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**News Briefs**

## EAGLE VIEW ACCOLADES AT ACMA

Staff Report

Eagle View won 14 awards at the Arkansas College Media Association on April 12 in Arkadelphia on the Ouachita Baptist University campus. The winnings from the 2023 academic year were awarded to Eagle View staff and contributors who competed in the contest.

Eagle View had 16 award recipients. In the General Excellence categories, Morgan Nunley won second place in the Website Editor of the Year category and Delaney Reaves received an honorable mention in the Newspaper Editor of the Year. Eagle View won honorable mention in Newspaper of the Year.

Samantha McClain, managing editor – Online Editor, won first place for her work “Anti-war protestors speak against the violence in Gaza” in the Breaking News category for online publications.

“I am so happy the one story I really struggled with won first place in the ACMA,” McClain said. “Writing about the anti-war protests was the hardest and most controversial story I have ever written. Walking up to receive my award was a relief and exciting to be recognized by my hard work.”

“Eagle View Expanding to Digital Age” won first place in multimedia package produced in a team effort by Samantha McClain, Delaney Reaves and Morgan Nunley. The multimedia



Eagle View staff poses for a picture after an exciting win.

package featured work from Vivian Mejia, Kyndal Kohl, Alex Diaz, Johanna Gonzalez and Madison De Lia.

Other awards received by Eagle View writers and staff members included:

- Thatcher Reckner, second place, online
- Delaney Reaves and Gillian Bunting, second place, online breaking news
- Delaney Reaves and Samantha McClain, third place, online breaking news
- Brooklyn Meek, third place in newspaper column writing and honorable mention in headline writing
- Abigail Salazar, third place in newspaper art/illustration
- Kyndal Kohl, honorable mention in newspaper reviews

- Adam Bannister and Bryce Watson, honorable mention in online meeting/speech story

- Delaney Reaves, honorable mention in online feature writing.

The ACMA conference included educational sessions, networking opportunities, portfolio and resume reviews, newspaper critiques and an awards ceremony. Nine students and one advisor were in attendance to represent the NWACC student-run newspaper.

The Eagle View advisor and lead editors requested in Fall 2023 for an allocation of funds for the trip. The funds were collected from the Student Activity Fund following the Review Board recommending the request for assistance with hotel fees and contest entry and registration

costs. Reaves, editor-in-chief of the Eagle View, extended the team’s thanks to those who contributed toward the opportunity for students to participate in the educational rewarding trip.

“This trip was a great bonding experience that I will cherish and a great way to network with other students that I may work alongside with one day,” she said. “I was able to meet professionals and learn from some of the best. I’m grateful to those who contributed to this opportunity and proud of the newspaper staff I have the pleasure to work with.”

With various schools in attendance from across the state, Eagle View members were able to network with other college students and professionals in

the media field. Guest speakers and contributors for the conference extended opportunities for students to reach out to them or their companies for questions, guidance or information about internships.

Madison Ogle, a University of Central Arkansas student, said the ACMA conference was a great experience and that it felt more exciting this year. She has attended three ACMA conferences and will graduate this May with a bachelor’s in journalism and minors in marketing and communications.

“The panels and discussions are always great, but I was more excited about how many different people and schools seemed to win. UCA ended up doing well in a lot of the categories but I was actually happy to see someone else win photographer of the year this year,” Ogle said.

Ogle said that the competition felt more competitive which made the ceremony more fun. She added that she was thrilled that various people received recognition for their good work. Ogle said that she always thought student journalism is super important and participating in competitions has been something she’s encouraged her friends to do.

“It’s great seeing hard working students be able to call themselves award-winning journalists,” Ogle said.

### Child Care Offered for NWACC

NWACC is receiving a federal grant called the Child Access Means Parents In School Program (CCAMPIS) that will provide free to low-cost high quality childcare for eligible students. The college is partnering with Helen R. Walton Children’s Enrichment Center to provide the service. Various requirements need to be met for eligibility such as being an Arkansas resident, having a child under five years old who lives with you at home for 50% of the time, completing a degree or certificate, being Pell Grant eligible, income guidelines based on the household, and other conditions for continued care.

Questions can be answered by Natasha Kile, Education Chair at nkile@nwacc.edu.

### Party at the Plaza

Student Life and Student Government Association (SGA) will host an event called “Party at the Plaza,” taking place on April 29 and 30 at 11:30 a.m. to 1:30 p.m.. The event will take place at the Bogle Plaza in between Burns Hall and the Student Center. The party will include grilling hot dogs, passing out snacks, playing lawn games, giving out finals stress relief bags, etc. The celebration is meant for students to have fun and relax before finals.

### Advising Event

A walk-in advising event for students will be held on Thursday, May 2, at noon to 3 p.m. in the Peterson Auditorium inside the Shewmaker Center for Global Business Development building. Students will be provided assistance with onboarding in Workday, course recommendations, class registration and financial aid. There will be snacks at the event and it is recommended to bring a computer. Questions can be presented to enrollment services, enrollmentsupport@nwacc.edu or by text, call 479-309-5532.

International Culture Festival at

## NWACC grant supports workforce development

By Delaney Reaves  
Editor-In-Chief

NWACC received a \$736,177 grant from the U.S. Department of Labor as part of the Strengthening Community Colleges Training Grant Program. The grant is one of four rounds annually distributed to colleges; the school is expected to receive the funds in May.

According to the U.S. Department of Labor, the “grant program aims to build community colleges’ capacity to meet the skill development needs of employers and equitably support students in obtaining good jobs in in-demand industries.”

The DOL awarded over \$5 million to University of

Arkansas-Pulaski Technical College, a two-year community college in central Arkansas, and partnering colleges. The sub-awarded organizations include NWACC, East Arkansas Community College, Phillips County Community College of the University of Arkansas, ASU Mid-South and Southeast Arkansas Community College.

Of the \$5 million grant total, more than \$700,000 will be focused within Nursing and Emergency Medical Services workforce development at NWACC.

According to the U.S. Department of Labor, the grant is a sector-based Career Pathways

program in which evidence shows support of employment outcomes that are foundational to the program. The awarded colleges work in various sectors: advanced manufacturing, healthcare, IT, including infrastructure-related sectors like construction, transportation, broadband expansion and renewable energy. Under the labor department grant program, \$65 million in funding was awarded to 16 colleges in 14 states.

According to a news release from NWACC, Mark Wallenmeyer, dean of Health Professions, said that the grant is greatly needed and it could help

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## Reach University Partners With NWACC

By Samantha McClain  
Managing Editor-Online

Dennis Rittle, president of NWACC, and Joe Ross, president of Reach University, signed a new articulation agreement that allows NWACC students to transfer all their credits into Reach University. NWACC graduate students can transfer to Reach University for a job-embedded and paid pathway to a bachelor’s degree and professional career.

During the signing ceremony on April 3, Ross talked about students now having an opportunity to build bridges between the student and employers. Reach University is a nonprofit accredited university, and the

partnership will allow 30 different degrees to be transferable to Reach University.

The partnership allows a new means of supporting working adults in achieving postsecondary goals while educating the next generations of educators for local schools. Reach University is partnering with Arkansas and several other states such as Alabama, California, Arkansas, Colorado, and Louisiana.

Reach University and NWACC can help students advance their own careers and address the teacher shortage in Arkansas, JoAnna Lever, director of community relations in Rogers Public Schools, said.

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### NEWS



Sexual Assault Awareness Month

Awareness month opens up conversations about resources and voices in the community.

### FEATURES



Spiders, sharks and snakes

Check out more about the latest Crystal Bridges exhibit featuring creepy creatures.

### OPINION



It’s a strike!

The last intramural event was a success at the Rogers Bowling Alley, read the story to find out more.



# Nolasco's *Figures 2* chosen for Small Works on Paper

By Samantha McClain  
Managing Editor-Online

It was the last meeting as a class of Drawing I for Vianny Nolasco during finals week. Steven Wise, their teacher, had finished critiquing everyone's final drawings and then encouraged the whole class to start submitting work to exhibits. Nolasco submitted their piece called *Figures 2* and became the first NWACC student selected for Small Works on Paper.

Small Works on Paper is an annual touring art exhibition sponsored by the Arkansas Arts Council, Cheri Leffew, special projects and events manager for Arkansas Arts Council, said.

Nolasco had submitted other artwork for the student show at NWACC, but SWOP was the first exhibition they've submitted work to outside of NWACC. They decided to submit their artwork, *Figures 2*, because it felt important to start getting any art out in front of people and it would be a good experience, Nolasco said.

"I am glad I could bring some NWACC representation to the show," Nolasco said.

Nolasco created *Figures 2* as a part of a trio of works during the summer. They were experimenting with materials and trying to figure out what they wanted to do and say with their art, Nolasco said. Nolasco submitted all three works, but *Figures 2* was chosen.

Nolasco used charcoal to do the underlying drawing because they find it easier to be loose and gestural with charcoal. They also used charcoal to fill in the

background to enhance texture. After that step, they layered gouache on the figures to incorporate some color into the artwork.

"Start getting your work out there! After taking a bunch of art classes here, I can say that there is so much talent here at NWACC," Nolasco said. "I feel like lots more NWACC students could be represented in SWOP and other similar shows if they tried submitting." (Pull Quote?)

Eric Smith, NWACC faculty member and chair of the President's Advisory Council on Art, said "We (The President's Advisory Council on Art) have been lucky enough to host this prestigious show several times over the years, but this year is uniquely exciting- for the first time, and NWACC student (Nolasco) is one of the 39 selected artists."

SWOP is on display in venues in different parts in the state of Arkansas and aims to make stops throughout the state. The list of host locations rotates each year, particularly if there is more than one venue in a town that regularly hosts the exhibition, Leffew said. Galleries can be located in two-year colleges, as well as universities that often serve as a host location. This included towns such as Little Rock, Searcy, Fayetteville, El Dorado, Blytheville, Bateville, Monticello, Helena, and more.

SWOP started as a limited exhibition in 1986 at University of Arkansas Little Rock. The Arkansas Artist Registry was a program at the UALR from 1986 to 1994. The exhibition



Photo provided by Vianny Nolasco  
Vianny Nolasco showcases the artwork chosen for Small Works on Paper. It is the first time an NWACC student's work has been chosen for the exhibit.

began touring the state in 1988 and in 1995, the AAC took over the registry and coordinated the SWOP program from 1995 to the current 2024 tour, Leffew said.

The online registry is free to join and it offers artists an opportunity to have ten images of their artworks featured on the AAC website, Leffew said. The registry allows members to receive updates about exhibitions, fellowships, grants and other professional developments.

From April 3 to 26, SWOP was featured on campus. All artworks are for sale unless designated as sold, not for sale, or purchase award. According to the pamphlet for the 37th annual SWOP, prices on the artworks do not include the frames and all proceeds go to the artist.

AAC will start accepting submissions for the 2025 exhibition on June 1, 2024. SWOP is open to artists who are Arkansas residents and 18 years or older. Artists are required to join the Arkansas Artist Registry prior to submitting artworks. Artists can submit up to three artworks on paper and created within the past two years. Artworks must be able to fit in frames that are 18" x 18" or 18" x 24" when the work is matted or mounted. The deadline to submit images will be July 26, 2024, Leffew said.

The process was easy and the hardest part was just trying to decide what to submit, Nolasco said. Nolasco will submit another artwork for the 2025 exhibition.

## ORT changing it up

By Vivian Mejia  
Reporter

ORT On Demand is an on-demand ride sharing service of the Ozark Regional Transit Authority that offers door-to-door rides within designated areas of Northwest Arkansas cities. All you must do is download the application from your cell phone and book an on-demand ride, and one of the designated bus drivers will come to you.

For many years, the fare was completely free but as of March 4, on-demand public transportation began to cost \$1.25 per passenger/trip. Discounted rides will be available to those who qualify: that is, those who have a disability or are 60+.

Erika Finnestead, who is the marketing director at Ozark Regional Transit, explained that the on-demand buses had a \$0 fare in previous years, thanks to a grant from the Walton Foundation. They believed that if they helped the community use transit in the beginning, the transit system would continue to grow.

"We were and still are grateful for the Walton Foundation's support to boost our ridership in this way," Finnestead said.

The ORT board decided in December 2023 that a change was needed to help the system continue to grow. ADA riders and those on fixed routes are still able to ride at no cost.

ORT has two fixed routes and two on-demand transit (ODT) routes in Fayetteville, two fixed routes and one ODT in Springdale, one fixed route and two ODTs in Rogers, and three

ODT routes in Bentonville. In addition, ORT offers an express bus service between Fayetteville and Bentonville. On April 1, ORT On-Demand launched the area's first intercity/regional bus line. The BRX (Bentonville-Rogers Exchange) route consists of a total of six buses during the busiest hours of the day. The buses run every 30 minutes and will not require transfers; the fare will be zero for all passengers.

Regarding the changes of locations and new stops, a few people have questioned whether these routes are also designed for those with disabilities. Finnestead explained the objective is that there is freedom through transportation, and it is hoped that passengers with disabilities will see it as a transportation option.

Students, those with disabilities, professionals, and others may depend on the bus because they have no other means of transportation. Allison Davidson, a student at NWACC, has been taking the bus for two years and takes it daily because it is the only way to get to class.

"It has been a great service and I have enjoyed all my bus drivers too! I think it is an amazing addition to our community to be able to travel where we need to," said Davidson.

Davidson shared that these recent changes such as adding an additional fixed route are good, as it allows people who cannot get a ride on demand to easily jump on a bus that is nearby. However, the change to move the stop from the front of Burns Hall to SE Eagle Way has drawn complaints.

"I know a lot of people who

have complained about it, because for those who rely solely on the bus to go anywhere it's an unnecessary decision," she said. "It means we have to walk a lot farther than usual, especially the people who take classes in Shewmaker. If local high school buses can stop in front of Burns Hall, why not the city bus?"

Many students do not understand why the Burns Hall stop was changed so suddenly. Some say the new stop is much harder for those with a disability because the road is much longer and more tedious.

Finnestead explains that pick-up and drop-off locations are dictated by safety, and road supervisors who regularly travel the routes ensure that riders and drivers have a safe trip. All protocols have been discussed, tested, and reviewed multiple times with various people in leadership. Every bus or van is accessible for those with a disability. They also have ADA vans (Americans with Disabilities Act) that help the community.

Adeola Abe is an international student who has been taking the bus four days a week for the past two years. Abe commented that the new stop is not the best for students.

"People who need On-Demand, they cannot wait in Burns Hall or in the library," she said. "Instead, they have to go out into the cold in front of ... Shewmaker."

Abe also gave some suggestions on what the bus could do. She suggested they could better link Fayetteville into these plans. In addition to this, Abe noted,

the On-Demand is scheduled between 9 and 5 o'clock and 9 and 3 o'clock, and it is exceedingly difficult to get a bus.

"I think they could have done a better job at working on the routes they already had instead of creating a whole new route," Abe said.

Davidson would like to see the eliminated stop re-established. "My only suggestion would be to move the stop back in front of Burns Hall again so it's more accessible and less time to walk," Davidson said.

With all these recent changes many are wondering if more changes or new routes will follow.

Finnestead commented that it would be great to have new routes. It's similar to the process cities use for a new road or building. Once they receive approval of a budget and their vision. Along with recommendations, supporting data and community involvement, a route is created.

"We do encourage our community members to get involved through our amBUSsador program," she said. "We help empower them to create change. Your voice as a community member is more powerful than ours."

According to Finnestead, amBUSsadors are advocates for public transportation; the hope is that with the growth of Northwest Arkansas public transportation will grow.

For more information visit [www.Ozark.org](http://www.Ozark.org), follow them on social media @OzarkTrans, or email [ORTinformation@ozark.org](mailto:ORTinformation@ozark.org).

NWACC

Citizens of the World club will be sponsoring the International Culture Festival happening Saturday, May 4, at 6:30 to 9 p.m. The festival will be in the White Auditorium inside Burns Hall on the Bentonville campus. The event will feature and showcase various cultures through clothing, performances and student participation.

### Service Learning Scholarship

Students who have completed service learning in Fall 2023 or will in Spring 2024 can apply for the Service Learning Scholarship. The deadline is Friday, May 3; applicants will need to submit an essay and a recommendation from a faculty or staff member on the students behalf. Those applying need to be enrolled and plan to take classes at NWACC in Fall 2024 or over the next academic year. Early college experience students are not eligible. Forms can be submitted at <https://forms.office.com/r/6xHJ8AxqLW> and questions can be directed to [SL@nwacc.edu](mailto:SL@nwacc.edu)

### Chamber Singers Spring Concert

The NWACC Chamber Singers will perform choral music, solos and duets from various musicals on Thursday, May 2, at 7 p.m. in the Walmart Auditorium. The musicals include: Hamilton, Into the Woods, Mary Poppins, Newsies-The Musical, A Little Night Music. Additional music to be featured will include picks from composer Andrew Lloyd Webber and the operetta, Naughty Marietta. The concert is free and open to the public.

### Eagle View Needs You

The Eagle View student-run newspaper is looking for students who want to contribute to the printed newspaper, online blog-site, social media platforms, podcast or YouTube. If you are interested in getting involved, learning new skills and being a part of recording history, Eagle View wants you! Journalism degree is not required; writers, photographers, videographers, copy editors and graphic designers are needed. Contact the Eagle View or [dreaves2@nwacc.edu](mailto:dreaves2@nwacc.edu) for more information.

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### MISSION STATEMENT

The NorthWest Arkansas Community College Eagle View student newspaper shall provide students with a public forum for responsible news reporting and commentary and shall reflect commitment to integrity, truth and excellence.

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Corrections shall be made in print and online in the event of an error of fact. No content should be amended without the knowledge of the editor-in-chief after it has been published. Eagle View does not remove content from [www.nwacc.edu/academicdivisions/commart/studentnewspaper/default.aspx](http://www.nwacc.edu/academicdivisions/commart/studentnewspaper/default.aspx) at the behest of a source under any circumstances.

## CORRECTIONS

In the case of factual error in a print story, a correction will be run in the next issue after the error is discovered. Any corrections to facts in an online story will be made immediately, with an editor's note marking the date and the nature of the correction. Small grammatical errors may be updated without an editor's note.



# Awareness efforts

## Why students are not alone

By Delaney Reaves  
Editor-In-Chief

April is Sexual Assault Awareness and Prevention Month; the movement was nationally observed for the first time in 2001. Efforts to bring awareness can be traced back earlier than this from events, marches and awareness weeks.

The NWA Center for Sexual Assault is a nonprofit in Springdale with the mission to provide a safe haven for healing and hope to adult survivors. Through education and awareness, the center has a 24-hour hotline and counseling for clients. Naudia Walton, an advocate with the NWA Center for Sexual Assault, said the awareness month is important because it brings attention to sexual assault and how it impacts the community.

“The most important thing I think about when we bring awareness to this month is giving those individuals a voice,” Walton said.

“We give them that voice and that hope,” Walton said. “This month is important to show and highlight that this happens, and it happens everywhere.”

The NWA center provides advocacy for survivors to support, advocate and guide them through the process of reporting an assault; they also can attend court meetings if needed. Free forensic exams are a resource the clinic offers up to 48 hours after the assault occurred. These test kits are kept for seven years in case clients decide to pursue legal action later on.

Free counseling for survivors or secondary survivors who may have witnessed or have loved ones who have gone through trauma is offered. Support groups can be attended at the Springdale clinic every Wednesday at 5:30-6:30 p.m.

The center does not provide shelter but does give clothing or refer survivors to more resources in the area. It is funded solely by grants that fund different projects to reach demographics in the area.

The Children and Family Advocacy Center in Little Rock provides shelter for adults and children. The shelter works along with the NWA Center for Sexual Assault, but the forensic exams cannot be taken with a minor unless there’s an active investigation.

The NWA Center for Sexual Assault occasionally partners with NWACC, setting up a table for prevention and education on the campus. Prevention education

training can be provided to campuses or companies to present and educate about sexual assault and domestic violence.

By following the center’s social media pages, individuals can find out more about volunteer opportunities with the center like events and help with the hotline. Sharing posts for others to be informed and educated on resources out there can be a helpful way to spread awareness.

Non-paid internships can be a resource through the center to be trained and help advocate for social media or work with clients, intakes for counseling. Common majors that have participated in the internship have been psychology, social work and criminal justice.

“College can create safe spaces; I feel like it takes something happening on campus for them to create organizations and create space for people to come to talk about what’s happening to them,” Walton said.

Stephanie Morris, Child Advocacy Studies program coordinator at NWACC, said that she had been a deputy prosecutor for 12 years. She said the training she received to handle sexual assault cases was almost none.

Morris said there’s a real need to prepare and train individuals in professionals’ roles on how to work with survivors in any setting.

“The court system should never make something worse for women and men who have been assaulted but it very often does,” Morris said.

Morris said that preventing secondary victimization, how to use trauma informed practices, how survivors may see and experience the world differently after an assault is crucial to understand.

“What I try to teach my students is that we shift the language from: what’s wrong with you to what happened to you,” Morris said.

Morris said she thinks that the campus has many offerings in coursework to help prepare students to know how to respond. The criminal justice program teaches how to investigate cases that work with traumatic and tedious cases.

Presentations, on-demand and virtual offerings for these materials can help to inform those attending the college. Morris said it is important to offer more for virtual students due to the huge subset of virtual students who might miss on campus events.

Morris said finding alternative

ways to help those who are thinking about reporting or want information may not be the safest or comfortable way for survivors to gain access through presentations. Using the free counseling and wellness center on campus is a great way as well as posting information to resources inside course announcements.

Morris said that peer-to-peer contact is important; it is more likely that the student will be open with another than sitting at a desk across from an employee.

“We underestimate how much that peer to peer mentor and counseling, you know being available, is helpful,” Morris said.

Resources on campus include the Counseling and Wellness Center, the security department, nursing and health professions. Morris said that is important to give students actionable steps to take if they have been through a traumatic event.

“That’s what simulations do, let’s give you some actionable things that you can go and do instead of just being informative, and that’s what’s missing a lot of times,” Morris said.

“Helping people understand, what should my response be if someone I know or care about has been assaulted and how do I use a response that is not blaming, not shaming and practical,” Morris said.

“The neurobiology of trauma and how traumatic situations actually affect our brains in the moment and how that affects our responses later. It’s a big piece that none of these lectures ever talk about,” Morris said.

Hormones are released like Oxytocin, which may cause people to be loopy to make them feel better which impacts the emotions resulting in the brain’s way of trying to protect itself.

The hormones in the brain affect how individuals respond; survivors and their circles can all have different ways they react and cope with traumatic events.

“There’s so much more stigma and heaviness for men who are assaulted coming forward, men are taught they’re supposed to stick up for themselves, they are supposed to fight back ... They don’t always have that opportunity,” Morris said.

“The hurdles that men and young boys have to jump through to report are even greater than for women,” Morris said.

“Boys feel victimization the same way that girls and women do,” Morris said, adding that they have less support and much more stigma to get through the report

process.

She said that she is proud of how the training center has been used to educate students and community members to better respond.

The National Child Protection Training is one of a handful of centers like it in the world. The building contains simulated investigation protocols and staging to train future professionals. A medical room, courtroom, and fully functioning mock two-story house are used by the CAST program and criminal justice department.

Wendy Dover, NWACC nursing professor, has been teaching at the college since May 2021.

Dover said she tries to make efforts to have discussions about sexual assault awareness in her classes; she felt the conversation was lacking when she first started teaching.

“If you are a victim of a sexual assault, even though you might be embarrassed or scared, you always have resources,” Dover said.

Dover said that at the college she wants the resources to be made more visible on campus to open up conversations for people who are dealing with abuse.

“Making sure that the resources are out there for our students to know that they have a safe place to go would be helpful,” Dover said.

Dover said she is passionate about supporting people to get the help they need and to feel comfortable reaching out. She said that their own mental health is something that needs to be considered as well.

“As a nurse, I’ve been doing this a long time, seeing these people come in whether or not I have a background with other issues, it hurts you,” Dover said.

Dover said it is important to support the nurses and the future nurses due to the impact of being in the field. She said she recognizes this is a sensitive and difficult conversation for students and professionals.

The workshops and discussions can be triggering, but resources are talked about so that the nurses can be able to have confidence and power that they can do the job.

If you or someone you know has been through a traumatic event, it’s possible to reach out to your peers, the free counseling center or professors or staff on campus. Outside campus resources include the NWA Center for Sexual Assault 24-hour hotline: 800-794-4175.

# Overdose kits now accessible on campus

By Chelsea Castillo  
News Editor

A new state law was enacted in 2023 that requires public high schools and state-supported institutions to carry opioid overdose kits.

As of Jan. 1, Arkansas Act 811 went into effect requiring all public high schools and state-supported institutions to carry opioid overdose kits on campus. All NWACC faculty and staff are required to complete training on the kits and freshmen students are asked to complete training as well.

Teresa Taylor, executive director of institutional policy, said, “We want to make sure anyone who is in need has immediate access to this life-saving medication.”

The opioid overdose kits contain the drug Narcan, which reverses overdose for people who have opioids in their system. This drug comes in a nasal spray already assembled and ready for use. Some might find it troubling that the usage of another drug can fight off an overdose.

“Society tends to paint a picture of opioid overdose only occurring in ‘addicts’; however, we know based on nationwide data that anyone who is taking a prescription opioid, even temporarily, can accidentally overdose without realizing this is taking place,” Taylor said.

The kits are located inside

Automatic External Defibrillator boxes on the Bentonville, Washington County and Brightwater sites inside all buildings. Campus DPS police officers also carry kits on their person.

“We include this information during the mandatory training with all new incoming freshmen, on our website, and will soon include it in our Vector training module (online training platform) for students,” Taylor said.

Taylor said that she hopes to have information and training on the kits in the Vector training modules by the summer.

Jason Crabb, NWACC criminal justice instructor, said, “I have yet to complete the training, although I have reviewed the online protocols. I think we all have trepidation about responding to a medical emergency, and while that doesn’t subside. I believe training opportunities such as these provide the assurance and tools needed to effectively respond.”

Crabb said that the kits bring more security to NWACC’s campus faculty, staff and students by ensuring there can be a way to resolve an overdose scenario.

“I commend NWACC for being proactive and addressing the subject with our campus community, and providing the materials and training needed to respond accordingly,” Crabb said.

connection and computer.

With the partnership, NWACC students can transfer and earn their bachelor’s degree at little to no cost while providing local schools K - 12 grades schools with the next generations of teachers, Rittle said.

According to a press release, NWACC had a long history of working with regional employers to align the school curriculum to local industry needs and equip students with the ability to transfer to a four - year university.

In each program, students will pursue a Bachelor of Arts in Liberal Studies while concentrating in education science at Reach University, according to a press release. For students to be eligible for the program, students must be employed in a local school and have access to an instructional work setting such as a place where the student can observe or participate in mentoring for approximately 15 hours a week.

Foundation said that it will give NWACC’s Bentonville campus the Northwest Arkansas Design Excellence Grant, according to KNWA. This grant will provide support in the search for a qualified firm to develop a campus master plan and will address current needs along with the future growth of NWA.

The Northwest Arkansas Design Excellence Grant will be \$230,000.

Dr. Rittle, NWACC president, said that the region is going to expect from the college and that the institution has to step up to the plate and provide great things. He said that the gift from the Walton Foundation will help make expectations achievable.

“We want to be able to reach that student regardless of their station in life, and as a result, we are constantly adapting to the needs of the student. It’s students first. It’s student-centered,” Rittle told KNWA.

“Students need to train on the best equipment available, and this grant will help,” Wallenmeyer said in the release. “The addition of more educators allows for a lower student-to-teacher ratio as well. This helps students get connected more with their instructors and gives them a better learning environment to be more successful.”

In other grant news, the Walton

Continued from Degrees page 1

The objective is to address the teacher shortage in Arkansas and allow students to earn a bachelor’s degree at a cheaper cost, Ross said. Reach University is actively trying to solve America’s teacher shortage by creating a pathway for potential individuals to earn a teaching degree.

Current students learning the employee culture of the school district can help potential teachers stay long term in the district and comfortable from going to school to work, Deanna Reed, special education teacher, said.

Reach University uses a different method from a traditional college. Instead of going to classes to earn a degree, the university uses local schools as a university learning place with an accredited degree, according to reach.edu. The university is an online institution with live classes on Zoom and tuition costs no more than \$75 per month while students use their own internet

Continued from Grant page 1

community colleges get healthcare workers into the workforce quickly.

“The Department of Labor recognizes that the workforce in healthcare is continually growing and in continuous need,” Wallenmeyer said. “Two of the biggest shortages in healthcare are nursing and Emergency Medical Services personnel, and the Department is taking a great effort to combat the shortages across the nation.”

The Health Professions dean said that the grant will help community colleges replace worn and outdated equipment and hire additional educators to assist in the training of nursing and EMS students.

“Students need to train on the best equipment available, and this grant will help,” Wallenmeyer said in the release. “The addition of more educators allows for a lower student-to-teacher ratio as well. This helps students get connected more with their instructors and gives them a better learning environment to be more successful.”

In other grant news, the Walton

# Tapia takes on LIFE

By Stephanie Roat  
Senior Photographer

Since Maria Tapia became the LIFE program’s success coach, she has helped local high school students in the Latino community, find success transitioning to college. Tapia’s journey with NWACC started in 2018. At the time, she was an administrative specialist for the disability resource center. During that time as an administrative specialist Tapia “got to learn more about the LIFE program and what their purpose was.” In September 2023, she saw a job listing for a new success coach and jumped at the opportunity. Tapia expressed excitement about being a part of this program, stating, “I definitely wanted to be a part of LIFE because I’m able to not only work with it with students from high school transitioning to college, but also their parents.... [Y]ou know, to answer those questions.”

Now, Tapia’s job is just that! With the LIFE program, she reaches out to high schools throughout the area such as Rogers Highschool, Bentonville High, Springdale, Heritage, and others. Outreach takes the

form of school visits during the springtime, during which, Tapia works with highschoolers to let them know what NWACC has to offer. This outreach continues during the summer. LIFE hosts a summer program for those in 9th through 12th grade. “It’s almost like a day-camp,” Tapia explained, where students get a tour of the campus, play games, and have lunch. Finally, in the Fall, Tapia works with her supervisor and Director of Hispanic and Latino Outreach, Juanita Franklin to put on the LIFE Quiz event. This event was explained by Franklin to be, “[A] one-day academic competition where area juniors and seniors represent their high schools to compete in various subjects such as geography, math, science, trivia, etc.” Franklin stated that while she works with a team on this event, “Maria played a big role in organizing the competition portion.” LIFE outreach throughout the year allows Tapia to prep incoming students for what is to come.

However, the job is not finished after students graduate high school. After they enter NWACC,

they stay with the LIFE program as LIFE students. Through the program, Tapia helps students find educational resources such as the math and writing centers on campus, as well as community resources when needed, such as SNAP benefits or Medicaid. Tapia also contacts LIFE students weekly, to monitor their success, and see what resources they may need. Tapia expressed that this is an important part of her job as a success coach. She stated, “[M]y title kind of says that right? [M]y job is to make the students successful.”

Tapia and the LIFE program do not just help students, but parents as well. The main program at LIFE that specialized in parental outreach is called Padres. Franklin expressed that Tapia is a “huge part” of this special program. Padres works with parents of Latino, first-generation students and helps them navigate the path to college. This includes helping seminars in Spanish, helping with the admissions process, and getting documents together such as the FAFSA and DACA. Helping

parents is a special part of the job for Tapia. She stated, “I would say... the thing that’s creating the most memories and... what feels really, really good is giving the information to those parents who might not understand what college is like.... Just finding out that college is possible for their students... [I]t always brings a huge smile to their face and it... it makes me feel good because I feel like I’ve helped them out.”

Tapia’s start as the new LIFE success coach seems to be, well, a success. Through her work in the LIFE program, she helps students and parents reach their dreams of higher education. What started as just a passing interest for Tapia while she worked at NWACC, has turned into a new way of life for her.

Scan the QR code below to watch and listen to the full interview with Tapia.





# Professor sabbatical to focus on AI

By Delaney Reaves  
Editor-In-Chief

Professor James Laughton has been teaching at NWACC for 25 years and has been granted a sabbatical in Fall 2024 for Artificial Intelligence research. During his sabbatical from his English instructor role, he will develop course advancements and bring community perspective to the institution.

According to the NWACC faculty handbook a sabbatical leave is a benefit to eligible faculty to encourage professional and personal development. Recipients take leave from teaching and service duties to engage in other academic work. The work may include continuing education, scholarly or creative projects and/or development of curriculum.

He put together a professional development session for Early College Experience instructors regarding the use of AI within the college. Laughton said he was concerned about the impact, such as plagiarism and copyright issues, that the technology could have on students. He wanted to teach the instructors how AI works and how it is navigated to fight common misconceptions.

Laughton's sabbatical was approved during the spring semester. He will create a self-paced Canvas course for faculty as an introduction into AI. This will consist of defining the AI software and showing them the different platforms that are used. Other components include creating a syllabus policy, what to do in the case of plagiarism, and the issue of false accusations regarding plagiarism.

Laughton said that some departments are very universal and might follow similar syllabi and plans, but there is much academic freedom in how faculty can go about the course.

"We have outcomes for courses, but we are responsible for building the courses that meet the outcomes," Laughton said.

Laughton is taking online professional development workshops to extend his knowledge in preparation for course development and research. Laughton said that the most important thing to learn within AI use is how to prompt correctly.

"AI gives you the ability to build curriculum or at least frameworks for curriculum very, very quickly," Laughton said.



Laughton generated a photo using PlaygroundAI with the prompt: "combine image with Mary Had A Little Lamb in the style of Picasso." The image was generated from a generic photo of the professor next to a water fountain on campus.

During his sabbatical Laughton will be going into the community to interview local businesses that have adopted AI systems, including those in the medical and sciences realms, to document how the area is adopting it. He said he is seeking out learning from anyone in the local community who is extensively using AI tools or in the early stages of use.

"I think it's really important that this be connected to our local community," Laughton said.

The goal after reaching into the community would be to tailor the knowledge shared with instructors in hopes of connecting to the local employers to in turn help the students.

"Anytime you use any kind of technology like this you should be thinking about what are the implications of it," Laughton

said.

A big concern Laughton has is misinformation and those who have ill intent on how they can use the tools. Laughton's main positive with AI is that it allows the user to complete daily tasks quicker and advance capabilities we once did not have in technology.

Laughton said that job loss is a concern and that some jobs are initially going to be impacted by the advancement of AI within daily lives. But you still have to be an expert or have the knowledge to know when AI is producing an error.

"If you don't know the information, how are you going to know what's an error?" Laughton said.

"It makes it more important and more timely I think to teach media literacy and to learn media literacy yourself whether you were taught it or not," Laughton said.

"Media literacy is such an important thing because technology is just so embedded in our life, and this is just going to make it even more so," Laughton said.

Laughton said that he urges those to use the AI programs responsibly and to treat it like an unreliable Wikipedia entry rather than a library database source. His advice: if library peer reviewed information is needed don't go to AI yet.

He hopes his work will help instructors to become more comfortable talking about AI with their students and to decide how and when it's appropriate to use the systems. The work that Laughton will engage in will help people to understand the pros and cons of using AI detection tools. His goal is that the professors who want to use it are able to learn how to in more productive and robust ways and that students will benefit from these efforts.

"[For] young people that grew up and are true technologists, I'm really excited to see what they can do with these tools," Laughton said.

Laughton said that having emotions and personal perspectives within creativity and work improves the product. He said that he has found his students somewhat reluctant to use the technology and that he thinks they want to think and understand the material on their own. "What it produces is never as good as what a student who's putting forth the effort will produce," Laughton said.

**"What it produces is never as good as what a student who's putting forth the effort will produce,"**

**Jim Laughton**

"I was 1 more blown away by this [AI] than in retrospect I was by the internet simply because the internet developed more slowly than this is," Laughton said.

Colleen Lawrence, NWACC Curriculum and Instructional Designer, said that she is glad that Laughton is able to have the opportunity to take the sabbatical and continue his research. She said that Laughton has been a point of contact for the development of AI when it first became an occurrence and when it began to impact the college.

"He's been the AI champion since day one for us, he knows more about it than I do and he created some really helpful guides that really aided a lot of faculty," Lawrence said.

Lucas Paxton, NWACC Director of Digital Learning, said that Laughton's work will play a humongous part within the college with what he's bringing to the table from everything he has already learned and developed.

PackBack, an AI writing assistant located on Canvas, is a newer



Photo provided by Laughton

asset for students; it is non-generative and an instructional tool that prompts and guides to help improve writing skills. The resource gives the individual feedback and asks questions as they write. The AI feature launched inside courses in Fall 2023 and has officially launched globally on Canvas profiles this semester.

Lawrence said the writing center in Burns Hall 1217 is a helpful tool for students as a resource, but the AI tool might be a first step to take before going to the center.

"It will help spark your brain a little bit and lead you down the writing pathway," Lawrence said.

Paxton said that he recognizes there can be a stress for students regarding plagiarism systems flagging writing assignments as AI generated. He said that this can become an issue due to AI properties available but there should be caution before penalizing students before verifying that it is not AI.

With the advancements in AI use within education Paxton said that training students and giving the faculty awareness that these tools might do things blazingly fast is needed. But individuals need to still evaluate them to make sure they're including the human element in the design.

"There is a very broad range of faculty who want to embrace AI in their course including generative AI like ChatGPT but there is also the other end of the spectrum," Lawrence said.

Lawrence said that as each individual department and individual instructor decides how to adapt it, it will become a learning scenario for students too. If students are not aware or informed of parameters in a class regarding AI use within assignments, Lawrence encouraged students to talk with the class and their professor. She said she hopes it can be a learning opportunity.

Concerns from students about plagiarism flags of potential AI use should be discussed with a faculty member before further action is taken. Lawrence said that she understands there is a real concern for students incorrectly called out for scenarios like this. She said that this has to be a conversation had and hopefully faculty are opening it up to discuss AI operations and grading.

Lawrence said that everybody has different ways of adapting and she has seen some faculty who are focusing more on having assignments centered on the process of something like showing work rather than the final result.

"That's where the content lies; that's where the real thinking lies and it's also not as tempting and not as easy to just enter it into ChatGPT. So, there might be a swing in assignments that are more focused towards the process rather than the end result," Lawrence said.

Lawrence said that she has come across others who have noticed the impact of AI on creativity; a comment beneath a social media post from artist Amanda Palmer showcasing an AI generated artwork impacted her.

The comment read, "who knew AI art would convince me of the existence of a soul, purely because it doesn't have one."

## LIFE CELEBRATES FAMILIES

Noche de PADRES event moved inside the Student Center due to weather. The LIFE program determined to celebrate, rain or shine.

The parent event featured free food, activities, tours of the campus, music, prizes and more.

Right, Wendy Echeverria, Associate Director of Communications and student, Yuselly Escobar pose for a photo next to their tables.

Photo by Delaney Reaves



## Sevin Gallo's adventures

Samantha McClain  
Managing Editor Online

At 28 years old and never traveled outside the US or Canada, Sevin Gallo had with her three children, a 4-year-old, a 2-year-old, and a 5-month-old, while taking classes in Istanbul, Turkey. Gallo's mom joined her to help care for the three kids as Gallo studied and went to school while her husband visits. She received a scholarship to study at Bogazici University for three months in the summer.

On the first night in Turkey, Gallo experienced culture shock while staying in an apartment in a working-class neighborhood. There was the Euro Cup tournament where Turkey played against Croatia, and the new neighbors went out into the streets and fired guns, Gallo said. "I was freaked out and wrote to my husband, my friends, and my landlord and said we were leaving and I was planning to return to the US," Gallo said.

"I finally got some sleep," Gallo said, "and we liked the bread and tomatoes at the bakery and grocery store in our neighborhood so much the following day that I decided to give it a chance. I'm happy I did." After finishing the program, Gallo kept going back to Turkey for shorter periods to do research for her Ph.D.

"Because of the experience of living and working there (Turkey), I chose Turkey as the destination for the first study abroad program I created as a history professor at NWACC in 2014 and 2015."

Wendy Echeverria, former NWACC Student Government Association president of 2015, went to Turkey with Gallo for her first time traveling. Echeverria met Gallo as a student and then learned about NWACC's study abroad program. Gallo is the faculty leader on the study abroad trip to Greece and an assistant professor teaching World Civilizations. Echeverria said Gallo helped her with the application process and to get scholarships to go to Turkey.

The night before going to Turkey, Echeverria remembers eating with Gallo, Gallo's husband, and several other students at a restaurant eating Mediterranean food. Echeverria's sister and mother were also there and she remembers Gallo reassuring her mother about the trip.

Istanbul remains one of the favorite places to stay, Gallo said. "I love the Bosphorus and the Marmara Sea and cannot get enough of Islamic architecture," Gallo said. Gallo noted that she feels at home in Istanbul and throughout the Mediterranean world, especially Greece.

Gallo likes to meet new people and try new food. "I want to eat my way through the subcontinent," she quipped. Gallo wants to visit India because Gallo likes Indian art, history, architecture, popular culture and food. "The best meal I've ever had was in a little Indian restaurant in England that served Kerala, southern Indian, black peppery



Sevin Gallo with a student viewing the Acropolis

Photo provided by Sevin Gallo

curry. I nearly licked my plate, and now I have to go to Kerala and Goa in particular to taste spicy south Indian dishes from the source."

Gallo strongly encourages NWACC students to engage in study abroad. "You will learn valuable insights about the world and the people you meet and know much more about yourself," she said. "Travel helps you navigate differences and makes you more broad-minded. Traveling changes you." Gallo led study abroad programs in Greece but Gallo plans to live in Greece for at least a year once she retires.

In a community college, it is hard to maintain recruits and organize international trips, Gene Vinzant, history professor, said. Vinzant has known Gallo since she had started working at NWACC in fall 2013.

Gallo is very hard working and busy doing important things for students, Vinzant said. Gallo mainly taught World Civilizations and U.S. History, but she is involved in Study Abroad at NWACC. She is also involved in several projects such as the Holocaust Awareness Project, Vinzant said.

**"If you want to explore the world, go for it!"**

**Sevin Gallo**

As she teaches about World Civilizations, she ties the classes with Brightwater (NWACC's culinary school), Vinzant said.

The quote "Education is not the filling of a pail, but the lighting of a fire" is attributed to William Butler Yeats. Vinzant said he would use those words in describing Gallo. Gallo lights the fire within students to keep learning about themselves and see the world in a different perspective, Vinzant said.

NWACC has a study abroad program in Greece, Japan, South Korea and Italy. There are also internship opportunities abroad through NWACC. Students can study abroad with third party providers partnered with NWACC. According to [nwacc.edu/studyabroad](http://nwacc.edu/studyabroad), students and community members can study abroad if they meet the requirements.



# Socially solar: the 2024 eclipse

**Morgan Nunley**  
Managing Editor -  
News and Sports

Imagine seeing a solar eclipse for the first time and not knowing what it is or when it was coming. For most of us, in a different world, that would have happened in 2017, with our reactions and beliefs mirroring that of our ancestors. Some of those ancestors believed the eclipse was an ancient dragon going to war with the moon and sun, while others like the Mayans were using the eclipse for calculations and calendars. Regardless, an eclipse has been a key occurrence of the Earth's past, present, and future, and even with our knowledge and appreciation of the event, it continues to dazzle when it makes its appearance and captivates the minds of many.

For the 2024 eclipse event, NorthWest Arkansas Community College gathered many members of the faculty and student body outside between the Student Center and Burns Hall, as well as various other areas throughout campus to pass out glasses and food, and play games as they watched the eclipse together.

Marvin Galloway, the dean of Math and Sciences, worked together with numerous others and notably the NWACC Foundation to purchase "10,000 eclipse glasses" to hand out to students and faculty for the event in October of 2023 and the event on April 8.

"I gave out eclipse glasses far and wide to a lot of different people," Galloway commented

with a grin. Galloway commented that out in the commons there were up to 140 people at a particular time before the eclipse had even started.

Galloway also noted that many of the trees in the area were showing "mini-eclipses" in the shadows on the ground, and he took various images on his phone of these frequencies on various trees.

"When the sun is going through the tree, any spots of light would almost turn into a pinhole camera," he described. "This is nature's pinhole camera."

Dianne Phillips, a member of the faculty and a professor for various science-related subjects, spoke about being able to live vicariously through her students on eclipse day. "I was able to give my students information and direction to see the totality eclipse with some assignments and reflection on their experience."

Phillips said she went outside during the event and described it to be just as creepy as she remembered, but also just as exciting to see. Her students' responses to the eclipse assignments brought Phillips great joy and fulfillment to hear her students react to the event in the way that they did, with some giving similar descriptions to hers, with one noting it was "scary."

One of the volunteers behind the tables, Greg Barlow, an English faculty member,



**NICHOLAS** Rudajs, philosophy student, uses the solar eclipse glasses provided by NWACC to view the eclipse.  
PHOTO by Stephanie Roat

described the event as rare, and stated that it "just feels different" with the eclipse looming. Barlow was adamant about using this as an opportunity to socialize and experience an event that some of us might not be around to see again. "If I wasn't here, I would be trying to find another crowd to be with," he said. "I really think it's a chance to come together and be around people."

One of the students attending, Edward Mountz, commented that "things like this don't happen very often. It's an event that

brings people together." Mountz said that he saw many people at the eclipse he had either never met before or had not seen in a while.

The eclipse of 2024 was an event that scares, creeps, fascinates, excites, and everything in between. The event was a rousing success for the community, science, and NWACC as a whole. The widespread understanding of what this event is and how it occurs can only help the world's population. The eclipse has taken on a whole new meaning.

It brings the world's population together as one to raise their heads to the sky, with the proper protection of course, and ask questions, inform others, and make new acquaintances and friends.

In a world where most of us are divided by various opinions and actions, people were still able to come together to socialize, play games, and watch as an ancient dragon battles the sun and the moon is something that shouldn't be overlooked. This is what makes the human

experience so unique, and in turn, what makes happy accidents like an eclipse such a magical experience to share with others. So, when the next eclipse comes around in 2044, make sure you grab a few friends and some glasses and head outside to awe at the darkness that will envelop you in the middle of the afternoon.

# Diagnosing Disaster

## A glimpse inside NWACC's Regional Disaster Drill

**Debbie Upson**  
Reporter

"Help, I'm having a heart attack!" shrieked "Lily" as she bolted out of the "emergency room" door with several green scrubbed figures in tow. It wasn't a typical Friday morning. It was NorthWest Arkansas Community College's first Regional Disaster Drill.

The Center for Health Professions on NWACC's Bentonville campus didn't look any different from the outside on Friday morning, March 8. But its lobby and hallways, usually filled with students cramming for their next Pharmacology or Med-Surg test, now held "pregnant" patients heading for the Neonatal Intensive Care Unit, "disaster victims" with oozing head wounds and "missing" limbs, and "EMTs" hiding around the corner, waiting for just the right minute to wheel their next "patient" to triage.

The disaster drill was a combined effort between the nursing departments at John Brown University, Crowder College, Harding University, the University of Arkansas for Medical Sciences, and NorthWest Arkansas Community College. Nursing students and staff from all the participating schools worked together on one combined disaster simulation held simultaneously at John Brown University and on NWACC's Bentonville and Washington County campuses. Faith Paine, the NWACC nursing instructor who coordinated the regional disaster drill, said that she, John Ezell, a nursing instructor at Crowder College, and Lauren Haggard-Duff, a nursing instructor at UAMS, "were all in Joplin the night of the big tornado. All of us had a role in that event and that is why this is very important to all of us." Paine said nurses don't always know what is going to happen, so this is why they prepare students, and specifically prepare nurses for these big, life-changing events.

In the planning stages of the drill, Paine said they looked at

what type of scenario would be the most impactful in this area. Planners decided this year's simulation would involve a hypothetical explosion or a terrorist weapon being detonated at the Walmart home office. The simulation would then involve treating the "casualties" that came streaming into the three different "hospitals" as well as treating their current census of previously admitted patients.

Bystanders, who pressed up against one of the hallways in the Center for Health Professions in Bentonville that morning, might have caught a glimpse of one of the "casualties" screaming in Spanish as his gurney careened past them with a seeping bandaged elbow protruding rigidly at a right angle from his chest and his other arm wildly flailing a severed plastic arm. Sliding down the wall a little farther, curious onlookers might have caught a glimpse of Jason Cobb or at least heard him. Cobb, an NWACC nursing student playing the part of a detoxing alcoholic whose Diazepam orders did not follow him to the Med-Surg floor, was "vomiting" in the hallway. In the midst of the crisis, it took three nurses to get him out of the hallway and settled back into bed. Cobb played the part of the kind of patient who takes 10 minutes when health professionals only have two. The kind of patient who might catch his IV tubing on the bed's side rail, yanking the catheter from his arm just when his 9 a.m. meds are past due, and room 205's surgeon is looking for you.

Jon Hart, an NWACC nursing instructor and experienced critical care nurse, said some of the nursing students involved described their experience as chaotic. Hart said his response as a nursing instructor was, "Good, that is what we are trying to teach you to work with." He said the drill is designed to teach students "how to prioritize care in a crisis, how to make decisions quickly and how to triage care based on true need."

Nursing students and staff members played the part of the



Above, Justin Le cares for Lauryn Humphrey and her simulated eye wound during the disaster drill. At right, a mock patient is secured on a gurney. Students gained skills in operating in stress-full triage situations during the March 8 event. (Photos by Debbie Upson) A related video is on the Eagle View Youtube channel.

nurses, hospital staff, patients, EMTs, the press, and concerned family members. The event was choreographed down to the exact minute each new patient would burst through the doors into the triage area. Each participant had a distinct part to play. Some played obvious roles such as a triage or ER nurse. But some roles involved behind-the-scenes activities like managing limited equipment supplies, communicating with area hospitals, and dealing with the "press" and their cardboard cameras.

Each "hospital" was filled with multiple departments. On the Bentonville campus, the main nursing lab was the emergency room, complete with an "ER doc" played by Hart. Across the hallway, the radiology department "staff" were doing hypothetical CT and MRI scans. And in the adjoining waiting room, at least one irritated, vocal, and minorly injured "patient" could be heard punctuating the air with his discontent. Around the corner from the main nursing lab, the CNA and PCA lab held the Med-Surg floor, and right inside

the building's main doors was the triage area. Here, an observer could find expectant eyes peeking above the tops of disposable masks as "nurses" clad in their semi-transparent yellow infection control gowns watched for their next patient to burst through the front doors. Tucked away on the third floor were the intensive care and neonatal intensive care units.

Each campus had a different mix of students. NWACC's Bentonville campus had NWACC and Crowder nursing students. John Brown University had primarily UAMS, JBU, and Harding University students, and NWACC's Washington County campus had NWACC and Crowder students. A total of 303 nursing students participated, 168 from NWACC. Paine said the drill was also "about teaching teamwork ... having students from different schools come to our school was important because sometimes that happens in a disaster, and you don't always know the capabilities of the people you are working alongside."

The drill, starting at 9 a.m.,



was over at 10:30 a.m. However, unlike in the real world, students knew this wasn't a true disaster, and they knew when it would be over. However, at 10:30, when the seeping bandages were removed, missing limbs were "found," and "Lily" became Alexa Carnahan again. Paine said there were counselors onsite on all three campuses to talk to the students about how to deal with the after-effects. She said even though this isn't real, providers treat it like it is because someday it could be. She added a "disaster isn't over when the disaster is over. There are months and years sometimes of recovery."

This year, only nursing students and staff participated in the event. Next year, Paine said they would love to have some first responder partners come

and help with the EMS side. NWACC's nursing department is planning for this to be an annual event with a different scenario each year. Paine said some graduating NWACC nursing students have already volunteered to come back to campus and participate in next year's simulation. It is scheduled for March 5, 2025.

Scan the QR below for a closer look into "Diagnosing Disaster" with a video by Debbie Upson.





# CREEPY CREATURES AT CRYSTAL BRIDGES

## Spiders, Sharks & Snakes Oh My!

**Kay King**  
Senior Reporter

When people think of framed butterflies they might think of their grandma's bathroom from when they were growing up. Crystal Bridges Museum of American Art takes what most might think of framed insects to a whole new level. The newest exhibit, *Exquisite Creatures* by artist Christopher Marley, displays intricate patterns and mandalas of beautifully iridescent bugs, birds, reptiles and sea creatures.

Marley uses preserved natural specimens as his medium of choice. "All of the vertebrates that Marley uses in his work are reclaimed after dying of natural or incidental causes," according to information from Crystal Bridges. "He has innovated techniques for a host of organisms that are not typically considered good candidates for preservation. He also utilizes insects that are collected or bred in an environmentally sensitive manner using a worldwide network of people and institutions that share his passion for nature."

The adventure through the curated beauty of natural creatures starts with a getting a free "fear" or "interest" button featuring spiders, snakes or sharks. The buttons told those inside the exhibit whether the wearer was more fascinated or frightened by that specimen. Once inside, prominently announced was a statement from Marley, "In my mind, there is a little separating art and life sciences. It is like trying to separate dance from music. Art's purpose is to heighten our aesthetic sensibilities and our ability to empathize with the life systems we encounter. How does nature differ? We dance with it and within it. The aesthetics of nature are the rhythm we move to."

"Despite being surrounded by dead things, the exhibit was clean and nicely presented."

**Stephanie Roat**

Guests walking throughout the exhibit can be heard "oooh"ing and "ahhh"ing as well as few mumbles asking if the creatures were painted on because how could they be that colorful naturally? The security guards would laugh a little then reassure the guests that what they were looking at was all natural. Crystal Bridges seemed to have anticipated the doubt from the viewers because the museum supplied facts throughout the exhibit. For example, the definitions of Opaque, "... light cannot pass through. Instead, light scatters - the speed and angle of which determines the color..."

Translucent, "... light passes through. Hence, we can see both the color and, to some degree, see through the color..." and Iridescent, "... microstructures interfere with light waves, causing colors to change depending on the angle."

Eagle View staff went to check out the exhibit and the Crystal Bridges security guards added to the experience, one in particular would point out which bug he thought was pretty enough to make into a necklace and take home to his wife. Others would talk about how some guests would react to which pieces. Most children would steer clear of the snakes or point out that some of the birds displayed were headless! Pieces that included sea urchins looked like candy to those who visited the exhibit hungry. A fan favorite of the guests and museum staff alike was the Leafy Sea Dragon. People flocked the creature so much as to cover it from completely from those looking from a distance.

Stephanie Roat, an NWACC student who will graduate with her Associate of Art degree with Graphic Design Proficiency certificate, was also there enjoying the exhibit. "The bugs each had their own personality [and] sparked creative imaginations."

Though Roat wasn't the only NWACC connection the museum had. When looking

at the title plates there were familiar community voices that provided the viewer with more information about the subject; Paul Lowrey, NWACC professor and Physical Science Coordinator, Dr. Katherine Auld, founder of Northwest Arkansas Space and Science Center, as well as Casey Brewster, NWACC Biology Faculty and Founder of "Collared Lizard Conservation Team."

Professor Lowrey talked to Eagle View about what it was like to prepare his title plate for Crystal Bridges. "I wrote a short paragraph relating modern abalones to their fossil relatives," he said. "Before I finished my final draft, I received a message from [Samantha Best at Crystal Bridges] that she sent to all of her 'expert' content creators. She shared with us Casey Brewster's text that he had written on collared lizards,

and noted how much she liked the casual, fun, and informative tone. I thought, 'Well, mine is definitely not in that vein,' and subsequently wrote an alternate version in an exaggeratedly casual/fun tone. My thinking was that I could always tone it down a bit; it would be easier to remove some of the sillier bits than to force them into a less-casual piece. ... So I sent [Ms. Best] the alternate, 'fun' version, thinking that she could always make suggestions on what to change, but she liked that immediately with only small change recommendations. I concluded that my version of over the top must seem normal to most. There was a lot of back and forth about titles and payment that was considerably more involved than I'd anticipated."

"I attended the Saturday opening

with my wife and children, and we were all impressed beyond our expectations. As an art installation, it was exceptional. I won't deny a bit of sadness at the sheer volume of animal death represented, but my chief emotion was anxiety imagining the clutter ... that must have existed in the artist's warehouse(s) during his decades of collection."

**Paul Lowrey**

with the statement, "Biophilia is a condition that, to one degree or another, affects all of humanity. It is not a disease (though if it were, I'd have a raging case of it) but an instinctive sense of kinship with the rest of the living breathing world. It is literally translated, 'love of life.' Biophilia is pervasive, impellant and quite likely the reason you are visiting this exhibit."



Close-ups of some of the Artworks  
PHOTOS BY SAMANTHA MCCLAIN

Marley made his appreciation of life and natural beauty very clear finishing the exhibit

## NWACC Kicking Off Cycling With Bike Events

**Morgan Nunley**  
Managing Editor - News and Sports

Due to other campus activities and scheduling conflicts, the kicking off of cycling at NWACC has moved up a few days, shifted intensity, and is meant to "celebrate the end of the semester," according to Wendy Taylor, one of NWACC's specialists in cycling and technician education.

The celebration was initially planned for May 3 with a variety of activities, lights, and fun for the night ride. The conflicts meant that the event had to be shuffled and changed on the fly, with the introduction to cycling at the college being moved a day forward with some other similar events in the preceding days.

The bike social will now take place on May 2, with students being asked to gather in the parking lot at the Greenway Sculpture at the back of the Shewmaker Center for Workforce Technologies building, Taylor said.

The ride will start at 3:30 p.m., with the plan being that the participants will ride the greenway to Moberly. Going north on Moberly, the riders will turn West onto Fifth street to "head down to the Momentary where we will pick up the greenway until the Bentonville Square," Taylor said. The total distance that is expected

to be traveled is around 7 miles for this trip.

The week is kicking off with the Bike to School events, now aptly renamed the Bike to Lunch events, on April 29 and April 30. The ride on Monday is from the Shewmaker Center parking lot to the Meteor for lunch, while the ride on Tuesday is to the 8th Street Market for lunch.

The Bike to School week is an event that was created by the Bentonville Moves Coalition, a biking advocacy group in Northwest Arkansas, with many of the local high schools participating, particularly the Bentonville School District. The concept is an organized ride to school, to which the college couldn't participate in due to students all arriving at different times; the college faculty was able to come up with the Bike to Lunch events to "participate in a different way," according to the college's Athletic Director, Brooke Brewer.

The total trip on Monday to the Meteor will be about 6 miles, while the ride on Tuesday to the 8th Street Market is considerably less, with that ride totaling out to about 3.5 miles, with these rides being intended to be about an hour to an hour and a half.

In reference to the amount of time that the two Bike to Lunch rides will take, Brewer mentioned

finding a balance for the ride to be short enough for people to "fit it in their day," while also having enough time for more of the "social interaction and community aspect that everyone gets from it."

The ride on Thursday is more "casual and slow-paced" and was described by Taylor as more of a "social ridge" than the initial concept of the bike party as it was planned on May 3. Brewer suggested that the ride will be at a pace that "everyone can keep up with and there will be breaks as needed."

The breaks throughout will be provided so that the riders can adhere to various needs that could occur on the trip. The group can stop for a water break, a snack break, or even to take a picture of the Momentary, or of the scenery if they feel inclined.

Brewer mentioned the Bicycle Technician Team has volunteered and "been instrumental in helping get this going, keeping it organized, and doing things in a way that is safe for everyone."

The Bicycle Tech Team have been the main contributors to getting the bikes on campus and continuing to vouch for the safety of biking, while also welcoming the college into the biking world that has become a part of Northwest Arkansas' culture and charm.

The team was integral to working out the route that the two lunch events would take and ensuring that the ride isn't going to be too tough and adhering to the construction in the area that they will have to navigate through.

Brewer commented that to become eligible for any of these rides, the requisite information on the link <https://forms.office.com/r/TYEXPWmddz> must be filled out entirely. The link consists of eight questions and two waivers each participant must sign and agree to in order to participate in any of the rides at the end of this semester, or any future rides in the upcoming semesters.

This is the beginning of cycling at NWACC, and Brewer mentioned the plan being to have another Bike Party in the fall semester to kick off the mountain biking season that the college will be participating in for the first time.

The majority of the mountain biking events will be for those that have, at the very least, an "intermediate" level of experience, according to Brewer. The Bike Party will continue to be an annual pavement-based event, welcoming all bikers regardless of experience, with the 2025 spring semester being the jumping point for regular

pavement rides that NWACC will be involved with.

All of the cycling events over the course of the rest of the

semester and beyond will not just be exclusive to NWACC students.

All members of the community are welcome to any of the rides,



# Navigating Affordability and Accessibility Of Higher Education through Tuition Costs

**Alica Acquistapace**  
Contributor

After graduating high school, a person faces one of two choices: to continue their education or not to continue their education. Forward Arkansas is a non-profit organization dedicated to ensuring every Arkansas student has access to and is prepared for opportunities in life and a career in today's world. The organization released a report that states over 50% of high school graduates will continue their education at a two-year or four-year institution, but roughly half of that percentage will graduate with a credential or degree.

When weighing if college is the right decision for you, there are many positives to consider; having a college education demonstrates to potential employers that you can undertake and complete long-term projects. It showcases your aptitude for critical thinking, problem-solving and your capacity to adapt and learn new concepts. In today's job market, most positions typically require some college experience. Lacking a degree may put you at a disadvantage when vying against other candidates for employment opportunities.

Employers frequently prioritize candidates with a college education, recognizing the added value and skill set that such individuals bring to the table. In addition to having a 'leg up' in the career search with a college degree on your resume, you can connect with peers who share your interests. Attending college offers valuable opportunities to network with professors and professionals in your field. Engaging in activities such as attending career fairs, participating in professional organizations, studying alongside classmates, and leveraging other networking events are effective ways to cultivate a diverse network during your college experience. On top of all of that, Metropolitan State University Denver released an article about why students should choose to attend college; they stated that according to the latest data from the U.S. Census Bureau, "the median earnings

for workers with a bachelor's degree is nearly \$60,000 per year, compared to just over \$30,000 for those with only a high school diploma." So, in essence, college graduates are likely to make approximately double what noncollege graduates will make in an annual salary. Putting all the positives aside, several reasons can discourage a person from attending college. For example, a person needing to work and provide for themselves and not having time to go to school is a massive wall between them and college. Another big reason why people decide not to pursue higher education is the cost; NASDAQ published an article that states, "Among adults without a degree who aren't currently enrolled, 55% reported program costs as a 'very important' reason why they're not in college, while 45% blamed concerns about affordability due to inflation." Tuition fees can significantly impact education access, acting as a deciding factor for individuals seeking enrollment. This financial burden, particularly burdensome for those from lower-income households, often hampers their ability to attend school or pursue higher education. By striving for affordable tuition fees, educational institutions can broaden accessibility to a diverse range of individuals, irrespective of their financial circumstances.

College tuition is a huge factor when considering potential school options; in the state of Arkansas, there are different schools to choose from, but the prices vary from school to school. Arkansas has 22 two-year colleges and ten four-year colleges. NorthWest Arkansas Community College has locations in Bentonville and Springdale, where current tuition costs per credit hour are \$91 if you live within the district, and out-of-state tuition per credit hour is \$170. North Arkansas College is another two-year institution and their tuition per credit hour is \$125 if you live in Arkansas, and out-of-state tuition is \$197 per credit hour. Moving onto four-year institutions, the University of Arkansas in Fayetteville

holds tuition per credit hour at \$324.91 for residents, and nonresidents must pay \$959.08 per credit hour. Arkansas Tech University is another four-year public college in Russellville, Arkansas. Arkansas Tech has an in-state tuition of \$249.78, and out-of-state tuition per credit hour is \$499.56.

Many things can influence school tuition; tuition fees are often associated with the quality of education, as they play a significant role in shaping the offerings of educational institutions. These fees are typically allocated towards hiring experienced faculty, upkeeping facilities, acquiring educational materials and providing extra-curricular opportunities. Effective management of tuition fees can lead to an improved learning experience for students, thereby enhancing the institution's overall quality of education. Tuition is a way for schools to afford adjustments anywhere in the institution; tuition adjustments often go hand in hand with the demand for specific programs or services. Should there be heightened interest in particular courses or if students request additional amenities or resources, the school may choose to raise tuition to finance these. The institution may also find it necessary to raise tuition costs if the expenses related to running the school escalate due to factors such as inflation, heightened salaries for faculty and staff, facility maintenance, or investments in new technologies or resources.

NWACC's Board of Trustees recently vote to increase the tuition by \$12 per credit hour starting for the 2024-25 school year. Since most classes are worth three credit hours, that is a \$36 increase on each course the institution offers, which also includes increases on other fees including hybrid learning fees and health and safety fees. When a school raises its tuition, it does not go unnoticed; schools must provide financial transparency and explain why they deem a tuition raise appropriate. A potential financial strain can be applied

## Proposed Tuition & Fees Effect on FY2025 Budget

**AY2025 SSCH - Projected 5% less than FY2024 Actual**

<b>AY2024 SSCH Actual</b>	<b>142,114</b>
<b>AY2025 Projected SSCH</b>	<b>135,000</b>

2025 Expected SSCH	Enrollment (SSCH) Ratios	2025 Expected SSCH General	2025 Expected SSCH Health Profession	Proposed Charge
<b>In-district</b>	46%	55,200	6,900	\$738,300
<b>Out of District</b>	43%	51,600	6,450	\$715,950
<b>Out of State</b>	10%	12,000	1,500	\$88,500
<b>International</b>	1%	1,200	150	\$9,450
<b>Total</b>	<b>100%</b>	<b>120,000</b>	<b>15,000</b>	<b>\$1,552,200</b>

Chart provided by NWACC

to students and their families who are funding their college education. It can also affect enrollment numbers because students may only attend school or pursue other educational options if the tuition cost is within their price range or if they find a cheaper school.

Alivia Wibert, a 2022 high school graduate, decided she would not continue her education past high school through college because the tuition was too expensive for her, and she preferred the option of attending an aesthetician school. "I don't regret my decision of not going to college, but I remember stressing over the fact that I would've had to pay those tuition fees ... I couldn't do it on my own." When asked if she thinks that NWACC is an affordable option, she said she feels "it is more affordable than four-year universities, but it still isn't cheap for someone paying for their own college from their own pocket."

Luckily, students can choose whether they wish to continue their education and if they want to go to a cheaper two-year community college such as NWACC or a more expensive four-year institution such as the University of Arkansas.

Lupita Sanchez, a 2021 high school graduate, attended NWACC first because of the lower tuition costs compared to four-year universities. Sanchez is a junior at the University of

Arkansas. "When I was initially transferring to the UofA, I didn't realize how much more affordable NWACC was, and looking back at it, I am grateful to have attended a community college first." Sanchez states that the rise in tuition at NWACC "can be inconvenient to some, especially with the high cost of living, but it is still a more affordable option."

Claire White, a 2020 high school graduate, went straight to the University of Arkansas. White knows that a four-year college education holds a higher price tag. Still, White has taken a few summer classes through NWACC, "I am fortunate enough to have my parents pay for my education, but if I was in the situation where I had to pay for my own schooling, I don't know if I would even be attending a four-year college ... I would probably consider attending a community college like NWACC first because it is less expensive." When asked about NWACC's recent increase, she said, "NWACC is considered to be a cheaper school, and I feel like that's why many people go there. It will suck for some people who come from lower-income families, but at least the prices aren't as high as four-year universities."

A school's decision to raise tuition costs is influenced by various factors. In an ideal situation, students have the ability to impact the outcome. They can advocate

for more financial aid opportunities or scholarships, and they may even be included in discussions about tuition increases. By petitioning the board or speaking with college administrators, students can express their concerns and potentially sway the decision. Unfortunately, typical students attending NWACC were not afforded the opportunity to contribute to the discussion surrounding the increase in tuition costs this time. While these efforts might not guarantee a different outcome, they allow the institution to better understand students' perspectives and priorities.

Education is often seen as an investment in one's future, with tuition fees presenting an initial financial hurdle. The knowledge and skills gained through education can boost job prospects and earning potential, making the investment worthwhile in the long run. However, the financial burden of tuition must be carefully considered, particularly as rising costs can limit access to higher education. Working together to address tuition increases can help ensure that higher education remains accessible and equitable for all, regardless of their financial situation.

# Bowling Pins and Nachos: NWACC's Final Intramural of the Year Was a Strike

**Morgan Nunley**  
Managing Editor – News and Sports

The final intramural event of both the semester and school year took place at the Rogers Bowling Center, just about two miles from the college campus on April 19, with a great turnout, and some impressive bowlers.

The event was open to allow the students and staff who attended to have some fun and enjoy their time building class and college-based relationships away from campus. Some of the people present at the event included NWACC Vice President of Student Affairs Justin White, who was in my bowling lane and won the game that I played, as well as Athletic Director Brooke Brewer, who was hoping to test if bowling would "take off with students."

According to Brewer, about 50 or so people were there to bowl, with another 10 or 20 people there just spectating, bringing the total to "about 60 to 70 people at any given time at the event."

NWACC was able to snatch eight lanes, with the students and faculty getting in for free for the two hours to bowl from 1 p.m. to 3 p.m. All those associated with NWACC were also able to grab anything to eat from

the concession stand, which was also for free.

One of the groups that made their presence known at the event was the Library crew, but not for the reasons that you would think, as the group rivaled the Dallas Cowboy cheerleaders with their enthusiasm and support throughout the bowling event. The group brought green pom poms and wore NWACC colors proudly while cheering on the students and faculty bowling.

Brewer also mentioned that from everyone she talked to at the event, the consensus was that the event was "fun and we would want to do this on a regular basis and have some sort of league."

She confirmed that there would "definitely" be bowling in some form next year for the college, with the possibility of a month-long league that some of the students or even professors could participate in. The league would be something for "teams and tournaments" to be built and compete.

As far as the intramurals for next year, Brewer mentioned that flag football would be coming back as it was a "big hit" among the students this past fall. Most of the intramurals have been assisted by the Student Government Association, as they have been

integral as the communicator between the college leadership and the students. SGA has been able to relay the interests and wants of the student body for events like flag football or bowling.

These events aren't necessarily for just the experts or the experienced, with the proof being that some of the people at the bowling event, including myself, were getting zeroes at various points. "We had the whole range," Brewer said. "We had people who were excellent at bowling, and then we had people who were throwing gutter balls

but were having a great time and laughing."

Brewer noted the sense of togetherness that she had seen throughout the bowling session, and it is a particular goal of hers to continue to encourage that. "These events are something anybody can come to and anybody can have a good time at," regardless of skill level at that activity.

Photos by Delaney Reaves



Students Kennedy Mitchell and Drew Schaefer attend the bowling event together.



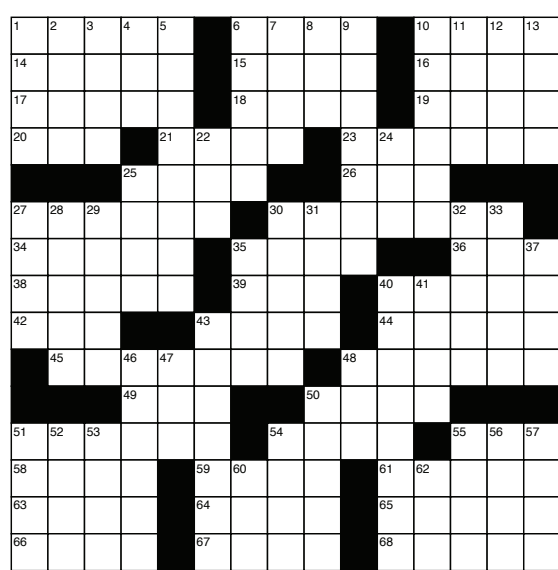
Dr. Rittle shows off his bowling skills while attending the intramural event alongside student, staff and faculty.



The librarians celebrate their wins; they later won the most spirited award for showcasing their team support.



# Crossword Puzzle



**ACROSS**

- 1 Cramp
- 6 Molten rock
- 10 Way
- 14 English King
- 15 Malicious
- 16 Resound
- 17 Type of Greek column
- 18 Dinner, for example
- 19 Bide
- 20 North northeast
- 21 Aroma
- 23 Hereof (2 wds.)
- 25 Blintz
- 26 Volume (abbr.)
- 27 Houston's baseball team
- 30 Noblewoman
- 34 Express indifference
- 35 Honey eater
- 36 What a nurse gives
- 38 Dirty like a chimney sweeper
- 39 Choose
- 40 Month
- 42 Negative

**DOWN**

- 43 Deprivation
- 44 South American animal
- 45 Giant wave
- 48 Married secretly
- 49 Hushed
- 50 Sailors
- 51 Mr.s
- 54 Duke
- 55 Leather worker's tool
- 58 Discharge
- 59 Old
- 61 Shade
- 63 Unclothed
- 64 Island
- 65 Islands
- 66 Exploiter
- 67 Screen
- 68 Broker

**DOWN**

- 1 Shank
- 2 Drudge
- 3 Green Gables dweller
- 4 \_\_ Lanka
- 5 Fungi biology

- 6 Citrus
- 7 Maintain
- 8 Travel term
- 9 Covering the entire surface
- 10 Mill
- 11 Adrenocorticotrophic hormone
- 12 Tai
- 13 Heavy freight barges
- 22 Hades
- 24 Pro
- 25 Very dry wine
- 27 Association (abbr.)
- 28 Hurl a bullet
- 29 Lopes
- 30 Cola company
- 31 Chow
- 32 Belt
- 33 Ooze
- 35 Thunder
- 37 Dressed
- 40 Hallelujah
- 41 Harrow
- 43 Civil court case
- 46 Long loose overcoat
- 47 Neither's partner
- 48 Goof
- 50 Trainee
- 51 Restaurant dinner listing
- 52 Flightless birds
- 53 Flank
- 54 Snaky fish
- 55 Competent
- 56 Small bird
- 57 End
- 60 Compass point
- 62 Chinese flavoring

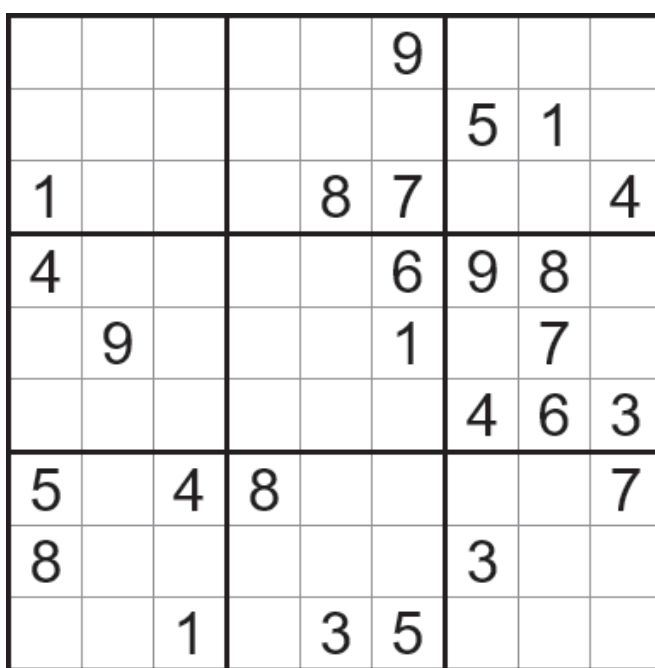
www.CrosswordWeaver.com

The solution for the crossword puzzle will be on the Eagle View website.

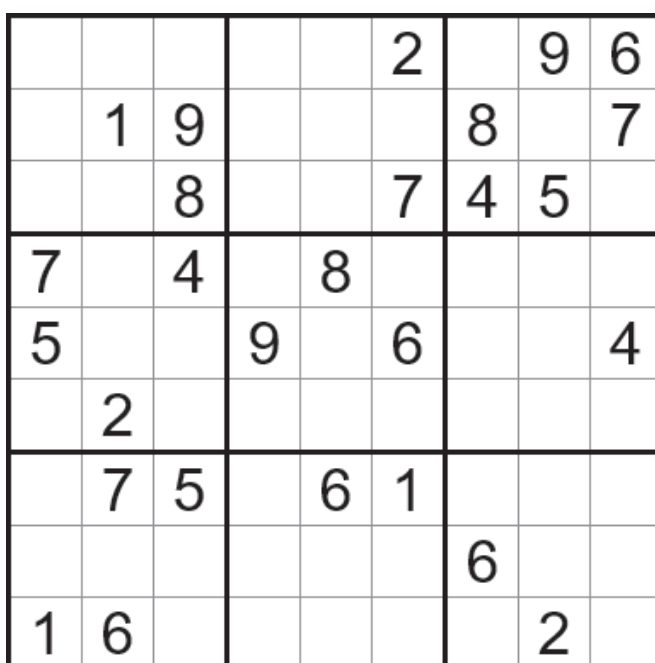
# Sudoku

Livewire Puzzles www.puzzles.ca

Difficulty: Medium



Difficulty: Hard



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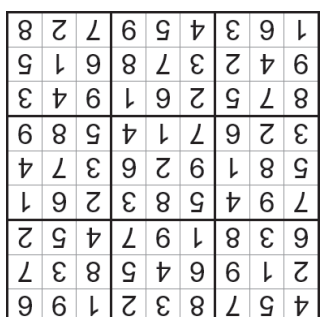
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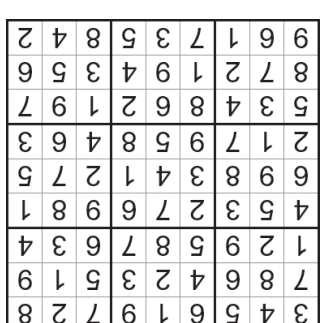
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NWACC Eagle View

Solution for hard



Solution for medium



# Solar Eclipse Quiz!

1 How many days does the Moon take to orbit Earth?

- 27.3 days
- 29.5 days
- 28.6 days
- 25.5 days

2 What was the longest duration of a solar eclipse of 2024?

- 3 minutes and 30 seconds
- 2 minutes and 5 seconds
- 4 minutes and 28 seconds
- 5 minutes and 6 seconds

3 How wide is the sun compared to the moon?

- 500 times wider
- 400 times wider
- 300 times wider
- 600 times wider

4 What eclipse is the only type where viewers can momentarily remove their eclipse glasses?

- Total Solar Eclipse
- Annular Solar Eclipse
- Partial Solar Eclipse
- Hybrid Solar Eclipse

5 Why are NASA scientists studying solar eclipses?

- It provides scientists and opportunity to study Earth's atmosphere under uncommon conditions.
- It allows scientists to study the innermost part of the corona.
- It allows scientists to study solar wind.
- All the above.

6 Over the 5,000-year period between 2000 BCE to 3000 CE, how many times has Earth experienced eclipses?

- 18,600 eclipses
- 15,600 eclipses
- 11, 898 eclipses
- 13,505 eclipses

7 When is the next total solar eclipse that can be seen from the United States?

- Aug. 23, 2044
- April 8, 2046
- Sept. 9, 2050
- March 25, 2038

8 How many rockets did NASA launch during the 2024 Eclipse?

- Five
- Four
- Six
- Three

9 Eclipses occurs in patterns. What is it called when a period of 223 lunar months was used to predict eclipses for thousands of years?

- Lunas Month
- Saros Series
- Apollo Cycle
- Eclipse Circle

10 What other ways can you view the solar eclipse?

- Pinhole Projection method
- Optical Projection method
- The Sun Funnel method
- All the above

Results of the NWACC Eagle View Eclipse Photo Contest will be published online at eagleview.news.blog

# Answer Key:

1 A is correct! It takes the moon about one month to orbit the Earth. It takes 27.3 days to complete a revolution, however, it does take 29.5 days to change from New Moon to New Moon to complete the set of phases.

2 C is correct! The longest duration of the 2024 total solar eclipse lasted of 4 minutes and 28 seconds near Torreón, Mexico.

3 B is correct! The sun is 400 times wider than the moon, but it is also 400 times further away.

4 A is correct! The total solar can allow viewers to momentarily remove their eclipse glasses. However, it is only for a brief period of time when the Moon is completely blocking the Sun.

5 D is correct! According to NASA, scientists today study eclipses to discover more about the Sun, Earth, and space environment.

6 C is correct! Earth had experienced 11, 898 eclipses of the Sun. There have been 4,200 partial eclipses, 3,956 annular eclipses, 3,173 total eclipses and 569 hybrid eclipses.

7 A is correct! NASA predicted that the next total solar eclipse that will be seen from the United States will happen on Aug. 23, 2044.

8 D is correct! NASA had launched three rockets called Black Brant IX sounding rockets from NASA's Wallops Flight Facility in Virginia. The rockets were launched for Atmospheric Perturbations around Eclipse Path study the disturbances in the electrified region (ionosphere) of Earth's atmosphere.

9 B is correct! The Saros Series has been used to predict eclipses. In a Saros Series, a solar eclipse will occur exactly 9 years and 5.5 days after any lunar eclipse and vice versa. It also takes 6585.3211 days, or 18 years, 11 days, and 8 hours after one eclipse, the Sun, Earth, and Moon return to about the same geometry.

10 D is correct! These are indirect ways to view the sun without solar glasses. The Pinhole Projection method is when the sun is behind the viewer and let the sunlight pass through a small opening, such as crossed fingers or a perforated spoon, and project the sunlight onto a flat surface. It does not mean to look through the pinhole. The Optical Projection method is using a telescope or binoculars to project the image of the eclipse onto a surface. The Sun Funnel method is to use a special aperture filter that fits on the telescope's eyepiece. The filter blocks light but a minuscule fraction of the Sun's light.

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