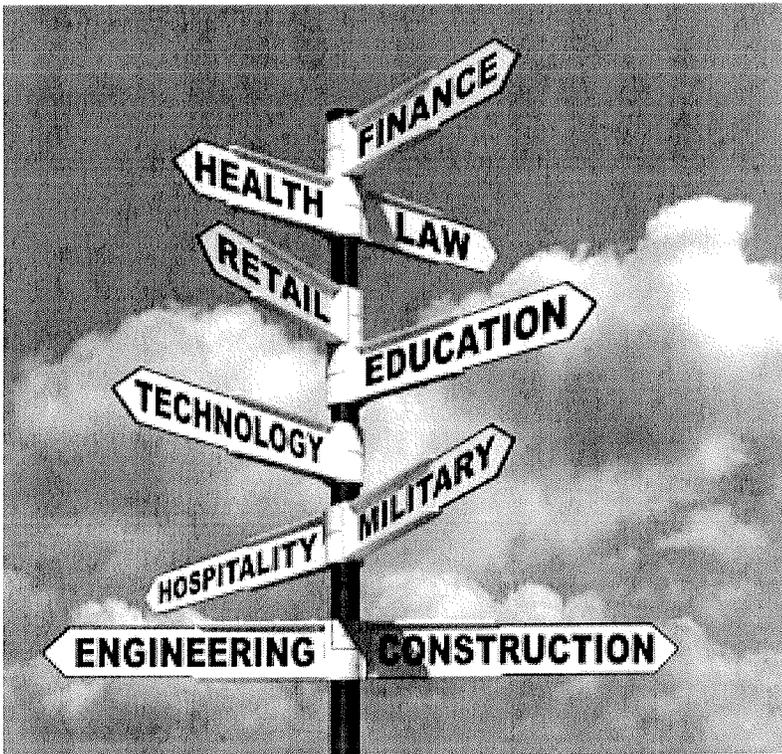


The Challenger

A Publication of The Harper College Honors Program

Issue 1 - November 2012



Inside this Issue:

My Major Decision	2
Tracking for Graduation	4
What is Right for Me?	4
Go With The Flow	5
High End	5
Mobil App	5
Star Trek is Coming	5
Honors Courses	8

Start. Finish. Go Forward.

My Major Decision

By Ingrid Palmer

It all begins at a young age, I would say three or four years old. "What do you want to be when you grow up?" seems to be the go to question when adults happen upon an interaction with a child. Each adult seems to think that the child they stumble upon has life all planned out. I would be very impressed if any child did since I, being a sophomore in college, am still relatively undecided on my major decision. My answer to the overused "go-to" question used to be "an actress," although that dream died out when I realized what my chances were given that I had absolutely no connections. This began the what-seems-to-be-never-ending journey to make my major decision. If there is a student at Harper who has a hard time settling on a major, it is me. Since my childhood fantasy phase of wanting to be an actress, I have somewhat settled on broadcast journalism. Although the journey between actress and broadcast journalist sounds short, for me, that was not the case.

My love for acting began at the age of eight. From ages eight until fourteen my life was musical theater. I was involved in over twenty musical theater productions, with main and supporting lead roles in many of them. Singing, dancing and acting were all I ever dreamed of doing for the rest of my life. But on my fourteenth birthday I realized there were other things I enjoyed, so I joined competitive cheerleading. This sparked the idea of wanting to be a professional cheerleader. I was in the gym

every day of the week for practice or tumbling lessons, fully dedicated to developing my tumbling skills further and bettering myself for the team's sake. This phase lasted a couple of years until I processed that no one can really make a living off of that career (if it is even considered a career for anyone).

I then wanted to be a horse trainer. I had always had a love for horses but that love turned into an obsession when my Dad bought me a horse the summer before seventh grade. I thought I had finally figured everything out. I even began practicing training my horse to do



different tricks to prove to everyone how dedicated I was to horse training as an occupation... Until veterinarian school became an option . . . and I realized how many extra years I would be in school.

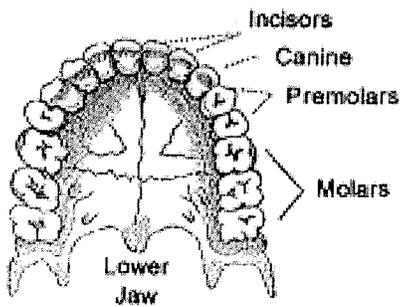
At this point in my life I had decided I would be a stay-at-home-mom like my mother. I would get married and have six kids and never work outside the home. But my freshman year in high school came along and my mom began working and I realized if I wanted to work once my kids were in school, I needed a plan. I didn't know what that plan would entail but I knew that one needed to be present in my life.

Motherly instincts have always come extremely naturally

for me, which led to me beginning to babysit at age twelve. Becoming a doctor seemed like the most logical choice I could make. Medical school then came into the picture, which didn't overwhelm me at first. I then looked down the different practices in the medical realm. The regular family doctor, a neonatal specialist, and nurse all seemed like noteworthy options. In all of my previous options I experienced hands-on work which at first drew me into the option of that potential career, but the further I got into what the job would actually entail, the more it sounded boring and uninteresting. However, even after considering the many long and hard hours that I would have to work at a cold hospital, medicine held my interest. In the case of medicine, it was the amount of schooling that pulled me away.

But from that spiraled dentistry. I had always had a fascination with teeth, and I thought making such a great living working on something I loved would be ideal. Dental school isn't as long as medical school, which also made it more appealing. I shadowed a family friend who is an oral surgeon and I enjoyed the hands-on work of the job. I decided to major in biology... Until I took a chemistry class, which quickly changed my mind away from dentistry. Speech Pathology then became a potential option in my head. I went to work with another family friend who does this for work and really enjoyed all the students who came through her doors. I have always loved kids and helping them just seemed like something that would be beneficial for both ends. But I wasn't ready to let go of taking art classes, so I then thought down the path of art therapy stemming from

my art classes in high school, with a push in this direction from my previous art teacher. But the more I thought about it, the less I wanted to be stuck in an office everyday. There is something not active enough about that for me. Therefore, after all of these ideas and shadowing people who had the



jobs, I got an interview at a radio station, AM 560 WIND and AM 1160 WYLL, to be a promotions assistant. Broadcast journalism is now my decided major and I believe it fits me perfectly. I absolutely love my job because it has everything I enjoy doing wrapped into one thing. Broadcasting will allow me to be social, have something new happening daily, and keep me on the go.

I think it is important to shadow someone who has the job you are pursuing in your major before you decide to go after it full throttle. Over the many different majors I have considered, I only decided not to go down that path because after shadowing a person with a potential career option, I didn't enjoy the actual work that went into the job. My biggest concern for students at Harper is that they will declare a major prematurely in hopes of getting ahead with classes, but in fact, wasting time for lack of planning and research on the desired career's actual hands-on work.

Since I had such a difficult time deciding my major, I thought it might be helpful to ask one of

the counselors, David Antonides, in our career center at Harper a few questions to make it easier for other students to settle on their major decision. He told me what he recommends to students who are currently still undecided at Harper; "One thing they can do is spend time in our career center. We have career counselors and do assessment testing for their strength and interests fit into different careers. A counselor can assess those tests and apply them to the different career options." He explained how they would figure out a student's interests; "We ask them what kind of classes they liked in high school and see if you can find the subjects and activities they enjoy. Also, it is important to find out which values are important to that student. Fashion design for example is very competitive, but a particular student may want security and not want to work super hard to get into that type of business. Instead they should find something that incorporates design into a more stable career for this particular student."

Antonides mentioned assessment tests that are available to aid in your decision that are free and open to all Harper College students: "The assessments- I guess you can call it a test but there is no right or wrong answer... We are just trying to find out what a person's natural strengths and interests are and where we can apply those. A lot of fresh out of high school students are still trying to find out who they are, so the assessments help them figure that out and is helpful even when it doesn't direct you to a specific career." For those of you interested in shadowing opportunities for different careers, The Career Center can point you in the right direction. Antonides said;

"We have a person in our career center, Teresa Sellers, she handles internships. There are some departments where the coordinators for those departments will allow shadowing. Police and fire science would be available, as well as internships built into the different programs that would actually allow the students to be part of the job and do hands on work." The final advice David will be sharing with us is on how important it is for a student to declare a major quickly at Harper, since so many students struggle with this for multiple years while in attendance. "It depends on the major. Sometimes it's really important if a major is really specific, for example, architecture. However this is now becoming a two-year program. Some programs at four-year colleges recommend students transfer after one year." Antonides explained that Harper has a good general studies program: "Harper does a good job of getting students what they need even if it takes two years. The associates degree is set up with 2/3 are general studies, which all apply to the bachelors degree. I think it is important to know what you want to do but you really can't force it. That's why counselors are good to help since they have experience in this area." Harper has opportunities for every student to develop skills in any field in which they show interest; it is all just a matter of how to get involved. If you have any questions about majors or career counseling, I would advise you to get an appointment with a counselor in our career center right away so that you can let them help you as a student, form a goal and make sure that you reach it.

Tracking for Graduation

By Ingrid Palmer

Making sure you are on track for graduation or transferring is an important part of attending Harper. I have spent countless times meeting with counselors during my first semester trying to map out what classes I need to be taking each semester in order to transfer on time. But recently, I have found a tool that I think every Harper student will find useful and time efficient, The CAPP Evaluation. Go to Harpercollege.edu and sign into your Harper Student Portal, and click on the "My Advising tab across the top of your screen.

My Advising My Harper

On the left side of the screen, click on the link that appears as the one below.

Run my CAPP evaluation

Next select the term which you started attending Harper and click the "submit" button. The next screen has a link that says "What-if Analysis." Click it. Next select your entry term again, then the degree you wish to obtain (Associates in Arts or Associates in Science is recommended). Next highlight the only option in the down bar. Click submit, and on the next screen do not change anything, only click "Generate Request."

Here you can view all classes you have taken, grades, which areas you still need classes to fulfill credits and much more. This has become my own personal counselor when it comes to registering for classes at the beginning of each

semester. I hope it is as useful for you as I find it to be for me!

What is Right for Me?

By Ingrid Palmer

Below is a sample test from the Career Center, my answers are in bold.

Question: 1. As far as the ideal work environment:

- A. I would prefer a free-thinking environment with few rules
- B. I don't care to be in control
- C. I Prefer to work alone
- D. I would like to have stiff competition
- E. I would like to work with my hands

F. I would like to work with people

Question: 2. People see me as:

- A. Cool-headed
- B. Generous
- C. Safe
- D. Logical
- E. Flexible**

F. A risk taker

Question: 3. I am known for:

- A. Going with my gut feeling
- B. Being generous
- C. Organizing things**
- D. Getting the job done
- E. Having initiative
- F. Challenging myths

Question: 4. I enjoy:

- A. Being prepared
- B. Helping others
- C. Trying new things--even if they sound crazy
- D. Figuring out how things work
- E. Being in control.**
- F. Discussing theories

Question: 5. In a group project, I'm the one who:

- A. Does the research
- B. Checks the details and keeps others on track.**
- C. Wants to get my hands dirty

- D. Comes up with the main idea
- E. Helps others understand
- F. Gets emotional

Question: 6. I like to work:

- A. With colors and words.**
- B. When I have clear guidelines
- C. Outside
- D. To get things done
- E. In groups
- F. On problem-solving tasks

Question: 7. I enjoy working:

- A. With mechanical things
- B. To make money**
- C. In a neat environment
- D. To get to know people
- E. Math problems
- F. Inside my own brain

Question: 8. I am intrigued by:

- A. Inventions
- B. Challenge of making money
- C. Literature
- D. Patterns
- E. Feelings of others.**
- F. Animals

Question: 9. In pioneer days I would have been:

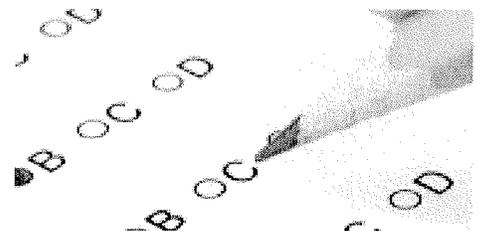
- A. The owner of a general store
- B. A doctor
- C. A judge
- D. A writer
- E. A teacher

F. The first to settle on a frontier.

Question: 10. I am hooked on:

- A. Reality shows
- B. The Apprentice
- C. Medical dramas
- D. Police dramas
- E. Courtroom dramas
- F. Comedies

I am a social personality type! Recommended degree programs for me were teaching, ministry, coaching, counseling, nursing,



political science, sociology, anthropology, history, journalism, and psychology. These results verified that I am looking down the right paths for myself because I have considered each of these majors!

Take the quiz yourself and see what majors would best suit you at “homeworktips.about.com/library/maj/bl_majors_quiz.htm”

Go with the Flow

By Ingrid Palmer

If you are the kind of person who enjoys following the flow of things, then you may be interested in knowing what the most popular majors and careers have been recently. The all-around most common major is Business. It's a very general major and can be applied in many work forces, and this is why it is seen as a good start to a successful career. The second most popular is Psychology. This has been growing over the years, as it has been found to make people so successful. Nursing and Biology come next in line to most commonly chosen majors. Education is the fifth most popular, and our country is lucky that is the case because that means the youth of our country will be educated. If you are still stumped on picking between these top five most common majors, continue on to the article “High End.”

High End

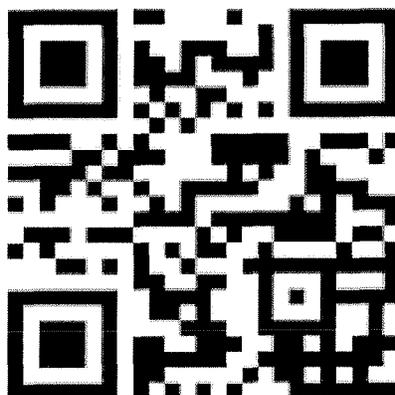
By Ingrid Palmer

Many college students select their major in order to have the highest potential at making a lot of money in their career. This is why you might be interested in knowing which majors can rake in the most revenue in your future. Medical school and engineering school are

the two highest bread winners and will probably remain there far into the future. Former pre-med majors have a median pay of \$100,000. If you're looking to start out a career at a high salary, this route is highly recommended, although you must still consider the cost of medical school as well as the time and dedication you will need to commit to your studies. Any type of engineering will get you between \$63,000 to \$85,000 as a median salary. Though many people start out on paths towards these careers, the amount of students per class with these majors decrease each year with the increasingly harder classes as the semesters pass. Even though many people begin down the road to medical or engineering school, before you decide on either of these majors make sure to do research on how much work you will be doing because you must understand why they do make so much money. It doesn't come easily. They earn the most money because they worked the hardest for their educations.

Get the Harper Mobile App

for iOS, Android and Blackberry Whether you're new to Harper College or a die-hard Hawks fan, this app will give you real-time access to online information and features including events, maps, office directory, the Library catalog, Blackboard, and more!



Star Trek is coming!

Will you be there?

By Mary Gajda

Perhaps you haven't chosen a major. How many figures of '0's, as in thousands of dollars, do you actually want to earn? Do you want to be more confident about your financial future? Harper College is the place to find the answers. Don't feel badly if you have changed your major. I have three times since starting at Harper. However, I have kept the goal within the medical realm. My empathy to assist people has always been deep within my heart. I wanted to channel these feelings in a career that would allow me to contribute to society in a non-traditional way.

Initially, I met with my counselor here at Harper College, who took stock of my interests, hobbies, lifestyle, volunteer clubs, and my prior successful courses. She reviewed them carefully, and with a lot of interactive discussion we discovered a possible avenue in the medical field of coding and billing.

One of the prerequisites for my associates was the Health Science core class called Health Care Technology and Informatics. In the class, particularly on the Blackboard discussion, I came



across a podcast about a field called telemedicine, an extensive classification of remote healthcare that does not always involve clinical facilities. As a matter of fact, the doctor's office comes to the patient. This type of medical practice is where the patient enters a mobile van and has a consultation with a physician thousands of miles away. The physician can interact with the patient and can offer the diagnosis by using highly advanced technology in real time. The physician has two monitors: one displays the patient's face and the other displays the problem area, for example the tonsils, a skin irritation, and abrasion, etc.

Also loaded within the van is very lightweight sonography equipment, consisting of a hand-held scanner and a six-inch crystal wand. This piece of equipment was initially designed to be taken to battlefields and accident scenes. A remote diagnostic equipment stethoscope with amplified sound allows the patient as well as the doctor to hear the heartbeat. This allows the physician to express immediately to the patient whether or not the sounds are normal or abnormal.

At last I had direction, and knew exactly what I wanted to pursue: a career in telemedicine! This option was a way that I could work alongside my husband, (another

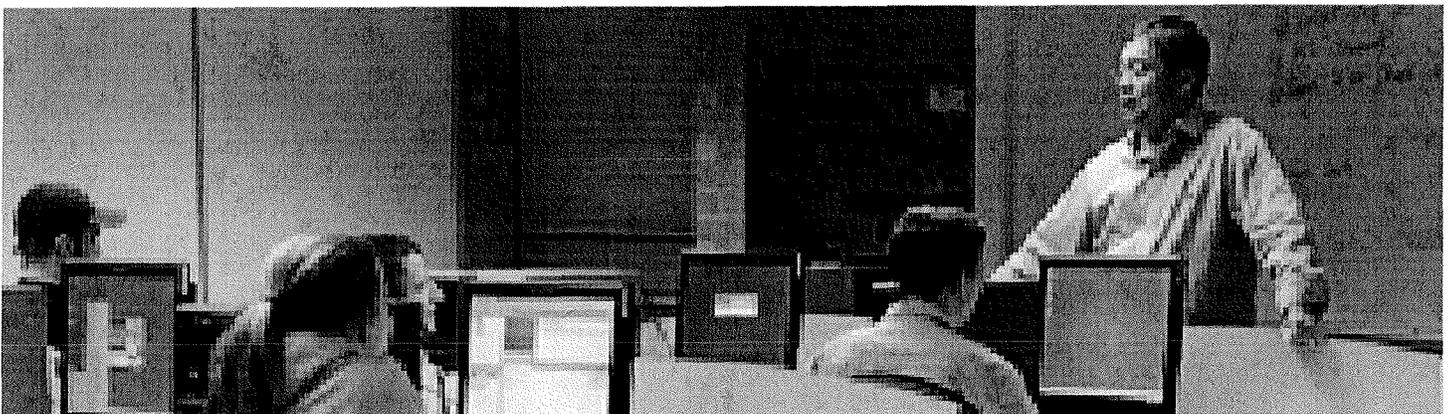
student here at Harper College training in sonography and phlebotomy) and assist others receiving excellent advanced non-invasive health care. I expressed to my professor that this was what we had been looking for.

Having open communications with the professors here at Harper is a wonderful opportunity we all have as students. My professor, Ms. Cathy Shike, expressed to me that she had a teacher in high school who demonstrated such passion and desire for everyone in the classroom to be successful that she wanted to emulate that in her life. She also stated that "students need patience, perseverance, and empathy to be successful in the medical environment. Each day, when they encounter new people/patients in their chosen field, they have the opportunity to make a huge impact on someone's life – how exciting to know you can make a difference!" She influenced me greatly by offering many other techniques that have assisted in improving my grades. I couldn't thank her enough for posting the podcast and for her devotion to making sure I comprehended every aspect of her teachings.

The textbook explained several more robotic methods of technology that are occurring in our lifetime where operators are greatly needed. I interviewed Ms. Cathy

Shike and asked her that even though 'Da Vinci', a three armed robot operated across the room by a surgeon. It is a costly large piece of machinery. I asked if she feels it will become more cost effective in the future? Ms. Shike replied, "I can only guess as to the future of the da Vinci surgical system. Due to the cost and size of the equipment, many hospitals can't afford or have room for the equipment. Intuitive Surgical has the patents on the equipment and launching a commercial competitor could be difficult."

After completing the HSC 104 class I felt I had a greater comprehension of the overall picture of what the medical field potentially has to offer. Some positions would be rather simplistic, while others challenging with what I felt would be much greater reward. I asked Ms. Shike for some insight as to what she might expect out of HSC students. She said, "I expect that the students who have completed HSC 104 will be well prepared for the technology they will be in contact with in their chosen field. In addition, I expect the students to be well equipped to communicate clearly and know how to research and find relevant and credible medical information for use in their job. I believe that the students who complete this course will have a life-long desire to continue to



be educated and want to share their knowledge with others.”

When I took my first science class of Biology, I thought that perhaps I could further my learning abilities in microbiology, until I learned that in order to receive the degree it would require out-of-state academics. This



wouldn't work for me since I am a returning student after 32 years of absence with two family members stricken with cancer, two households to maintain, a 15-month-old granddaughter, and meals to prepare for all the families. When I hear of others not being able to make the deadlines in their classes, I wish I could trade what little time I have with them.

The program of telemedicine initiated in space with the astronauts. It's the house call of the 21st century. Telehealth will change the way people receive health services. The inconsistency will be eliminated in Texas, or the swamp-lands of Florida, or for those in rural areas. It could even be for business facilities and those in home care. Everyone will have easy access to health care. I questioned Ms. Shike about her feelings of whether or not the Telehealth care units will multiply in the near future. She commented: "Yes – I believe Telehealth care units and all areas in Telehealth will multiply in the future. Most telehealth reports point to a significant growth in providing ways to improve clini-

cal care delivery to patients and decrease need for hospitalization. In addition, telehealth will continue to remove barriers and improve access to medical services that otherwise would not be available in rural communities.”

I asked Ms. Shike I whether she felt Harper College had an extensive Health program, and if so, for what majors, degrees or certificates in particular? She said, "Harper has available a tremendous amount of majors, associates degrees, and certifications in the health career environment. Some of the major areas include cardiac technology, cardio graphic technician, diagnostic medical sonography, dietetic technician, health information technology, mammography, medical office administration, nursing CNA, nursing PNC, nursing RN, phlebotomy, and radiologic technology." She continued, "Harper provides state-of-the-art learning facilities that include a variety of equipment and media to support and to meet the objectives of the different programs. Some of the fascinating technologies the medical labs offer are simulated environments that include simu-

lated mannequins that are computer operated and react as a live patient would react to a given stimulus.”

I investigated the rewarding salaries of some of the previously mentioned fields. Some of them are: registered nurses, \$65,000.00; radiological technicians, \$48,000.00; and cardiovascular technologists; \$40,000.00. The benefits of nursing and radiological technicians are medical, dental, and vision insurance, life and disability insurance, 401(k) with company match, performance awards, recognition, 10 paid federal holidays, 15 days of paid time off to list a few.

I strongly urge you to see a counselor as soon as you are able. Your opportunity is waiting for you! There are so many different in-demand professions, with employers looking for reputable students who will enjoy thriving there. Dig deep in your gut, find what makes you delighted, relate it to a profession with a counselor, and you're on your path to a great career!

Honors Credit Courses for Spring 2013

Physical & Life Science Courses:

AST 101-HN1: Astronomy, with Professor Paul Sipiera. In Honors Astronomy, students try to make the study of the heavens more personal through the use of more observatory sessions, planetarium visits, and special off-campus lectures. Fulfills Physical Sciences gen.-ed. requirement. 4 credit hours. Mon./Wed., 3:30 p.m. to 6:00 p.m.

CHM 122-HN1: General Chemistry II, with Professor Tom Dowd. A major emphasis of this course will be the study of experimental data and its connection to and development of theory. Students will engage the principles of chemical kinetics, equilibrium, acid-base reactions, electrochemistry, and thermodynamics. This course follows CHM 121 as the second semester of a general chemistry sequence. Fulfills Physical and Life Sciences gen.-ed. lab course requirement. 5 credit hours. Mon./Wed., 1:00 p.m. to 2:15 p.m. (class); Tues., 3:25 p.m. to 6:05 p.m. (lab); Wed., 2:20 p.m. to 3:10 p.m. (discussion).

Social & Behavioral Science Courses:

ANT 101 - HN1 (Anthropology), with Professor Helmut Publ. The course will include a variety of films aimed at enhancing the various topics we cover, plus an added bonus of a possible museum field trip. Fulfills Soc./Behav. Sciences gen.-ed. requirement. 3 credit hours. Mon./Wed., 9:30 a.m. to 10:45 p.m.

SOC 101 (Introduction to Sociology), with Professor Monica Edwards. We will explore the world through three primary trajectories: the elements of social structure, social inequalities, and social institutions. The approach of the class explores these topics through the lens of popular culture—that is, we will make sense of the social world by critiquing how the social world is projected to us through media (television, internet, and print), through education, and more. Fulfills Social and Behavioral Sciences gen.-ed. requirement. (This class also fulfills the “World Cultures and Diversity” requirement.) 3 credit hours. Tues./Thurs., 12:30 p.m. to 1:45 p.m.

GEG 101 - HLB & PSC 270 - HLB (World Geography & Global Politics), with Professors Veronica Mormino and Bobby Summers. Students will learn to identify diverse realms of the world on a map, keep up with current events, and develop and write a foreign policy platform for the United States. We also will invite guest lecturers, and participate in field trips during the semester. (This is a “linked” class; you must sign up for both.) GEG 101 fulfills a Social and Behavioral Sciences gen.-ed. requirement; PSC 270 also fulfills a Soc./Behav. Sciences gen.-ed. requirement. Both courses fulfill Harper’s World Cultures and Diversity requirement. 6 credit hours, total. Tues./Thurs., 11:00 a.m. to 12:15 p.m. (You’d be meeting for GEG on Tues. and for PSC on Thurs.)

English, Humanities & Communications Courses:

ENG 102 - HL1 & PSY 225 - HL1 (Composition II & Theories of Personality), with Professors Andrew Wilson and Charlie Johnston. As you most likely know, English 102 is “phase 2” of Harper’s freshman-composition sequence. All English 102 sections ask the students to read and write about literature, and our Honors English 102 section will be linked with an Honors section of Psychology 225. This combined course will be worth six Honors credits, and each enrollee must sign up for both halves: English and Psychology. English 102 fulfills a Communications gen.-ed. requirement; Psychology 225 fulfills a Social and Behavioral Sciences gen.-ed. requirement. 6 credit hours. Tues./Thurs., 2:00 p.m. to 3:15 p.m. (Psy. 225), and then 3:30 p.m. to 4:45 p.m. (Eng. 102).

LIT 210 - HN1 (“Shakespeare”), with Professor Alicia Tomasian. Introduction to Shakespeare will transport us back to the Elizabethan era for an in-depth study of a selection the Bard’s plays and sonnets. Readings will include about six plays, with at least one tragedy, such as Hamlet or Othello, at least one comedy, such as Twelfth Night or Much Ado About Nothing, and at least one history, such as Richard II or Henry V. Fulfills Humanities gen.-ed. Requirement. 3 credit hours. Mon./Wed., 12:30 p.m. to 1:45 p.m.

IDS 290 (Independent Study/The Challenger) offers students hands-on experience editing The Challenger, the newsletter of the Harper Honors Society. Students will work closely together in doing layout and soliciting, writing, and editing articles for this official publication of the Honors Society. Students must contact Mr. Wilson (847.925.6791/awilson@harpercollege.edu) to develop a contract for this independent study. Fulfills Approved Electives gen. ed. requirement. 3 or 4 credit hours. Limit: 4 students. Time/place to be decided.

SPE 101 - HN1 (Speech), with Professor Jeff Przybylo. Speech allows students to discover the power of the spoken word, and students will receive instruction from Harper’s award-winning, nationally respected Speech faculty (in this case, Prof. Przybylo!). Fulfills Communications gen.-ed. requirement. 3 credit hours. Mondays & Wednesdays, 11:00 a.m. to 12:15 a.m.