

acade

[Harding is a melting pot of different departments and colleges, each shaping students to be successful at diverse skills. Students begin their **academic paths as novices**, experience constant change and challenges until they receive a degree in their chosen field stating their proficiency in that area. From beginning to end we are being **molded into academic masterpieces**, each perfecting a personal talent.]

Haylee Herbert -
Acedemics Editor]

[Chris Hamilton]



mics



163

Art / Music



Getting a fresh start on the year, the Harding Choir took a retreat together Sept. 8 to Heber Springs. This retreat was a way for the choir to begin working while having fun together in a setting outside of the concert hall. [Courtesy of Nick Michael]

Amongst the many artists on Harding's campus, junior Ian Voigts paints on a piece of canvas for his art class Sept. 25. Art students participated in a wide variety of projects throughout the year to display for their peers in the Stevens Art Gallery. [Jonathan Lindsay]



Taking it all in, junior Jared Abelson, senior Karlyn Phillips, junior Debra Deacon and senior Joseph Gilbert work together on a project in the Lake District, UK. The 2007 year was the first trip for the art department to take students overseas to work on scenery pieces which were displayed the following fall in the Stevens Art Gallery. [Courtesy of Meredith Stewart]



Exploring

Art students travel for inspiration

During the summer of 2007, 20 students set off on a mission to see the world of art outside of their textbooks with the Harding Art and Design program. The program, which was separate from the other overseas programs Harding offered, took its students to France and England.

The theme for the Art and Design trip this past summer was "cityscapes and landscapes," Assistant Professor in the Art Department Stacy Schoen said.

The faculty wanted the students to experience and compare the culture and spirit of the urban setting verses the rural environment.

"The trip began with two weeks on Harding's campus," Schoen said. "The students prepared for the trip by researching the sites the group would visit and presenting that information. The students also began working with various art mediums."

The students then left for Paris, visiting the Louvre, Musuee' d'Orsay and other famous art museums. The students experienced the great metropolis of Paris and also took day trips to Versailles and Giverny.

Leaving Paris, the group made their way to the west coast of France. Wanting to experience the country life, the group stayed at a small town hostel and visited nearby places such as Mont St. Michel, St. Malo and the D-Day beaches of Normandy.

The students spent two mornings a week in the traditional classroom, and, on the other days, the museums were their classrooms. Seeing the art face-to-face allowed the work to speak for itself rather than through a teacher.

The classes were aimed at the interests of the art and design students. Painting, drawing and photography courses were offered along with a humanities and Bible course. The students were required to take one studio

art course to participate in the program, and they exhibited their work in a series of art shows throughout the summer.

"We aimed to expose students to the many expressions of faith, belief and values that have been created over the centuries, including the arts, movies, books and music of recent decades," said Professor in the Art and Design Department Greg Clayton, who did most of the planning for the trip.

Senior Meredith Stewart, a student who went on the trip, said she was a little hesitant about going since it was the summer before her senior year, but since her return, Stewart changed her mind.

"It's never too late to go," Stewart said. "It was amazing because we were able to see the reality of it all outside of a textbook."

At the end of the trip, the students spent five weeks in London. The program was over by the beginning of August, but most students decided to free travel to certain places that they did not get to see with the group.

Junior Meagan Fielden explored her ancestral home in England, which included getting to see her family's castle.

"This summer was an outstanding adventure," Clayton said. "We were in London when two terrorist car bombs were discovered, through the first stages of the Tour De France and when the last of the Harry Potter book was released. Next summer a similar program based in Italy will be offered."

Clayton said he thought that the trip would be beneficial to students for many reasons.

"We believe that this format offers our students an outstanding opportunity to encounter efforts to express faith in the past through the arts, as well as the imperative to create relevant expressions of faith in our own time," Clayton said.

[Katie White]



Building

Students step into real-life project

For a student to feel fully prepared as he or she entered the job field, many departments set up true-life situations for their students. Some had required internships while others had classes devoted to placing the students in the workplace. The social work department was no different. In 2007, one teacher encouraged her students to create, set up and maintain a special project that demanded many hours of work, dedication and concern for the community.

In her common practice with organizations and communities course, social work instructor Kathy Helpenstill created the White County Child Advocacy Center with the direct involvement of the 30 students enrolled in the class. This center recognized the seriousness of the high rates of sexual abuse cases and low rates of prosecutions that took place as a result.

"This is a place where children that are sexually abused can go and be processed in a safe environment," Helpenstill said. "They get an interview. They get an examination, services, referrals and victim's rights."

At the Advocacy Center, a nurse, medical examiner, forensic examiner and child advocate was always present. These experts helped the child from the moment of the interview with a trained and educated interviewer, up to the point of prosecution.

"It helps the community by getting rid of sexual offenders, raising awareness, helping and supporting victims," Helpenstill said. "It keeps children safer, it educates and it protects our children."

But this project not only benefited the community. The 30 students were pushed to work hard and give all their effort into the project. Rather than coming up with a plan that other people could execute, the students were involved in every step of the process.

They looked for legal advisors and permits, contacted medical and forensic examiners, acquired donations which included the house donated by Harding University and equipped the center with every medical instrument and office supply that was needed.

The group was divided into nine committees under the direction of senior classmates Mark Voyles, as the CEO, and Corwin Brown, as the COO. Voyles managed the operations committee, research and development, legal team and evaluations of the programs. Brown managed the fund raising committee, resource development, buildings and grounds, publicity, web site design and program implementation. All of these duties required both students to coordinate activities, be available to their classmates and act as a representative of Harding University to the community as well as review the reports sent to the board of directors for Searcy.

"It's a lot of work," Brown said. "But it also means it's a chance to do something while at school that will hopefully help little kids."

Working on this project was not only hard work and responsibility, but according to Brown, it was a satisfying experience in managing people and resources. The students received a glimpse of how a job in the real world would be like.

"The whole point of the class is to teach community advocacy and how to serve communities," Helpenstill said.

Her high opinion of the students entrusted to her was easy to discover. This group of servant-oriented and hardworking students with support from an admired teacher set up a program that not only elevated the testimony of Harding but made a positive influence on the community.

[Karol Figueroa]

Behavioral Sciences FCS



Searcy residents attend a yard sale put on by students on Nov. 3 at the Searcy Childrens Safety Center. The common practice with organizations and communities class took on the advocacy project to expose the students to realistic situations they would be dealing with as well as to help their surrounding community. [Courtesy of Kristin Sober]

Senior Kelyon Timmins works in the Ganus Athletic Center computer lab while learning how to make math spreadsheets on Nov. 14. The Family and Consumer Sciences 309 class learned about the foundations and aspects of fashion merchandising. [Jonathan Lindsay]

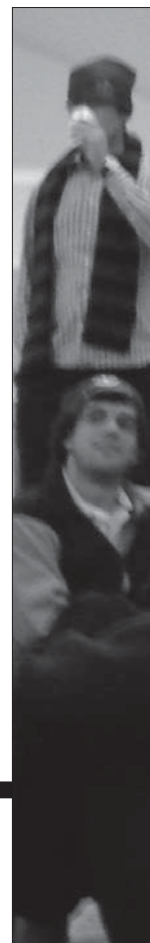
Seniors Kristin Sober and Whitney Venable wipe off books that were donated to the Searcy Childrens Safety Center Project Nov. 1. The Advocacy Center project took place over a two-month span during the fall and included yard sales, building maintenance and care giving. [Courtesy of Kristin Sober]



Working on his homework, senior Alan Lee uses the lab to finish his studies on Oct. 17. The Missions Lab in the McInteer Bible building was a great place for students to study, work on projects and have a quiet workspace. [Jonathan Lindsay]

Sophomore Dillon Maurer sings the finale for his band ATGF on Aug. 26 at the Rock House opening. The Rock House was a new place close to campus for students to congregate for events and fellowship. [Jonathan Lindsay]

Finishing their meal at the Sikh Temple, students end their day's events in Chicago on Oct. 20. The Living World Religions class, taught by Professor of Bible Dr. Monte Cox, took a trip every semester to visit other religious establishments for a first-hand experience. [Courtesy of Josh Deitch]



HSBS Bible

Imitating

Bible class dives into world religions

It was said that, when given the choice, it was better to show someone rather than tell them. Dr. Monte Cox, Associate Dean of the College of Bible and Religion, took this to heart when he took his Living World Religions class out of the classroom and into the middle of what they had been studying. From October 18-21, Cox was in Chicago with more than 90 students and faculty members experiencing exactly what Cox had been teaching: living world religions.

Even though Harding students came from various backgrounds, Cox felt it was important for his students to understand and interact with a wide variety of religions.

"The reason for the trip was because it is important for students to meet Muslims, Buddhists and Hindus face-to-face and to hear what those practitioners would say about their various faiths for the sake of accuracy," Cox said. "I wanted the students to see me in dialogue with those different religious people."

After a day long driving journey, Cox's class arrived in Chicago on Thursday evening, October 18, and prepared to visit seven different religious sites around the city during the weekend. The class began by visiting the Baha'i House of Prayer, followed by an Islamic mosque and finally the Soka Gakkai on Friday. On Saturday, the class began by meeting with Rabbi Elliot Gertel at the Jewish Congregation Rodfei Zedek during their conservative service where Cox was invited to lead a Gentile prayer. The class then visited the Hindu Temple Balaji and the Sikh Religious Society for dinner. On Sunday, the group worshipped at the Lakeview church of Christ and then returned to Searcy.

While Cox's students were knowledgeable about the religions they were visiting, they all felt they were able to learn a great deal more from the field trip than they ever could have learned in a classroom.

"I did not know very much going into the class at all about the religions, and there were some that I had never even heard about," junior Austin Bryan said.

Because of the trip, the students became well rounded and more knowledgeable about various religions.

"The students were very gracious, and they asked thoughtful questions," Cox said.

Although the students visited many diverse religious temples, the Baha'i House of Prayer was a highlight for some of the students to visit. According to Cox, the temple was one of only seven in the world and the only one found in North America.

Senior Samantha Hinds was impressed by the Baha'i structure, but was most intrigued by a different religion.

"The Bahai temple was beautiful and peaceful, but I thought the Hindu temple was the most different of all the religions," Hinds said.

Cox had also established a similar field trip to Dallas for the Living World Religions class in the spring semester because of the great success he had found in Chicago.

"To say something is life saving is an overused expression, but I heard it again and again from this class, and I heard it 10 years later from students," Cox said.

Cox's students echoed his goals for the field trip.

"I was exposed to a wide variety of belief systems at home, but I never really understood them until after the trip," Hinds said.

The most valuable lesson that was learned on the trip was not one taught by another religion though, Cox said.

"For many of my students and for me, the whole experience was very clarifying," Cox said. "It clarified the heart of what we believe in — Christ."

[Lared Abelson]



Biology/Physical Science



Junior Amy Kemper works on her lab assignment on Nov. 27 in the Pryor-England Science Building. Science classes held labs regularly in the Pryor-England Science Building in order to give students hands-on time to work on lessons learned in class.

[Jonathan Lindsay]

Seniors Jared Cook and Laura Fossi dig into their pumpkins at Assistant Professor of Biology Dr. Rebekah Rampey's home on Nov. 9. The biology department held a pumpkin carving party to take some time away from the labs to have fun together.

[Courtesy of Ronald Doran]



Senior Alisha Hassell transfers liquids in her biology class lab on Nov. 27 in the Pryor-England Science building. She and other microbiology majors completed labs in various classes in order to meet class requirements. [Jonathan Lindsay]



Delivering

Senior biology students present their final work

Most students only received a general overview of science material, whether from their freshman year in classes like earth science and astronomy or during their senior year because they waited to take these underclassman courses until the semester they graduated. Science was not for everyone, but for those majoring in the subject, or just those students who enjoyed an interesting and sometimes unusual class, more lay in store for him or her besides basic star charts and sedimentary rock layers.

Herpetology, which was the study of reptiles and amphibians, was a course offered as an upper level elective in the biology category. Taught by Professor of Biology Dr. Mike Plummer and Assistant Professor Dr. Nathan Mills, this unusual class was offered as an “on demand” course only, meaning that it was not regularly offered every semester.

“Dr. Mills and Dr. Plummer are both passionate about reptiles and amphibians which can make all the difference,” junior Katylyn Kersey said. “Their hands-on approach is a great learning tool and makes things so interesting. It keeps us engaged.”

Through this course, students were able to get a chance to closely examine specimens through lecture and labs. The course offered a four-hour lab every Tuesday afternoon, giving students the opportunity to learn a great deal of material in one sitting. The first half of the semester, the students spent their time learning the names of the reptiles and amphibians in the lab so that during the second half they would be able to travel in the field and catch, track and observe the specimens in their natural environment.

“We get to go out to rivers and streams and look under and in stuff to see what we can see,” Kersey said. “To an organism biology person, that’s pretty exciting!”

Although the labs were a main part of the course, the discussions in class were also important to the learning. Kersey said most in-class learning was all discussion based which helped her to focus and challenge herself intellectually. She was able to gain a better grasp on the subjects they were studying from both the in-class discussion and from the hands-on learning during their lab hours.

“Once you actually get into the study of these guys, you’ll quickly see that these [specimens] are some of the most fascinating creatures Earth has to offer,” Kersey said. “They can survive in the most extreme environments, that’s why they are just about the only animals found in desert environments and why some snakes can go for as long as two years without eating.”

More than just for academic learning, Kersey also cited spiritual understanding as a benefit of this course.

“We can see how amazing God’s creation is through looking at how these specimens have evolved,” Kersey said. “They are spectacular adapters and they’re not all scary, some of these guys are really cute!”

Although snakes, salamanders and other types of reptiles and amphibians were not for everyone who wanted to finish their science electives, those who enjoyed these creatures appreciated the interesting study of herpetology.

“All in all, it’s a very atypical class that’s very refreshing,” Kersey said.

[Katie Ullman]



Connecting Cadavers provide up-close experience

When the professors of the Communication Science Disorders Department (CSD) decided to give their students a hands-on experience, most students did not expect to be taken out of town to see the body parts they had been studying up close and personal. But the Bodies Exhibit hosted in Branson, Missouri, was just that: a closer look at vocal folds, nasal cavities and more for a selection of students.

Over 20 CSD majors and six faculty sponsors headed to Branson for a day trip to see an exhibit showcasing body parts preserved for scientific purposes and for educational study. The professors in attendance thought the experience would be very beneficial for their students.

"Our teachers told us that it was going to be very interesting and that it would be helpful to see actual human body parts that we study in our classes," senior Communication Science Disorder major Rachel Pugh said.

The group left at 7 a.m. on Friday, September 23, and then returned at 7 p.m. Many students felt that the time spent was well worth it.

"I got to see how some of the articulators in the human throat were laid out," senior Cody Smith said. "Also, how muscles and tendons work together, which is key to my field."

Another aspect of the trip was the bond created during the traveling.

"I loved that I was able to get to know my CSD teachers and fellow students in an atmosphere outside of the classroom," junior Taylor Lake said. "Even the bus ride itself was fun!"

Most of the students had similar feelings about the Branson exhibit.

"My favorite parts of the exhibit were seeing things I had studied in my classes, like the larynx and the vocal chords," Lake said. "We were also able to see the vocal chords with nodes on them, to know what that looks like instead of just looking at a picture."

Pugh said that her favorite part of the exhibit involved the section containing a human brain and showcasing all of the different pieces of the complex organ. Her reasoning for attending the exhibit also had future academic studies in mind.

"When I take [Anatomy and Physiology] for CSD, I will be able to remember seeing the actual parts that I am studying, which is great for me because I am a visual learner," Pugh said.

Overall, most of the students and faculty felt that the trip was worth the drive and all of them stated they would happily return to Branson for this scientific experience.

"Would I go again?" Smith said. "Yes! In a 'heartbeat!'"

[Katie Ullman]

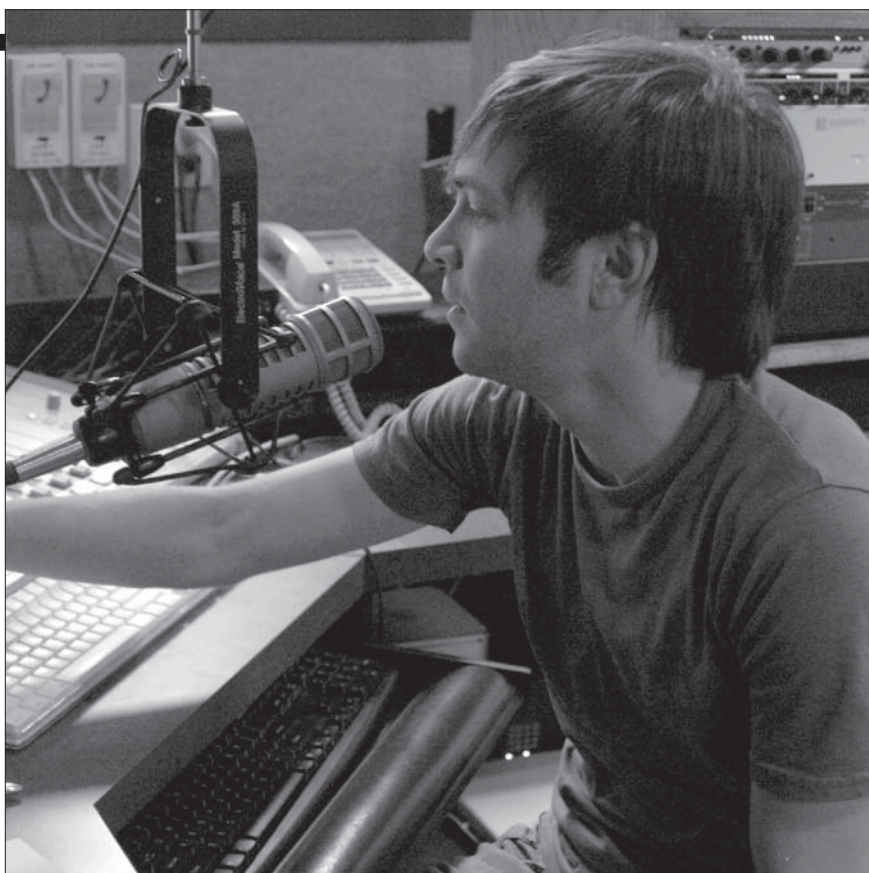
Communication



Gathering around a tree, communication students junior Taylor Lake, sophomore Molly Ellis, junior Linzi Lawson, sophomore Priscilla Gonzalez and junior Rachel Pugh enjoy some time in Branson during their trip to the Bodies exhibit Sept. 21. The trip was a unique one where students observed cadavers. [Courtesy of Linzi Lawson]

Commemorating the 50th Anniversary of the Little Rock Nine, seniors Molly Morris, junior Ashton Reely, Steven Davis, junior Amanda Pruitt, seniors Brandon Higgins, Danielle Kanipe, Derek McCormick, Michelle Greer and Carson Fant gather for their Print Reporting class Sept. 25. The event remembered the integration of the Little Rock Central High School. [Jeremy D. Beauchamp]

Making his voice heard, sophomore Jonathan James works his shift for the KVHU radio station Sept. 19. Along with James, several other students worked to bring locally requested music to the air for the public to enjoy. [Jonathan Lindsay]

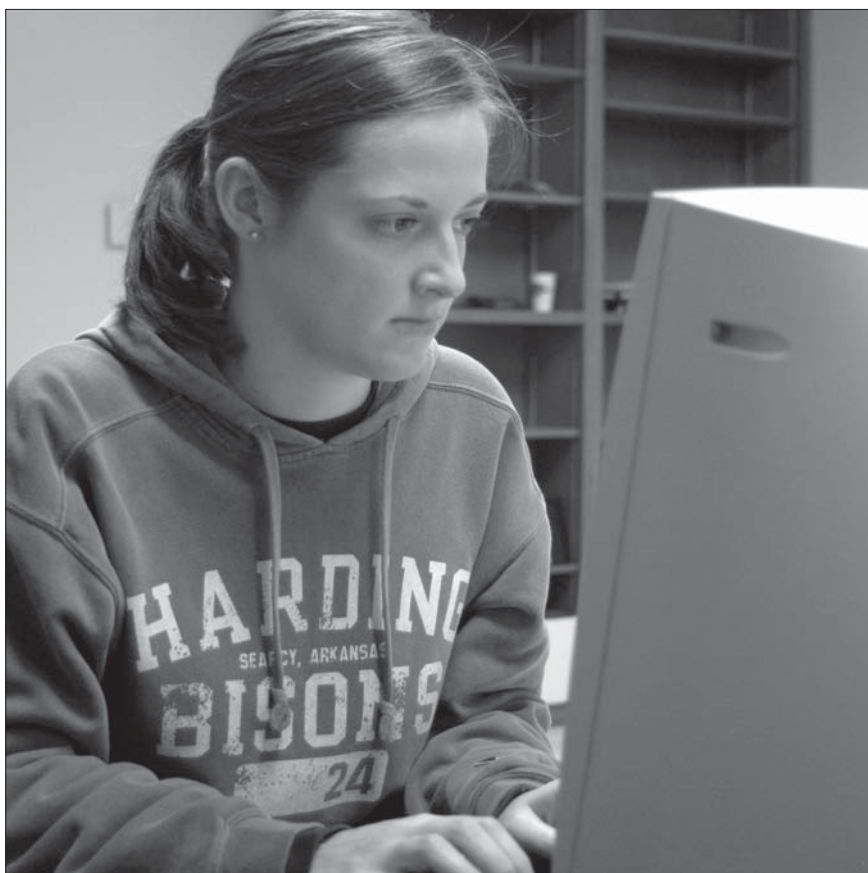




Junior Angela Withrow watches intently during the Sciences Seminar on Oct. 18. The seminars were offered at various times for students to listen to lectures on important, high profile subjects of interest in the Pryor-England Math and Science Center. [Jonathan Lindsay]

Hard at work in the Pryor-England Science Lab, senior Katie Hill concentrates on her work Oct. 25. All students were able to work in the lab, where they had open access to computers and study space. [Jonathan Lindsay]

Freshman Melanie Sallee receives academic help from her math tutor senior Jason Loy, a mathematics major, Nov. 15 in the Pryor-England Science Building. Loy was one of several student tutors who kept hours in the Math Lab from Sunday through Thursday. [Chris Hamilton]



Math Computer Sciences

Tutoring

Lab provides peer assistance for students

Academic life at Harding was littered with difficult courses and hard to grasp concepts. However, many departments offered numerous ways to aid their struggling students. Professors often kept regular office hours, leaving the door open to any student who needed a little extra guidance in the class. Professors were not the only ones who made themselves available to help, though. For those who found themselves floundering in their math classes, help was as close as the Pryor-England Science Building where senior Jason Loy and May 2007 graduate Clint Langston tutored their peers in the Math Lab.

"We're meant to be a supplement, not a substitute, for the teachers," Loy said. "Teachers can't be there all of the time, and that's where we come in."

The Math Lab, which was open from 8 to 10 p.m. Sunday through Thursday, provided a come-and-go atmosphere for the students who needed some extra help in any of the math classes offered on campus.

"We help with everything from beginning algebra to differential equations," Loy said. "Anyone who comes in is free to ask questions, work in groups or work out problems on the board. We don't do concentrated study for one class. One night, eight people were there, and eight classes were represented."

Loy and Langston first came into the Math Lab as confused math students themselves. After seeing how helpful the lab could be, they decided that they would like to help out others who were in their same position.

"When I was taking Calculus I, [the lab] really helped me," Langston said. "The next semester I went in there for help with Calculus II and ended up helping other people who were in there with their calculus."

Senior math education major Brian Jones used the lab to meet with his Foundations of Geometry class for study sessions.

"We usually end up in the lab," Jones said. "It gives you the chance to get up at the board and work out your mistakes."

Junior math major Kena Gibson also took advantage of the lab whenever she needed help.

"You can get help one-on-one, or they'll work the problem out on the board for you," Gibson said. "You can also work the problem out on the board, and they'll correct it."

Even though the lab was held in a classroom setting, those who attended felt that being helped by their peers aided them in a way that a teacher might not be able to.

"The good thing about the Math Lab is that you get help from someone who has recently struggled with the same thing you are," Jones said. "Math is a struggle. Once you've worked through it, it's like, 'I just did this and I didn't think I could.' I get a thrill from that."

The reward for the tutors was to see the progress of their fellow students.

"We've had a few light bulb moments," Loy said, "but it's kind of hard to see progress day-to-day. You can really see the difference over the semester, though."

The students were able to get together and pool their knowledge to help each other.

"When you come into the lab, you get to talk to someone who has had the course," Langston said. "You can find people to study with and work as a team. Others remember what you can't, and you all help each other."

The Math Lab did not just provide answers but gave the students the opportunity to discover the answers with the aid of the tutors.

"It doesn't happen overnight," Jones said. "But the struggle makes it mean more when you finally get it."

[Jennifer Harris]



English Foreign languages



Getting briefed for the festival, professors of the English department listen as Dr. John Williams, professor of english and department chair, explains the days events. The Fall Literary Festival on Oct. 18 took place in Cone Chapel and featured readings from faculty, students and local writers.
[Chris Hamilton]

Singing praises, members of the French Club attend the French devotional Oct.17. Students and faculty members gathered in the McInteer Bible and World Missions Center every Wednesday for a short devotional time.
[Jonathan Lindsay]



Expressing herself through literature, senior Cara Guglielmon welcomes the crowd by reading an original piece aloud to an audience of students, faculty and local writers on Oct. 18. Guglielmon, along with several other students, participated in the reading at the Fall Literary Festival held in Cone Chapel. [Chris Hamilton]



Sharing

Students, faculty enjoy literary experience

On October 18, the English department invited students to attend the annual Fall Literary Festival which was hosted each year to welcome students and to introduce their faculty. It also gave those within the department a chance to present their own works as well as be exposed to the writings of their fellow English majors.

The festival, which began in 2001, was initially started by the English Honors Society Sigma Tau Delta. It later moved into the hands of the Scribblers creative writing club upon the arrival of Assistant Professor of English and Scribblers sponsor Dr. Terry Engel.

"The main purpose is to celebrate poetry and fiction," Dr. John Williams, professor of English and department chair, said. "It gives student writers a chance to share their work."

The festival also promoted a sense of community among the writers.

"I enjoy the chance to be around nerdy English people," senior English major Nathan Shank said. "Also, it's reassuring and good to know that people in your field are creating and succeeding."

The festival also showcased two of the English clubs on campus: Scribblers and Souvenirs, a poetry club.

Scribblers invited many of its members, as well as other writers they knew, to present their writings at the festival. Edgar Allen Poe's "The Raven" was presented by the Souvenirs group.

"It was done in a sort of tongue-in-cheek way," Williams said.

Shank portrayed Poe, getting some help from his fellow Souvenirs members for the other characters.

"[Senior] Katie Cozzens acted out the role of the raven, and [sophomore] Jessica Roper pretended to be the 'lost Lenore,'" Shank said. "It went over quite well."

The White County Creative Writers, a community group of professional and recreational writers, also attended the festival. They were able to present some of their own works, too.

"We believe this is a good way to reach at the community because the students get to encourage the writers from the town and vice versa," Engel said.

Shank agreed with the importance of connecting with other writers in the community.

"It's good to connect with the White County Creative Writers," Shank said. "It gives you a different perspective on writing."

Also, between readings, there was a musical performance. Junior Will Medders and sophomore Connor McNabb performed some of Bob Dylan's music along with a variety of other folk music.

About 75 to 100 students were in attendance, and, according to Williams, the event's success was mainly due to Engel.

"A lot of credit goes to Terry Engel," Williams said. "He's been instrumental in keeping [Scribblers] together."

The department looked forward to hosting the annual event in the future, seeing how it had brought the writing community together.

"It has definitely strengthened the group," Williams said.

[Cesia Martinez and Jennifer Harris]



Commun ing

Off-campus cookout builds connections

Relationships between students and professors could be either superficial and formal or personal and significant to both. It seemed like most people had a different opinion when it came to the kind of relationship they would rather have, but when a teacher opened up to give more than a class lecture, great things could happen.

Harding had many teachers that were willing to do this, and Dr. Kevin Klein, department chair and associate professor of history, was one who stepped up to help build relationships. For eight years, Klein and his wife, political science and public administration instructor, Lori Klein, hosted the history department's annual cookout in their own home.

About 100 people showed up and had the opportunity to mingle among students and faculty, getting to know one another. All current students who were majoring in history and all faculty members of the history department were invited. Almost all members of faculty attended and were ready to meet with students and get to know them.

Many students who attended felt the cookout was a great ice-breaker.

"Seeing the teachers outside of the classroom environment helps me to know that they really do care about your future," senior history major Chelsea Work said. "They want you to succeed."

Klein suggested that student-teacher relationships were often stunted by the presence of grades. The cookout removed that burden.

"You are able to interact with your teachers at a social level where there is no grade book," Klein said.

Taking the grade book away brought down barriers and created a path for deeper communication.

"Harding is genuinely different by design," Klein said. "It helps us break down the formality outside of class."

Small classes did not mean personal relationships according to Klein. There had to be something more to make those relationships what they could be. For that reason, he believed Harding's campus life could not be like every other place.

"Because I have an outside view of my professors, I feel more comfortable asking questions and seeking help when I do not understand," Work said.

Klein made the purpose of the cookout the opportunity for fellowship between brothers and sisters in Christ. Although formality was essential to proper behavior and teaching inside the classroom, it had to be set aside when outside the classroom. He agreed that, in order to bring this barrier down, a skill of hospitality needed to be learned. Klein's ability and willingness to open his home to students for a cookout opened the door for deeper relationships with his own students.

The cookout also opened the door for many to attend the Bible study he and his wife had created.

"I know that the professors care not only about students in a school view, but they also care about what is going on in everyday life," Work said.

The history department's annual cookout was one contribution that made Harding genuinely different.

[Karol Figueroa]

Social Sciences History



Getting together for a fall meal, Dr. Kevin Klein, department chair and associate professor of history, talks with history students while serving food. Klein hosted the cookout at his home on Oct. 20 and was joined with other history professors to meet and greet prospective and already declared history majors. [Chris Hamilton]

An American History 101 class takes notes as Professor Paul Haynie reviews his slideshow lecture on Oct. 24. Haynie taught a variety of history classes, from American History to Western Civilization. [Jonathan Lindsay]

Junior Paige Parkey addresses the audience at the debate held April 10 featuring the heads of the math, history and business departments and students from each. The students and faculty discussed pre-assigned topics from their classes in the Heritage Conference Center. [Chelsea Roberson]





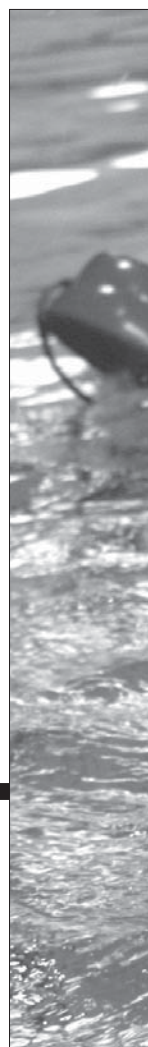
Junior Jeremy Carver assesses the knee of senior Casi Bailey during a 10 a.m. Treatment and Assessment of the Lower Extremities class Oct. 4. The class was taught by Associate Professor of Kinesiology Dr. Randy Lambeth. [Jonathan Lindsay]

Sophomore TJ Leonard, juniors Kayla Chambers and Tiffany Berken and senior Keely Alexander file through the food line at the annual Kinesiology Cookout in early August. The cookout was a excellent chance for faculty and students in the program to get to know one another outside of the classroom. [Chris Hamilton]

Diving head first into swim lessons, sophomore Cameron O'Neill helps a young swimmer on Sept. 26. Harding Aquatics Program, run by Dr. J.D Yingling, offered swim lessons to young and old as a help to the community. [Jonathan Lindsay]



Kinesiology Exercise Science



Instructing

Aquatics reaches to all ages



At 5 a.m. while most of the world was fast asleep, Theta Aaron continued her 18-year tradition of swimming laps. Aside from her early starting time, Aaron's workout regiment did not seem that unusual to most, but there was more to the story. Aaron was 76-years old, and she was not even the oldest member of her swimming group.

Aaron was a member of a group of seven to eight women that met almost every day at the Ganus Athletic Center's pool to spend an hour of their morning taking advantage of the healthy benefits that aquatic exercise had to offer.

"Swimming energizes me for the day," Aaron said. "It is the perfect exercise for me and has added much to my life, it has kept me going both mentally and physically."

The benefits of swimming for the elderly were undeniable according to Harding's aquatics director Dr. J.D. Yingling.

"Water sports are great exercise because there's no impact on the joints," Yingling said. "Buoyancy supports the body and swimming works every muscle."

Swimming was also a great activity for all ages because it was a lifelong skill according to Yingling.

"There are also lessons available for children as young as 9 months," Yingling said. "The Mommy and Me Program works with parents so they can teach children the fundamentals of swimming. Swimming is great exercise, and unlike other sports, you can do it from the time you learn at a young age until your nineties."

A great example of one who continued to prove that swimming was a lifelong skill was 93-year-old Lois Lawson of Searcy. Lawson swam laps five days a week along with her husband Maurice, also 93. According to Lawson, the benefits of swimming reach far beyond that of just the physical.

"I enjoy swimming for the exercise, but I also really enjoy spending time with the people I swim with," Lawson said. "There are about eight of us in the group, and I have made a lot of friends."

Swimming programs and groups made available to the elderly were not just limited to swimming laps either. Other groups that met at the Ganus Athletic Center's pool included water aerobics classes for the elderly and a men's group that met daily at noon.

[Tyler Neese]



COBA



Claiming their prize, senior Christopher Cochran, juniors Christopher Jordan and Taren Swindle, seniors Stewart Riggs and Michael Crouch, 2007 graduate Tara Skelley, junior Katrina Johns and seniors Elisa Garcia and Jena Landis take a moment to show off their regional win March 23, 2007. Their organization, SIFE, went on to nationals later that spring. [Courtesy of Jena Landis]

Loading plates full of faculty-cooked food, junior Taylor Box, seniors Yi Chen, Stewart Riggs and Jena Landis prepare to eat at the COBA Cookout Aug. 29. The cookout occurred each fall outside of the Mabey Business building and helped make students more familiar with their department, teachers and peers. [Jonathan Lindsay]



Sharing of her time and knowledge, senior Jena Landis helps a local student with his math homework after school. Landis and others helped with tutoring as a way of giving back to the children in the community. [Courtesy of Jena Landis]



Seeking

Business students make job connections

Students at Harding had very basic goals while at school: go to class, have fun with friends and hopefully find a little time to study. While these general roles of a Harding student could have been debatable, the most important goal remained the same: get a job. While the task of finding one of those jobs could have been daunting for some, the campus consistently provided opportunities for its students to become connected in the work field.

Harding's Accounting Department continually brought in accounting firms from the region to interview students. It was designed to give opportunities to students to make connections and find work. Firms looked for both accountant positions and interns.

However, Director of Accounting Dr. Phil Brown hoped to create even greater opportunities for his accounting students.

"The demand is shooting up there," Brown said. "I thought the opportunity to bring firms to campus would match the students' desire to know that there are firms out there."

With help from Harding's Career Center, the Accounting Department created "Meet the Firms," which was held on August 30, 2007. Fifteen accounting firms were represented as over 100 accounting majors gathered in Cone Chapel. Students were able to ask questions, get information about the companies and submit their resumé.

"It was an opportunity for the firms to share something about themselves and their offices, their clients that they service, the kinds of positions that they're looking for," Brown said. "It allowed students to share some of their work experiences or where they are at in their academic pursuit."

For junior accounting major Philip Groves, "Meet the Firms" was a great opportunity to make connections in the accounting industry.

"For me, I had to step out of my comfort zone for a while and put myself out there for any question they were going to throw at me," Groves

said. "But in the end, setting up relationships with those companies and getting my name out there was well worth it."

For the most part, older students were viewed as prospective employees, so the companies were interested in students nearing graduation.

"If you were getting closer to graduating they were talking to you more about what kind of job opportunities they had," Groves said.

For senior Dusty Hanes, the event helped him in his search for job opportunities.

"This event let all of us talk to a lot of different firms that were different sizes and in different locations," Hanes said. "I think it had something for everyone."

However, students hoping to do an internship could also find great opportunities at "Meet the Firms." Groves hoped to establish relationships with the firms in pursuit of an internship, and felt the entire opportunity was a success.

"For me, it was a great learning experience because it got me to where I could feel comfortable with people in that position," Groves said. "But also, it helped inform me about the different industries and about the companies."

Brown said responses from the different firms were excellent. The representatives were able to show students what their firms had to offer.

Brown hoped that in the years to come, "Meet the Firms" would continue to grow in order to provide great opportunities for Harding students.

"Basically, the event really made me feel good about being an accounting major and about my career choice," Hanes said. "Some people are coming out of school with no idea what they're going to do or where, and I already have an offer and lots of other prospects."

[Hannah Ware]



Cultivating Educating across the ocean

The summer of 2007 saw the rise of a new opportunity for the Education Department. All early childhood and middle level education majors, within a semester of completing their student-teaching requirement, were invited to join Harding's College of Education on a trip to Falkirk/Larbert, Scotland.

These pre-student teachers spent 35 days in Scotland teaching, being taught and taking in the Scottish culture. During their stay, Michael Wood, assistant professor of education, wrote that the students, along with Wood and his family, "were together experiencing the Scottish culture, learning from Scottish educators, studying the history of the Restoration Movement and taking in as much of the sites and sounds that [they] possibly could."

One requirement for the trip was to spend 40 hours observing in a classroom. This task opened the eyes of Harding's students to other cultures.

"Our main purpose was to do our pre-student teaching over there while getting to learn about Scotland and see its beauty," senior Emily Baines said. "If I had just done my pre-student teaching [in the U.S.], I would not have learned a different culture or seen how schools are different depending on where you live."

Even though Scotland's culture was much different from the U.S., there were some similarities that helped the group.

"There is not a language barrier," Wood said. "Our students would be

able to use English to teach in their classes. In addition, their educational system is similar in many ways to the United States."

The planning for the trip began more than two years before the students left. Scottish educational officials had to be contacted to ensure a school for the Harding students, then background checks were performed by the FBI to make sure that everything was safe. Once the process was completed, housing arrangements were sought out and educational field trips were scheduled.

The goal was to get students into the Scottish classrooms for 40 hours. This only took five weeks, which was why they went the summer.

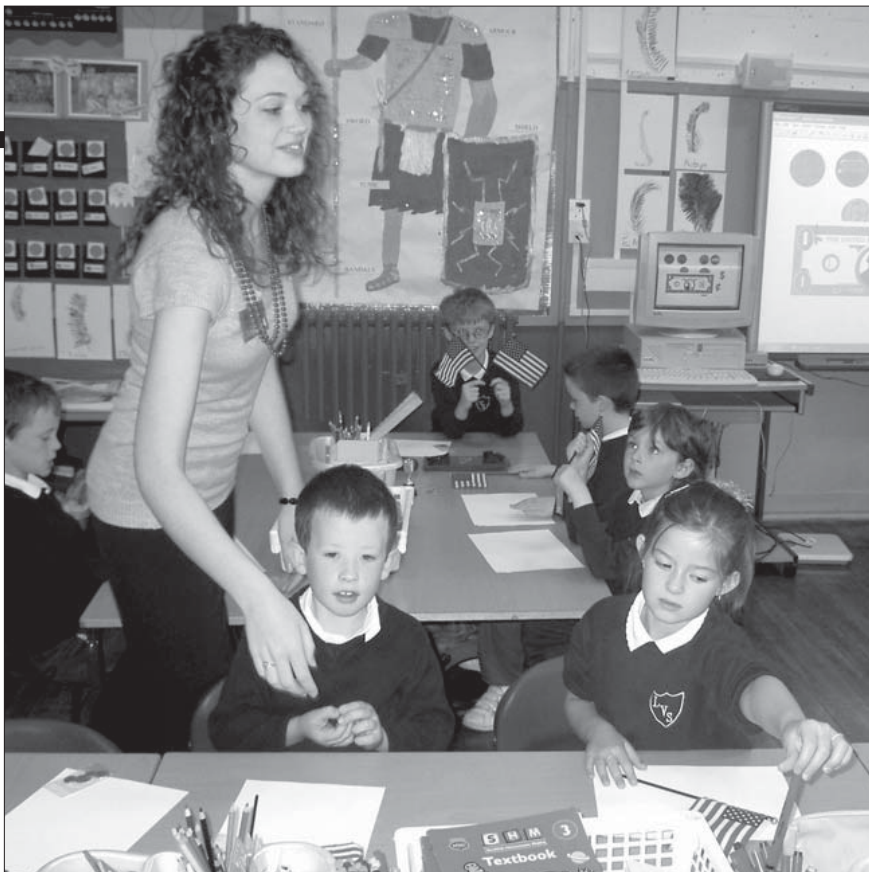
"On a typical day, we would get up and get ready, have breakfast at 8 and then catch a bus or have Mike [Wood] drive us to school by 9," Baines said. "Then we'd eat lunch there and be home for our classes by 1 or so. We toured Scotland on the weekends."

Wood said that things went as scheduled for the most part and being as it was everyone's first trip, it was very successful overall.

"It is the desire of the Scottish schools, the Falkirk Education Director/Falkirk Council and the Carronvale House [where they stayed] that we return in the summer of 2008," Wood said. "The students who participated this summer encourage that the program continue. It is also my desire that the program continue for many years to come."

[Derek McCormick]

College of Education



Preparing visuals for her upcoming class project, senior Lindsey Blackburn cuts out handouts in the curriculum lab on Oct. 26. The curriculum lab was an essential place of assistance to education majors by providing supplies and a welcoming environment in the Thornton Education Center. [Haylee Herbert]

Preparing her EDFD 202 class for their upcoming unit on events that shape education Dr. Cheri Smith, instructor of education, instructs her class on Nov. 2 in the Thornton Education Center. This class was a prerequisite for education majors. [Haylee Herbert]

Instructing her class in Scotland, senior Rachel White makes her way around the classroom to help with an activity book lesson. Harding education majors had the unique experience of doing their pre-student teaching overseas for the summer. [Courtesy of Mike Wood]



Seniors Sara Moon, Tyler Carter and Katelyn Kirby gather for a Harding Nursing Students Association meeting held on Oct. 26. The meeting was a way for all nursing majors to eat lunch together while meeting to learn about a specific topic such as critical care. [Haylee Herbert]

Inserting a nasogastric tube, junior Drew Benbow practices his skills for his Nursing Practice Intervention class Oct. 31. First semester students of the nursing program were required to take the practical skills class to prepare them for the clinical setting. [Jonathan Lindsay]

Seniors Wayne Scrimsher, Stephanie Upchurch and Morgan Booth concentrate on midterm exams for Nursing 455 on Oct. 25. The class, taught by Lisa Engel, assistant professor of nursing, prepared students for working in real world environments. [Haylee Herbert]



College of Nursing

Exceling

Students survive “make it or break it” classes

Every department on campus had their own “make it or break it” class, which challenged its students with harder material and more difficult assignments. Many of these classes forced its students to reevaluate their major and possibly change their collegiate courses. For other students, however, it gave them confidence as they moved through the rest of their major classes.

The students in the College of Nursing seemed to be bombarded by these classes. Most of their upper level courses dealt more with hands-on learning rather than theory, which for some, was considered to be harder to make the grade in. Nursing 352, commonly referred to as “Acute” since it dealt with acute illnesses, was one of the challenges that the future nurses had to face.

“Acute is really important because you learn how to take care of post-operative patients and patients who are having acute illnesses,” senior nursing major Kala McNally said.

The course was designed to give the students an opportunity to put into action what they had learned in the classroom. Nursing 352 was a combination of theory and practice, allowing the students to see their newly learned theories at work in the real world. The core of the class dealt with understanding and treating acute diseases.

“An acute disease is any kind of surgery or infection that lasts less than three months,” senior nursing major Sara Moon said. “The theory part of

the class teaches us how to treat people’s reaction to diseases.”

For many, the theory portion of the class proved to be more daunting than the clinical part.

“People do really well in the clinical part,” Moon said. “If they struggle in clinical, they’ll probably struggle with the theory. But it’s definitely do-able.”

Students like senior Ashley Thompson were fearful of the class after hearing about it from others who had already gone through it.

“I was really nervous about taking this class before hand,” Thompson said. “Now that I’m in it, it’s not as bad as I thought, but if I don’t pass this class, then I’m done.”

Thompson felt that, nearing the end of the semester, her grades would be decent and that she would learn a lot that would further her in the rest of her courses.

“I feel good about it so far though,” Thompson said.

In addition to learning the theories and enduring the horror stories from the upperclassmen, the class also placed the students with patients for the first time. The struggle of learning the theories coupled with the students’ first in-hospital experience showed some that nursing might not be their calling. For some, the course empowered them.

“I was more determined after that class,” Moon said. “I made it through this course and felt that I could make it in any.”

[Cesia Martinez and Jennifer Harris]



Graduate Programs



Graduate students David Moore and Clay Kihhl practice intubation during a class lesson on Sept. 11. Students in the physicians assistant program attended regular classes and seminars and performed hands-on activities. [Courtesy of the Physician Assistant Program]

Graduate students work together in the Mabey Business Building during Management 600 class on Jan. 22. Students worked both individually and in groups on projects and presentations for their Ethics in Management class. [Haylee Herbert]



Working on a project, business graduate students Penny Davis, Nate Copeland, Steve Young, Lisa Leonenko and Dustin Howell meet for a weekly discussion Jan. 22. "We are actually developing a non-profit organization that will strengthen the economy in deprived areas, such as the Arkansas Delta Region," Copeland said. [Haylee Herbert]



Revealing The beginning steps to a new program

Harding University's undergraduate program for Communication Science and Disorder majors (CSD) was one of many departments that was well known throughout the country. Many professors and students were proud of this achievement. But in the spring of 2005, President Dr. David Burks was interested in extending the program to a graduate level. In 2006, Dr. Larry Long, vice president for academic affairs, along with a committee, which was formed to look at the possibility of a speech pathology graduate program, informed Dr. Burks that the plan was a possibility.

"While we were engaged in the initial study of the viability of a master's program at Harding, I learned that our undergraduate program was held in high esteem around the country," Long said.

To become accredited for a speech pathology masters program, Harding went through a series of application processes through the American Speech-Language and Hearing Association (ASHA) which was lead by Dr. Rebecca Weaver, professor of CSD and department chair.

The initial step was the separation of the Communication Science and Disorders department from the Communications Department, which was necessary for the accreditation process according to Weaver.

Splitting departments was a process that happened for many of Harding's graduate programs.

"It is not unusual to see programs become departments in order to get accredited," Long said. "We did that a couple of years ago in engineering for the same reasons."

Another change to the department was the addition of new faculty members. Instructor of Communication Science and Disorders Sara Shock was added to the staff in the fall of 2007 and more additions were planned.

"Jennifer Fisher and Melanie Lowry will join our team," Weaver said. "Dr. Daniel Tullos (professor of Communication Science Disorders) and I will be handling the academic course load while Becky McLain (professor of Communication Science Disorders) will assist in clinical training."

The development of the masters program was one that undergraduate students had shown an interest in for several years.

"I was really excited when I found out that Harding was adding a master's program," senior Brittany Fetterman, who planned to attend to graduate program in fall 2008, said. "I have loved receiving my undergraduate degree from Harding. The professors are the reason I want to stay at Harding."

Many students often asked why they had to attend another school to continue their education and receive their master's degree.

"Continuing my education at Harding will be an easy transition," Fetterman said. "Although I see the benefit of learning in a different environment, Harding will be bringing on several new faculty members that will bring alternative teaching methods and perspectives on therapy."

One main goal that was shared by the faculty and administration was to provide a Christian perspective to the growing profession.

"I want our graduates to be highly sought after because they are well-prepared, effective professional whose values reflect the Christian atmosphere in which they have been educated," Long said.

Students were hopeful that Harding would develop a quality program that would prepare them academically in a Christian environment.

"The Christian perspective is what will make all the difference," Fetterman said. "It's about Christ and sharing his love. That truth infiltrates all of our classes and makes me excited about getting out there, and being able to provide speech and language services to the community."

[Alex Smith]



Responding

Students see culture through new eyes

Juniors and seniors in high school were usually bombarded with choices to make about the future. These two years were a critical time for serious decision making. Harding instituted a program that allowed students in this stage of life to look at some of the endless possibilities the world might present.

The Harding Honors Symposium was a program divided into two-week segments during the summer. The program was dedicated to encouraging high school juniors to expand their minds and learn about their diverse world. Under the instruction of outstanding professors and the direction of hard-working counselors, they were able to engage in many experiences.

Some Harding students decided to serve as counselors at Symposium. Junior Peter Snell spent part of his summer helping these students get through a busy schedule.

"It opens your eyes to things you didn't realize before," Snell said. "The big picture is it broadens your view to a lot of things, like the way God dealt with His people in the Old Testament. You learn about the different cultures that live in the world and the blessings we have as Americans and as Christians."

A great amount of time was devoted to a focus on other cultures. Junior Katie Meiners, a former Symposium student who decided to attend Harding, remembered one lecture that got her attention the most. It was a music lecture about inventive African workers forced to work intense and difficult hours. They came up with the idea to make music while they worked to pass the time in a more enjoyable way.

According to Snell and Meiners, the best professors at Harding were the ones who presented lectures like these with effective style.

"The teachers are so great that every time I heard them speak, I wanted

to change my major to their department," Snell said.

He believed these lecturers knew exactly how to connect with the students and made an impact on all of them. According to Meiners, these were the professors every student wanted to have.

Most of the high school juniors that attended Honors Symposium ended up going to Harding for college, according to Snell. This program was planned and executed in such a way that the Harding environment was reflected through chapel, cafeteria meals, dorm life and time to explore the campus, among other activities. Snell said the idea was to make the transition as seamless as possible.

Through a busy schedule, students were encouraged to have their own opinions and become confident about making important decisions and gaining independence from parents or authority figures. According to Snell, this was a program for students with academic interest and desire to participate to their full potential. Meiners said some professors did not enforce hard work as much as could be expected precisely because these were honors students. They were expected to work more efficiently than the average student and did not need to be instructed about diligence and responsibility.

The former Symposium students said they would definitely recommend the program to potential participants. High school students were not the only ones to learn and call it a great experience.

"I would say I got what the kids gained and more," Snell said. "You get to hear these lectures again, and that is great because you forget about these other cultures in the world. It's a good wakeup call to remembering that I am not the center of the universe."

[Karel Figueroa]



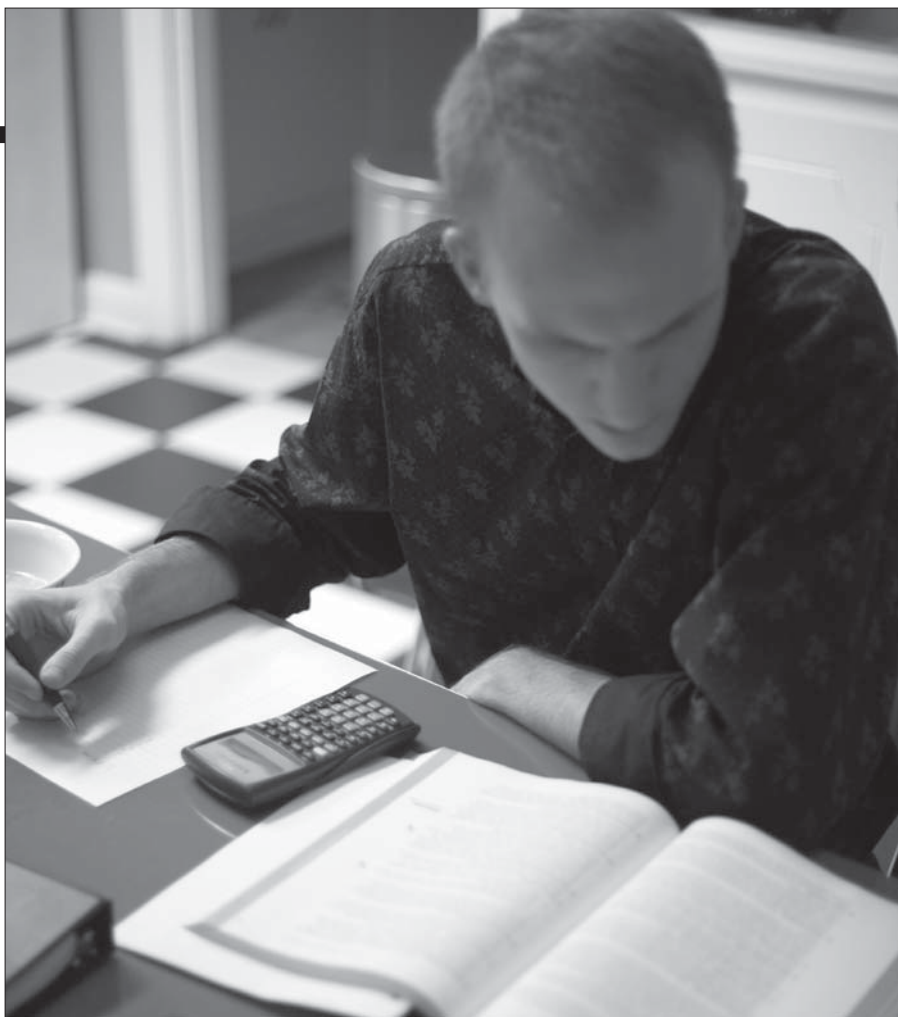
Honors College



Missionary-in-residence Oneal Tankersley gives students a lesson on poverty at Harding University Tahkodah (HUT) on July 17 during Honors Symposium. Prospective high school students attended the program to take college courses for credit during the summer. [Courtesy of Jordan Harguess]

Sophomores Kyle Binkley and Rebecca Brown discuss their day over a bowl of chili during Chili Day at the Sears Honors House on Nov. 27. Students in the Honors College were invited weekly to relax over a meal together. [Jonathan Lindsay]

Honors College President senior Michael Crouch concentrates on his studies Dec. 4 during honors study time. The Sears Honors House was opened every Thursday from 7:30 to 10:00 p.m. to allow students to come for some quiet worktime. [Jonathan Lindsay]





Utilizing the Academic Resource Center, senior Drew Spikes tutors sophomore Brice Dickerson on his math homework Jan. 30. The Academic Resource Center was located in the American Studies building and was open for all students. [Chris Hamilton]

High school students work on practice ACT exams for the Upward Bound Program on Sept. 15 in the Thornton Education Building. The Upward Bound program was used to help students improve test taking and academic skills needed to graduate high school. [Chris Hamilton]

Freshman Courtney Harris works on her math homework with help from senior Jason Loy in the Pryor-England Science Building on Nov. 15. The math lab was a tutoring service that gave students the opportunity to receive help on their math related homework. [Chris Hamilton]



Academic Services

Rewarding

Spreading knowledge outside campus

In the fall of 2005, Harding University started a program for non-Harding students to take online Bible classes. This program was designed for students who were attending another university and wished to have the option for a Christian education or for those adults who wished to continue their studies of the gospel.

The Distance Delivery Bible Program offered undergraduate online classes for continuing education courses, but, unlike most continuing education courses, these were offered for credit. If students taking advantage of the Distance Delivery Bible Program wished to receive a degree from Harding, they would have to come to Harding's campus and finish their courses there.

Harding was working with campuses such as Arkansas Tech and Harding's campus in Bentonville, Ark., as well as other schools to get elective courses established through each campus's ministry.

Courses offered were World Christian, Life of Christ, Acts of the Apostles, Paul, Prison Letters, Gospel of John, Survey of Bible History, Israelite History, Israelite Poetry and Christian Home. The courses were selected with the help of a committee composed of Harding's Institute of Church and Family faculty and professors of the College of Bible.

"Acts of the Apostles has been an amazing class," Distance Delivery Bible student Adam Eppes of Clinton, Ark., said. "My instructor was a great teacher and did a good job bringing about thoughtful discussion. I learned how to look at the Word of God in a way that I have never seen before."

Heading up the Distance Delivery Bible Program was Associate

Director of ICF Tim Westbrook who had been director of the program since its establishment in 2005. He was responsible for coordinating the entire program which included selecting which courses should be offered, determining the course curriculum and setting the schedules for the courses each semester.

Westbrook's vision for the program was to support Harding's growth and as a means of re-defining Christian education. By having the classes available to people online, it opened up an opportunity for the classes to be taken by people all over the world. Harding was no longer being limited to Searcy but could reach locations around the world. It also made Christian teachers available to people anywhere by taking Harding's classes.

"As expected, through the course I gained more knowledge of the scriptures and of Jesus' life and ministry," Linda Condolora of East Syracuse, NY said. "What I didn't expect was to have my faith reignited, joy rekindled and to be filled once again with awe at God's love for me and the rest of mankind. This course goes far beyond the facts, reaching the heart and changing the student if they're willing."

Since the beginning of the program, the Distance Delivery Bible program had filled 190 student positions including the fall 2007 semester. Many students were repeating students taking multiple classes, but the program was growing each semester. Although the program was geared to adults around the age of 35-years old, the program was soon going to be established in universities across the country so that more people would have the opportunity to receive a Christian education.

[Marissa Shepard]

