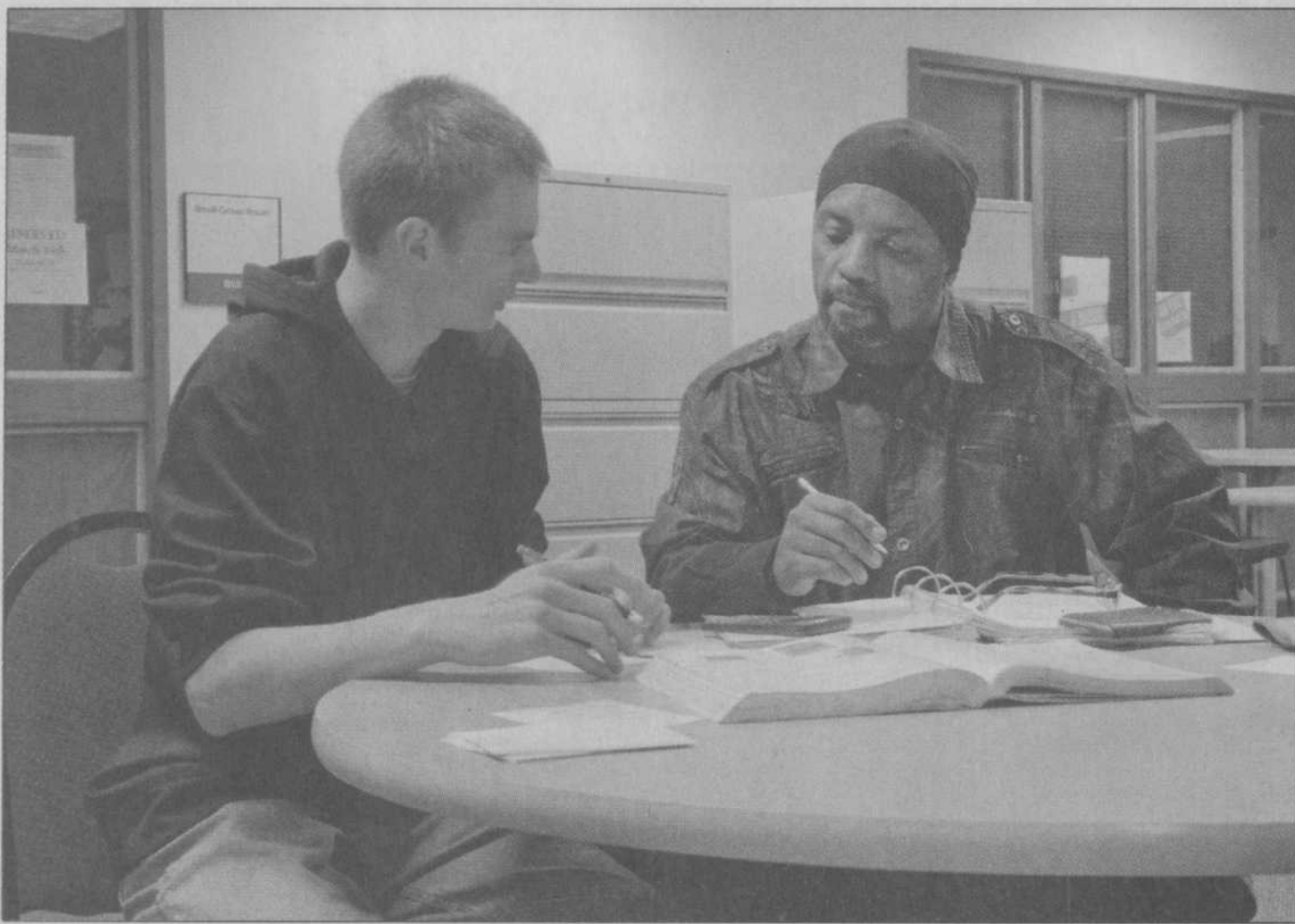
The center also works with students to provide counseling in topics outside of school work. Counselors and advisors work with students to create plans and goals for their student careers as well as advise students on their path to a career.

Students looking to get help from faculty tutors should log into their my.parkland.com account and check the schedules for tutors in their subject. Peer tutors are tutors in specific subjects, and their schedules are also posted online at www.parkland.edu/resources/cas/tutoring-learning.aspx.

Ag/Bio-Engineer major Beau Barber uses the service over 10 hours a week to keep up with his schoolwork and to earn the required hours for the Parkland Pathways Program.

"It's a very good study center and it is a great help to students like me," Barber said. Barber commented that many of his friends use the service as well, which makes it even more enjoyable.

Barber explained that the



Computer Engineering major Alex Mitsdarfer left, tutors Heating and Cooling student Don Whitney right, in D-120 on Friday March 15, 2013.

center can get noisy on busy days, but there are separate rooms that students are welcomed to use for group studying away from the noise. Students are also encouraged to take advantage of other areas Parkland has dedicated to studying.

Quiet Zones in each wing of Parkland are made for students to sit down and do their homework, and the

second level of the library is completely noise free, making it the perfect area for complete silence and concentration.

In addition to academic assistance, counselors in D-120 are also available for personal issues that stand in the way of gaining an education. According to Parkland's website, students who need to figure out transportation, money-management, child-

care or how to simply balance work and school are welcomed by the faculty and are able to get advice.

In order to get the most out of the service, students must understand that it takes personal responsibility to get to D-120 and ask for help. Even if a student goes into the center, tutors and faculty cannot give them assistance if they don't ask for it.

Nursing major Nicholas Hall admitted that when he first started using the program he hated it because he didn't understand how it worked.

"It was like every time I went in there none of the tutors knew the subject I was studying, and sometimes I couldn't even understand what my tutor was saying because of their accent," Hall explained. After getting to know the

tutors and some of the other students using the service, Hall said he got the hang of it and uses it daily because it is so much more helpful to him.

"Basically, it just came down to the fact that I had to just go ask someone for help. The ladies at the front desks were actually the ones who pointed me in the right direction, so now I go straight to them anytime I need something," Hall said.

Tutor Binh Lê explained that there are times when tutors just can't explain to students in a way that they understand. The best thing for the student to do is speak up and say that they don't understand, and if all else fails, ask to switch tutors.

Lê and other tutors were trained before becoming tutors in the center, and are also required to take a 1-credit hour class on tutoring. According to Tutoring Coordinator Omar Adawi, all of the tutors hired have strong academic background in their subjects, or have been recommended by a tutor.

Tutors are trained to be patient and work with students to figure out their homework, and students are expected to remain patient and cooperative, too. Students who do this will get a lot more out of the program.

Students that are interested in learning more about the Center for Academic Success are encouraged to visit it in D-120 or go online to <http://www.parkland.edu/resources/cas>.

New film festival allows children to create screenplays

PN Ted Setterlund
Staff Writer

"Pens to Lens" is a new screenplay competition organized by the CU Film Society, with additional help from Champaign Movie Makers and CUDO. The competition allows children in the Champaign-Urbana area from Kindergarten all the way through high school to create screenplays. Through a judging process, selected screenplays are then made into a movie and a movie poster.

AJ Christensen is a board member of the CU Film Society and the main organizer of "Pens to Lens."

"The original idea was that we would have this writing competition and students K-12 would write screenplays and we would be able to make them into actual films through Champaign Movie Makers," Christensen explained.

"But we have a handful of members, and we have over a hundred screenplay submissions, and we felt that doing five films were not really doing that justice, because we didn't know we were going to get a hundred," he continued.

Because of the large number of submissions, the Champaign Movie Makers decided to bring in CUDO to help out on the project.

CUDO president Tim Kuehlhorn explained, "Thomas Nicol presented it to the CUDO board and we all liked it instantly. CUDO is all about featuring people engaging in their creativity. So we had the idea of recruiting local designers to turn these creative works from students into movie posters to promote the movies."

Tim Kuehlhorn is no stranger to Parkland. Since 2011, Kuehlhorn has been host to Pecha Kucha Night, which he and CUDO have helped to organize.

According to the "Pens to

Lens" website, the films will be put into 3 different categories, depending on the grade level the child is in. The three categories include K-5, 6-8, and 9-12.

Thomas Nicol, Director of Champaign Movie Makers, explained what the submissions were like.

"It depends on the age group," Nicol said "The K-5 group was off the wall. They had the crazy imaginative stuff, and that is actually where most of the movies that are being made came from."

"The 6-8 group gets a little more into the more dramatic side. And the high school submissions were actually dominated by the English as a Second Language class, so it is hard to say exactly what that looks like," he continued.

According to Christensen, there are several judging criteria that factor into the competition process.

"The first criteria is what do you, as an artist, want to make? What are some films that compel your imagination enough that you might want to make?" said Christensen

"We are also going to have some writing awards that will congratulate the students who wrote screenplays for things that may not be filmable or whatever it is that may have prevented them from getting made, but might actually be great screenplays regardless."

One aspect of "Pens to Lens" in which Parkland College plays a role is the graphic design. The Graphic Design department designed posters for the movies that are being produced.

Kuehlhorn explained, "Paul Young is on the CUDO board, and he is also the head of the Graphic Design department at Parkland. So when he heard about the project, I am sure that he thought that it was a great opportunity to get the students involved. A lot of Parkland student are really

excited in creating the actual posters."

"For the poster guidelines, we're making sure that we are keeping branding and that we are not revealing any personal identities," Christensen added.

The competition will screen the movies at the Art Theatre during their Awards and Screening Gala. The Art Theatre was chosen due to its long relationship with the CU Film Society, according to Christensen.

Brett Hays, Board member of the CU Film Society, explained, "Imagine being in fourth grade and seeing something that you wrote on the theatre screen. That would've motivated me so much to become a filmmaker."

"We are certainly not trying to compete with any other film festivals," Hays explained. "The goal of the film society is to unify the community. So we are trying to do that in different ways and that one of those ways is that we are trying to push more awareness on the film festivals."

The Gala will be around the end of May, right when kids get out of school for the summer.

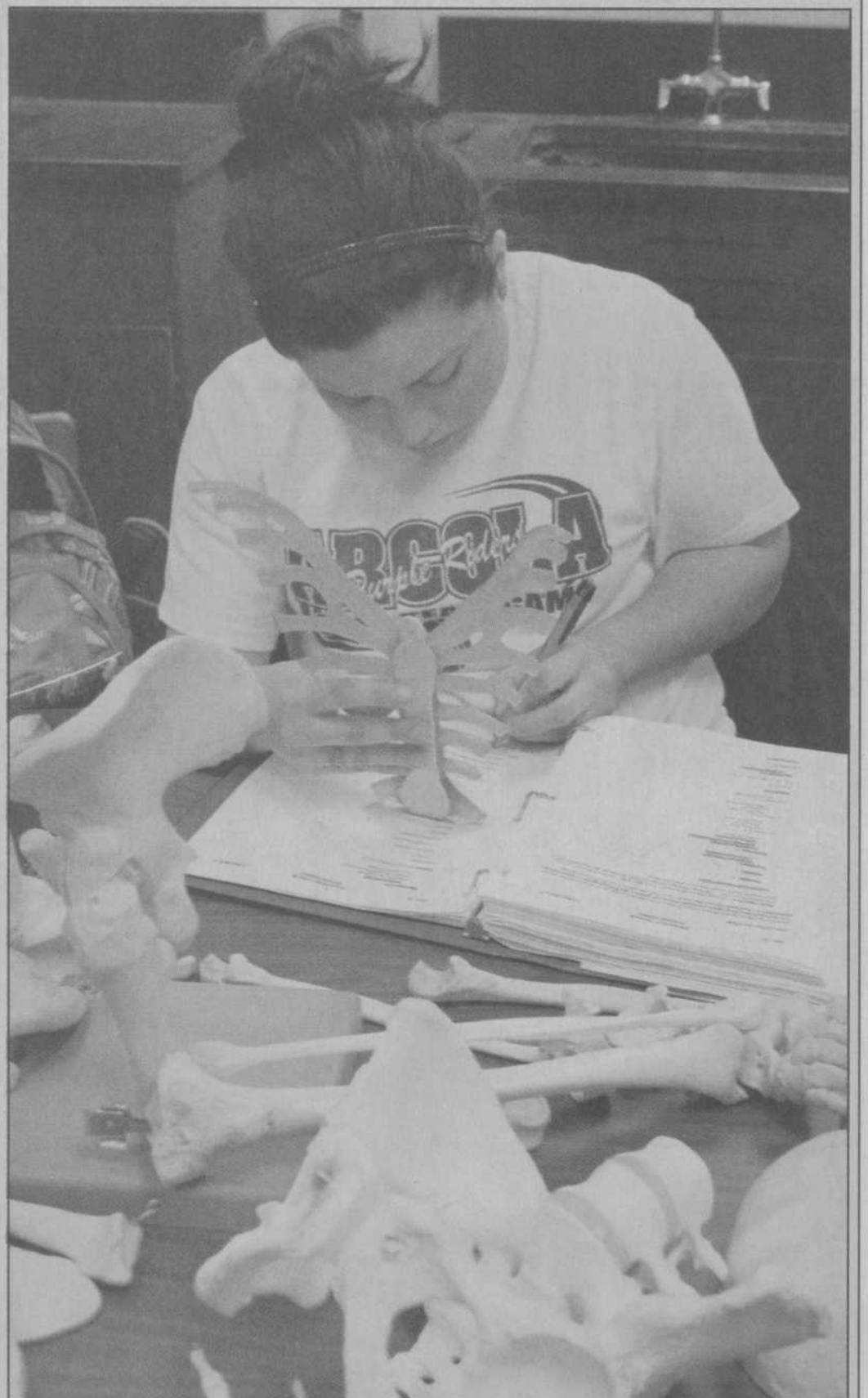
Although this is technically a competition, there is not a single overall winner, but rather several winners who are rewarded by having their idea come to life in a film.

"The winners will be the kids who come and see their screenplay made into a movie or a poster," Hays said. "We will still hand out individual awards, but the kids will be great enough just to see it made or to see their poster."

At the moment, the competition is still open to filmmakers and graphic designers who are interested to take part in either making a movie or making a movie poster based on the screenplays provided.

For more information about the "Pens to Lens" competition, visit www.pens2lens.com.

Students "bone up" for exams



Biological Sciences major Karina Salinas studies for her BIO 121 exam on Friday, March 15, 2013. Salinas was one of the few students dedicated enough to remain on campus studying late on the Friday before spring break.

Lifestyle

Getting involved while living off campus

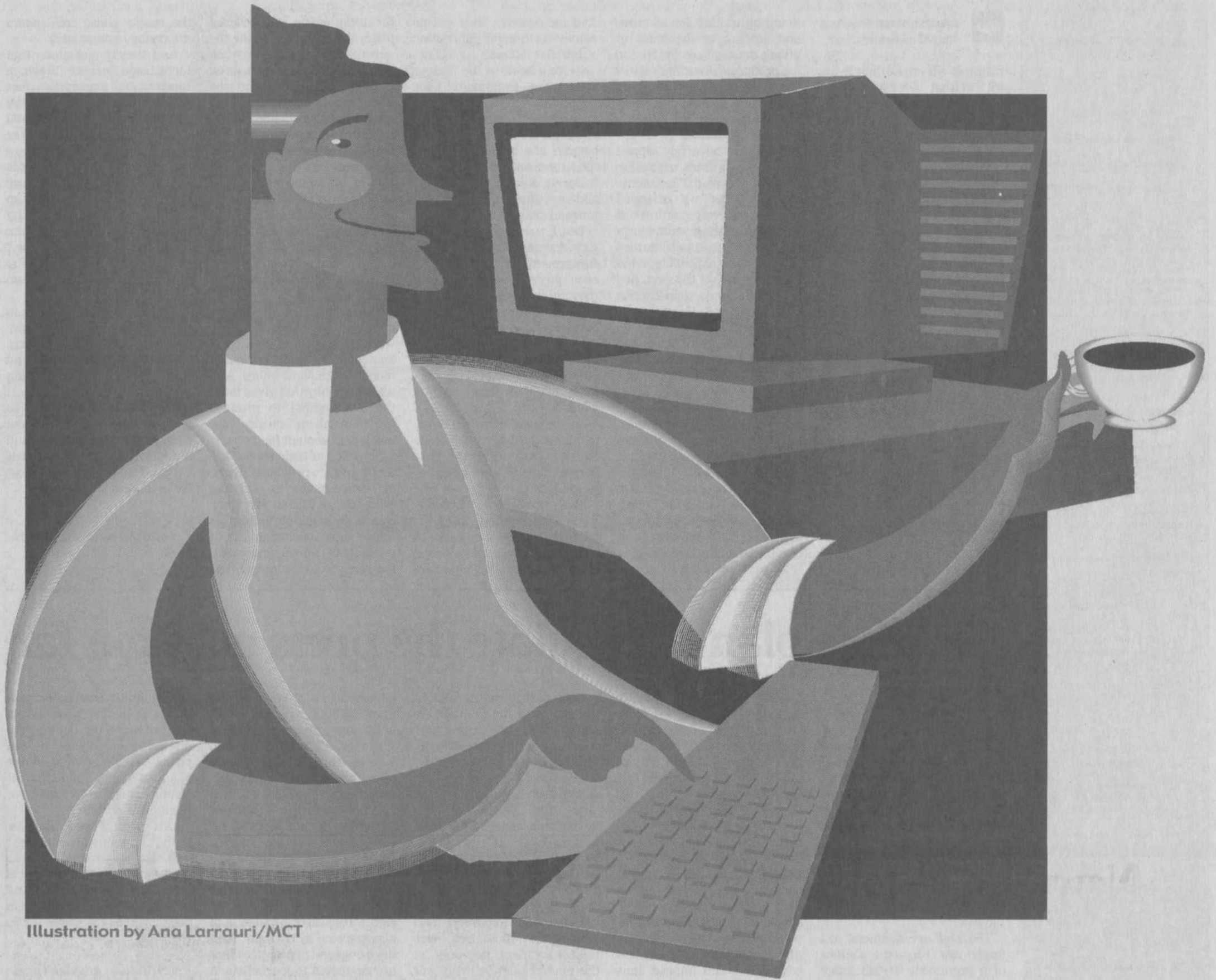


Illustration by Ana Larrauri/MCT

Samantha Yeh
Student Health 101

There are many reasons to live in a different place than your school is located. Perhaps you commute to save money living at home, like the independence of living on your own, or have a family. Maybe you're taking classes online or are studying or completing an internship off campus. Whatever your reason, you're not alone. According to a 2012

survey by Sallie Mae, 51 percent of 1,600 undergraduate college students lived off campus during the 2011-12 school year.

While there are many benefits to living off campus, it can also be hard to stay connected with other students.

But you don't have to miss out on things just because you are commuting or involved with a distance-learning program. Off-campus students can find the same kinds of

social and extracurricular connections as other students by using a bit of creativity and resourcefulness.

Connecting In-Person

Starting a conversation with someone sitting next to you in physics, or who makes an interesting comment in your online writing course, is a great way to make friends. Michael Paestella, director of student involvement at the State University of New York at Oswego, says, "Even students

with intense and important life demands can carve out time for some level of involvement." He suggests attending presentations, visiting your academic department, or inviting classmates to join you for a meal.

As a commuting student, also look for events that happen during the day, or at other times when you'll be on campus.

Finding a club or organization to get involved

with is one of the best ways for nonresidential students to meet new people. According to a recent Student Health 101 survey, about 60 percent of the respondents said they connect to their classmates through extracurricular organizations.

Virtual Communities

Don't be deterred if you aren't physically on campus. More and more online and distance students are taking part in their own clubs and organizations.

According to an article published by Inside Higher Ed, nonresidential students can organize club discussions through their campus learning management systems, watch guest speakers via webcam, or hold club meetings virtually through Google+ hangouts or tools like Second Life®.

Most schools have a number of resources that can help you find an organization that matches your interests. You can check online, and also find out about groups coordinated by student government, professional staff, or a mix of the two. Find which model your school follows, and reach out to the students or staff in charge.

Don't worry if you don't have a lot of knowledge about something that catches your eye. Most clubs want students to get involved and are open to welcoming new members no matter what their level of experience.

Start Your Own Organization

If you don't see something that you're interested in, consider starting your own club or putting together an event.

Getting involved with school organizations can teach you the important skills you don't always get in classes.

For off-campus students, getting involved not only helps you feel connected to your college, but it also opens your eyes to new experiences.

Whether on-campus or virtual, extracurriculars can help you feel connected to your school and your classmates, which can also enhance your commitment to studying. As a nonresidential student, you can have the same opportunities to develop skills and make friends as your on-campus counterparts.

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Opinions

Who pays 'unpaid' writers' bills?

Edward Wasserman
The Miami Herald

People who make their living by writing for publication had good reason to follow the recent hoo-hah over publishers who think paying writers for their work is optional.

What happened was that The Atlantic Magazine, a marquee name in the world of words, approached a well-established freelancer named Nate Thayer and asked him about "repurposing" work he'd done for an online site, NKNews.org. The Atlantic was interested in a 1,200-word rendering of a longer article of Thayer's pegged to ex-basketball star Dennis Rodman's bizarre visit to North Korea.

When Thayer asked about terms, the magazine indicated it wasn't proposing to actually pay him, at least not in cash money, but noted that its website reached 13 million readers per month, suggesting that exposure on that scale is worth a lot.

Thayer wasn't persuaded. He replied: "I am a professional journalist who has made my

living by writing for 25 years and am not in the habit of giving my services for free to for-profit media outlets so they can make money by using my work and efforts by removing my ability to pay my bills and feed my children."

Word of the affair zipped around the Internet, triggering a flood of comment. The Atlantic apologized "if we offended him" - the way institutions apologize without contrition - and in the aftermath, dozens of other journalists chipped in their own tales of the wretched treatment and soup-kitchen pay they get, even from flourishing websites.

(It's not much consolation to point out that for the most part, they still get something, unlike, say, professors. The latest indignity from publishers of academic journals, it seems, is to make writers pay them to have articles posted online. For junior-college faculty - who need not only to publish but to be cited by other scholars in order to qualify for advancement - the threat of being kept offline is like having their careers held for ransom.

And incidentally, they get no money from print publication either. Not a dime.)

Getting back to the Thayer affair, the arguments over rights and wrongs pivoted on fairness, on the demise of professionalism, on the benefits of a higher profile, on the long-term consequences of underpayment on the volume and quality of significant journalism.

But I want to drag another consideration into the foreground: If the publications aren't paying for the journalism they publish, who is?

I mean, all labor incurs costs. Somewhere in our marvelous market system, those costs are being covered. Somebody's paying to feed Nate Thayer's kids, even if The Atlantic won't.

So we meet, once again, the insidious problem of hidden subsidy, one of the most perplexing ethical problems of journalism in the Internet age.

True, undisclosed subsidy is a longstanding issue. It popped up in the oped pages of traditional newspapers. There, articles written by outsiders

for little or no pay offered policy perspectives under the guise of expert analysis, when they actually were sponsored by clients and paymasters who were rarely identified (and often weren't even known).

The arrangement opens vast areas of potential corruption. But now, with the continuing failure of online advertising and subscription payments to replace declining offline revenues, publishers have quietly installed invisible subsidy as a routine, and unacknowledged, element of their operations.

Those writers who are being denied a fair wage for their work - who's paying their rent? Someone is. They're making money from somewhere. And it's that money that gives them the wherewithal to produce the journalism they're not being paid enough for.

So which of their stories are thank-yous to previous clients, or concessions to existing ones, or auditions for work they hope to get in the future? Those are questions about ethics, but, more important, they are acknowledgements of

the reality these freelancers are trying to negotiate.

And they're questions that force onto center stage a fundamental problem that won't be set right until the people who are being served - that's you - start paying for what they get. The readers and viewers who benefit from the news and commentary they devour need to pick up the tab, instead of letting themselves be beguiled by the fiction that such work is "free," or is magically proffered by invisible benefactors with no agendas of their own.

There are bills that have to be paid. The reality is, one way or another we end up paying. We can pay with money, and some outlets are inviting people to do just that.

The alternative is to pay through a continuing decline in the quality and trustworthiness of the content we get. That's the invisible cost we're all bearing right now.

(c)2013 The Miami Herald

Britain's plan to regulate the press goes too far

Los Angeles Times

Britain's three major political parties have agreed on a new system of regulating newspapers in the aftermath of shocking invasions of privacy by some tabloid journalists. In this case, unanimity doesn't equal wisdom. The London-based Index on Censorship was right to call the new system a "sad day for press freedom in the U.K."

The new arrangement will implement recommendations of a prominent British judge who conducted an inquiry into press conduct after a "phone-hacking" scandal in

which journalists illegally accessed information from the telephones of celebrities, politicians and a kidnapped girl who was later found dead. The commission had proposed a new regulatory body to oversee Britain's newspapers; in the end, rather than having Parliament create one by statute, Queen Elizabeth II will issue a charter establishing a "recognition body" that will certify a new regulatory commission. That panel in turn will be able to direct newspapers to publish corrections and impose fines of up to a million pounds for unethical behavior. Newspapers that choose not

to take part in the regulatory process will be subject to additional "exemplary" damages if they lose libel or invasion-of-privacy lawsuits.

The use of a royal charter, rather than a statute, doesn't alter the fact that the government is involving itself in regulation of the press. (Actually, Parliament will be involved in the system because it will legislate terms under which the charter can be revised.) Reporters and editors now must look over their shoulders not only at the new regulatory body but also at politicians who have demonstrated that they are willing to use the power of

government to rein in the press. These are the same politicians whom journalists are in the business of covering.

A measure of humility is appropriate when Americans criticize the legal and political systems of other countries. Although Britain lacks a 1st Amendment - or any written constitution - it is dramatically more protective of individual liberties than many societies with elaborate charters of rights. It's also true that tabloid newspapers in Britain long have engaged in practices that are anathema to journalists in this country (and to many in Britain).

Even so, this new system

of regulation interferes with the autonomy journalists need to serve the public. And it's an overreaction to the phone-hacking scandal, which involved alleged violations of criminal law that already have resulted in arrests.

Last year, Prime Minister David Cameron warned against writing press regulation into the "law of the land." Yet that is what Britain is about to do, and both the press and the British people will be the worse for it.

(c)2013 Los Angeles Times

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- All submissions must follow the Parkland College code of conduct. All violations of said code will be turned over to Parkland College Administration and Public Safety.

- All content, once published, becomes property of Prospectus News.

- All submitted content must be original work.

- All submissions must also include up to date contact information.

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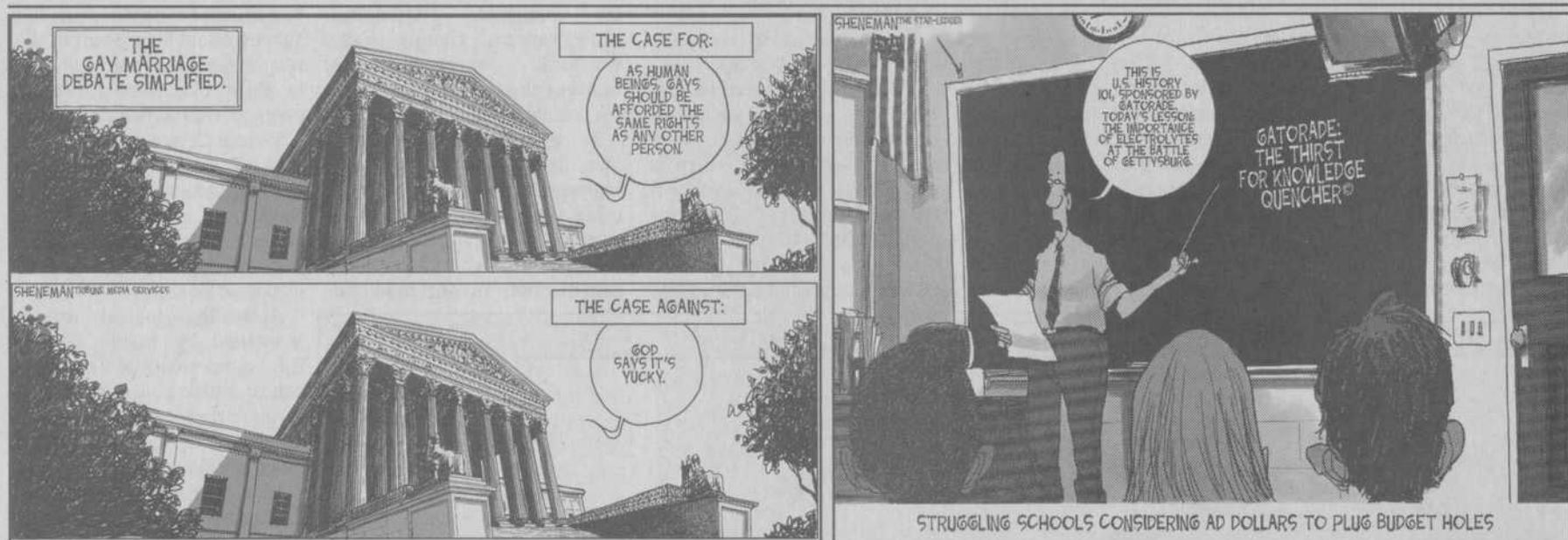
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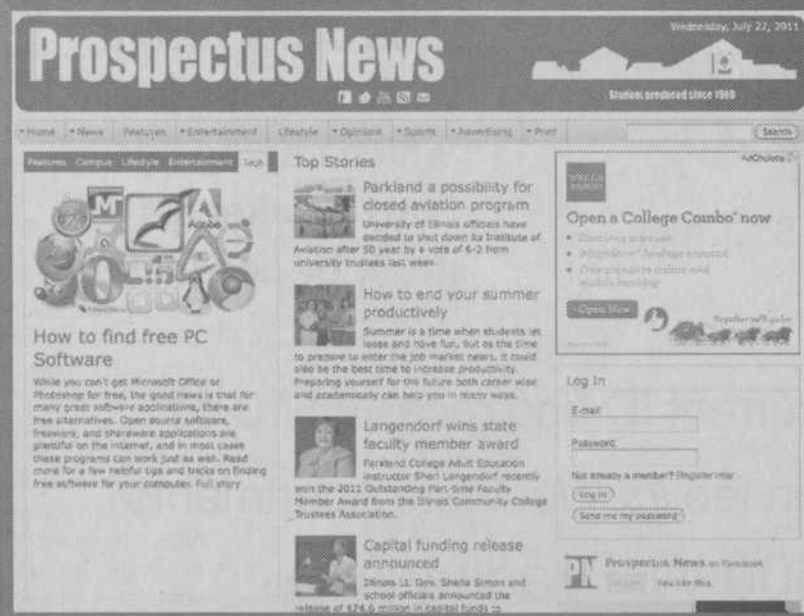
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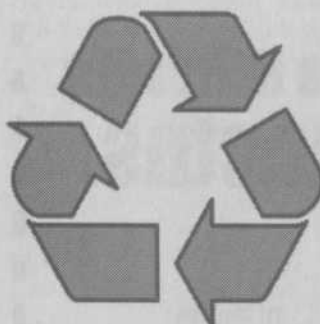


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CRIME

continued from page 1

and assaults as well as increase the number of arrests. The school installed a number of surveillance cameras around campus.

"The cameras are a deterrent. They stop people from committing crimes," Von Young said.

According to Young, the cameras are not monitored but are remotely recorded. Campus police use a reactive approach, checking the recording in the event of an incident.

Young believes that once the cameras have been in place for a longer amount of time, the statistics will reflect a decrease in overall crime.

"We are in our infancy with this technology," Young said. "You have to remember, these cameras were installed in August. The crime report covers January to December."

Parkland Police Officer Tom Favot admits that, while crimes increased last year, the cameras have helped with investigations, especially with cases of hit and runs in the parking lots.

"We can go back, check the cameras, see perfectly what happened and go from there with the investigation," Favot said.

According to Favot, Parkland now has 15 cameras on campus. They are placed in strategic, high volume areas. There are two in the gym, four in the college center, two in the bookstore, one in each wing of the school and the rest are scattered throughout the parking lots.

Chief Young stated that Parkland is planning on adding more cameras to cover more locations as the funds become available.

Hopefully, the continued diligence of Campus Police combined with the surveillance cameras will prove to be an effective tool for lowering the number of crimes committed on campus in the future.

PC

continued from page 1

if they would give their stamp of approval.

Fortunately, Parkland passed with flying colors and a focused visit was not necessary.

Being accredited is necessary. "When you get an Associate degree of some sort here at Parkland, it means something," Leake said.

"When you take that to the next level, either in a career field or if you're going to transfer to a four year institution, that degree means something. In order for it to mean something, someone has to come in and validate everything that Parkland does. That's really what accreditation is about," Leake continued.

Students as well as faculty understand the value of an accredited college.

"It's extremely important,"

Communications major Marissa Rubarts said.

"It would make Parkland seem pointless if it didn't count for anything. I think a lot of people use Parkland as a gateway to universities, so if those credits didn't count the four year university attendance rate would drop down a lot," she continued.

President Ramage supplemented Rubarts and Leake's point of view with another valid point as it pertains to institutions who have not received that seal of approval, especially for profit institutions.

"Those institutions have not proved themselves to be legitimate operations," Ramage stated.

"If they are not regionally accredited, that means there is no guarantee to the student that the programs that they offer are sufficient quality and lead to employment or transfer. So you have stories of students that spent thousands of dollars on a degree program that is essentially worthless," Ramage

continued.

Ramage finished his statement by mentioning one very important detail. "If you are not regionally accredited, you do not get to offer financial aid."

Admittedly by all involved in the process, the report was not perfect. However, the minor issues that were presented are said to be relatively easy to fix.

There was a mention of some form of a linked curriculum. Only preliminary ideas have surfaced in regards to that change at the time of printing.

Regardless, Parkland has received accreditation and will retain status through 2022.

"It's almost like you hold up a dollar bill, it's a piece of paper," Leake said. "A piece of paper is pretty worthless but there's something behind it that makes it worth a dollar."

For 10 more years, there's something behind that piece of paper Parkland hands out at graduation.

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- Richard Feynman

Sudoku (intermediate)

				2	1	3		
2		6				5		9
				9	7			6
6		1		7				8
7				2		9		1
3				1	4			
1		8				3		5
5		9	7					

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BREWSTER ROCKIT



Calamities of Nature by Tony Piro



xkcd.com



THE TV CROSSWORD

by Jacqueline E. Mathews

1	2	3	4		5	6	7			
8								9		10 11
12							13			
14					15					16 17
18					19					20
		21	22					23		
			24					25		
26	27							28		
29					30	31				32 33 34
35					36				37	
		38		39				40		
		41							42	
						43				44

Created by Jacqueline E. Mathews

12/25/11

- ACROSS**
1 "Whose Line ___ Anyway?"
5 "American ___!"
8 Rogers or Kennedy
9 Fails to include
12 Stewart or Garner
13 Ted of "The Mary Tyler Moore Show"
14 "___ You Babe"; signature song for Sonny & Cher
15 "Close Encounters of the Third ___"; Richard Dreyfuss movie
16 Period in history
18 "___ in Trees"
19 Hayworth or Moreno
20 Sitcom about Deacon Frye
21 "See No Evil, ___ No Evil"; film for Richard Pryor and Gene Wilder
23 Like caramels and granola bars
24 Actor Estrada
25 Part of the leg
26 Opposite of hollow
28 Actor Brad
29 Kathryn of "Law & Order: Criminal Intent"
30 Hawaiian taro root dishes
- DOWN**
32 Biting reptile
35 Edison's monogram
36 Iowa export
37 Guinness or Baldwin
38 "Jeopardy!" host
40 Jennifer Garner spy series
41 Wading bird
42 "___ Man Standing"
43 Pauser's syllables
44 ___ in one's pants; nervousness

Solution to Last Week's Puzzle

M	A	D		A	N	N	I	E		A	T	A	
A	T	O		S	A	R	A	N		T	H	Y	
L	E	N		S	T	A	N	D		T	I	E	
L	A	N	A	I					E	D	E	N	S
	M	A	N	S	T	A	N	D	I	N	G		
			T	I	O	G	A		E	D	S		
				T	O	M							
	A	M	I		E	N	E	M	Y				
	J	E	R	E	M	Y	S	I	S	T	O		
C	O	N	E	S					S	L	E	P	T
A	L	A		S	A	L	E	S		R	E	O	
T	L	C		A	D	O	R	E		I	R	A	
E	Y	E		Y	E	A	R	E		S	A	D	

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Transferring to a new program



Dominique Walls (20) huddles with new team members shortly after transferring to Parkland last fall.

Photo By Gerardo Jimenez/Prospectus News

Alex Wallner
Staff Writer

Parkland's men's basketball team received two fine recruits that coincidentally played against one another in the same conference last season.

Forwards Dominique Walls and Cedric Smith were those transfers. They add a good amount of fire power to a freshmen oriented team.

Normally, players that come into a new program are more likely to feel nervous and have difficulty adjusting, but for these two it was the exact opposite.

Smith was a bright spot in a team that did not have much size. Smith finished the year averaging 8.4 points and 5.7 rebounds.

Smith transferred from Kaskaskia College where he

helped his team end with a 20 win and 10 loss record, while averaging 6 points and 5.3 rebounds per game.

Smith was ready to take the challenge of coming to a new situation with a new head coach and change of scenery.

"The area has more things to do. Everything is very close together," Smith said. "As for basketball, the competition level is a lot different and the coaches are a lot different as well."

Smith provides the Cobras with a big guy that has unlimited range from the perimeter, which is something this team needed.

Smith finished the season shooting 37.7 percent from the floor and 34 percent even from the three point line to go along with his 69.8 percent shooting from the charity stripe.

Smith's highlights from the season included the opener against Lincoln Trail College, scoring 12 points and pulling down 5 rebounds, scoring 13 points and adding 8 rebounds in a win against Prairie State and providing 12 points and 3 rebounds in a Sophomore Day win against Lincoln.

Walls was also a bright spot during the season, averaging 13.4 points and pulling down 8 rebounds to lead the Cobras.

For Walls, his future in basketball is bright as he is trying to play at the Division I level.

"My plans for my basketball future is to first earn a Division I scholarship to the school of my choice, then continue on to play professional ball in the NBA or overseas."

Walls transferred from Lewis & Clark College last

season where his team finished with a mere 11 wins and 20 losses.

A player of Walls' caliber is hard to come by because of his unbelievable athleticism and basketball knowledge. It was an honor to have him as a Cobra this season.

For Walls there wasn't much difficulty in the transfer, as he took it as a new opportunity for a fresh start.

"Well, there isn't really a difference in the schools, it's more of a difference in me," Walls explained.

"Last year, I was fresh out of high school and I didn't take school or basketball as serious as I should have. Now this year I'm older and know from my experiences at Lewis and Clark that I need to use the resources I have around me to succeed and make it to the

next level."

Walls had numerous games in which he scored 20 points and grabbed 10 plus rebounds, some which determined the outcome of the game.

Walls' 20 points and 8 rebounds against his former school, Lewis & Clark, helped propel the Cobras to a 69 to 56 win in a semifinal game during the Laker Classic.

Walls also totaled 18 points and collected 10 rebounds against a very talented Rend Lake team. Sadly, the Cobras lost 69 to 67.

Finally was Walls' 24 point, 13 rebound effort against John Wood on Hall of Fame day secured the Cobras a 61 to 55 win and revenge against a team that had beaten them previously.

These two individuals not only showed other schools

how good they were, but the coaches as well.

"I think they came in and showed that they both had been experienced, both were our best rebounders. I think they transitioned well because they already knew what to expect. I think both of them coming in from Division I junior colleges to Division II junior colleges transitioned very well," Assistant Coach Charles Warren said.

Transitioning well was the biggest impact for both of these players. Both are talented players coming from different programs with different styles of game play. It can be hard to catch on at first, which thankfully was not the case for these two.

Cobras Golf expect strong spring season

Mark Roughton
Sports Writer

Coming off a strong showing last fall, the Cobras Golf team's hopes of competing for a championship seem more attainable this year than in previous years.

The Cobras opened the spring season at the Tusculum College Invite in Greeneville, TN and finished No. 16 as a team. But that doesn't tell the whole story.

"I was very pleased that Dan played good both days. Lyle and Brady had one good 18," Head Coach Zach McNabney stated about his team's overall effort. "We're farther ahead this spring than we have been the last couple."

The Cobras fired 303 as a team the first day and came back with a 309 the second day of play. This all came after having not played a round on an actual golf course in five

months.

"I think it bodes very well for our chances as we continue on this spring," McNabney said.

Those scores are very good for a team that will compete exclusively against junior colleges with the exception of that Tusculum College Invite opener.

Sophomore Brady Welsh, who's looking to play at Eastern Illinois in the fall, was impressed with how his Cobras showed down in Tusculum.

"We went out and we competed and that was a big deal for us," he said. "We hadn't really even seen a golf course yet."

The Cobras traveled to St. Charles, Mo. to play in the UIS Spring Classic for their next tournament. The Cobras finished seventh in a tournament shortened by snow and weather conditions at Whitmoor Country Club.

"None of us really played too

well, it was cold and windy," sophomore and Chicago State commit David Keenan said. "It was pretty difficult. It was a tight and demanding driving course."

A big test looms for the Cobras as they travel downstate to play in the annual John A. Logan Invite.

"They're basically the biggest team in our way of making it to Nationals," Welsh said about the significance of the tournament. "We want to set a pretty good precedent of ourselves so they don't take us lightly."

In addition to the John A. Logan Invite, Coach McNabney has added a few new tournaments to shake up the usual schedule.

The Cobras are scheduled to compete at the Illinois Wesleyan tournament April 5-6 in Bloomington and the Taylor University Invite in West Lafayette, Ind. April

22-23.

"I like to shake things up, see some different competition, meet some different people," McNabney said. "It gives our guys different opportunities so it's just not a stale two years."

David Keenan and the players see that as an advantage when it comes to experiencing new golf courses.

"It gives us more opportunities to get ourselves ready for our region," he said.

Being ready for the region and performing in the Region 24 Tournament is something this group of Cobras expect this time around due to their deep, talented roster.

The Cobras return their top 3 players from last year in Keenan, Welsh and Dan Patkunas. The Cobras expect low round scores from freshmen Lyle Burns and Jonathan Dawson who should round out the top 5.

Also returning are

experienced players Clint Luckett, Mason Silver and Nate Overman to go along with new freshmen Austin Egbers, Conner Cox and Drew Heffley.

"Once everyone shakes the rust off and starts getting back into the swing of things we have a real shot at making the national tournament," Keenan said about his team.

"It benefits us because whenever we go, we're used to competing every single day at practice," Welsh said about the depth. "We know at home that we have to be able to compete every day just to get to play in tournaments."

Unfortunately, the Cobras will have to compete this year without the services of Connor Brockhurst-Souter. Souter was a transfer from Midland CC in Texas and an English-born player. He has left the team.

"Things just didn't really work out here and so he decided to head back to

England," McNabney said. "We certainly wish him the best and hopefully things work out well for him back in England."

The Cobras will need to bring consistency and execution to make the National Tournament that is always the end goal for any college golfer.

"Last year we always kind of thought it was a stretch for us to get to Nationals," Welsh said. "This year I think it's a lot more in our grasp."

There is no home tournament for Cobras golf this year but Cobra fans can come out and catch a round of golf to support your Cobras.

The closest tournament to campus will be held at Illinois Wesleyan in Bloomington, April 5-6.

Entertainment

“Oz the Great and Powerful” disappoints



Screenshot courtesy of MCT

PN Mace Mackiewicz
Staff Writer

“Oz the Great and Powerful” is a prequel to the classic “Wizard of Oz” film. It explains the origins of the wicked witches and the wizard and how everything came to be by the time Dorothy came to Oz.

The film follows a man named Oz, a travelling magician who is a womanizer and a con man who works in a travelling carnival. When the carnival's strong man discovers that Oz has been making advances on his girlfriend, he comes looking for him.

Oz flees by a hot air balloon in which he is swept up by a tornado and brought to the Land of Oz.

When he lands in the Land of Oz he learns of a prophecy that tells of a wizard who would defeat the wicked witch and become king of Oz. He is mistaken for a wizard because of his parlor tricks and illusionary magic. Eventually he is sent off to find the witch and break her wand.

What's interesting about the way the film starts out is how they pay homage to original film. Everything is in black and white in the real world before going to color when transitioning into Oz.

The good things about this film are few but there are some enjoyable elements in this film. The atmosphere that was created for Oz is well done and the old style sets that are used

both when in the real world and in Oz were a nice touch for the film.

The characters are likeable at least at first. Zach Braff as a monkey gets a few laughs, Franco is always charming when he's on screen, and the witch played by Mila Kunis has an interesting story arc at the beginning of the film.

The film takes a dive about halfway through when Oz finds out he was duped and was actually being used by the wicked witch to kill the good witch. The wicked witch tricks Kunis' character into thinking the wizard had fallen in love with someone else and convinces her to eat an apple which turns her green and evil. The characters start to break

down and the acting seems to go down from here. Mila Kunis is not a bad actor by is not a good fit as the Wicked Witch of the West. During the part of the film in which she thinks Oz has fallen in love with someone else she starts to scream and yell in anger and it just sounds, well awful and awkward.

Problems with this film seem to flow in from every direction. This film was obviously meant to be seen in 3D because all of the 3D gimmicks appear throughout the film and they're very obvious to spot even in a 2D viewing.

The humor in this film is aimed at kids which in itself isn't a bad thing but the problem is most of the jokes just aren't funny, or fall flat.

There are few exceptions for some of the lines delivered by Zach Braff but most are just too cheesy to land much of a comedic impact.

The homages in the early film were good and used tastefully. It is apparent that they're trying to capitalize on nostalgia and are just making nods to please the fans instead of actually adding anything to the plot.

The film's twists are easily spotted several minutes before they happen. The witch that claims to be the good witch who sends Oz after the wicked witch was so obviously evil it's a wonder how Oz fell for it in the beginning.

This film deserves 6 out of 10 for not necessarily being

bad but for being bland and not really being anything someone hasn't seen before. Unless you are a huge fan of Franco or Kunis there's no reason to see the film.

As far as other reviews go the film has a score of 6.9 on IMDB www.imdb.com/title/tt1623205/?ref=hm_ch_t1, a score of 44 on Metacritic www.metacritic.com/movie/oz-the-great-and-powerful, and a score of 61 on rotten tomatoes www.rottentomatoes.com/m/oz_the_great_and_powerful/ overall the film is considered mediocre to OK across the board.

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