Accidental browser block is result of latest firewall protection

By heather radick
MANAGING EDITOR

Two weeks ago, sophomore Miranda Lasher attempted to visit the website of Cabela’s, a popular hunting, fishing, and camping store. However, when she clicked on the link, she was unable to view it as the entire website had been blocked, completely restricting access. Upon further investigation, she discovered that similar websites were also blocked; any usage of the world “gun” in a search engine resulted in a block, even when searched in correlation to public retailers. Murmurs began circulating around the student body, confusion about the change, and indignation that they were not told. As there was no official announcement, it was widely believed that La Roche administration completely restricting access.

See FIREWALL, Page 14

New policy requires professors to post midterm grades for all students

By Jess Lee
ENTERTAINMENT EDITOR

La Roche professors must now post midterm grades online for all students, not just freshmen or students at risk of failing. Seventy-nine percent of La Roche students voted for the new policy to be put in place. The Student Government Association (SGA) distributed surveys to students in CC Square as well as the library, academic vice president Paige Faulk said. Faulk said SGA collected 112 surveys and there was not an online option. “The week prior and the week of midterms during the fall semester, I had an overwhelming amount of students come to me to express their concerns of not knowing their current grades. I told them we put it in the official announcement, it was widely believed that La Roche administration completely restricting access.

See policy, Page 14

Dining Hall implements new policy, continues red cup amnesty

By Lauren Villella
EDITOR-IN-CHIEF

La Roche College’s Cantellops Dining Hall implemented a new policy to curb instances of people entering the hall and taking food without paying. Susan Padolf, La Roche College’s assistant food services director, said the policy began in March. “Only paying customers can sit in the cafeteria,” Padolf said. “If you’re not paying, we’re not going to let you in.”

The growing loss of plates, silverware and red plastic cups also indirectly contributed to the policy’s initiation, Padolf said. “We’re just constantly working on keeping things in line with our budgets, trying to make the whole experience a smooth experience for everybody, so it all kind of culminates in that,” Padolf said. Padolf noted, the chance of people may throw the cups away but it’s just like, ‘Oh, I’m in the Dining Hall and I didn’t bring the cup, I’ll get it next time,’” Padolf said.

The student life division sent an email to students and faculty at the end of March asking them to return cups they may have. As of April 11, one person has returned cups, Padolf said. She added the Dining Hall will continue to offer ice cream to people who return their cups, as long as it is in stock.

Padolf said she hopes when facilities management or resident assistants clean out dorms at the end of the semester more red cups will surface. However, Padolf noted, the chance that people may throw the cups away remains. “We never get them all back,” Padolf said. “I’m sure they get thrown away. We’re going to order more either way. If anyone wants to bring them (red cups) at any time, they could even leave them in front of the door when we’re closed if they don’t want to let us know.”

The policy, Padolf added, has had a smooth implementation. “We tried to roll it out and do it probably has the intention of bringing it back but it’s just like, ‘Oh, I’m in the Dining Hall and I didn’t bring the cup, I’ll get it next time,’” Padolf said.

See page 10 for more photos

From left to right: Brooke Audino, Conner Hagins and Tea Miksch presented $700 in checks, hygiene products and toys to the Ronald McDonald House in March

See page 2 for the full story

This publication reflects the views, attitudes, interests, and tastes of the writers, editors and contributors to The Courier. It does not necessarily reflect the opinions of the administration, faculty and staff of La Roche College.
SGA and Cuddles for Kids donate to the Ronald McDonald House

By Lauren Villella
Editor-in-Chief

Three La Roche College students joined forces to donate $700 in checks, hygiene products and toys to the Ronald McDonald House.

Conner Hagins, Téa Miksch and Brookie Audino presented the checks and toy and hygiene donations on March 21. The donation was a collabor- lation between the Student Government Association (SGA) and “Cuddles for Kids,” the charity Hagins formed in 2006 when he was 9.

Hagins, a sophomore marketing management major, also serves as the director of community service for SGA.

According to a La Roche press release, SGA and Cuddles for Kids” then matched this amount. The donation, Hagins said, was in honor of Pittsburgh Steelers line- backer Arthur Moats.

“He’s so big at the Ronald Mc- Donald House and he does so much for them,” Hagins said. “The one thing I love about Arthur is he’s a qui- et superstar. He’s not out there in the press, he doesn’t want to be having press when he’s doing these things. He’s the type of guy that, if they need help, he’s going to go just to go. He does it because he loves to do it and I think that’s half the reason I love him as a person.”

Hagins said he hopes there will be future collaborations between the Moats family and “Cuddles for Kids.”

“Every year we (‘Cuddles for Kids”) try to get someone that’s well-known in the area to help support,” Hagins said. “And obviously we’ve kind of found the perfect people with the Moats family.”

The idea for the donation to the Ronald McDonald House, Hagins noted, began when he took a tour of the facility.

“One of the biggest things they said was we accept and greatly need hygiene products,” Hagins said. “I thought it was kind of perfect to do a hygiene drive and the collaboration between SGA and “Cuddle for Kids” worked out perfectly with it.”

In order to collect toys and hy- giene products, Miksch noted, SGA and “Cuddles for Kids” placed bins around campus for two to three weeks. She added the organizations extended the deadline to donate be- cause of increasing interest. Miksch, a sophomore marketing management major, is the future president of the Student Athlete Advisory Committee (SAAC). She will also serve as SGA’s director of athletics and intramurals next year.

“We opened it (the hygiene drive) up even longer and it was amazing the turnout we got in such a short amount of time,” Miksch said.

Hagins credited the center for student development with helping to promote the fundraiser.

“I think the faculty really took it under their wing,” Hagins said. “I remember when I was talking to my coach David Day in the beginning, he said, “Our school loves things like this and they’ll definitely do it and do it to the extreme.” And it’s true.”

The hygiene product drive, Hag- ins said, accepted shampoo, razors, toothpaste, laundry detergent and other items. Hagins noted that these everyday items become increasingly important in times of hardship.

“It’s just a simple and everyday item that people don’t even think about,” Hagins said. “You wake up and brush your teeth and don’t even think that people might need a tooth- brush, deodorant, different things along that line.”

Many people, Miksch said, don’t realize the Ronald McDonald House’s need for hygiene products and related items.

“It just feels so good to give back and know you make a difference be- cause these are things that people need for hygiene products and related items.”

See Donation, Page 14

Students share their suggestions for a more efficient and productive year

By David Allen
Contributing Writer

The fall 2016/ spring 2017 aca- demic year has been an exciting year but as the weeks become more frantic with finals and seniors preparing for commencement, the year comes to a twilight. As one door shuts, another opens. This new door is the upcoming academic year of fall 2017/spring 2018.

With a new academic year comes improvements. It is a time of reflection and a time to ask several questions, including what were the biggest dilemmas and successes of the current academic year? What could be improved upon in the upcoming aca- demic year? The question was posed to a group of individuals about what they felt were the best and worst parts of the academic year. What resulted is a compilation of concise and objective opinions and requests that should be taken into consideration.

A group of students have been gathering at the La Roche community that come from various genders, ethnicities, cultures, levels of undergraduate credibility and domestic and international origins. These individu- als have shared their likes, dislikes and grievances that they would like to see changed in the future.

Sophomore and communications major Dominique Greaux gave his opinion and a solution to problems that he has heard from other students about water from the fountains around campus.

“I hear some people complaining about the fountain water sometimes,” Greaux said. “I don’t know about it tasting like chlorine. It has weird discoloration sometimes, like a pale white. I feel like they could put a fil- ter on it and change it out every so often.”

This is an important topic with the fear of water contamination last month, reported in eastern neighbor- hoods of Pittsburgh. The suggestion of a water filter or purifier should be taken highly into consideration for public safety.

Senior William “Parker” Hamilton, a criminal justice major, gave his criti- cism on what he felt should change with academic advising procedures.

“They could have some more ad- visors to spread the load around. There’s only two of them and there’s a lot of kids to go through.” The pos- sibility of adding another academic adviser to lighten the load and tend- ing to needs of students is important to acknowledge.

Junior Adam Rozmus gave insight into what he felt were the best parts of his academic year. He gave praise to the addition of social events to the campus.

“I like how La Roche is having a film festival and more social events. I get a lot of emails everyday about social events…L.I.F.E and Wednes- day mass are my favorite social events even though I don’t go as much as I’d like.”

See Suggestions, Page 18

Students, Page 1
Man on the Street

Entertainment Editor Jess Lee asked students and faculty: “What is the longest you’ve ever gone without sleeping?”

Name: Amanda Posa
Year: Sophomore
Major: Business
Quote: “Two days.”

Name: Wycliff Musoni
Year: Started in ESL program in summer 2016
Major: Accounting
Quote: “The longest would be three days.”

Name: Joe Malachosky
Year: Senior
Major: Computer Science
Quote: “36 hours.”

Name: April Wurst
Year: Sophomore
Major: Graphic Design
Quote: “I was up for 70 hours once.”

Name: Faiza Amir
Year: Sophomore
Major: Graphic Design
Quote: “I’ve had times where I go an entire day without sleeping. I’m a child and need sleep.”

Name: Rakess Yadau
Year: Sophomore
Major: Graphic Design
Quote: “I probably sleep for only four to five hours a day.”

Name: Nancy Collette
Position: Adjunct faculty, Performing Arts
Quote: “Probably 24 hours, and it was the past 24 hours which is why I look the way I do!”

Name: Karen Unger
Year: Sophomore
Major: Middle Level English Education
Quote: “Probably 20 hours.”

Read more at courier.laroche.edu
Community

Graphic design student is a finalist in well-known photography contest

By Sydney Harsh
Editor-in-Chief

Congratulations to Olivia Healy, a junior graphic design major, for being named a finalist in The Photography Forum 2017: Best of College and High School Photography Contest.

Healy said she was ecstatic to find out that she was named a finalist in a well-known photography contest for college and high school students.

“When I received the letter, I thought it was a thank you letter for entering,” she said. “However, I was wrong. I started to read the letter and actually skipped over the part where they told me that my photo was a finalist. Once it clicked, I reread it and honestly could not believe it. I then read it out loud to my parents. It was like a dream come true.”

The graphic designer’s photo was taken in Havana, Cuba during the spring semester SASU trip in 2016 using a Nikon D300 camera and a 50 prime lens.

The photo shows a fortune teller on the streets of Havana, and demonstrates the spirit of Cuba. Healy said she could not pass up such a picture-perfect moment while

See finalist, Page 18

La Roche senior pursues a music career outside of school

By Mina Holland
Associate Editor

On a cold February night at La Roche College, the monthly acoustic night is taking place in the Bold Union Room. As the snow pelts onto the ground, a college senior cautiously makes her way through the blizzard with her mother and a few of her friends. They enter through the Bold Hall entrance carrying instruments, amplifiers, and a sound system. Then, they begin their usual routine of setting up the equipment and do a sound check on the vintage microphones, double checking to make sure they work properly.

As they put everything into place, the attendants of the event sit at the rounded tables and couches to watch the performance. But the girl who is leading it all knows that this is just like any other gig she has ever played for. From singing at weddings to playing at karaoke clubs to performing at homes for senior citizens, this is a walk in the park for her. With her friends and family watching and performing with her, she does not feel much pressure. After all, she has been making this dream possible since she was a child.

During the performance, she makes sure to engage with the audience, looking around the karaoke room at the audience members. She sways back and forth in her short dress, black tights, and boots, moving further from the microphone as her voice crescendos, and closer as her voice gets softer. She does not do the whole night solo, however. Her friends and family come up and sing with her, playing instruments to accommodate the vocals. Singing her favorite songs, from vintage pop to oldies, makes her feel at ease compared to all the times she’s stepped outside her comfort zone at the various karaoke clubs she has played at, the weddings she’s sang at, and the competitions she’s auditioned for.

While packing up her equipment once the show is over, she converses with the audience members, her curly blonde hair more prominent in the light as she expresses a down-to-earth personality that the audience members can take an easy liking to. Her name is Kristina Clark, a senior at La Roche College with a major in communication and a passion for music.

When did you discover a passion for singing?

Ever since I was really young, I knew that I had a gift for it, and I wasn’t good at a lot of things, but I was good at that, and I got a lot of compliments, and that was the first thing I wanted to be a singer and I guess I just decided from

See senior, Page 17
Sprains, breaks and tears, oh my!

By Haley Ebersole
contributing writer

In the intense heat of August and the early morning hours, she shows up to tend to the needs of La Roche’s athletes. She misses the sunrise and may also often miss the sunset. Sitting in her Cinder-block work space that is the training room, she lacks the windows to see these things.

She could possibly head outside to watch a practice on the warmer days but mostly she spends her day surrounded by six black tables and a bunch of injured athletes. While she lacks windows, and maybe ventilation to relieve the smell of hand sanitizer and antiseptic, she still says she loves her job.

In her uniform of a UPMC polo and a pair of khakis, she tapers ankles, tests for concussions, and conducts physical therapy sessions, among many other things. She throws her hair into a bun at the back of her head and gets to work. She begins her shift, not being entirely sure when she may leave, and even when she leaves, her work may not leave her!

She’s got your back…. and head, neck, shoulders, knees, ankles, wrists, toes, hips, elbows, hands, and feet. Natasha McGoun is the campus athletic trainer and she handles all the athletes and all their injuries.

Natasha grew up in Shaler and attended Shaler Area High School. After graduating from there, she moved on to continue her education at Pitt, majoring in athletic training. She graduated from Pitt with a bachelor’s degree in science and athletic training and a master’s degree in science and sports medicine.

Natasha also competed in gymnastics from the time that she was 8 years old, and continued throughout high school.

Her job description requires her to be present for every game, practice, and athletic event that occurs here at La Roche. She sometimes divides the games and practices between her co-worker, Lorenzo, and herself. Although, sometimes you can see them sitting together in the stands of the same game.

She is a huge help to many of our athletes and she provides them with things that go even beyond her job description. She will help them schedule doctor’s appointments and she even offers to go with them to the appointment if they feel alone because a parent cannot go with them.

Most student athletes get a wake-up call from Natasha every morning to wake them up early in the morning, drive all day to an unfamiliar city, sing their heart out night after night, and then get back on the road in order to do the same thing in the next city?

La Roche’s own Rishi Bahl finds himself doing this when he’s not teaching his management classes. He and his band Eternal Boy are an example of the youthfulness embodied by their band name and by Pop Punk itself.

Eternal Boy has spent summers on the Vans Warped Tour, as well as places like China and Japan. They recorded an album with John Feldman of Goldfinger. Until a recent name change, they were known as the Space Pimps.

What advice can you offer for younger people trying to get bands off the ground and onto the road?

If you’re super young and it’s your first band it would be to play every show that you get. Never turn down a show. Whenever I started playing music we played five times a week in Pittsburgh. So, I would say play as many shows as you can, and be very amicable. Just be friendly with other bands, and be friendly with other

See sprains, Page 21

LRC professor offers advice to young musicians

By Kyle Heberling
contributing writer

Have you ever felt the urge to wake up early in the morning, drive all day to an unfamiliar city, sing your heart out night after night, and then get back on the road in order to do the same thing in the next city?

La Roche’s own Rishi Bahl finds himself doing this when he’s not teaching his management classes. He and his band Eternal Boy are an example of the youthfulness embodied by their band name and by Pop Punk itself.

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See advice, Page 20

(above) Rishi Bahl performs with his pop-punk band Eternal Boy © Courtesy of Rishi Bahl
Education teacher wears a lot of different hats

BY DANIELLE DINATALE
COPY EDITOR

W hile some people let rough mornings get the best of them, one person makes sure she is at the top of her game no matter how the day has treated her. When she enters the classroom on La Roche campus it’s with a wide, shining smile and an eagerness in her eyes. The positive energy that she emits projects outwards, the whole room able to sense her excitement. As she teaches, she flutters around the room, nearly bouncing, her voice expressing both the knowledge of her topic and the happiness she feels at being able to stand in a classroom and instruct her students on what she loves: teaching.

But her day isn’t over yet. After the doors of La Roche College close, she trades her slacks and blouse for her workout gear. Armed with headphones, a water bottle, and a bright and determined attitude, she strides inside the gym as confident in her tennis shoes as she is in her heels. She ties her blonde hair back, showing that she means business, and finds herself addressing a new crowd of students. For the next 40 to 60 minutes, she embraces the thrill of working her mind and body, keeping her mindset on overcoming any challenges that come her way. All the while she encourages her class to keep going and to do the best they can. By the end of her session, she finds herself smiling in the mirror, proud of not only her personal accomplishments but the success of her students.

This is Andrea Peck, a woman who shows just as much zest and love for life in her classroom as she does in the gym. A woman with an immense drive for learning, she graduated from La Roche College in 2000 and earned a degree in elementary education. She received her master’s degree in teaching from Chatham University in 2003, her K-12 administrative certificate from Slippery Rock in 2005, and a superintendents’ letter of eligibility from California University of Pennsylvania in 2010.

Her most recent endeavor happened in 2015, where she received her doctoral degree from the University of Pittsburgh. Along the way she has been a middle school teacher, a principal, and taught at four different colleges. She now has returned to La Roche College as teacher in the education department, and is an advisor for middle level education.

The La Roche Courier conducted an interview with what it’s like to teach about teaching.

College isn’t easy and can be extremely stressful at times, but you have degrees from multiple schools. What motivated you to keep going and get your degree? Did you ever feel deterred by any class, teacher, or outside commentary?

When I was student teaching, I didn’t necessarily have the best relationship with a professor. That professor was someone who was very strict, very blunt, you know, tell it like it is, not very helpful, figure it out on your own type of thing. It sort of brought me down from the motivation I needed going into student teaching. I wasn’t going to let that stop me from completing my degree and potentially helping a dream from me. When I was trying to get my dissertation written, they told us to surround yourself with a support system. You need cheerleaders. You need someone to cheer you along and be understanding that there are times when you need to write all night long or on the weekend. But you need people who are outlets as well that when you’re down they can bring you back up and that can be an escape when you need it. I think any student should find those supports and take advantage of them.

You used to be a principal at Seneca Valley Middle School. How did having a different position in a school give you another view on teaching?

It definitely broadened my perspective. It showed me the big picture. My classroom being a middle school teacher had about 20-25 students. As a principal I had 1,200 students plus over 100 staff members. So that automaticaly makes you open your eyes a lot more. I had more understanding of curriculum. For me it had been all about science and what I did in my department and my classroom. All of a sudden I’m representing these other individuals and working with the teachers. Kids are kids, and then you see sort of the easy part. It’s the teachers and the parents often that can throw you the biggest challenges. In that sense, I grew with working with adults and grew in my communication efforts, I grew in documenting to accompany everything that you do. I was forced into growing into more of a leadership capacity.

So you definitely took all of this with you and helped you work with other teachers when you returned to teaching?

Absolutely. In the classroom, students ask you a question and maybe you don’t know the answer. But some of these issues and things that would come my way either from a parent or a student or a staff member, you would really have to take a step back and process that stuff. I had to learn about scheduling, and there was a big learning curve. You have to be a people person when you’re a teacher.

Your Intro to Education class focuses on teaching your students how to teach. Is it more complicated than teaching a subject such as science?

See education, Page 15

Student development aims to spread inclusiveness and diversity

BY TIAARA PHILLIP
CONTRIBUTING WRITER

Canadice Okello, 26, is the first black female professor and the faculty advisor of Black Student Achievement. Her infectious passion for social justice is evident in her work through inspirational Black American posters and bringing awareness and inspiration to the international students on campus. She encourages students to be self-reflective. Okello is also a part of numerous organizations on campus and off such as GLOBE Advisor (Globalization for La Roche College, One Beat on Earth), Mosaic Advisor, One Youth Advisor, Black Student Achievement Advisor, North Hill Ebony Woman, Big Brother Big Sister, Pittsburgh Urban Magnet Project (PUMP).

When students walk into Okello’s office, they step into a welcoming mellow atmosphere. Okello was born and raised in Youngstown, Ohio. Her favorite sport to watch on television especially during the Olympics is track and field because when she was younger she used to run track, and her See diversity, Page 16
Editor-in-Chief reflects on Courier experience

**BY SYDNEY HARSH**

**EDITOR-IN-CHIEF**

With the countdown to commencement becoming shorter and shorter, and senioritis settling in for good, I reflect on my past four years at LRC, as well as writing for The Courier. Albert Einstein’s quote, “Try not to become a man of success, but rather a man of value,” stood out to me the most while trying to summarize the past four years of memories, accomplishments, and successes.

The past four years have certainly been one hell of a ride, that’s for sure. However, I learned more about myself than I ever thought that I would at LRC. I became more aware of my strengths and weaknesses, what I am passionate about, who I am, and who I want to be. But most of all, LRC taught me that we shouldn’t focus our lives around success, but rather being a valuable human being with a unique character.

My journey at LRC started in the fall of 2013 as a health science major. However, within my first month of school my professors realized my strengths and weaknesses, before I even did, and suggested that I change my major to biology. I did just that. At first, I was very skeptical about changing my major because everyone was so discouraged from science due to its demanding structure. But, it ended up being the greatest decision I have ever made.

Another decision that I will never regret making in my college career, is being involved in The Courier. I never knew that the College even had a school newspaper, until I was in my college writing 2 class. My professor, professor Stankowski, realized that I had a unique gift that not many people excel in; that gift was writing. His words of encouragement inspired me to try something new, something out of my comfort zone, and something unique. Stankowski then introduced me to the Editor-In-Chief at the time, Sarah Reebie. She also recognized this special gift, and told me how I could get involved with The Courier.

Being a biology major opened my eyes to the world around me. I began to notice all of the small details: everything in our environment is a living creature of some kind, and that everything does actually happen for a reason. The major also fueled my curiosity, and I wanted to learn more about the science behind everyday phenomena. I thought to myself, “How can I be involved in both the sciences and writing?”

With this in mind, I asked Reebie if I could be a science writer for The Courier. She enthusiastically said yes. I wrote many articles that took simple, mundane topics and ideas that surround us everyday and brought them to life. There was something about being able to explain science through writing that I really enjoyed. It wasn’t until the last week of my freshman year that I decided to add a professional writing and journalism minor.

Since then I have written over 30 articles for The Courier. Each article had their own personality. When I was promoted to Associate Editor, I expanded my writing to more than just science writing. After writing several articles and working hard, I was offered the position of Editor-In-Chief. As Editor-In-Chief, I interviewed Dr. Candace for articles about future renovations and multiple professors about various topics. I also created the ‘Humans of La Roche’ page, which received lots of positive feedback.

Even though I am already an active member in the LRC community, The Courier pushed me to become more actively involved on campus, and taught me how to better myself as a leader. Writing for The Courier also inspired me to look at the world differently. Story ideas surround us everyday, and all we have to do is open our eyes and look around us. In the past, I struggled with story ideas, but now they almost come naturally.

My legacy at LRC is The Courier. I worked unbelievably hard over the past year to continue to produce an amazing, easy-to-read, and informative student newspaper. I am proud to say that my involvement with The Courier has been a positive one.

“My legacy at LRC is The Courier. I worked unbelievably hard over the past year to continue to produce an amazing, easy-to-read, and informative student newspaper. I am proud to say that my involvement with The Courier has been a positive one.”

- Sydney Harsh

Having two wonderful editors and four semesters with the two of you for the past year, I am beyond confident handing over the reins to both of you. Both of your articles are superior, and the ideas you have been introducing are important, informative, creative, and fun. I will miss both of you, and our days spent in The Courier Office laughing and debating story ideas and layout. I hope the both of you keep up the good work, and continue to expand and grow The Courier.

I also want to give a special thank you to the students, faculty, and staff who supported me throughout the past four years, especially Dr. Bozyn, Dr. Fujito, and Ed Stankowski. I could not have had such a worthwhile college experience without your help, advice, and continuous motivation to push myself to do my best. Also, thank you for helping me with my articles, and providing insightful quotes that will stick with me forever.

The biggest piece of advice I can give to the future Editors, as well as Jessica Lee, Mina Holland, and Danielle Dinatale is to continue to write outstanding articles and to let your curiosity guide you. You never know where a simple observation will lead you. Also, use your resources and don’t be afraid to reach out to others. The students, faculty, and staff are here to support you every step of the way. They want to see you succeed and become the best person you can be. And one last thing, enjoy your time with The Courier; learn to cherish the simple moments because those are the ones that will mean the most to you when you look back at your involvement with The Courier.

A parting piece of advice for underclassmen who are also quickly approaching graduation, do not be afraid to get involved with campus organizations, especially The Courier. The real-life experiences and confidence you gain from being an active member of the LRC community is more than you think. If you take advantage of those real-life experiences, confidence, and the many opportunities given to you at LRC, you can leave a legacy of your own that you can look back at and be proud of for the rest of your life.
Survey Says

Students reveal thoughts on music’s evolution and impact

By Mina Holland
Associate Editor

Whether one likes music or not, it surrounds people and helps shape the world to what it is today. Some people say that music is an important influence on life. Some say it is not. Some people say that music has improved over time and others say it has worsened. Some prefer current music and others say that music has improved over time. Those who like music say that music has overall changed for the better. Twenty-eight said it has changed negatively, and 25 said that music has not influential in their lives. Ninety-five percent of students said music influences their life. Thirteen percent said music negatively, and 25 said that music has changed both negatively and positively.

The survey revealed that 87 percent of students said music influences their life. Thirteen percent said music is not influential in their lives. Ninety-five percent of students said music influences people, and five students said it does not.

Forty-seven students reported that they watch music videos and three students reported that they watch music videos sometimes and 35 said they never watch music videos. Eighteen students preferred pop music, 14 for rock and alternative, 13 for country, and 13 for other music not listed.

A pie chart depicting La Roche students’ favorite genres of music

A dog has the power to make a person happier. Some prefer current music and others say that music has improved over time. Those who like music say that music has overall changed for the better. Twenty-eight said it has changed negatively, and 25 said that music has changed both negatively and positively.

The survey revealed that 87 percent of students said music influences their life. Thirteen percent said music negatively, and 25 said that music has changed both negatively and positively.

The reasons behind why most people think dogs improve a person’s happiness varied. One junior with an accounting major said that dogs can be a positive impact for someone’s happiness because they are cute. Tiffany Atkins, a senior with an engineering major, said, “They provide relief from PTSD to military veterans.”

The survey asked people to pick a certain explanation if they did think dogs help people.

• All of the above.

The choices consisted of:

• A dog can improve one’s life.
• A dog can provide good company.
• A dog can provide good company.
• Dogs are cute.
• All of the above.

Eighty-one people chose all of the above, fourteen people answered they provide good company, four people said a dog can provide responsibility, one person said they improve your life.

Survey explores dogs’ connection to owners’ well-being and happiness

By Morgan Zubasic
Contributing Writer

According to 99 out of 100 members of the La Roche community, a dog has the power to make a person happier. On February 15, 100 people in the La Roche community participated in a survey about dogs. When the members surveyed in a poll about whether or not they own a dog, 40 percent reported that they do not own a dog. The same 40 percent wrote that owning a dog can improve a person’s happiness.

One percent commented that they do own a dog, but do not believe dogs make their owners happier. Rachel Simpkins, a history major, is one of the members who own a dog. She said, “I think dogs can make someone happier if they are a dog person. I personally don’t like dogs, but I own five of them because of my mom.”

The choices consisted of:

• A dog can improve one’s life.
• A dog can provide good company.
• A dog can provide good company.
• Dogs are cute.
• All of the above.

Eighty-one people chose all of the above, fourteen people answered they provide good company, four people said a dog can provide responsibility, one person said they improve your life.

Rebecca Najdznski, a sophomore, answered all of the above and commented, “They are always going to love you when no one else will.” There is common debate about a dog having an ability to improve a person’s mental illness. According to 77 La Roche members, owning a dog can help improve a person’s mental illness. When asked this particular question, Lee Markowitz, a psychology professor, answered that dogs can “possibly” improve a person’s mental illness.

The survey asked people to pick a certain explanation if they did think dogs help people.

• All of the above.

The choices consisted of:

• A dog can improve one’s life.
• A dog can provide good company.
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• Dogs are cute.
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Eighty-one people chose all of the above, fourteen people answered they provide good company, four people said a dog can provide responsibility, one person said they improve your life.

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Dogs

Psychology professor explores the benefits of owning a dog

By Morgan Zubasic
Contributing Writer

The professor reaches for the doorknob and turns it quickly, eager to step foot in his house after a taxing day of teaching college students. He nudges himself out of his shoes with his feet and begins to walk to the kitchen. There is a bag of treats sitting on the counter, placed in the same spot as usual. Although he sets tight on the bag first, someone else has unknowingly raced him there first. Chance, the dark and fluffy dog, sits patiently to await what she knows is coming. Her eagerness is infectious, but her owner decides to prolong the process, just to spite her. He reaches for a bag of chips instead and opens it loudly, but to no avail with Chance. She knows very well that the bag has no meaning to her just by the different sound it makes.

The curious dog finally gets handed the treat she’s been so patiently waiting for. The man makes his way to the couch and slumps down, releasing a deep exhale. Chance finishes her treat and jumps up to join him, nudging herself closer. He immediately feels lighter and is content with his current companion after a long workday.

Lee Markowitz, 37 and the proud owner of little Chance, is a psychology professor at La Roche College. He has resided here for five and a half years. Although he spent his early years in New York, he received both his Ph.d and M.A. in psychology in Ontario, Canada. Markowitz has always been interested in the behavior of animals as well as a member of the Animals and Society Institute. Markowitz also has a membership to the American Psychological Association.

What got you into psychology in the first place? Was there any big moment that made you realize this is what you wanted to do for the rest of your life?

Well at first I was thinking about government and economics, but I thought it was when I learned about social psychology that drew me into it the most. Just learning about the Milgram study and other famous social psychological studies. And learning about how much of our behavior is counterintuitive really fascinated me. I knew I wanted to be a lifelong learner, reader and writer and being a professor... being in an academic setting made the much sense. I would say fairly early that appealed to me. But I wouldn’t say there was one big moment where I picked a career path.

The human mind is something that is studied closely and in great depth, do you think there is a reason why animal psychology is not taken as seriously?

I mean there are probably many ways of looking at that, ranging from selfishness, which is understandable. But maybe a lack of empathy for anyone different from us, whether it’s just different in race…. then we get to different species…. that’s a whole new dimension. In general, the more similar someone is to us, the easier it is for people to feel empathy. So when you think about leaping to a whole different species, then there is much less empathy. If the animal is cute in some way, then there is more empathy. But when you get to rats and insects, the empathy goes away.

How severe are the similarities, or differences, between the minds of humans and animals, specifically dogs?

Well the first thing, in general, the more genetically similar an animal species is to us, like apes and chimpanzees, their minds are then more similar to ours. Then when you get to insects and rats that’s much further, with dogs being somewhere in between. Now dogs don’t show the same higher cognition that we as humans do, but they’re definitely believed to experience many of the same mental and emotional states that we do. They appear to learn some language at least. They can learn, if you train them, hundreds of different words, and what objects correspond to them for example.

Even with their inability to talk, will dogs ever be able to learn and comprehend full sentences?

They may be able to just pick up on our tone. They can definitely learn words, like what walk means. You can train them to identify many different objects, like a book, and they’ll then know what that means. But full sentences are probably beyond them. It’s important though to not think of one species as being better than the other though, or even more advanced or skillful. Dogs have many different skills that humans don’t. They have a phenomenal degree of associative learning. My dog, for example, can tell when I’m in the kitchen and opening up her treat bag versus opening up another bag. Somehow she can even tell if I’m opening up the treat bag to give her a treat, or if I’m just tricking her and pretending to open up the bag. So she has associated what noises correspond to the treat bag being opened for a treat, versus what noises are trying to trick her.

Just like humans, are dogs able to acquire a mental illness?

Yes, definitely. Martin Seligman studied hopelessness and depression in dogs. Dogs and other animals are frequently studied and used to understand human mental illness. Dogs can have anxiety like humans, but it’s not necessarily the same as anxiety in humans. It’s probably the main one that causes a person to become violent with others or animals?

Anti-social personality disorder is probably the main one that comes to mind, but that’s a disorder marked by a lack of empathy for others and violating other peoples’ rights. But even within that condition, there are people who will be happy to take advantage of other people, but yet still have empathy and love for dogs and animals.

What are the main differences between therapy dogs and normal dogs? Should every mentally ill person own a therapy dog?

Therapy dogs are trained more specifically to be attuned with humans’ actions and wellbeing, so that’s an advantage. But you can likely get the same psychological benefits from just an ordinary dog. I don’t think every mentally ill person should own a therapy dog. I think that would be an overstatement. Many people don’t have time, money or don’t want a dog.

Is there any mental illness that causes a person to become violent with others or animals?

Yes, definitely. Martin Seligman studied hopelessness and depression in dogs. Dogs and other animals are frequently studied and used to understand human mental illness. Dogs can have anxiety like humans, but it’s not necessarily identical. Dogs can become anxious around people or other dogs, but we typically don’t call it social anxiety disorder or something like that. But it can look pretty similar. But we know more about how to help humans overcome mental illnesses than helping dogs or other animals. Humans can do talk therapy and gain insight in a way that dogs can’t.

Morgan Zubasic’s dog, Cooper, proves that dogs can positively affect a person’s mental health.

See Psychology, Page 19
On April 20, La Roche College hosted a multicultural celebration of global food, crafts and clothing at the annual GLOBE Fashion Show. GLOBE (Globalization for La Roche College, One Beat on Earth) is a club that promotes intellectual dialogue and friendship among international and American students. The Fashion Show is hosted annually and is free to the public, and encourages students and faculty to immerse themselves in the many unique cultures of La Roche.

The La Roche student body currently represents thirty six countries, with a twenty one percent international population. The GLOBE Fashion Show highlighted fashions from these regions, including Saudi Arabia, Nepal, Vietnam, Kosovo, and Ethiopia.

GLOBE president Kristen Krivak said, “Pittsburgh is home to many different types of culture. This event is intended to bring everyone together. By seeing all of the cultures that are at La Roche alone, it will allow people in the community to see how important the influx of culture is throughout our community.”

Members of the GLOBE organization and many other La Roche students planned this year's event. They were responsible for coordinating models, promoting the event, collecting outfits, setting up the venue and arranging rehearsals.

“All of the money donated goes toward the Global Peace Building Foundation, which is an organization that is focused on helping youth and children in conflict-affected areas to overcome fear, hatred, stereotypes and prejudice,” Krivak said. Donations were acquired through partnering with McCandless businesses.

Candace Okello, La Roche’s director of diversity and the staff advisor of GLOBE, said, “The GLOBE Fashion Show is a chance for students to proudly represent not only their respective countries, but those of their peers, so this event has been a very intentional way of bringing together our multicultural community.”

With a legacy of commitment to international exchange, La Roche College helps students to become better members of their community, and teaches them to welcome all that seek to learn.
Students wonder how to navigate the relationship between their professional and personal lives

BY SARAH VORSECK
CONTRIBUTING WRITER

Social Media is booming with opportunity. For the college student, this could mean networking and new job opportunities or the possible end of your career before it even begins. Teens and young adults are making missteps on social media and rarely taking the time to consider the consequences of how their posts can affect perceptions of potential employers.

It is becoming more and more common for a social media presence to be looked at to judge an applicant. A personal resume gives companies a window beyond the resume into young people’s personal lives. Employers often use it to see who would hold a good image for their company.

Besides their intention to verify your experience and abilities or information, employers also want to learn about your personality: what your hobbies and interests are, what you do outside of school (part-time and/or extracurricular activities), and if you are a good fit with the company culture. When it comes to sensitive topics, such as religious and marital status, that interviewers are not supposed to ask during the interview, they can often take a peek through various social media accounts without bringing any liability or discrimination issues to their company, turnover costs, employers research candidates via almost every possible online channel to ensure you’ve got what they’re looking for.

Rebecca Rosswog, head of career development at La Roche, advises students to have strong professional settings up or professionally appealing pages.

“Yes, employers will look at your social media,” Rosswog said. “I had an alumni from the college who had been out working in the field for about six or seven years. He had come to me because he was transitioning from a non-profit sector to a for-profit sector. The next day I got a call from a recruiter who was trying to put together a sales team. I recommended this gentleman but two days later I got a call back from the recruiter who said his credentials looks great, but unfortunately our social media team took a look at his social media and found something offensive out there.,” Rosswog said.

She went on to explain that after she did some of her own investigating, the post she believed they were referring to was a comment with offensive language the man had left on another individual’s post a few years back.

“This isn’t the only story she has like this. She went on to explain another instance where she had a student seeking an internship with a company affiliated with the college. The company was pleased with him and wanted to hire him, but ended up turning him away because of questionable posts on his twitter.

Rosswog believes that in this height of social media, students are best going to the opposite end and leveraging their accounts to create their professional brand through social media. Some sites are better for that than others, with the highest recommendation, of course, being LinkedIn.

“More and more recruiters are using LinkedIn as a recruiting tool,” said Rosswog, “so not only can you build your own professional network, but you can put yourself out there as a viable candidate. It’s another way to showcase your credentials.”

Another tip Rosswog has is for students to use their social media accounts to express demonstrated interest in the companies they are applying for. For example, if students are applying for internships with John Smith Enterprises, they should see relationship.

“I really do think some things should be private, but once it’s out there, it’s out there.”

- Dr. Christine Abbott

Confirmation of Education Secretary Betsy DeVos sparks Title IX debate

BY SARAH THOMAS
CONTRIBUTING WRITER

The confirmation hearing of Education Secretary Betsy DeVos sparked concerns regarding how the new administration would handle accusations of sexual assault under Title IX. Senator Bob Casey questioned DeVos regarding Title IX recently in the last eight or nine years, affects collegiate athletics, and more.

“The problem, to say its an epidemic, is not the case,” Rosswog said. “Sometimes people want to report it, they want the person to stop, they want the person to stop contacting them, so we do always offer them the option to call the police. It depends on the level of sexual assault.”

Supporters of the SAFE Campus Act call for a streamlined process of due process, while those opposed see it as dangerous to the victims of sexual assault.

No action has been taken to date by DeVos or the new administration regarding Title IX. Her recent rollbacks of Obama era student loan policies symbolizes the change in the new voices for education.
Humans of La Roche

Similar to Brandon Stanton’s Humans of New York, Editor-in-Chief Sydney Harsh set out to ask students inspiring and motivating questions, eliciting insightful responses

Question:

What is your favorite memory created at La Roche?

Answer:

“My friend, Bobby, and I were playing basketball when we saw Dr. O’Grady. We invited him to play, and he actually said yes. It was so weird hanging out with my calculus professor outside of class, but you could only think about doing something like that at La Roche. We ended up beating Dr. O’Grady, but it is definitely one of my favorite memories created at LRC.”

- Brandon Hartz, senior criminal justice major

Question:

What is the most valuable lesson you’ve learned at La Roche?

Answer:

“The most valuable lesson I’ve learned at LRC is to not be afraid of taking chances. I learned that you can’t just stay inside your comfort zone because that is not what college is about, and you will be a lot happier once you try. You also can’t be afraid to meet new people and try new things. College is where you grow into yourself.”

- Haley Ofchinick, senior psychology major

Question:

What does La Roche mean to you?

Answer:

“La Roche means seeing your family everyday, even when you’re not home. LRC is such a small school that you basically see the same people everyday. You grow such a strong bond with these people that they become your second family. I can gladly say that my second family is just as close and important to me as my first family. I know they will be my friends forever and I am forever grateful that God and this school brought me them.”

- Matthew Casey, senior middle level education major

Question:

What is one piece of advice that you would leave behind?

Answer:

“My advice is to make lasting friendships and truly make the most of your time here. We’re so fortunate to go to a school like LRC where the opportunities are endless. Get involved in a club you never expected, go on a study abroad trip, and never turn down an opportunity to make memories with friends. The next four years are going to fly and before you know it you’ll be finishing your degree and off to the real world.”

- Paige Faulk, senior financial management major

Read more at courier.laroche.edu
in a manner that wasn’t so shocking to everybody; so I think it worked out pretty well,” Padolf said. “Maybe one or two people were bummed out they couldn’t eat with their friends, but people are getting used to it.”

The policy prohibits people from entering the Dining Hall to only sit with friends, Padolf said.

“You can take your food in a to-go box and come sit out here in the Square or wherever you want with your friends,” Padolf said. “We don’t want your friends not to come eat with you, and you’re most certainly welcome to bring it (in the CC Square).”

Another example, Padolf said, is if people buy coffee at the Redhawk Café, they cannot go to the Dining Hall and get more.

“They say, ‘Oh the coffee over here (the Dining Hall) is better,’ but they’re the exact same coffee,” Padolf said. “We just want to make it easy and one rule. If you start to waver on things, then things happen.”

Padolf added it is important for the Dining Hall staff to manage their budget.

“We are hired by La Roche to do the best we can for their money, and we have a budget we have to stick to, we’ve got numbers we’ve got to watch,” Padolf said. “We do what we can for La Roche, to make it the best that it can possibly be.”

Padolf noted the Dining Hall staff is open to hearing any comments or concerns from students or faculty members.

“We want the students to help us as well,” Padolf said. “If they have ideas or thoughts or concerns about stuff, please come and tell us. We would love to hear them and we would love to help all the students and stuff to make it a place that they like and they want to go and they want to eat. People can share concerns or comments, Padolf said, through the Sage app, email or a board inside the Dining Hall.

According to Padolf, there is a plan to make new policies pertaining to the Dining Hall available online in the fall 2017 semester.

“We’re going to try and make some clear rules that will be spelled out for everyone who is here, and then hopefully we’ll have those in a place, maybe online, where everything is clear and all the students will be aware of whatever it is, even if that rule goes away,” Padolf said.

Padolf noted the importance of clear communication with the La Roche community.

“We want everyone to be on the same page, we want you guys to understand and be aware,” Padolf said. “And we don’t want to make it like it’s a bad thing, just this is the way it is and we want it to work.”

### Dogs, continued from page 8

cepionist, said, “They can cuddle a therapy dog and feel that they are loved.”

Out of the 100 people surveyed, 100 percent answered that they think dogs can provide emotional support for a person.

Ninety-eight percent of respondents said that dogs can sense when their owner is upset.

Kristen Spezialetti, a junior, said, “I love dogs, and they are so pure and full of good intentions. I’ve had three dogs in the house since before I was born.”

Three percent of people surveyed said the dog will lick their owner’s wound clean.

Two percent wrote that dogs will become affectionate and lick wounds clean. One percent thought that none of the listed options explained how a dog offers to help.

Ninety-nine of the people surveyed said that dogs can be affected by their owner’s mood, with one percent not agreeing.

The survey asked the respondents how they think dogs try to help when their owner is upset.

They had the choice of answering:

• Dogs become more affectionate. 
• Dogs’ moods lower in an attempt to sympathize with the owner. 
• Dogs will lick a wound clean. 
• All of the above.

Eighty-two percent responded with all of the above. Nineteen percent answered they become more affectionate. Six percent said the dog will lick their owner’s wound clean.

Two percent of respondents answered they become more affectionate and lick wounds clean. One percent thought that none of the listed options explained how a dog offers to help.

Ninety-nine of the people surveyed said that dogs can be affected by their owner’s mood, with one percent not agreeing.

The survey asked the respondents whether or not they believe all mentally ill people should consider owning a dog.

Forty-eight responded with no.

One person said maybe, while another person said it depends.

One of the respondents who answered no said, “Not all people should, but I think it is something that should be looked into.”

Many families either love having dogs around or are not fans at all. According to the survey results, 72 percent of people do own a dog.

Nineteen people said they do not own a dog but would like to.

The list of reasons behind someone wanting to have a dog in their life could stretch on forever.

For the people who either answered yes to owning a dog, or wanting to, the survey asked them why.

The survey options were:

• I wanted a dog for a best friend.
• I have a mental illness.
• I wanted responsibility. 
• I get bored. 
• All of the above.

Two people answered all of the above and 75 responded that they wanted a dog for a best friend.

Ten people said they wanted a dog because they get bored, and because they wanted a best friend.

Three people said they get bored, and one person said they wanted responsibility.

The remaining people said they own a dog because of other reasons such as:

“My mom wanted them.”

“It was a surprise.”

“My family has always had at least three dogs in the house since before I was born.”

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Donation, continued from page 2

“I try to put them both together,” Hagins said. “It’s great for both parties. But, at the same time, if we do an event or do fundraisers, completing it and helping out others is the main goal.”
When she serves as SAAC president next year, Miksch said, she would like to encourage teams to help support “Cuddles for Kids.” Miksch noted that SAAC requires each sports team to do a charity event.
“It’s a complete turnaround on giving back,” Miksch said of “Cuddles for Kids.” “They just give and give and give.”
Assisting with charity events through SGA or “Cuddles for Kids” is a fulfilling experience, Miksch added.
“I never had an outlet to give back,” Miksch said. “I was part of a scholarship program and we always did events all summer, but I never had a big enough outreach. This is a way into it. Through charity, I can feel like I’m giving back even more.”

“Through charity, I can feel like I’m giving back even more.”
-Tea Mikschw

Policy, continued from page 1

rent grades before and after midterm grades were posted. It appeared to be a general concern of all students and not just limited to a particular year, major or course load,” Faulk said. She said she distributed the surveys to students in different years and majors to determine which areas needed improvement.
Prior to the vote, professors were only required to post midterm grades for freshmen and students with a D in the class.
The initial student response to the policy was positive. Brett Meeder, SGAV public relations chair, announced the change in midterm grade postings on the organization’s Twitter account. Meeder said, “The tweet that I sent out after the vote, which, of course, indicated that the measure had passed, was the most retweeted and favorited tweet that I had written. It was always to augment the college’s safety, and not to force unwanted constraints on its students.

Policy, continued from page 1

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“I would say yes, because it can go a number of directions. That course specifically should answer the question, ‘Do I really want to be a teacher?’ It’s sometimes difficult in that course because you are delivering sort of nerve-wracking information, whether it be about passing tests that you have to take to be a teacher or just some of the things that could happen in the classroom. Sometimes you have to be clear that this is real stuff. But it’s also exciting to work with a fresh group. You want to be successful, but you want to tell them some practical, realistic things that they could do or that have happened and how they can deal with them. The problem that I have is that I want to tell them everything and prepare them the best that I can, but there are courses later on that will expand upon all of that. You’re more than just a walking textbook. The whole profession of teaching is not just to deliver content.

So teachers represent not just a subject, but how to be in an environment that treats them well. Students develop their own identity. You’re teaching them morals and values, and I think that’s so much more beyond the course. Teachers wear lots of different hats and we juggle them all. And that’s what I try to bring out in this course.

What do you think is the most important aspect of teaching? I think knowing how to adjust to the needs of every class, having a good attitude, or something else?

It’s all kinds of things, but I think the most important thing is being student-centered. The students should drive everything that you do. You might be having the worst day ever, but you have that responsibility to be there for those kids. So what do you do? You put on a happy face because you know it’s going to make a difference to them. The way that we teach, not what we teach, and the fact that that’s one of the things that will be most useful. Understanding and building those relationships with students so that we know what they need is the most important piece.

Students often have strong opinions on teachers they consider to be good or bad. If you had to describe what you consider a good teacher to be, would you say?

What you would consider a ‘bad’ teacher to be?

A good teacher is someone who is student-centered, someone who is able to deliver their content so they’re knowledgeable about their content but delivering it in an engaging and varied manner. Some people say that they could easily go into a classroom and just deliver the plan, but some schools employ, why do you think people have this misconception of teaching being an easy job?

Some people don’t even consider teaching to be a profession. Some people view teachers as, ‘Oh you get out at 2:30 or 3:00 every day and you get summers off.’ There are little rewards, but I can tell you that many of those teachers did not leave at that time. Many of the teachers were taking classes later on in the evening and in the summer and putting a lot of work in and serving on committees. You think a teacher’s day ends at 3:00, but then they’re back in those books preparing and grading. I don’t think people see the whole picture of what a teacher actually does and I think the demands put on teachers today is a lot more on the teacher than ever before.

Nowadays, many potential teachers have some sort of profile online. What advice would you give your students regarding social media? Do you think that it makes being a teacher more difficult?

I’ve had to deal with this as an administrator, and my philosophy is that you have a little more freedom because I’m working with young adults and adults. I never had Facebook, because I was told as a teacher it wasn’t a good idea to do that since anyone can look and there it is. It wasn’t around when I was in college, so it wasn’t around for me to put anything out there while I was looking for a job and all of that. Employers look at it and they can do so quickly. Whatever you expect the employer to be should be something that they’re comfortable having that interview panel see. Maybe they lived what you said they lived, maybe they mocked something else, but this is the final thing, “Well let’s pull up the Facebook.” We tell them this in Intro to Education and the education classes when they’re student teaching, because they might not realize it until they’re student teaching.

You’ve also had the opportunity to work with middle school students and above. Some schools. Are there any similarities between teaching two very different levels of education?

They’re all the same. Even if I have someone who is a non-traditional student in my classroom, I still call them my kids. It’s silly stuff, like the fact that they’re all learning something new, and something that they know nothing about. Some of the strategies that I use to teach are the same that I would use with middle schoolers. Some of the organizational things and the way that I structure my syllabus things are things I would use with middle school students to help keep the students on track. Those types of things are the same thing. I see a lot of similarities in that sense.

Do you find that things that entertained your middle schoolers like activities also entertain adults?

Definitely. I think kids would get a kick out of using Twitter just as much as adults do. I think that it depends on personality and how you present things. I try to crack jokes here and there, but also that was part of the middle school classroom. I liked about middle school. I could have real conversations same as I do here. Being able to be yourself and be humorous goes a long way.

You graduated from La Roche’s education program. How has teaching changed since you were a student here? Has it changed for better or worse?

Definitely improved. The course offerings are way more specialized and tuned into what teachers will really experience and prepare them for what they will experience. When I went into teaching I don’t remember that I even saw an individualized education plan. Now in classes the students are learning how to write those and read those and understand those kinds of things that really weren’t anything that was taught before.

So you think they’re going to be more prepared than you were when you graduated?

Oh yes, and we keep trying to add more of that in. We have completely changed just this past year how student teachers are evaluated and changed it to fit a teacher-effectiveness model that teachers and principals are using. We’re trying our best, we’re really trying to use that as well to help them understand that language and the process and get them started on that reflection of what’s expected of them with their own teaching? Where else are you going to get interview practice with real administrators? Creating those kinds of opportunities for students is very important. I think the rules and regulations to be a teacher have increased as well, and there’s a few more hoops now that didn’t exist before.

Do you think that teaching has evolved to focus more on the individual student?

Yes, absolutely. It’s not for lecturing. If you want to lecture, you never reach every student in the classroom. Unless you have some wanky grading, which would never fly. It’s getting every student involved. We’re becoming a more diverse nation as well, and a lot of different cultures are being introduced, and the students are very different. So you think they’re going to be better prepared than you were when you graduated?

That was something that was never taught to me. Lead others for the greater good of the department or the students. I say, ‘Never say never.’ And if others see something in you, really think about that and listen to what they’re saying. They saw something in you that they believe you could do.”

- Andrea Peck

“A good teacher is someone who is student-centered, someone who is able to deliver their content so they’re knowledgeable about their content but delivering it in an engaging and varied manner.”

Andrea Peck

Read more at courier.laroche.edu
Diversity, continued from page 6

For the most part it has been over-whelmingly positive, from what I’ve heard and what people have said to me, especially when students have such incredible support for my programs and what I’m trying to achieve. It has certainly come with challenges in a lot of other ways.

What challenges would you say that you have encountered?

Just trying to get people to under-stand the necessity of my programs because I feel like people believe that they are not necessary because there is this belief that we already achieve diversity and it is me really trying to hit that wall with people. Because they feel like having these tough conversations is not necessary because there is no way that racism or all these other things exist, when in fact there are stu-dents and people who will have these certain experiences, but no one sees them. So it is important to highlight it and to realize that we are not a per-fect institution, but we are striving to bring diversity and awareness to the deeper issues not just the physical di-versity and when I say the social issues we need to address as a community.

Have you detected any change?

The change that I would like to see has been slow, but the fact that I have an office now says a lot. The fact that I was given the space to create – that says that we are moving in the right direction. However, there is still one thing that I wish would happen more often than it is, like with LRI having to redefine how we have certain con-versations in classes and in the core curriculum. I think with the cur-rent situations that happen between faculty and staff in terms of these more dif-ficult conversations. I would like to see more movement there and students to attend these things be-cause it takes a more intentional ef-fort to get people to come to those conversations because it is not a for-turable. The narrative is that we have already achieved diversity.

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Yes. The challenge of the buying of…I always feel like I have to con-stantly make a case for relevancy of my position and of what I do. I con-stantly feel that, and that is challenging when nobody sees it or the challenge of trying to influence students or get students to see also why it is impor-tant to be self-reflective and aware of the way they view diversity because I think a lot of our students kind of stick to what they know. I think a lot of students just stick to what’s comfortable for them and don’t re-ally expand outside of that. Trying to influence students to do that is really difficult. The spaces are created for that cross-culturalization to happen, it’s just that students would take ad-vantage of it or there is a fear sur-rounded by it, or they just don’t care. I think it is a combination of a lot of things and it really has been what that is and what is going to motivate stu-dents to be a part of the conversation.

Who challenges you to justify your job title? Why?

At an institutional level I feel like the narrative is already there in terms of diversity and so some-times I feel like the question is why do we have to have some of the com-versations that we are having. Or why do we have some of these particu-lar programs and so those questions come up and it is honestly frustrating sometimes because I don’t feel like some people see why it is important to fill that gap in terms of discussion concerning diversity.

The La Roche Courier did a survey about race on campus. One hundred percent of black students and 98 percent of white students said they are not racist. Do you think they lied? Why or why not?

I think they lied. I think that there are two reasons, I think that they have bias and prejudice and so to them from their perspective they might think that they are not when in fact, I don’t think they don’t real-ize how deeply rooted some of their ideas are. I can’t speak for them and say that they are lying, but I know for sure that everybody has their bias. I hear the conversations that students have about certain topics or about certain groups of people, but of course everybody is going to make their case why they are not. But, there is this blocking power and I am trying to be able to say that I have these views about a certain type of people because I have or I have been raised or influenced by others. I don’t think maybe a lot of people didn’t have to have that conversation or have been challenged about their perceptions of other groups. I think people think that [having a] prejudice is or being racist. We get the image of the KKK or the Jim Crow Laws, but I think it is deeper than that and it comes out in different ways.

In what ways have the com-ments you’ve heard or the things you’ve seen been inappropriate?

I hear a lot of micro-aggression. I think people don’t realize that when they say these things that they are be-ing offensive so it is more of an un-healthy commentary that is still offensive. For instance, a staff mem-ber and a student were talking and the student was telling the staff member the certain area they are doing their internship. The staff member said, “really” you are going to do that be-cause I know the type of people that live there and you know you’re probably going to get $5K in the first day. We have been socializing to be-lieve that certain people that occupy a certain place are bad and that things are going to happen to them. And so, they just pass it on. Perhaps that stu-dent might not have that fear before they heard someone tell them that.

The Courier also asked a ques-tion on superiority. The results re-vealed that four percent of black students said that they think white people are superior to them. Whereas, six percent of white stu-dents said that they think black people are superior to them. What do these results say about race rela-tions?

I find that very interesting as to why they felt that way. This is shock-ing to me. I would like to know why. The world does not say that at all, our society does not say that at all. Sys-tems have been built historically to disenfranchise and marginalize spe-cifically African American does not say that we are superior by any means. The question is whether it is really en-couraging that. I think that the black students that have said that are prob-ably coming from regardless of the fact that they are not necessarily being looked upon as a black person that I am not going to submit to the narrative that I am su-perior, so I find that to be interesting.

How is it like being the first per-son to have the job title of Director of Diversity and Inclusion?

It feels like it is a great opportu-nity to be able to have been created (and to) carve out a space for diversity and inclusion and those social justice conversations and I’m grateful for the support that I have in creating it, but it is difficult at the same time. I feel like I am bumping up against apathy surrounding these issues so there is me trying to fight through that on a daily basis. For example, someone asked a group of students a question, like do we have conversations about diversity and inclusion, social justices issues at the root, and students said no we don’t have anything like. That was a moment (that) frustrated me because I know the programs that I do, I know I send out the emails and I know people see them and they are going to delete it because they feel like perhaps it doesn’t affect them. They don’t know how to have the conversation. It is too difficult. They

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Diversity, continued from page 6

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then on, I really wanted to keep up with it. I did a lot of musicals growing up and it was just something I always enjoyed, and I'm not very athletic. I've never been good at anything athletic and it's funny because all my friends would participate in basketball and volleyball, so I would sit at the athlete's table and I was the only one that was more artistic and I guess I always felt inadequate that I couldn't do those things [sports] because I really wanted to be good at some kind of sport. But, I mean, I was good at singing so I was like, 'Oh, okay I'll just keep doing what I'm good at.'

You had said during acoustic night that your mom sings as well. Is she your inspiration and if not, who is and why?

My mom is a big inspiration to me, and she's been in a band since she was 18 and she is 56 now so it's been over 30 years that she's been working. She's done places like the [Rivers Casino] the LeMont, she does a lot of weddings. I've definitely learned a lot from her about booking gigs and the whole process of how to perform, so she definitely is a big inspiration to me. She comes to everything I do, and she's really supportive.

Do you play any instruments as well, and if so, what are they and how long have you been doing that?

I initially started the ukulele and I've probably been playing that for about a year and a half and I really have a lot of fun playing the ukulele. I've started doing open mics with the ukulele and then after that, I've picked it up really fast. I've been doing open mics after learning how to play the ukulele for about a month, so then I've already started going up onstage with it and then everyone was like, 'Kristina, it's the same thing if you play guitar.' And I know it's daunting and it hurts your fingers which is why I didn't want to play guitar, [but] I picked up a guitar and gave it a shot, and I've been playing guitar for about a year and the ukulele for a bout little longer.

When you perform, do you prefer to look at audience members or in one specific direction and why?

When I perform, and I feel like when anyone performs, everyone wants to look at the words, the lyrics in front of them, but you can't. You have to be mindful to look around everywhere and in all kinds of directions. But, because I know I have to be interactive in engaging and smile, I usually look at people I know, just because it's less stressful than a bunch of strangers staring at you. But, I do try my best to be mindful and make eye contact with everyone.

You've said you like to perform at karaoke places before. Have you played anywhere else?

I've played at the Wheeling Island Casino. I do a lot of nursing home gigs. I've done Anthony's Coal Fired Pizza, [and] a lot of weddings. I did a wedding last summer. And I sang at the wedding while they walked down the aisle. My favorite gigs to do are weddings. I love doing weddings. It's so much fun. I've done a whole bunch of different places and you have to learn different material for each place. Like, at a nursing home, I can't go in and sing Taylor Swift, I have to sing Etta James or do different oldies songs. But, yeah, I've done everywhere.

Since you have friends that make music with you, how many of your friends do this and are they all performers and/or musicians?

Not all of my friends are performers because, like I said growing up, I didn't meet a lot of people that were performers or sang or anything, but I have met a lot of friends through karaoke, so I do have some of my friends, like Cyrus and Joel. I met them at karaoke and they were the blonde guy and the one who sounded like Michael Bublé and we sang together and I said, 'Oh my gosh, you're so good,' and they said, 'You're good,' and I guess we started routinely hanging out all the time and I met different friends through open mic. Most of my friends are musicians, mostly because that's what we do all the time, but not all of them are.

Do you ever write your own songs and if not, have you ever tried to?

Yes, I have probably three different original songs right now that are completed. My problem is that I have a really short attention span and so I'll have an idea for a song and I'll start writing it, and I'll come up with a catchy chorus or something and then I don't finish it. And then it's like I have a graveyard of half completed songs that just died that I should probably try and revise, but I have a few different songs that are on my Facebook page and YouTube.

How do you plan to use this talent in your future?

Well, right now I'm actually working with a guy, David Crise, and he does a lot of the big events in the city, he does a lot of festivals. I'm about to join him with a few different projects so we're going to be performing at the LeMont together in a couple months. I'm excited for what that relationship will have in store because he gets booked like five to six times a week. I want to do stuff with him for sure because he's a professional, he's really talented. I'm always going to want to do music, even if it's on the side, and I want to do work and DJ stuff because I'm a DJ too.

What is your preferred genre of music and why?

I really like indie pop, anything that's like Ed Sheeran or Ellie Goulding. I know that not everybody likes that. And it's funny because most of the time, at most of the events that I perform at, I have to sing oldies and songs from the '70s or '80s. So, I have to sing Fleetwood Mac or Etta James or different old songs and people will come up to me and say, 'Why are you singing that song? Do you know that song?' But if you go out to a place, like a bar or a restaurant where there's primarily people in their forties and fifties, they don't care if you're getting up and singing Taylor Swift. They want you to sing songs that they know. I like singing stuff like Taylor Swift and Ed Sheeran but I know that most of the time I don't get to do that. I just get to sing songs that guests, were popular in the oldies' times.

What motivates you to keep pursuing this dream and is making and performing music a dream of yours?

It definitely is a dream of mine and I guess the motivation I get is from my friends and family telling me to keep going. It's definitely hard. I went to an American Idol audition, it was the last one, it was like the Pittsburgh bus tour and it was funny because in many cases, they only let 10 through. It was crazy because in most of the girls in my group was a YouTube celeb. She had 70,000 subscribers, and I said, 'Oh my gosh, are you American Idol?' And she said, 'Yeah,' and we all get up in front of the group. I see her get up and then after five seconds, they said thank you and bye, and I'm thinking, 'Oh my gosh, she's so good.' I'm telling you, she's amazing and she sounds like Tori Kelly, so I was really scared. I went up there and they actually listened to a minute and a half of my song and they said, 'You've really got something and you could you sing something a bit more current?' And it was funny because at the time, I sang Bright by Echosmith, but I guess they didn't know that it was current because it just came out on the radio. And then I sang a Maroon 5 song, but then they called all of us back up as a group and they were really nasty to everybody but they said to me, 'Why don't you submit an online audition?' but we were so excited. In my group, there were probably 1,000 people there, and I think they only let 10 through. It was crazy because there were so many good people there. I guess it depends when your lucky break is because there are so many talented people out there. I can't help not feeling so bad about it because I got to compare myself to other people and say, 'She was great and she didn't get the part,' but you just have to keep pushing on, like I'm not trying to become a star or anything, but I mean, of course, that's what everybody wants, like to go on American Idol's Got Talent or something and get the gold buzzer. But, even when doing stuff locally, it's just fun to perform.
Sugestions, continued from page 2
like." Rozmus gave additional praise and enthusiasm to the diversity of other religions and spiritual events. "I like how the school is encouraging learning about other religions," Rozmus said. "They emailed us about trips to a Muslim mosque, a Hindu temple."
Rozmus and possibly others feel that the inclusion of other religions helps broaden social outlook and gives a more liberal and spiritual education. Rozmus had one suggestion for the upcoming year that he would’ve liked to have seen this year.
"This academic year, what I would improve is that the cafeteria should be open later," Rozmus said. "The possibility of leaving it open for people to eat cereal and make waffles even if they’re not serving any hot foods."
This raises the possibility of the SAGE Dining Service overseeing the Cantelopes Dinning Hall for quick food to grab until 9 p.m., since some night courses don’t adjourn until 10 p.m.

Writing Center Tutor’s Standpoint
Kristen Spezialetti, a writing center tutor, shared her appreciation about the academic policy of professors posting midterm grades becoming mandatory for all students as opposed to just freshmen.
"There was this new thing that the academic senate approved, professors have to start putting students’ grades on Blackboard and midterm grades on mylaroche.edu not just mandatory for freshmen," Spezialetti said. As a student I wanted to see that happen."
Spezialetti gave her perspective about how this change personally affects her and helped her understand her progression in courses.
"As a junior, my professors technically don’t have to post my midterm grades but then I have no idea where I stand," Spezialetti said.
Spezialetti said she felt that it would be better if her professors posted grades mid semester so she is aware of her progress.

Finalist, continued from page 4
walking through the streets of Havana, Cuba.
"Everything just came together. I saw her while I was walking during our walking tour. She was a fortune teller with such a strong character," she said.
The woman was wearing purple and right next to her fortune telling stand was a yellow wall. The complement of her purple headscarf and the yellow wall made me come back to take her photo, the graphic designer recalled.
The woman in Healy’s photograph represents one of the many women in Cuba who have a lot of personality.
"She was a strong woman with so much character in the streets of Havana, who just lit her cigar before I took her photograph. She wasn’t worried if her shirt didn’t match the rest of her outfit because that’s all she owned," Healy said.
She said the photograph she entered means the world to her because before she started traveling the world and experiencing different cultures she was a very shy and introverted individual.
"Before I went to Cuba, I was so shy and intimidated by the world, and I didn’t think I was a decent photographer," the graphic designer said. "However, I learned that I couldn’t let that thought stop me from pursuing my dream of becoming a good graphic designer and photographer."
The moment at which I saw the woman in the streets of Havana, I saw an opportunity, analyzed it, went back, and was able to open up and take one of my all time favorite photos." Healy said her photography professor who was on the SASU trip to Cuba encouraged her to enter the photography contest.
All students should participate in the Study Abroad program, as well as any opportunity that arises or crosses their path, she said.
"[The Study Abroad experience] changed my perspective on the world and it has shaped me into the person I am without Study Abroad and other opportunities that I participated in," the graphic designer said. "I never thought any of my work was good enough, but after seeing the people and the culture on these trips, I am no longer concerned about whether people think about my work. These opportunities also made me realize that I want to give a voice to the voiceless through graphic design and photography."

Relationship, continued from page 11
be going on Facebook and liking the John Smith Enterprises page and sharing their posts. They should be following them on twitter and reaching out to them through LinkedIn. According to Rosswog, this is something that companies often look for and can really give a student an edge in applying for internships or seeking their first job.
Professors and professional staff look at the social media for interested interns and potential employees for Career Services or similar roles.
However, she admits this brings up a gray area. Students are normally advised against putting information like gender, age, or a photograph with their resumes as it opens the door to discrimination or alleged discrimination in the hiring process.

But social media tears down those walls. Rosswog even mentions that it’s proven to be more likely for employers to look at a LinkedIn page that displays a profile picture than one without.
This ultimately brings up the question if employers looking at social media of students or potential hires is an invasion of privacy, breaches the separation of a personal and professional life, or is even helpful to truly hiring the best candidate for the position.
Dr. Christine Abbott, head of the writer’s center at La Roche College, says she doesn’t look at potential writer’s center tutor’s social media accounts for this exact reason. She claims she is not interested in what their potential hires are doing on social media.

“She was a strong woman with so much character.” – Kristen Spezialetti

"I’m really interested in how they write," Abbott said. "I ask for samples of what they write, I want to know how they did in their writing courses, if they’ve taken College Writing I and II, what they’ve written there. I’m really interested in who they are as writers, not who they are as ‘social media.’"
Abbott believes there should be a wall between who we are as our personal selves and our public selves. There is a lot of gray area in what is or isn’t appropriate to post on social media, so what may be fine for one employer may not be to another. So how can people hold themselves to a standard that doesn’t exist?
Abbott said, "I really do think some things should be private, but once it’s out there, it’s out there."

While she does understand the publicity of social media and the consequences it can have, she claims she would never let social media posts prevent her from hiring someone, or lead her to let someone go with no further discussion. "In this environment, which is an educational environment, I would use it as a teaching moment. I’d want to ask them ‘what’s up?’ and see how we can learn and grow from this."
While Rosswog and Abbott may view social media very differently, it is clear that its continuing growth will affect the job market in one way or another. And as students, we need to continue to learn to manage our accounts professionally or utilize our privacy settings.

Tulips paint the La Roche campus the color of spring
© Courtesy of Olivia Healy
© Heather Radick
Olivia Healy was interested in photography at a very young age
Read more at courier.laroche.edu
Music, continued from page 8

Eighty-eight percent of students said they use their smart phones as their preferred listening device. Seven said they preferred an iPod or MP3 player, three said they listen to the radio, one said they listen on a CD player, and one said they listen to music on a record player.

Fifty-six out of 100 students said people should pay for music, whereas the minority, 44 percent, said music should be free of charge.

Aaliyah Raines, a junior with a psychology major, said that music should be free since it is art and should always be shared.

Jess Seng, a senior with a forensic biology major, added that people should pay because they need to support the artist so they can continue to produce their craft.

Ben Middleton, a freshman with a political science major, said that people should have to pay for songs unless they already pay for services such as Spotify that charge users monthly for full usage of the service.

The 51 percent that said music should be bought agreed that though music is art, the artists need support, which is why they said music should be paid for. Paige Faulk, a senior with a finance and management major, said that the price of music should be inexpensive, and Middleton said that monthly payments for a music service would be a better option.

Psychology, continued from page 9

I don’t think there’s any mental illness where you can say none of these people should have dogs.

Going off of that, there seems to be a common fear with mentally ill people being violent, is there a reason for that?

Probably just a fear of anything that’s different, or a lack of knowledge. Yeah, there’s a lot more fear than is justified about mentally ill people becoming violent in general, including towards animals.

I know you own a dog. Do you notice any benefits from owning one?

Oh yeah, Chance makes me very happy. I look forward to walking her and spending time with her. She definitely keeps me more active than I would be without her.

Why do you think dogs seem to be preprogrammed to want to help and please their owners? Why do you think that relationship exists?

Well let me give the long answer to this actually… In terms of how dogs originated, they’re believed to have come from the grey wolf hundreds of years ago. Basically, our human ancestors and wolves lived outdoors and it was believed that among wolves, some of them were pretty fearful of humans. Other wolves, from the grey wolf species, were less afraid of humans. They were more willing to go near humans, and this willingness to go near humans was to their advantage from a survival perspective. Humans left food around, and wolves could then eat this food. So those wolves that were less cautious around humans, more eager to be near humans, actually out-lived and out-produced the ones that were afraid of humans. And then they had a new generation of their offspring, where those who were even less afraid of humans were more likely to get food from us, more likely to survive. So it’s become hard-wired in their DNA to be attuned to humans, to very closely monitor human behavior, to make sure that any human that is part of their life is happy and is going to stay dedicated to them. So there is that evolutionary explanation.

"Dogs...experience many of the same mental and emotional states that we do." - Dr. Lee Markowitz

(above) The Virgin Islands Dance Group

See page 23 for more photos
We try to spend time away from each other and then come back to neutral. We tour in a van, and it doesn’t really matter what the scene thinks. Longevity to me is more important than just having a hit and that’s it. That’s a really underestimated thing. It’s like a different world that you want to be a part of. And what’s really cool is that music is about ten years behind times. No, Pop Punk was really cool in 2005-2007, and it’s still really cool there. And my favorite venue in the world is a place called Club Quatro in Tokyo. It’s the sickest venue. People go crazy over there. In the United States you have to do a lot of commercials. It’s tough because it’s oversaturated. Over there it’s not as oversaturated.

When you’re touring, how do you pass the time between shows? What’s your favorite story to come out of a tour?

We just try to do other stuff. We also like to write songs. I have an acoustic guitar that I bring on the road, a “beanbag” guitar. It’s really crappy one, and in the back of the van I’ll just write songs. It gets super lonely on the road too. It always feels like coming home from vacation. So, best tour story. So, I have an unhealthy obsession with Taylor Swift. Like, I’m in love with her. So, we were in Los Angeles recording an album, and everybody in the industry knows that I’m obsessed with her. So, the album told our bass player that she was going to be in the studio recording. I was in the vocal booth and Taylor Swift is in the vocal booth and she was going to be in the studio recording. And I had my birthday and she had a birthday cake in her hands. And I don’t remember what happened next because I passed out after that. So, I passed out when ever I saw her, and I woke up to Tay lor Swift faming me. And it was one of the most embarrassing moments of all time.

Touring requires large amounts of time spent with the same people. Do you ever get sick of your band mates? What do you do to prevent this?

You definitely do. It’s like when you get sick of your parents when you live with them growing up. The difference is that you’re in one of the most high risk situations possible on the road. When you’re in close quarters with people you’re going to argue no matter what. We do what we do so that we take, like, two hours away from each other. We tour in a van, and when we get to the venue we do not spend any time together. It’s not like we’d be mad at each other, but we get off and do our own thing get back to neutral and then come back together. We try to spend time away from each other, but also do non-band related things. That’s a really underestimated question, because you basically hate each other by the time you get home. But it’s like your brother or your sister. You “hate” them, but you don’t hate them.

You’ve been to a lot of places touring. What is your favorite place to tour, and why? What is your least favorite?

My least favorite place to tour is China. Because I got super sick, the language barrier is unbelievable, and I’m a vegetarian and they have really weird things in their music, so I don’t think there’s really a timeframe on it. I think that people quit music whenever they get sick of it. And there have been times when I was very sick of it. Just doing it with the band, and we had a member change a couple years ago that just makes you question why you’re doing it in the first place. But there are ways to stay relevant without overburdening yourself. So I think you have to strike a balance and if you can balance I think you could be in a band forever if you wanted. I envision Eternal Boy playing until I physically cannot do it anymore. That’s the goal. It’s never been to get famous, it’s about longevity. Longevity to me is more important than just having a hit and that’s it. I do think that Pop Punk is looked at as immature. But then I look at bands like Bad Religion, or The Offspring. Both of those guys have Ph.Ds and tour full time and yet nobody knows that. I think that Pop Punk and Punk Rock in general is shaped to a lot of people. It makes me feel young, and I’m really doing it for me. I’m not doing it for anyone else. So, it doesn’t really matter what the scene thinks.

What do you wish was never written?

I feel like any Nelly song I would wish they had never been made. And I feel like Meatloaf’s ‘I Would Do Anything for Love, But I Won’t Do That.’ I could totally live without that song. That song is awful. And also any song by Kiss. Like, “Rock N Roll All Night.” Can you imagine if I came to a concert and I was like “Yo, guess I’ve thought of the best song. The chorus goes, ‘I wanna rock and roll all night.’" And you got tickets to a show, you could have nightmares. It’s just random. Pop Punk is a younger thing I dis like. For that reason I try to stay relevant without overburdening myself too. But there are ways to change a couple years ago that just didn’t work. I was very sick of it. Just drama when I was very sick of it. And there have been times when I was very sick of it. So, I think that Pop Punk is looked at as immature. But then I look at bands like Bad Religion, or The Offspring. Both of those guys have Ph.Ds and tour full time and yet nobody knows that. I think that Pop Punk and Punk Rock in general is shaped to a lot of people. It makes me feel young, and I’m really doing it for me. I’m not doing it for anyone else. So, it doesn’t really matter what the scene thinks.

The Courier is always looking for new writers and photographers.

Contact either Sydney Harsh or Lauren Villella for more information on writing for the Courier.

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"Play as many shows as you can, and be very amicable. Just be friendly with other bands, and be friendly with other people in the scene because you need them as much as they need you.”

- Rishi Bahl, on his advice to young musicians

Interesting in joining our staff?

The Courier is always looking for new writers and photographers.
call when they come to college, and having the comfort of not having to do everything alone is much appreciated. Even just having a familiar face there that can also help translate long and difficult medical terms is a saving grace.

You were a competitive gymnast, so do you feel that competing has helped you in your field of athletic training? If so, how? If not, what is an experience you wish you had to better help you every day at work?

Well, I didn’t have an athletic trainer at gymnastics, so that is something I wish I would’ve had. But being a competitive gymnast all year round, I can relate to athletes. Things like injuries in the off season and, obviously, injury during the season when you’re frustrated not being with your team and competing, so it definitely helps me mentally be able to better listen to what the athletes are going through. But I was only a gymnast, and that is probably my one regret: that I didn’t do any other sports. So, coming into athletic training, I had to learn the mentality of other sports, especially working with a team and what that’s like. Gymnastics is more of an individual sport, so I didn’t have anyone fighting for my spot, but I wish I would’ve had that team experience so that I could understand people’s point of view better.

Athletic training is a specific major to study in college, that is hard to get into and hard to get out of. While you were studying at Pitt, did you ever regret your decision to join the athletic training field?

No, I struggled at first, learning how to deal with different personalities and different sports. I was just an adjustment but I always had goals and I worked really hard to meet all of them. It was interesting to me to see the reality of what athletic trainers get paid and the hours they put in, especially at the college level. They don’t get paid and the hours they put in, especially at the college level. They don’t get paid a lot if they are hired by the school, like Pitt. Their athletic trainers work so hard all year round. But working with UPMC, I don’t work in the summer, which is nice. After seeing the reality, there was a point where I thought, ‘Maybe I should be doing physical therapy.’ But I really enjoyed sports specifically and I don’t always have the patience for the physical therapy world, and what they have to deal with. I fortunately never struggled in school and I really enjoyed my experiences. However, had I worked with sports that weren’t as exciting, maybe I wouldn’t have had the same level of interest. I never really thought of doing anything else, I kind of knew of what I wanted to do since I was a junior in high school.

What was the most challenging or difficult class that you participated in college?

It was probably my physiology class and we took that our first year in the program, which was our junior year. It was more just the professor, I think, and how she taught. It was really hard for me to go to class. But I never took physiology before, really, so I think that’s what made it harder. A lot of people struggled with that class and had to retake it.

If you had not chosen your major, what would your profession be today?

I feel like I would’ve went a teaching route, I really enjoy teaching. I work with people in school. When I was in high school, I was a teacher’s assistant in college. I don’t think I would’ve done anything else in the medical field, like I never wanted to be a nurse. Physical therapy was definitely out of the question. I just like explaining things to people, and even here, I get to teach when I get the Pitt and Duquesne students that come here to learn. That’s something I still might want to do, teach anatomy.

What advice do you have for a student who is considering this career, or a student who has already begun schooling for athletic training?

Make sure you shadow an athletic trainer. Make sure it’s what you want to do after looking at the time and the not so glamorous stuff that comes with athletic training. I have to give out water, and I have to deal with texts late at night or early in the morning. If someone is considering athletic training and physical therapy, the schedule is a deciding factor for most. Physical therapy is more of a 9-5 job, and no one bothers you when you go home. However, athletic training is a fully invested thing if you sign up at the college level. You don’t want to negate that lifestyle. Make sure you understand that it isn’t just watching sports all day.

What made you choose to pursue your career at La Roche College?

I honestly never had an experience at a D3 school before I came here. I guess it was what I didn’t like about a D3 school that I thought I would like about a D3 school. Everyone’s playing because they really love the sport, which I love to see. It’s just more of a family atmosphere here at La Roche, more than it’s a business. Most of these coaches have been here for a long time, and that’s something I can do my job more here than I could at a D1 school, where I’m going to be under a lot of pressure from coaches, other athletic trainers and the original doctor. Also, I like that I can work with all of the sports. If I would work at a D1 school, I would only be assigned to watch football, which I think I could probably do, or maybe even two sports teams. I like the diversity of sports that I get to deal with and it’s a nice change of pace sometimes.

What would you say are the pros and cons to your job?

I kind of get to do whatever I want and people trust me. It’s also great to get help people accomplish their goals, and maybe help someone I would like about a D3 school. Everyone’s playing because they really love the sport, which I love to see. It’s just more of a family atmosphere here at La Roche, more than it’s a business. Most of these coaches have been here for a long time, and that’s something I can do my job more here than I could at a D1 school, where I’m going to be under a lot of pressure from coaches, other athletic trainers and the original doctor. Also, I like that I can work with all of the sports. If I would work at a D1 school, I would only be assigned to watch football, which I think I could probably do, or maybe even two sports teams. I like the diversity of sports that I get to deal with and it’s a nice change of pace sometimes.

What was the worst injury you’ve ever witnessed? Please explain the cause of the injury.

I’ve seen broken bones, bad concussions where people don’t know where they are, bad dislocations, and kids keeping their heads on the ground. I remember one injury, a man was driving forward first into the mat and was paralyzed and not responsive. He couldn’t feel anything at all. It was a really hard thing to deal with and it’s a nice change of pace sometimes.

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Females are often not taken seriously in a sports related field. Do you feel that your gender has hindered you in any way? Have you ever experienced gender discrimination in your career?

I honestly never had an experience where I felt like my gender was an issue. I remember one time a coach watched an injury. She ended up having to spine board and move him. He ended up being okay, but you just feel so bad because you’re just watching a sport and yet, someone’s life can be drastically changed. You have to watch people get hurt with are when seniors get injured, especially at the beginning of their seasons. I feel especially bad for them. They lose their whole season and then you feel guilty for wishing that it had been a freshman.

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Diversity, continued from page 16

Diversity

Candace Okello

"I have a vision of what I want to see before I leave here and I’m committing myself here until I see it. It is about acknowledgement more than anything."

Candace Okello

Diversity

Candace Okello

been challenged and having enough
stance on something at least having
with a certain perspective, but that
leave the same way they came in then
that is a successful program to me. So
perspective than they came in then
engage in what the topic is and be
that is not always going to happen,
possible and regardless I always want
as a successful program. When I came
institutional things. I focus on the develop
message that I also do more institu
strategy is to get people in the room
ing what that's going to look like. My
 Diversity, continued from page 16

When it's time for your program
to come out, do you believe you
got enough support or too little
upport? I really had to redefine what I see
as a successful program. When I came
in what I perceive to be successful is
to get as many people in the room as
possible and regardless I always want
that to be a space where they don't have
to feel there is a support. I ultimately
ant that is not going to happen,
and so if I can get at least five people
in the room and I could get them to
ing in classrooms, or in the diversity
room and you to provide the message
that I want a community to be created
and (feel) there is a support. I ultimately
people who have the same background
because I feel like being a minority
at a predominantly white institution,
there is a lot of weight that students
and I want that to be a space
where they don't have to. I'm focusing
on achievement not only in the classroom
but also just how those students
feel like outside of it and how we do not only
get served, but serve. So, that's why
I think is important for them
to take part in campus communities,
campus organizations and
give back to students in the
community that aren't often
carried and I want them know
that they can do it and be a part of the
community. I take students to differ-
ent conferences so they also develop-
ing professional skills and leadership
to prepare them for when they gradu-
ate. That is my vision and to educate
people on campus too.

Being that La Roche boasts
about being diverse do you think
it has a diverse campus? What is
your definition of diversity?
La Roche defines diversity by their
international students and so because
we have a large number of interna-
tional students which is typically un-
usual for a small liberal arts college like
ours. When people look at or come
to our institution that is unfamiliar they
would say it is a very diverse campus,
but the problem with just focusing on
that as just diversity is excluding
the Black Student Achievement (BSA).

You are also the director of a
group called Black Student
Achievement (BSA). Explain the
need to create this group and
what justice does it serves on
La Roche's campus?
When I first started working here,
the first question I asked was what
was the retention rate of our students
with color. The largest domestic an-
ality population that we serve are
African-American students and when
I looked at the rates and the statistics
I was shocked because it seems to be
that no one was paying attention to
the fact that our black students were
not graduating at nearly as close a rate
close rate as the rest of the student body.
That was problematic for me because
I feel in my opinion that it has been
overlooked and so my attention was
drawn to that. I like to create,
I want to create a program or a group
that was intentional about how we
serve our black students.

Explain some of the commu-
nity service activities that your
student involvement with, what
the group stands for, and their state-
ment?
The statement that I want it to say
is that, "We Exist," and that our pres-
ence is important to this campus.
I want a community to be created
and (feel) there is a support. I ultimately
want people to have that space
because I feel like being a minority
at a predominantly white institution,
there is a lot of weight that students
carry and I want that to be a space
where they don't have to. I'm focusing
on achievement not only in the classroom
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ent conferences so they also develop-
ing professional skills and leadership
to prepare them for when they gradu-
ate. That is my vision and to educate
people on campus too.

Do you agree that they should
re-route the way they teach the
LRX course Diversity and Dis-
crimination?
100 percent. Because I'm not a part
of the conversation, I'm not educated
in order to graduate, should they
have a class that everyone needs to pass
that as just diversity is excluding the
Black Student Achievement (BSA).

Do you think that since LRX is
a required course, do you want
in order to graduate, should they
weaken it just a little to incorporate
what's happening in today's world?
I don't have it as a conversa-
tion? I want to have an intergroup dia-
ology for people to see that if
we are going to make people have those deeper conversations. This is what needs to
be happening in these LRX classes and
why we want students to continue
to have our diversity conversation, but
I don't believe that even some of our faculty
and staff are ready to facilitate those
certain conversations. I would have
to gauge their comfort level, with even
their ability to even have the conver-
sation, but I don't want everyone to say
that they can't do it but if they are ready themselves and so that
is the problem. They would continue
to be asked over until somebody real-
izes it or if I could push hard enough
for people to realize that this needs to
exist and we just can't keep doing
the same old things and thinking that
we are going to get something different.
cause we're not. People are going to
continue to not take these classes
seriously where my problem lies. When we fo-
tinue to constantly hear people go-
through the motions and there is
rth with this issue. I don't believe that they
are really letting people know that it's
there. There needs to be something
dering in these classes, exercises, etc.
that are required classes. It's the perfect
space and opportunity for it to hap-
p, but it doesn't the way that I be-
lieve it should. So, absolutely these conversations should be happening in
these classes.

Do you have any future on im-
proving the diversity and inclusion
on campus?
Yes. I have a vision of what I want to see before I leave here and I'm committing myself here until I see it, or even before I feel comfort-
able enough before I hand off the baton. It is about saying something
more than anything. Do our black or Latino students have equal opportunity, access, or even acknowledgement as the popula-
tion that gets the most attention. I would like to see more scholarships and I see it more disproportionately affecting lower black students. It is exactly why they leave or transfer be-
See diversity, Page 23
cause financially it’s just an inability. I
think that is what a part of my job
has been, to meet that need, but that
has to be an institutional effort not a
Candace Okello effort, because I am
only one person. I want to work to
ensure that I am not the only person
doing the work. A greater visibility in
knowing that I exist and my programs
exist. I would like to see a heightening
in the way they recruit our students
with color. So, in the strategic plan I
already brought up how the way we
hire and who we are hiring and what
that looks like. I think that is step
one, like what does our hiring prac-
tice look like and how do we ensure
that our faculty and staff is reflective
of our students, so doing that work.
Also, collaborating with whoever (is in) HR to help make that happen. So,
institutionally I would like to see that
happen. Developing more initiatives
that are targeted at the retention ef-
forts of the students of color that we
already have on campus and continu-
ing in trying to create spaces for very
intentional cross cultural dialogue to
take place and intergroup to tackle
some of these heavier issues. I think
if the spaces are being created in very
intentional ways, then I think that life
would spring out.

Is there anything else you want
to add?
I do not want this interview to
come off negative because I am in-
credibly grateful. Even though I am
kind of bumping up to certain things,
my experience here has been great
in terms of the support that I’ve re-
ceived, the opportunities that I have
and my ability to serve students in
different ways and different capacities
whether in the classroom, through
programing, and even through indi-
vidual meeting. So I am truly grate-
ful for the shifts that are taking place
and a space that I have been able to
carve out and so I don’t what it to be
negative because there is a lot of great
things that are happening even in the
midst of some difficulties.

Diversity, continued from page 22

La Roche brings peace as the year ends

(From left to right) Jenna Colussy, Mayisah Mokhtar, Allison Bosworth, and Angel Sanchez volunteered as models for the fashion show

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