

EDITORIAL

CourierPolicy

The Courier is published every Friday when classes are in session during the Fall, Winter and Spring Quarters, except for the first and last Friday of each Quarter.

Views expressed in editorials represent opinions of the majority of the Editorial Board, made up of all of the Courier editors.

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The Courier encourages all students, faculty, staff, administrators and community members to voice their opinions on all the topics concerning them both in and out of school. Writers can express their views in a letter to Letters to the Editor.

All correspondence and letters for publication must be typed, double spaced and signed with the author's daytime phone number. The editor-in-chief may withhold the author's name on request. Deliver all correspondence to SRC 1560 between regular office hours, or mail to the Courier, College of DuPage, 425 Fawell Blvd., Glen Ellyn, Ill. 60137.

Letters also may be sent by e-mail. The subject heading to the email message must read "Letter to the Editor." The writer's first and last names, street address, city, state and complete phone number with area code must be included for identity verification by the Courier.

Deadline for letters meant for publication is noon Friday before publication. E-mail letters can be sent electronically to Editor@cdnet.cod.edu. Letters are subject to editing for grammar, style, language, length and libel.

All letters represent the views of their author.

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Tricky tuition no treat for students

In terms of enrollment, the college's first ever semester is a total failure.

A small dip in enrollment was expected this year, but preliminary reports from Research and Planning indicate it may have dropped as much as 17 percent.

Of course, lower enrollment means less tuition paid to the college. Combine that with the financial toll of a \$350 million construction and the Board of Trustees finds itself in a potential budget crisis.

An immediate solution would be to raise tuition, again, maybe as early as next semester, to recoup the losses of the current term. That measure could, however, drive more students away, creating an even more dramatic decrease.

If students took fewer credits, or if fewer students enrolled altogether, because of

higher tuition payments, then the last thing the Board should do is add to the burden by raising tuition to \$96 a credit.

Surely, the Board can understand that many students simply didn't have the money to make up the \$555 difference to be full-time this semester.

To remain at full-time status (15 credits), students must take two additional classes under semesters. Under quarters, a student could take three five-credit classes.

Under semesters, a student needs to take at least five



Cartoon by Aaron Babel

three-credit classes to be full-time. Combine the load of two additional classes with a tuition increase of 9.3 percent over last year and the problem takes shape.

Under quarters, a student with 15 credits would make three payments of \$750.

Under semesters, that same student will make two payments of \$1,305. Over the course of a year, that doesn't add up to much, but the difference between initial payments is \$555.

What probably didn't change, though, is student income and spending habits. Students are earning the same wages while being asked to pay \$555 more for their initial tuition payment. This payment was also due much earlier than ever before. That's a substantial gap to fill for anyone.

However, drop one three-

credit class and only pay \$294 more than last year.

Doing so allows a student to remain at full-time status for insurance purposes (12 credits or more), as well, though not technically considered full-time by the college.

Of course, the proof that students were struggling lies in the hard facts. Director of Financial Aid Mark Holysz saw financial aid applications swell by 14 percent.

Other students chose to charge their tuition. I know I did.

Nearly 19,600 students charged \$11.6 million worth of tuition this semester, Director of Finance Chris Wodka said.

Each student charged, on average, nearly \$200 more this fall, about 10 percent of their tuition.

Overall, students charged \$2.2 million more this fall compared to last fall.

The number of students using the Deferred Payment Plan also rose about 16 percent from last fall, Wodka said. These students have yet to make their third and final tuition payments.

Apparently money doesn't convert to semesters as nicely as everything else does.

No need for panic, though. Unless students want to seriously delay graduation, they will probably be more prepared next semester to pay tuition and take the appropriate number of credits.

That is unless the Board chooses to raise tuition again. We already have the highest tuition of any community college in Illinois and raising it again this year may send students elsewhere.

Tuition payments under quarters and semesters

Fall Quarter 2004	Fall Semester 2005
\$50 per credit hour	\$87 per credit hour
<u>x 15 credits</u>	<u>x 15 credits</u>
\$750 per quarter	\$1,305 per semester
Single payment difference--\$555	
\$750 per quarter	\$1,305 per semester
<u>x 3 quarters per year</u>	<u>x 2 semesters per year</u>
\$2,250 yearly tuition	\$2,610 yearly tuition
Yearly tuition difference--\$360	

Photopoll

How do you feel about the indefinite postponement of the planned parking structure?



Mike Tomala
Gen-Ed
18
Lemont

"I think that if they approved it, they should've stuck with it. That's the whole point of approving something."



Vanessa Doyle
Undecided
20
Elmhurst

"That's not nice. I think it sucks. I'd much rather have more parking than what we have now."



Jim House
Psychology
28
Lombard

"I know parking is a problem for a lot of people, but I really don't care. I park all the way in the corner and it works for me."



Anthony Mathews
Gen-Ed
18
Elmhurst

"It's kind of messed up because it's really hard to find parking now as it is."



Ada Wainwright
Assistant Professor of Psychology
31
Chicago

"I've always been able to find parking, and I'd like to see the money used to benefit the students instead."

OPINION

PointCounterPoint

Teach me to learn

By Keisha Edwards
Sports Editor

I'd like to bring to the table my recent concerns about my lack of education. I am very concerned that my tuition is not paying for the knowledge my mind so eagerly craves.

It seems that as of late I have come across two types of teachers: the ones that lecture to you exactly what you read in the book, and those who give you a syllabus, but talk about issues that have nothing to do with the class.

So my question is how am I supposed to learn?

There's only so much I can do on my own. Yes, I read the book, the handouts and I do the assignments, but I can only learn so much.

I want a teacher who summarizes the book and also brings new and outside knowledge to the classroom.

All students are different, and depending on the environment some students are motivated and others aren't.

So teachers, I'm calling out to you to make it your life's challenge to motivate and teach us. Hear me now and hear me well: please, broaden your teaching methods.

According to Professor Richard Felder and

Barbara Solomon of North Carolina State University, there are different types of learners.

There are active learners--those that learn best by doing activities. Then there are reflective learners--those who prefer to quietly think an idea over first.

Next are our sensing learners, who like learning facts. Then we have intuitive learners, who like to discover possibilities and relationships.

We also have visual learners, who learn by remembering what they see, such as pictures. Verbal learners learn best by words or written documents. Then we have our sequential learners, who like linear steps.

Last, but not least, are the global learners who learn material randomly but in the end get it.

So teachers you have to assume you have at least one of each learner in your class. Get creative and get motivated to meet everyone's needs.

A lot of students wake up for, let's say, an 8 a.m. class.

They go to class and are lectured to straight out of the book. This results in sleeping students or students attending to other things.

At 8a.m. I want to be stimulated, and in some cases entertained.

Teachers, all I'm asking is that you bring to the table what I believe I deserve: the knowledge of the book and of the outside world taught in an interesting way.

I understand that I'm an adult and it's up to me to learn, but I believe it's a two way street and it's also up to the teacher to inspire me to want to learn.

Text sets stage in class

By Graham Milldrum
Graphics Editor

Higher education is very different from high school, and many students fail to understand that. Higher education depends on each class having a common set of learning materials.

This is why students are required to purchase more books than seems necessary. This is due to the diverse backgrounds and lifestyles of the students.

What many students directly out of high school fail to realize is the variety of their fellow students. This is no longer a place where people are advanced by age group in lockstep, regardless of ability or desire.

This is especially true in a community college setting. There are more than students preparing to transfer to a four year college in the community college system.

There is a very active skills retraining program, professionals expanding their repertoire and a huge variety of other students coming to school.

For the professor, this results in an absolute mess. How can so many divergent worldviews be brought together? The answer is in the extensive use of individual learning tools. Or, to put it more simply, textbooks.

Then, when the students have come to class, they all have a common base from which to work.

Everyone has read the same material and is ready to ask questions and extend their under-

standing of that same material.

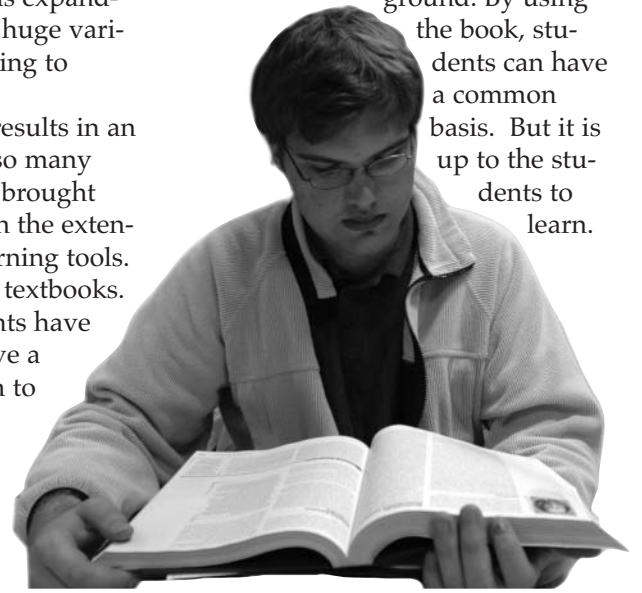
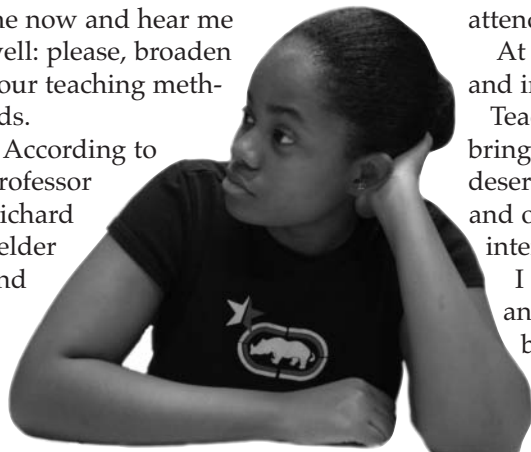
A common point has been created, one that sidesteps issues of learning styles and background.

Although a verbal learner may learn best from hearing the material, by reading the book they know what questions to ask. Global learners can take bits and pieces from the book and combine them with what happens in class. All learning types can therefore be accommodated.

In college, a teacher does not exist solely to entertain students. Students should have the desire to be in class. Although that desire might not be specifically for that class, they must have a desire for a goal.

Yes, it is ideal that the student will want to come to class. However, to make a class a perfect match for each student is ridiculous. There are upwards of thirty people per class.

All must be accommodated, and each will have a different background. By using the book, students can have a common basis. But it is up to the students to learn.



Letter to the editor

War on drugs or war on education?

As college students around the country prepare for this semester's midterms, thousands of their would-be classmates don't have anything to study for because of a federal law that strips financial aid from people with drug convictions.

The policy is currently being reconsidered as Congress renews the Higher Education Act (HEA) for the first time in seven years.

While the HEA was originally enacted in 1965 to make higher education more accessible and affordable for all Americans, the Drug Provision -- added during the 1998 HEA reauthorization -- is an unjustifiable roadblock in the path to college.

Over the past seven years, more than 175,000 students have lost their financial aid because of the HEA Drug Provision.

Every student affected by this law has already gone through the courts.

Taking away their financial

aid punishes them twice for the same crime.

Drug crimes are the only infractions that students lose aid for -- murderers and rapists are still eligible.

And because of racial profiling and the discriminatory enforcement of drug laws, the policy disproportionately keeps people of color out of college.

Last month Congress's own researchers at the Government Accountability Office were unable to find any evidence the provision actually reduces drug abuse.

In fact, other federal studies show that high school graduates not attending college are far more likely to use drugs than those in college.

Besides worsening our nation's drug problems and victimizing students who are trying to turn their lives around with a college education, this law hurts America's economic productivity and makes our streets more dangerous.

According to the US Census Bureau, college graduates earn 62% more each year and \$1 million more over lifetimes than people with only high

school diplomas.

College graduates pay twice as much federal income tax than high school graduates.

The revenue-slashing aid ban is unacceptable in a time of budget shortfalls. And the law does more than hurt revenue; it drives up public spending.

Educated people are less likely to rely on costly social programs like welfare, food stamps, and public housing. Budget hawks should be outraged that this provision prevents people from pulling themselves up by their bootstraps and becoming productive taxpaying citizens.

College graduates are also less likely to break the law and become costly drains on the criminal justice system. People with only high school diplomas are twelve times more likely to be incarcerated than college graduates. Jailing one prisoner costs \$26,000 per year.

We should encourage people who have been in trouble with drugs to move beyond their past mistakes, but the HEA Drug Provision prevents them from getting their lives back on track.

Graduating more college students means greater economic productivity and increased tax revenue, while locking up more inmates means taxpayers must pay for skyrocketing prison costs.

Keeping this policy on the books is fiscally irresponsible.

One pending proposal to scale back the law would help some students get back into school but would leave thousands behind.

The minor change would stop the provision from affecting people with convictions in the past, but students busted while in school would continue to lose their aid, leaving the fundamental problems with the law unaddressed.

Since there are already minimum grade requirements for receiving aid, the partially reformed Drug Provision would still only affect students doing well in classes. Good students would continue to be removed from school for minor convictions, many never returning to finish their degrees. The Department of Education reports that more than a third of students leaving college before beginning their second year don't return

within five years.

Partially reforming this fundamentally flawed law is like slapping a band-aid on a gaping wound. Lawmakers should fully repeal the Drug Provision and reinstate aid to all qualified individuals who want to earn a college education.

More than 120 student governments have passed resolutions calling on Congress to repeal the Drug Provision. What will you do to help overturn this law? It could be another seven years before Congress restructures the Higher Education Act again.

Concerned students and educators should urge their legislators to take the lead in helping young people stay in school where they belong.

If Congress doesn't act now, another 175,000 students could have the doors to education slammed shut in their faces.

Tom Angell
Campaigns Director of Students
for Sensible Drug Policy

Write a **letter** to the **editor**.
editor@cdnet.cod.edu
Deadline: noon Tuesday