

An aerial, high-angle photograph of a large group of students sitting on the floor of a library or study hall. They are surrounded by numerous open books and papers, suggesting a collaborative learning environment. The lighting is soft and even, highlighting the students' focused expressions and the organized chaos of their study space.


# ACADEMICS

The foundation for any successful university lies in its academics. We come for knowledge, and we leave with confidence in what we have learned. Every new year brings new methods to expand our ways of thinking and learning. The new year brought new facilities, courses, trips and community outreach

opportunities to Harding's academics, helping us become not only better students, but better people. Years of hard work become our inspiration for decades of success. Harding continues to provide us with the tools we need to create connections and to build our futures.

EDITOR, MAEGHEN CARTER





# COMMUNICATION

## IN THE CITY

Before starting the spring semester, a group of students embraced new levels of inspiration and creativity in a different kind of classroom: the big city. The Department of Communication offered a trip to New York City and Washington, D.C., for eight immersive days in professional environments. Dr. Jim Miller, chair of the department, said the staff advocated experiential education by requiring students to complete internships and to be involved in student media.

"The best way to learn is to get out there and experience things," Miller said. "New York is just an extension of that."

The trip doubled as a general communications course, titled "Study in Mass Communication," for which students received credit. To earn this credit, they took advantage of every museum visit and every teachable moment. Besides completing scavenger

hunts and writing daily blog posts, students also composed essays on each of the five senses while in the city that never sleeps.

Most importantly, the department designed the trip to acclimate students to a communications-centered environment. By meeting young professionals flourishing in their chosen careers, students could picture their own futures more clearly.

"We want students to walk into Manhattan or D.C. and to first of all be overwhelmed by the magnitude of it all but take away our main goal for the trip, and that is confidence," Miller said.

Dr. Jack Shock, professor of communication, said the trip grew from eight students to 40 in about eight years.

"I just had this idea that I wanted to get our students in the big city," Shock said. "More than that, my goal has always been to ... help students

understand that all those people in all those offices are just like they are."

According to Shock, the group typically stayed in New York City for five days and D.C. for three days. Thanks to connections made over the years, past students have even sat in the conference room of the NBA headquarters in the heart of New York City to gain insight on professionals pursuing their careers.

Senior Natalie Smith, a broadcast journalism and electronic media production double major, attended the trip before the spring semester.

"I learned a lot about what it takes to get that first job, especially in such a media-related world in New York City and Washington, D.C., two of the biggest outlets in the country," Smith said. "It's not just about getting a resume in — it's knowing your competition and taking that extra step and talking to the right people."

**By Taylor Gleaves**





**Students observe the Empire State Building** during the Department of Communication's trip to New York City in January. "I realized how many people's stories met in one place," junior Chloe Savage said when discussing the group's visit to the 9/11 memorial.

**Photo courtesy of Gil Gildner**



# REMEMBERING 100 YEARS

Phi Alpha Theta, the history department's honors society, chose the 100th anniversary of World War I as the departmental theme for 2014-2015. Throughout the year, the Department of History hosted speakers and planned events to commemorate the war. Senior Claire Summers, president of Phi Alpha Theta, helped plan many of the events for the year, including lectures on topics ranging from the assassination of Archduke Ferdinand to the influenza pandemic of 1918-1919.

"We have a theme every semester to tie our activities together, but this one felt like it connected to the rest of the world," Summers said.

The history department expanded the year's events to include more than raw history, bringing in experts on various topics to present on cultural aspects of the war. For example, Dr. Michael Claxton, professor of English, presented on the war poets and their representation of global

attitudes during wartime.

"Poetry is an especially personal and expressive mode of describing war," Summers said. "Sometimes it can be far more telling to read individual men's accounts of their own experiences, written from the trenches, than to watch a documentary or read a book about the war."

In November, members of the history department traveled to the MacArthur Museum of Arkansas Military History in Little Rock. According to Dr. Kevin Klein, chair of the history department, the museum demonstrated the integration of history with aesthetics.

"The main thing we are trying to accomplish here is to show the interdisciplinary ways to approach any topic," Klein said. "Certainly something as grand as World War I and World War II is not ... 'history.' It is 'humanity.' Everybody is a stakeholder in that, and everyone has something that they have an insight on."

Junior history major Cana Moore appreciated the interdisciplinary nature of the year's events, saying that the diversity demonstrated the universal value of history.

"I like that we have many different people come to the events," Moore said. "Everyone has an interest in learning more about the way that the world has functioned and how little human nature changes over time."

According to Klein, studying historical events provided a solid foundation for moving forward. Though World War I happened a century earlier, students could still gain better understanding of humanity and current events by consulting the past.

"The value of the past is clear," Klein said. "It prevents us from being arrogant, and it keeps us from being hopeless. Both are very useful things. History allows us to not dwell on the past but to move forward with perspective."

**By Megan Smith**

**1. Freshman Leeanna Wolf and junior Alyssa Kee** participate in "La Table Ronde" on Dec. 1. Students spent this time practicing French to earn credit for class. **Photo by DJ Lawson**

**2. Former Navy SEAL Eric Greitens** speaks in the Benson Auditorium on Nov. 13. Greitens was part of the American Studies Institute Distinguished Lecture Series along with Col. Lee Ellis and Archie Manning. **Photo by Kazuhiro Fujisawa**

**3. Sophomores Karli Fowler and Josh McAlister** attend the Spanish Devo on Nov. 12. The devo met every Wednesday at 7:30 p.m. in the Administration Auditorium lobby. **Photo by Owen Brown**

**4. History students stand** beside the Tennessee River near Shiloh National Military Park. Students enrolled in HIST 251 Civil War went on a field trip to visit famous battle locations on Nov. 15.

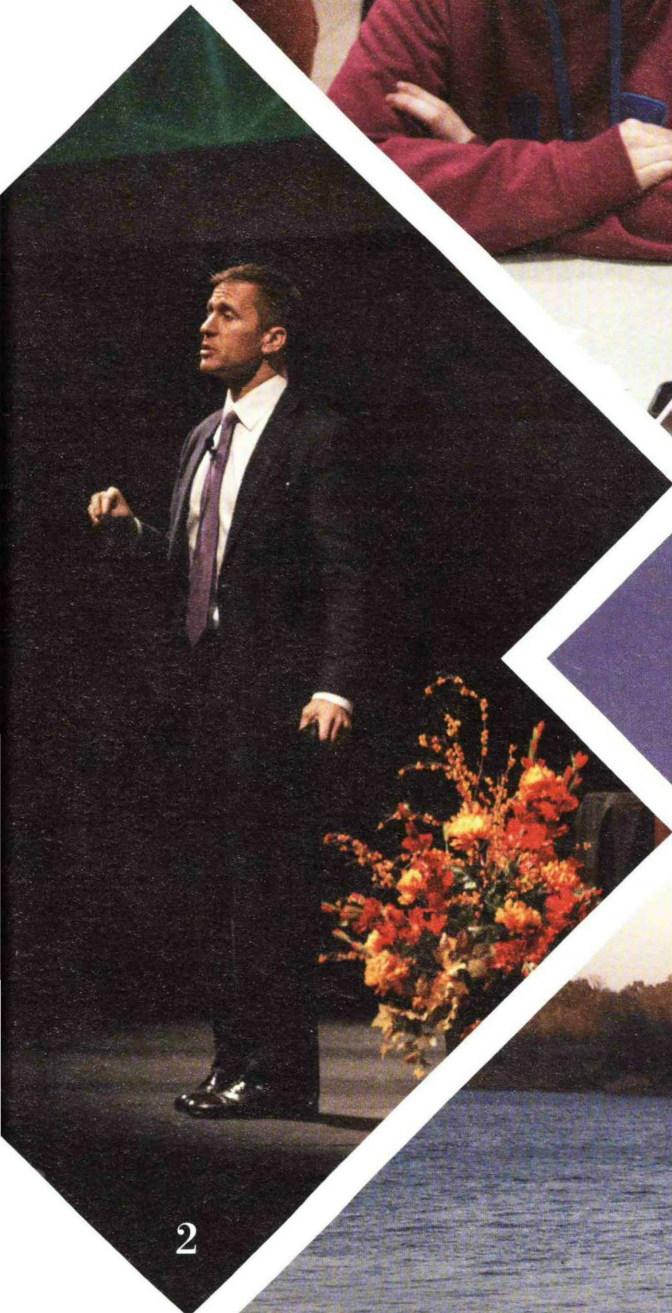
**Photo courtesy of Jared Dockery**





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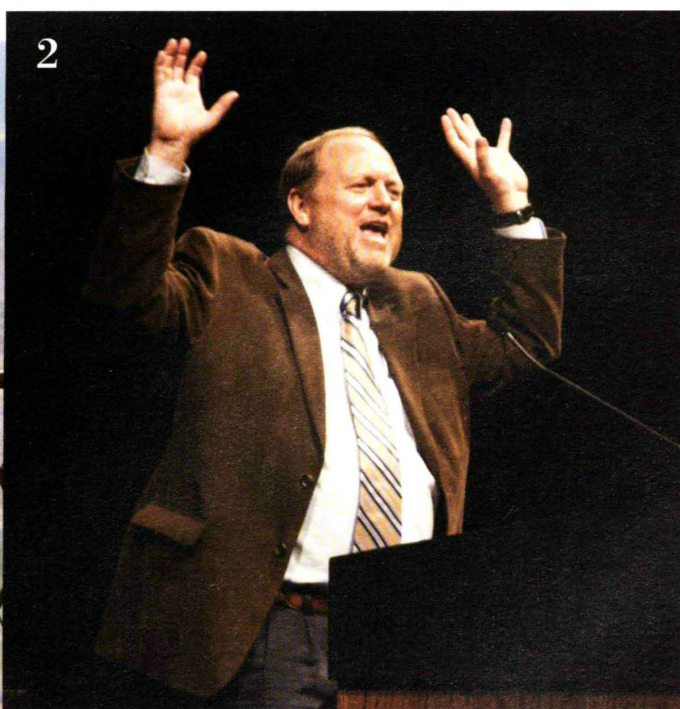


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**1. Sophomore Naomi O'Neal, senior Caleb McCurry, junior Nathan Hannum and alumnus Nathan Commers** spend their summer mission trip with Global Outreach in Mbulu, Tanzania. "The biggest thing I learned is the fact that yes, there are still people in this world that have never even heard the name Jesus," Hannum said.

**Photo courtesy of Nathan Hannum**

**2. Guest speaker David Young** gives the keynote lecture during this year's lectureship on Sept. 30. His lecture, entitled "Return to the World," tied in with the overall theme, "Return." **Photo by Wesley Hargon**

**3. Seniors Joseph McManus and Kathy Lujan** pose with a Guatemalan flag at the Global Missions Conference on Oct. 17. The conference took place in Memphis, Tennessee to bring seven schools and several churches together.

**Photo courtesy of Ken Graves**

**4. Students sing** during the "Light the Fire Devo" in the McInteer Bible building on Nov. 4. The devo was held every Monday at 10:30 p.m. on the Administration Building steps but was moved on this day due to rain.

**Photo by Amanda Floyd**

**5. Junior Deanne Fontanel** teaches Bible stories to a group of locals during her summer mission. Fontanel spent her summer with Global Outreach in La Paz, Bolivia.

**Photo courtesy of Deanne Fontanel**





# conversations

## BRIDGING THE GAP BETWEEN WORLDS

Every year the Bible department offered the World Christian course to integrate Biblical learning with the Chinese and American cultures represented on campus. Director of Global Outreach Ken Graves taught this class twice a day, three days a week. One of the sections assigned Chinese partners to American students so that both could benefit from the cultural, social and spiritual exchange.

"In our class we don't want everything to just be theoretical," Graves said. "We also want it to be practical information. We try to expose people to teachings on Biblical perspectives, historical and cultural realities and strategic engagement."

According to Graves, the class acted as a catalyst for students to interact with people otherwise unfamiliar to them. In the process, students could share their worldview while also hearing someone else's. Graves said that most students enjoyed the conversations, though sometimes they initially resisted.

For senior Ray Zhang, the course provided a new insight into American culture and the English language. According to Zhang, he and his partner discussed numerous topics, which made learning English much easier. Zhang particularly enjoyed having conversations while fishing, a hobby he picked up in America.

"My language skill was not very good," Zhang said. "It was hard, but it was something I needed to do. I also really got to know the culture. When we are in China, we all had a picture of what American culture was, and then you get here, and it is completely different from what we thought."

Zhang's conversation partner taught him about American culture and society, but he also introduced him to Christianity by inviting him to church at the beginning of the semester.

"We would talk about things to help my English: sports, each other's cultures, food and girls," Zhang said. "When we talked about each other's culture, we would talk

about religion and faith."

Junior Baleigh Hinrichsen also participated in the course and gained a greater understanding of Chinese culture. After going through this experience, Hinrichsen became less timid around exchange students and realized that they loved interacting with Americans on campus.

"This experience reshaped my view of Chinese culture because I got to hear really neat facts and stories firsthand," Hinrichsen said. "For example, on their birthdays they get gifts for everyone else instead of receiving gifts."

Hinrichsen said that she often heard about Chinese culture, but having direct conversations with Chinese students gave her deeper, more authentic knowledge. As the title implied, the World Christian course made students aware of the global aspects of their faith, bringing distant cultures to meet face-to-face.

**By Megan Smith**





**1. Josiah Pleasant**, director of the Center for Business as Mission, talks to students at a dinner on Aug. 28. Several student groups discussed their summer internships, during which they used business skills globally.

**Photo by Amanda Floyd**

**2. COBA faculty and staff** meet in a conference room in October. Psalm 25:4-5 was embossed on the window as part of the department's mission.

**Photo courtesy of Jeff Montgomery**

**3. Ugandans sit at The Source Café** in Jinja, Uganda, an extension of KIBO Group International. During the summer, a group of four business students spent seven weeks working with the team there. **Photo courtesy of Austin Yates**

**4. Junior Phoebe Cunningham** is surrounded by children from a Honduran orphanage during her summer business mission. They attended a workshop in which they planted a garden.

**Photo courtesy of Phoebe Cunningham**

**5. Junior Christi Jencyzk** takes notes during the Faith and Business Symposium on Oct. 31. Students chose from 20 different seminars to attend during the event. **Photo courtesy of Jeff Montgomery**

**6. Alumnus Ryan Moody** speaks to business students on Oct. 31. Moody discussed small business as part of the Faith and Business Symposium.

**Photo courtesy of Jeff Montgomery**

**7. Students attend a personal finance class** on Sept. 26. The weekend seminar, offered for the first time in the fall semester, counted for one hour of credit.

**Photo by DJ Lawson**



# MISSIONS IN THE BUSINESS WORLD

Two years before President Bruce McLarty introduced his goal for Harding's "community of mission," the Center for Business as Mission was already fulfilling that dream. By the summer of 2014, CBAM had flourished, sending students on internships that would integrate two important Christian principles: work and worship. The organization welcomed students of all majors, only asking that participants get involved by their sophomore year.

"We've got that academic branch which is connected to everything that we are doing," CBAM director Josiah Pleasant said. "Then we have the pragmatic branch, so that can be a student that comes from any major — understanding that plugging into a business context is great."

Students working with CBAM first went through training at a spring

retreat, which prepared them to work alongside professionals during summer internships both in the United States and abroad. While giving participants valuable professional skills, CBAM also emphasized mission by focusing on the spiritual aspect of business. The organization aimed to help Christian professionals keep a Christian outlook and remember that they were serving God through their service to others.

Senior Parker Burgess completed his internships in Zambia and Peru, working in local businesses with the mission to bridge the gap between business and church.

"It's all about relationships," Burgess said. "My relationships have really been able to grow through the experiences I've had through my internship. ... It's put me in contact with a lot of different people that I've really enjoyed getting

to know, which has ended up putting me at a place where I feel like my relationship with God has been better."

Once the internships were completed, the Paul R. Carter College of Business hosted an annual Business as Mission dinner forum. All students and faculty were invited to hear the interns share their experiences in serving internationally. The internships had a reciprocal impact; students often benefited as much as the community involved. In some cases, interns sought jobs in their mission field.

"I completely plan to continue my work with Healing Hands [International]," junior Phoebe Cunningham, who completed an internship in Honduras, said. "I'm definitely not finished. Don't be scared of the opportunity. [CBAM] can help you succeed in your goals, professionally and spiritually."



# SCOTLAND: new dimensions



**Students ride** on the famous Glenfinnan Viaduct railway during the education department trip to Scotland in the summer. The viaduct, located in the Scottish Highlands, was featured in several famous films, including the "Harry Potter" series. **Photo courtesy of Mike Wood**



Students from the Cannon-Clary College of Education pose in front of the Callendar House in central Scotland. The group spent five weeks traveling around Scotland while tutoring, assisting and teaching. Photo courtesy of Mike Wood



Beginning in 2007, education majors could fulfill their pre-student teaching requirements while gaining a new, international perspective on their field of study. Each summer the early childhood, mid-level and secondary education majors traveled to Larbert, Scotland, to prepare for teaching in various ways.

"They threw us in real-life situations," senior Emily Parsons, an early childhood education major who attended the summer trip, said. "They treated us like adults, like we were already grown up — like this was our job. I learned how hectic being a teacher really is, how to fit your teaching schedule in with your social calendar and how to really focus on your kids."

Other departmental study abroad programs and Harding's long-term connections with schools in Scotland helped bring the program into existence. Dr. Mike Wood, professor of education and director of the education trip, first traveled to Scotland on an international campaign in 1980, during which he decided to continue the university's work there.

"I started planning the program after talking to a professor over in the

business department," Wood said. "They were going over to London for the College of Business Administration program, and the more he and I talked about it, the more I realized the education department could do that in an English-speaking country where I had already developed a lot of friendships."

Students spent four weeks in the classrooms of Scottish public schools, teaching lessons and opening children's eyes to a world outside of their own.

"My philosophy is to give the children in my school here as many experiences as possible," Kathleen Hamill, head teacher of the Lede Fide Primary School in Scotland, said. "I just thought it would be a good experience both for the students from Harding and for the children here at Lede Fide. The children in my school have heard about the United States of America, obviously, but for them that would mean maybe Disneyland or California, so it adds a dimension to help take forward their education."

In addition to their work in Scottish classrooms, students also completed eight hours of course requirements. They learned about the history of

the Restoration Movement, which had many of its roots in Scotland. On weekends, students also traveled together to the Scottish Highlands, St. Andrews, Stirling, Edinburgh, Glasgow and London.

"I think the way that the program is designed for them is such a good idea," Hamill said. "They're not just coming and doing the teaching practice; they're actually experiencing a bit of the culture."

Seeing the trip's immense growth, Wood planned to continue taking students to Scotland as long as the Scottish schools would accept the help. He knew that the opportunity benefitted all parties.

"The schools in Scotland really enjoy our students coming," Wood said. "It's great for our kids because they get to teach in a foreign school. It looks good on their resume that they can say they've taught in a diverse setting in a foreign country."

Embarking on this adventure, students not only shared their gifts of teaching with the children of Scotland but also gained a unique viewpoint on their own field of study.

**By Dane Roper**



# met & GREET

The Honors College's traditional Chili Tuesday provided honors students and teachers a time for fellowship, connection and a \$2 meal.

The Chili Tuesday event began under the first dean of the Honors College, Dr. Larry Long. According to long, the event started shortly after the Honors College moved into the Sears Honors House in 1998.

"The administrative assistant for the Honors College at the time, Mrs. Kelly Milner, volunteered to make chili once a week for the honors students," Long said. "We chose to do it at lunch on Tuesday and charged \$1 at first, for all the chili and crackers you could eat and a soft drink. Chili Day became a tradition that involved eating, fellowship, sometimes academic discussions and a lot of laughing and fun."

According to Dr. Warren Casey, dean of the Honors College, the tradition of a chili lunch on Tuesday continued, though with time the price was changed to \$2. Casey said the college intended Chili Tuesday to bring

honors students from across campus together for at least one day a week.

"You get completely involved in whatever your major is — particularly when you're a junior or senior — and you tend to get into your building where you're doing all your work," Casey said. "You rarely come out of that to see other people whom you may have met as a freshman or in a Bible class. On Chili Day you can come over and meet them."

Some students made their own tradition by trying to attend almost every Chili Tuesday. Senior Tori Strother, a regular attendee since her freshman year, liked to call it "the best day of the week."

"It is a good time to commune and fellowship and bond with friends, and at the same time it's a good meal that's not the caf," Strother said. "We always say, 'Chili heals all wounds.'"

Graduate student Haley French was in charge of preparing the homemade chili for the lunch.

"At the beginning of the semester

we bought a ton of ground beef, and Debbie Stewart, [administrative assistant of the Honors College,] cooked it," French said. "We cook enough for five to six weeks, and we freeze it. We stocked up on a ton of canned goods. On Mondays before I leave, I'll leave out all the meat and cheese and everything that needs to thaw out, and I'll come in the morning and get it all started."

Casey said he expected the Chili Tuesday tradition to continue even after his time as the dean of the Honors College.

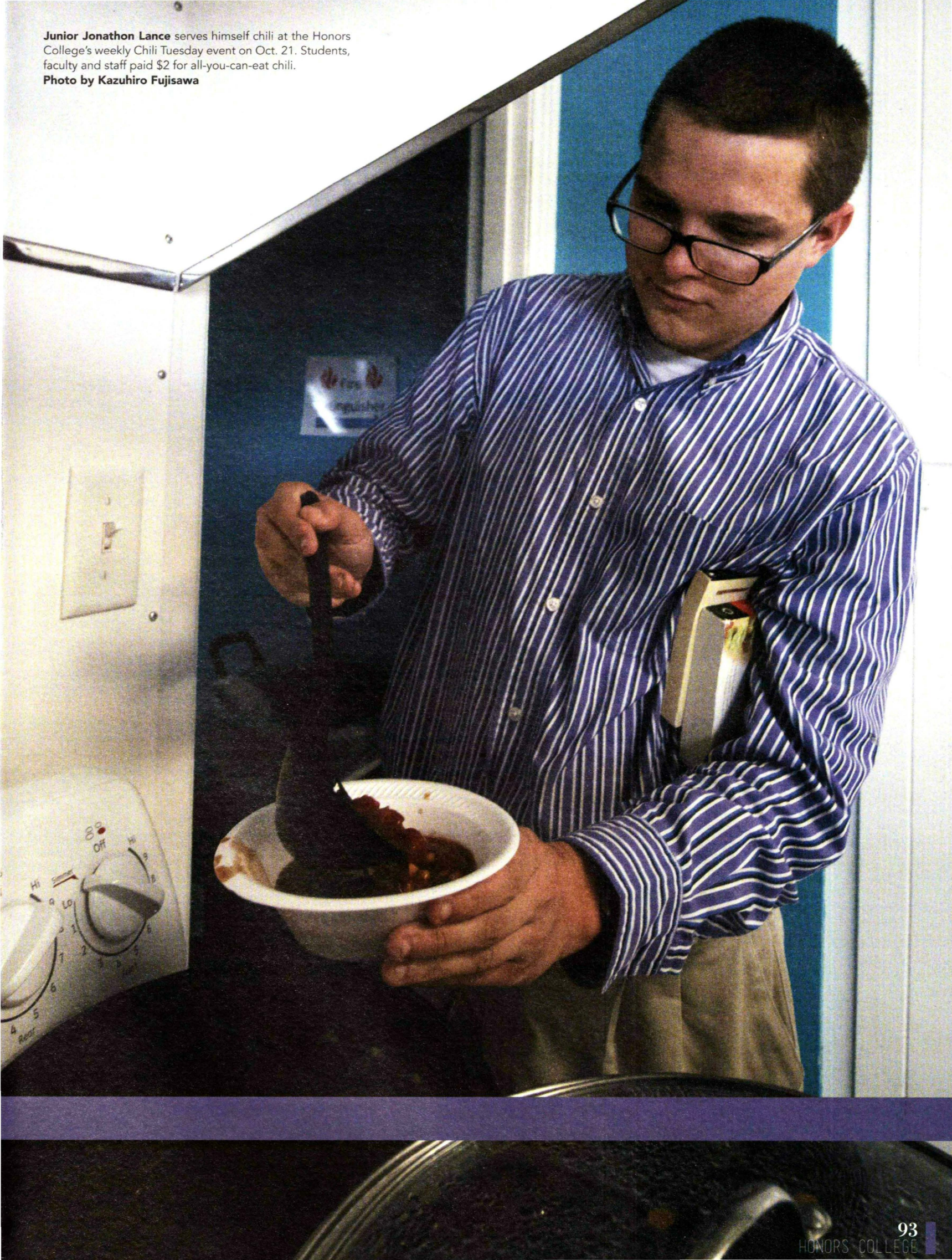
"I think it's a fixture for sure," Casey said. "It's one of the big social opportunities students can take advantage of. One of the best things about it is that it has been consistent through the directors — from Long to Hopper to Casey and next to James."

With its long history of comfort food and fellowship, Chili Tuesday kept connections between honors students alive.

**By Elizabeth Harper**



**Junior Jonathon Lance** serves himself chili at the Honors College's weekly Chili Tuesday event on Oct. 21. Students, faculty and staff paid \$2 for all-you-can-eat chili.  
**Photo by Kazuhiro Fujisawa**





Sophomores Wesley Seaman and Will Humphrey sign a guest book during the reception for the "Art in China" gallery Aug. 22 in the Stevens Art Gallery. The gallery featured the work of assistant professor Beverly Austin, sophomores Maggie Cox, Brandon and Hayden Rickett and junior Paige Martin after their summer mission work in China. **Photo by Owen Brown**



In August, the Department of Theatre reprised Searcy Summer Dinner Theatre's musical "1776." The show, directed by Harding's Dottie Frye, assistant professor of theatre, chronicled the journey of the Continental Congress toward signing the Declaration of Independence. Featuring a cast of students, professors and Searcy citizens, "1776" brought together a unique blend of talent for this patriotic comedy production — the cast ranged in age from 18 to 70. The musical had been on Frye's radar for several years, but since SSDT's theme for 2014 was "Americana," the time was finally right for "1776."

"Dottie was great. She was very user-friendly and patient," first-time cast member and associate professor of education Dr. Mike Wood, who played Continental Congressman Phillip Livingston, said. "She took opportunities to hear feedback from the cast members and she would take note about what we needed to work on."

Frye loved what "1776" had to offer the students in the cast: an opportunity to work with experienced professionals. She said it gave the younger actors an appreciation for the maturity of the older, and both groups learned from one another. Sophomores Adam Leasure, Patrick Jones and Duncan Michael appreciated the opportunity to get to know their professors "better as friends."

"They didn't act like Harding professors when they were at rehearsal," Leasure said. "They acted like people."

During its SSDT run, the "1776" cast performed at least three shows per week for over three weeks. The cast experienced tangible growth from week to week, gaining an energy that could be seen and felt both onstage and in the audience. The longer the show ran, the more comfortable the cast became with their characters and the relationships between them.

"When the show starts, these men have been in Congress for a year and

have layers and layers of relationships already experienced," Frye said. "Our job is to make the audience feel immediately that we are those men."

During the curtain call each night, the cast returned to the stage, took a bow and sang "The Star-Spangled Banner" as a group.

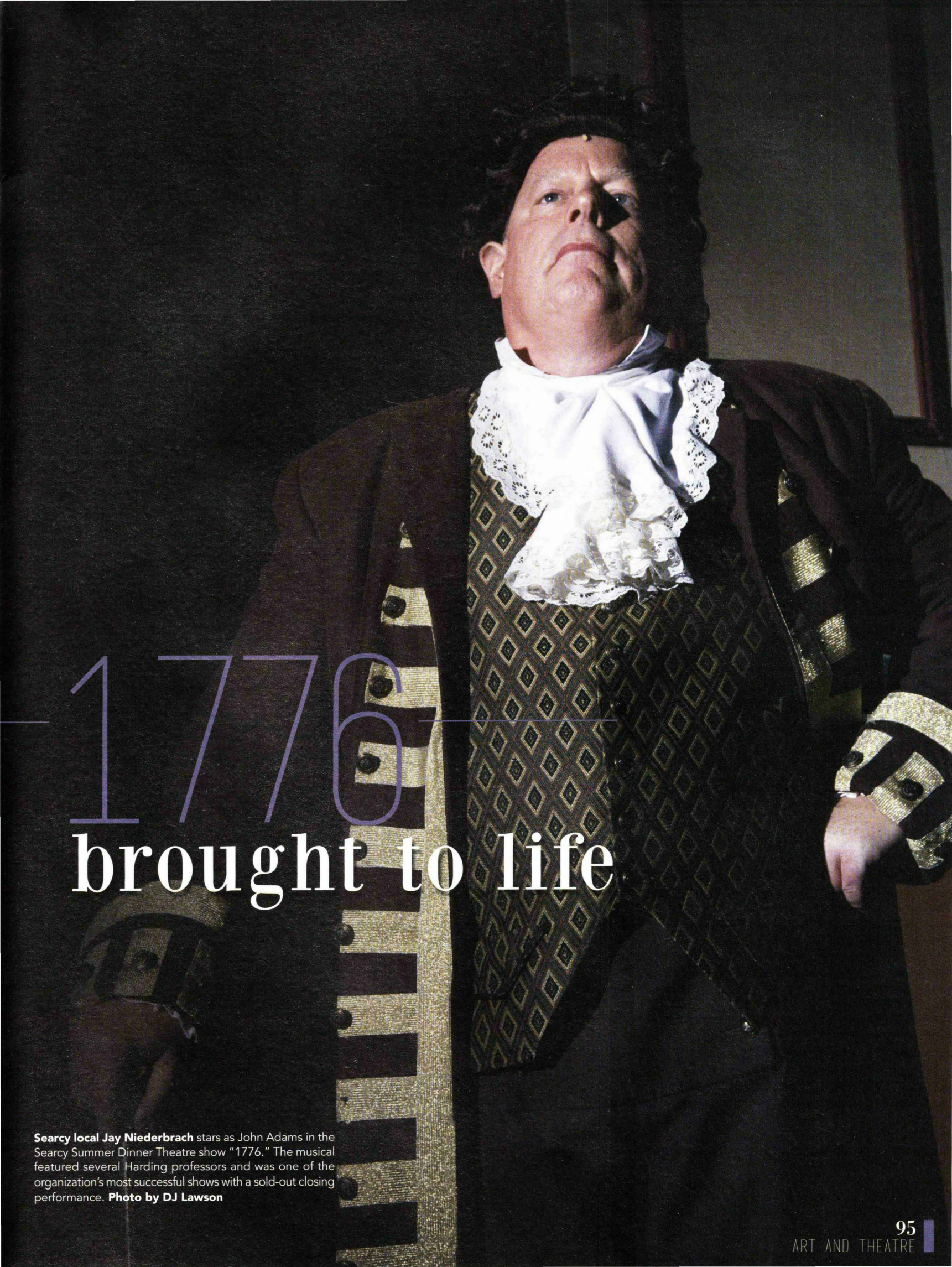
"It was just a really proud moment; it was proud for the cast because they had invested so much into these characters, characters who were based on real men," Frye said. "They definitely didn't always agree, but they believed in something that had never been done before — they took that risk, and it made us appreciate our history."

In bringing history to life, the cast and crew connected not only to the past, but also to each other.

"I don't do it for my undying love of the theatre," Frye said. "I do it for the relationships. I love the connections that we make."

**By Colbie Phillips**



A full-page photograph of a man, Jay Niederbrach, dressed in 18th-century attire. He is wearing a dark brown coat with gold-striped lapels and cuffs, a patterned waistcoat, and a large white lace cravat. He has dark, curly hair and is looking upwards with a serious expression. The background is dark and indistinct.

# 1776

## brought to life

**Searcy local Jay Niederbrach** stars as John Adams in the Searcy Summer Dinner Theatre show "1776." The musical featured several Harding professors and was one of the organization's most successful shows with a sold-out closing performance. **Photo by DJ Lawson**



**1. American Red Cross nurses sterilize equipment** for blood donations on Sept. 30. The association came to campus multiple times during the semester to provide an accessible and convenient way for students to donate blood. **Photo by DJ Lawson**

**2. Resident life coordinator Desiree Byrd and daughter Mackenzie Byrd** laugh while waiting for Mackenzie's speech clinical on Feb. 19. The speech pathology students served over 100 clients in 2014. **Photo by Owen Brown**

**3. Graduate student Ashton Smith and client Dennis Ingle** work together during their clinical session on Feb. 19. "[The students are] given a tremendous advantage by being able to actually practice what they're learning in the classrooms," clinic secretary Aleshia O'Neal said. **Photo by DJ Lawson**

# Speech Pathologists

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## REACH OUT TO COMMUNITY

Each semester, the Department of Communication Sciences and Disorders gave the gift of speech by offering free therapy to the community. Through the Harding University Speech Clinic, CSD students gained practical experience in their field while serving real speech therapy clients.

According to clinic director Jan Traughber, the clinic had its beginnings in 1953, when former faculty member Dr. Richard Walker, a licensed therapist, began offering free speech therapy to local children. This simple act of service grew into one of the CSD program's most extensive projects. In 2014, undergraduate and graduate students working in the clinic served over 100 clients and logged nearly 1,200 collective community service hours.

Traughber said undergraduates worked with one client per semester in pediatric articulation therapy, correcting mild to moderate language delays or differences. Graduates could also work with adult clients to provide therapy for disorders like aphasia and apraxia of speech, both of which involve loss of language levels following severe illness or injury.

Clinic secretary Aleshia O'Neal, who began working in the CSD department in June 2014, was impressed with the unique field experience the program offered to student clinicians.

"They're given a tremendous advantage by being able to actually practice what they're learning in the classrooms," O'Neal said. "That really is giving our undergraduates an

advantage that a lot of universities just don't provide."

The clinic benefited those who came to receive therapy just as much as it helped student clinicians. Traughber and O'Neal agreed that the clinic doubled as a ministry by providing free treatment not only to faculty and students but also to the world outside Harding.

"We have really marketed and served primarily the Searcy community, and so they're seeing a lot of individuals that live in Searcy but are not part of Harding," Traughber said. "It's an opportunity to touch a lot of lives."

Besides building relationships between Harding and Searcy, the clinic also facilitated the most basic human connections by helping clients, especially children, communicate with their family and friends.

"I love getting to celebrate every milestone with a parent or with the client themselves," Traughber said. "The first time that the mama gets to hear the word 'mama' is a bonding relationship between that mother and child that we helped to propagate."

According to senior CSD major Kaleb McLarty, the bond between clinician and client went beyond mere communication.

"Through building trust with them, I think that ... you really feel like a part of each other's lives by the end," McLarty said.

**By Melissa Hite**





"THROUGH BUILDING TRUST WITH THEM, I THINK  
THAT ... YOU REALLY FEEL LIKE A PART OF EACH  
OTHER'S LIVES BY THE END."

- SENIOR KALEB MCLARTY





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**1. Seniors William Beggs and Ozioma Whittaker** work on an assignment in one of the new lab classrooms on Sept. 23. These labs were available to five different majors in the College of Sciences. **Photo by Amanda Floyd**

**2. Senior Baylor Blickenstaff** completes an experiment in the new addition to the Pryor-England Science Center. Construction on the addition was completed in the summer of 2014. **Photo by Amanda Floyd**

**3. Dr. Rebekah Rampey**, associate professor of biology, demonstrates new biology equipment to senior Seth Ransom. Rampey began working at Harding in 2004, making 2014 her tenth year in the department. **Photo by Amanda Floyd**





# UPGRADED FACILITIES

## WORK TO EXPAND LEARNING

In August, Harding completed its 13,000-square-foot addition to the Pryor-England Center for Science and Engineering. The addition included a computer lab with 31 computer stations, a stadium-style classroom seating 100 students, two rooms created for lab and classroom settings, four new office spaces, a genetics lab, a biochemistry lab and an organic chemistry lab with a storage room for chemicals.

According to Dr. Rebekah Rampey, associate professor of biology, the new additions impacted four majors most: biochemistry, chemistry, biochemistry and molecular biology, and molecular and cellular biology. However, all allied health students would likely use these labs for their core classes.

Rampey said the new equipment was not simply an upgrade; many of the items had never been used in the department and opened up all-new possibilities for labs and classes.

Some of the new equipment required

sensitive maintenance. A new back-up generator was installed in the building to prevent any damage from possible power outages.

"We have ultra-cold freezers that we store strains of cells or yeast cells, and you can store them for decades, but if the power goes out, you lose it all," Rampey said.

According to Dr. Benjamin Bruner, chair of the Department of Biology, the extra space allowed for more dynamic class offerings and lecture settings. Bruner said that by experiencing everything in the same place, students no longer felt such a disparity between their lectures and labs.

"I'm glad I get to be a part of it, but I wish it would have been here when I first started because it is awesome," senior lab assistant Seth Ransom said. "Everything looks great, but if you knew what everything was, it is even better."

According to Rampey, one of the most interesting features of the building was the

design itself. Harding gave control to the professors, allowing them to design the rooms according to their needs.

"They brilliantly gave the professors who were going to be teaching in the labs the reins," Rampey said. "Any of us who teach in the laboratories will say it is great anyway because we get to teach in a new facility, but it makes it even better when we can walk in and say, 'I designed this on paper, and I did it with the students in mind and efficiency.'"

Ransom said the addition to the science center brought new life to the building.

"I think everyone is really excited about things to come," Ransom said. "I think this is just a step forward, and I think things are going to get better for the science building. The science program has grown a lot since I've been here, and I can tell the head of the biology department, [Bruner], is doing a lot to make things grow. We are always pressing forward, and that's what needs to happen."

**By Elizabeth Harper**



# BUILDING HOMES

## using classroom techniques

The students of ENGR 101, the introduction to engineering course, worked on various engineering design projects to benefit Habitat for Humanity. Dr. James Huff, assistant professor of engineering, said he wanted the course to enable his students to understand and practice engineering while integrating their identity in Christ with the material. He believed that his students, through a real design problem, would appreciate the complexity and the joy of being an engineer.

"I wanted them to experience design ... by identifying a project, by thinking through the social situation around the project, who is affected by this project, what they need out [of] this project, what we call specification development," Huff said.

Huff said he provided conceptual design projects for Habitat for Humanity in order to achieve this goal for his students. Though this partnership had previously existed only for junior and senior-level classes, Huff expanded the opportunity to include this introductory course, giving students early experience.

Habitat for Humanity provided low-income families with sustainable and safe homes, aiming to break the cycle of poverty by giving these families a sense of security. The organization had "ReStores," similar to thrift stores,

where people could find furniture, home accessories, building materials and appliances at a fraction of the retail price. The money collected from these donation centers was later used to build houses.

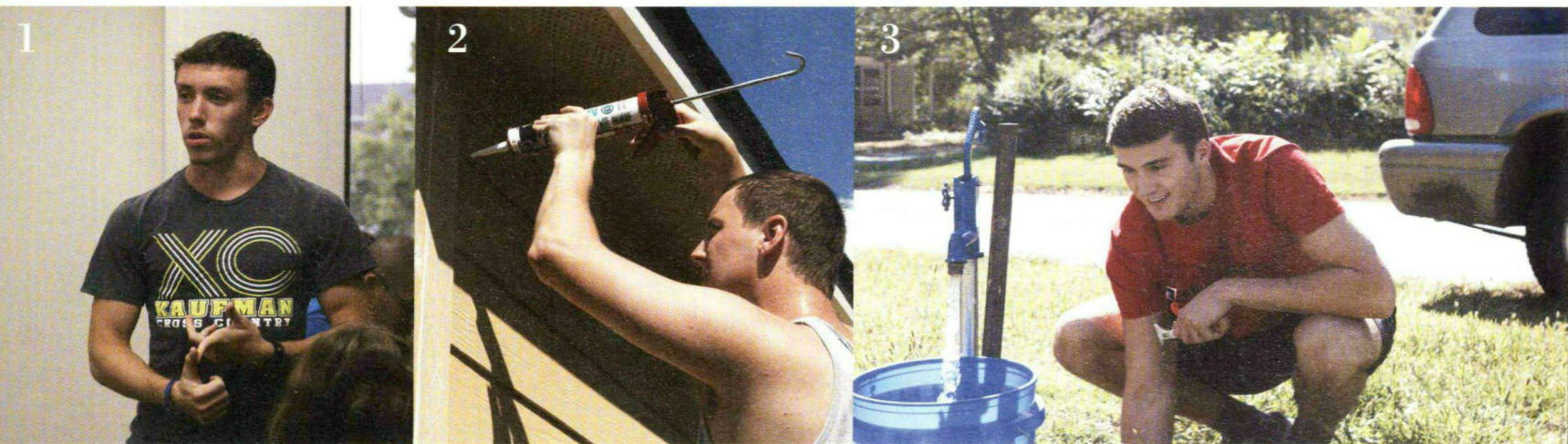
The class worked on seven different conceptual design projects that allowed White County's Habitat for Humanity ReStore to load, test and present their products in a more efficient manner. The projects included building an appliance tester, a TV and DVD display, a loading dock and a lighting display.

"We just appreciate the idea because it takes so much off of us to have to come up with these designs, to come up with the information that they gather for us," Leigh Anne Hawthorne, affiliate administrator of Habitat for Humanity, said. "They also come and volunteer with us, which is a great thing."

Freshman Sage Pope, a mechanical engineering major, said he found the experience beneficial. He appreciated Huff's method of combining theory and practice.

"I'm enjoying it," Pope said. "It's kind of cool how he ties in what being a Christian engineer is as opposed to being a regular engineer."

**By Tania Salgado**



**1. Sophomore Braxton Furlong** speaks to his mechanical engineering class on Sept. 19. The introductory class volunteered with the local branch of Habitat for Humanity throughout the fall semester.

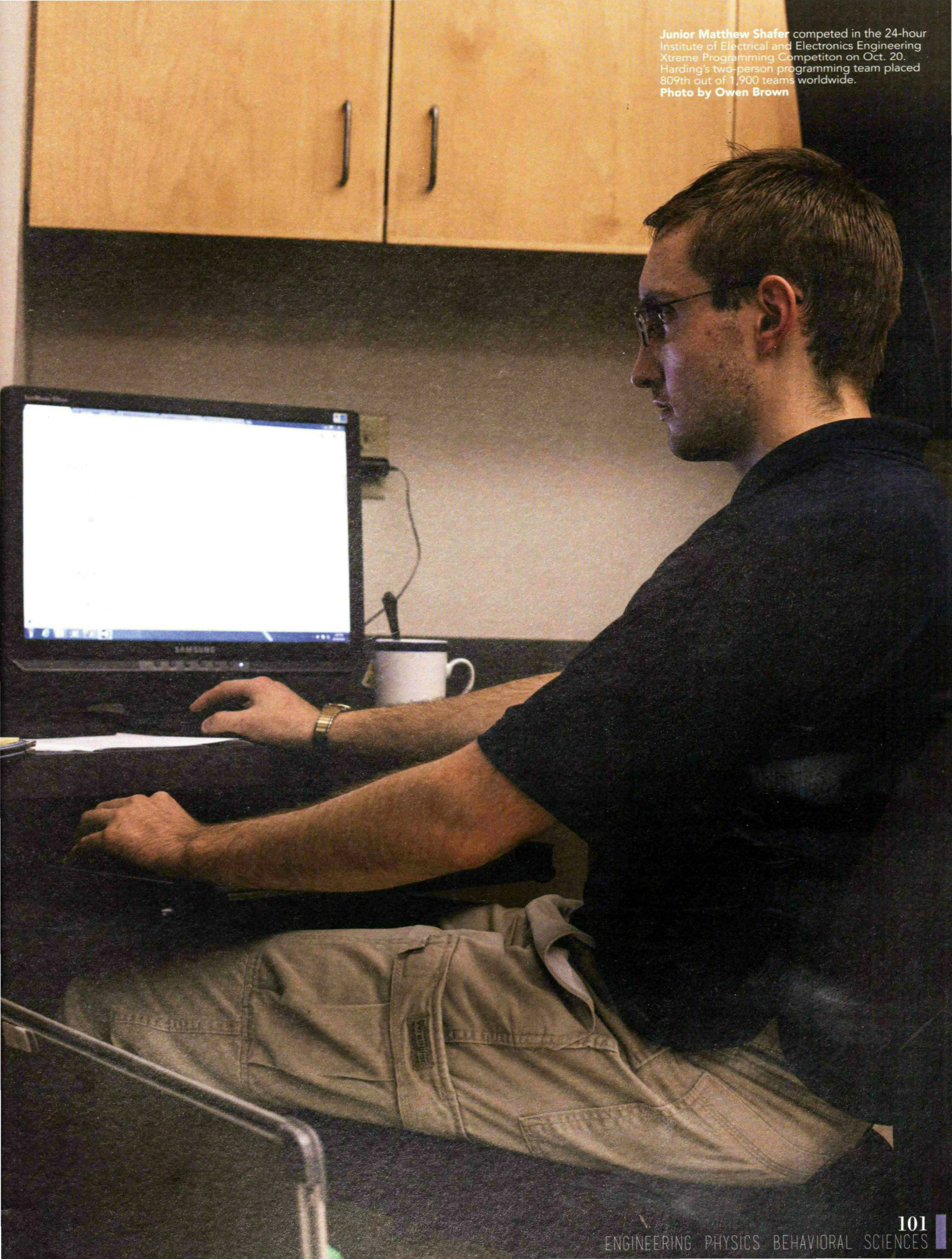
**Photo by DJ Lawson**

**2. Junior Matt Love** repairs a house in Searcy on Sept. 25. The class also worked on projects such as appliance testing, lighting displays and fixing a loading dock. **Photo by Owen Brown**

**3. Senior Ryan Liddle** fills up a bucket of water while volunteering with Habitat for Humanity. Both he and Love were students of Dr. James Huff, who collaborated with the organization. **Photo by Owen Brown**



Junior Matthew Shafer competed in the 24-hour Institute of Electrical and Electronics Engineering Xtreme Programming Competition on Oct. 20. Harding's two-person programming team placed 809th out of 1,900 teams worldwide.  
Photo by Owen Brown







Members of Beta Omega Chi sell fried pickles and naps in hammocks to students at Relay For Life on Oct. 17. The Kinesiology Department encouraged its students to volunteer at the event each year. **Photo by Owen Brown**



When Dr. Jessica Moore, associate professor of kinesiology, began teaching KINS 415 in 2009, she decided to take the experience beyond the classroom. The class, titled Adapted Physical Education and Sport, was designed to teach students how to modify activities for individuals with handicapping conditions. The classroom, however, offered little opportunity for practice, so Moore decided to make the class more experiential by partnering with the Sunshine School, a school in Searcy for students of all ages with developmental disabilities.

"My students are experiencing hands-on learning," Moore said. "The Sunshine School students are gaining new friends and getting to experience a real P.E. class."

According to Moore, the KINS 415 students would spend Mondays on the university campus preparing material and would then implement that material on Wednesdays and Fridays at the Sunshine School, often by working one-on-one with students to develop their motor skills and athletic abilities. According to Mary-Lou Dunn, director of the Sunshine School, this partnership benefited both sides immensely.

"It has been such a positive thing," Dunn said. "That phrase is so trite — win-win — but it really has been."

According to Dunn, the Harding students seemed to change the most from the experience. She described the vast difference between the students' attitudes at the beginning of the semester

and their attitudes at the end.

"I usually talk to each class before they ever come out here," Dunn said. "I look out at those faces, and there is a little bit of anxiety, a little bit of trepidation, because they're not sure what they're going to experience. ... In their mind I suspect it's a whole lot harder than it turns out to be."

Senior kinesiology major Noelle Burley experienced that anxiety firsthand. Burley said that the new experience was a little intimidating at first, but she learned to deal with it quickly.

"As I got to know the students, all the hesitancy went away," Burley said. "I think the students taught me to try new things and that I have nothing to fear in life."

Dunn said that this process was natural. The Sunshine School's goal was to teach the college students that those with handicapping conditions were more similar to them than they imagined — that they had the same hopes and fears and anxieties. The Sunshine School students were increasing their motor skills and getting more active, and the Harding students were learning how to adapt P.E. curriculum under special circumstances, but the real take-away that Dunn emphasized was far more personal.

"It's kind of like the handicap disappears, and the students just become people to them — people with a handicap, but their personhood becomes more important," Dunn said.

**By JP Baker**

# a win-

## WIN SITUATION





# ORNITHOLOGY

## THE STUDY OF BIRDS

In the summer, the Department of Biology offered ornithology as a two-week intercession class. Dr. Nathan Mills, associate professor of biology, began teaching the ornithology intercession course in 2005. He said that this course introduced students to one of the biggest taxonomy groups in biology — birds. According to senior Molly Harris, ornithology gave her a new appreciation for the things she saw every day.

"Birds are absolutely beautiful, and they are remarkably complex creatures," Harris said. "Unfortunately, before ornithology, I rarely gave them more than a passing glance."

The class counted either as three credit hours of general biology for non-majors or as elective hours for majors.

"We do a lot of going-outs, looking for birds ... but the goal is to be something more than just a recreational thing," Mills said. "[It] is just really trying to learn the birds, and not only to identify them but also to learn to appreciate their biology."

With this course, Mills said he aimed to expose students to some of the big ideas of biology and give them an appreciation of what the science could do in their lives. According to Mills, ornithology excited students more than almost any other biology course, which meant students kept learning even after leaving class.

Sophomore Jenna Harris, a biology major, took ornithology during the summer and described the course as "adventurous."

"We were out in the woods or in the trails every day, all day long," Jenna said.

"There was always random stuff going on, like tracing birds down, or seeing a whole bunch of bugs, getting lost in the woods, or finding snakes."

Mills said that his students became familiar with most of the major topics of a standard ornithology textbook. When they completed the class, they could identify about 125 species of birds and had seen approximately 100 of them in the field, visiting places such as Camp Tahkodah in Floral, Arkansas.

"In biology we have the distinction, the honor, of studying a world that was created by God," Mills said. "In this case, we're getting to learn some more about a specific aspect of that creation: the birds."

**By Tania Salgado**

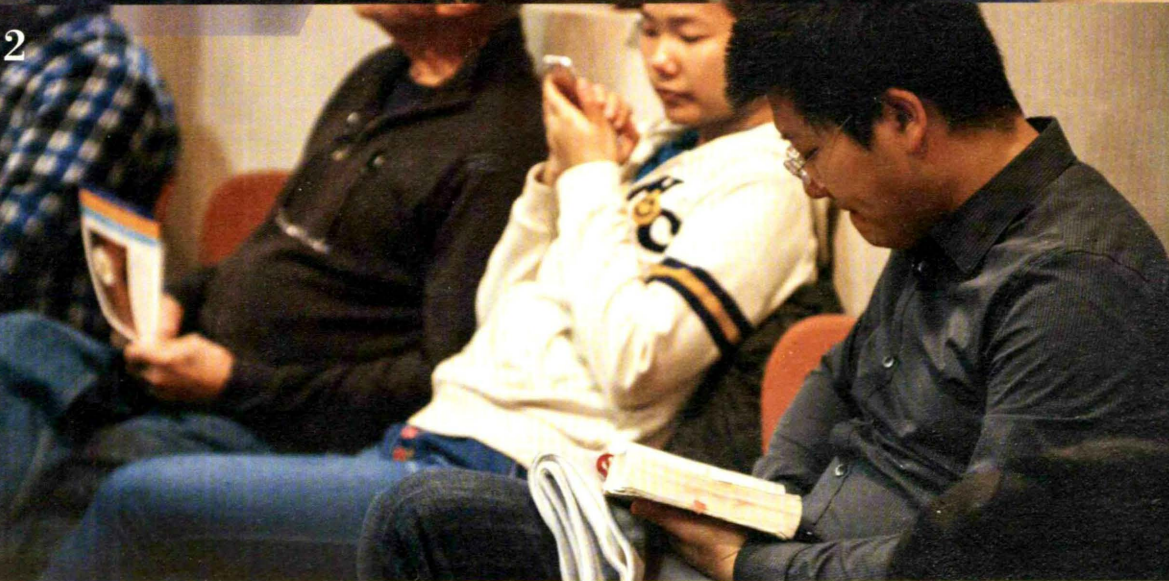




**1. Dr. Nathan Mills** prepares for his intersession classes which took place May 12 through May 23. He taught ornithology as a two-week summer course, which fulfilled students' biology requirement. **Photo by Amanda Floyd**

**2. Sophomore Jenna Harris** looks at native birds while on the front lawn in October. Harris took the knowledge she learned during the course and applied it to her life year-round. **Photo by Owen Brown**







# Not your average student

When picturing an average college student on a university campus, most people would not imagine a 46-year-old. However, this was not an unusual age for some Bible students. The Center for Advanced Ministry Training hosted several older ministry students, offering them the undergraduate experience in an accelerated program. At the end of two or three years, these students would receive a bachelor's degree in ministry.

Dr. Bill Richardson, director of the CAMT program, said that though this program welcomed people of all backgrounds, it mostly appealed to career-changers — older adults working in a different field who felt the call to ministry.

While many other schools hosted similar programs, CAMT offered a unique perk: a full-tuition scholarship for everyone accepted into the program. In the early years of the program, Chancellor Dr. David Burks decided to offer 16 full-tuition scholarships for those accepted into the program in order to ease the financial burden of quitting a career to become a full-time student.

Over the years, the program came to host one of the most diverse groups on campus, welcoming students from every walk of life across the country and internationally. While there was no shortage of applicants, the program did not fill all 16 of its available spots.

"We are choosy about our applicants," Richardson said. "We look for character,

evidence for academic success and ministry aptitude. Out of 83 applicants last year, we took 14."

The CAMT program integrated its students with traditional students in multiple Bible and liberal arts classes. Younger students benefited from the situation, working with fellow learners who had a very different life experience.

"The older students provided seriousness and a view of what other generations were thinking," Richardson said.

Mark Walker, a second-year CAMT student, gave up his career as an airline pilot and engineer to pursue his education in ministry. Walker emphasized the value of learning alongside the younger undergraduate students.

"We were able to see things differently," Walker said. "It's amazing how much the younger students knew."

Most CAMT students were men, but the program was open to women as well. Malinda Wheeler, a second-semester CAMT student, aspired to use her degree to minister to young women on college campuses and valued her experience in the otherwise male-dominated program.

"I enjoy the program," Wheeler said. "The men have included me, and the atmosphere is very positive."

That positive atmosphere provided CAMT students with the building blocks for a new future — a future in ministry, equipped with the knowledge and skills to do God's work in practical ways.

**1. Guest speaker David Matthews** gives a devotional in Shores Chapel on Nov. 13. Center for Advanced Ministry Training students were required to attend their own chapel everyday at 10 a.m.

**Photo by Amanda Floyd**

**2. CAMT student Ray Chen** reads along in his Bible during CAMT chapel. The CAMT program offered both bachelor's and master's degrees in ministry to students of many ages and vocations.

**Photo by Amanda Floyd**

**3. Sophomore Kaitlyn Toelke** speaks to representatives from the Harding School of Theology during the Graduate School Fair on Sept. 12. Various programs from graduate schools across the country sent representatives to the fair. **Photo by DJ Lawson**







# THE FAST TRACK

Very few students completed their undergraduate studies in just two years, but some health science students, including graduate students Carley Edwards and Shelby Adams, took an accelerated path towards graduation.

According to Dr. Julie Hixson-Wallace, dean of the College of Pharmacy, graduate pharmacy students needed not only a background in the sciences but also good communication skills. As future pharmacists, they needed to work effectively with patients and health care professionals. By demanding hard work and dedication, the pharmacy program helped its students enter the professional world sooner, allowing them to begin helping people as soon as possible.

Edwards, a first-year pharmacy student, said she had planned to go into pharmacy since she was a senior in high school. Confident in her career choice, she started on the fast track program, planning to spend only two years in undergraduate courses. This ambitious goal required focus, maturity and sacrifice. By her freshman year, she had already registered for all the classes she needed and made the decision to forego an overseas program. In the end, her hard work and determination paid off, and she completed her undergraduate work in 2014.

Edwards said she stayed motivated by believing in herself and her abilities.

"I watched a couple people kind of quit the pharmacy programs," Edwards said. "They didn't like it. They thought it was too hard, and I just knew I could do it, so I just kept going."

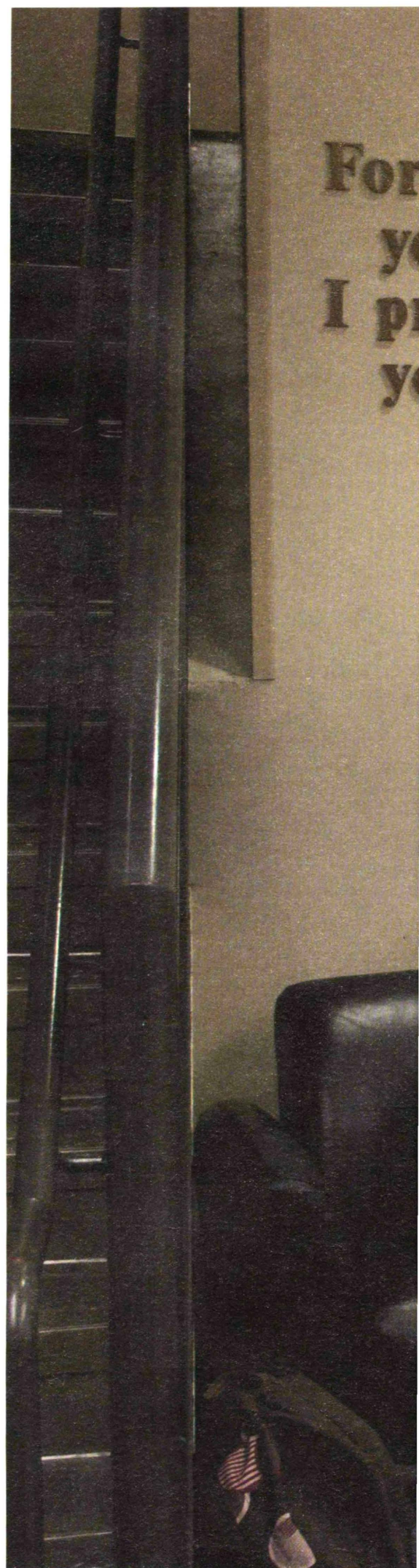
After accomplishing her initial goal, Edwards moved on to pharmacy school. There, she deepened her knowledge of pharmacy science, such as how drugs interact with the body and their various uses in specific situations. She planned to graduate with her health science degree after her first year of pharmacy school and hoped to have her doctorate degree by the end of her six years at Harding.

Adams, like Edwards, followed a quick path toward graduation and entered pharmacy school after two years of undergrad. She said that while the transition to pharmacy school required some adjustment, she enjoyed the change.

"I think I'm doing better because it's more important to me," Adams said. "I study more, and I try harder, and I like it better."

Presented with new challenges and deeper learning, graduate students in the College of Pharmacy flourished in their chosen career paths.

**By Ashley Heastie**





Third-year pharmacy students Kristen Powers and Thien Ly take time to catch up in the Henry and Grace Farrar Center for Health Sciences Nov. 5. The 6-year-old building serves as the primary facility for the College of Pharmacy and Physician Assistant

you created my inmost being;  
you knit me together in my mother's womb,  
praise you because I am fearfully and wonderfull  
your works are wonderful, I know that full well,  
Psalm 13





# FINANCE FOR THE FUTURE

For the first time in school history, the Paul R. Carter College of Business Administration offered a weekend seminar on personal finance to 89 students of various majors for one hour of credit. While the course was not a required part of the liberal arts curriculum, Dr. Bryan Burks, dean of COBA, thought the class was hardly optional for students who were serious about their own financial security.

"Students from all over campus, regardless of their major, need to have a better understanding of their finances," Burks said. "We believe this is something every student should be prepared for in their career."

Dr. Steve Williams, professor of marketing and management, along with six other COBA faculty members, developed the course using their combined expertise in various areas of finance. The weekend-long seminar covered seven modules, including subjects such as stewardship, budgeting, insurance, buying a house, retirement and taxes.

"We had a variety of topics that we cover, and they were all a thumbnail sketch of things," Dr. Randy McLeod, professor of business, said.

While COBA already offered a personal finance course for three hours of credit, the brief seminar was more accessible to non-business students. The two-day commitment fit more easily into a schedule than a semester-long course, appealing to busy students of all majors.

"It's probably more helpful to non-business majors than to business majors," Burks said. "It's a great way to get students from across campus into the College of Business, in front of our faculty and into our building, and to be thinking more about business as it relates to their individual lives."

Junior Madison Teague, a fashion merchandising major, enrolled in the course after hearing it announced in chapel.

"I had never taken a personal finance class before, and it could help prepare

me for my future," Teague said.

After a successful first semester, COBA planned to host another weekend seminar in the spring of 2015, anticipating a maximum enrollment of another 90 students.

"Our plan is [to offer the class] every semester," Burks said. "I hope that someday, with some modifications, we may offer it multiple times a semester."

Teague said she enjoyed the class and agreed with Burks.

"Our group was the first group, so I think the seminar can only get better," Teague said. "It would be great to offer every semester."

Faculty from COBA and all over campus supported the course and the benefits it brought to students' personal financial well-being.

"It's going to touch everyone's lives, no matter what your major, no matter what your career path," McLeod said.

**By Maeghen Carter**

**1. Guest speaker Keith Perry presents** to students at the Faith and Business seminar on Oct. 31. More than 13 business professionals in attended to discuss Christianity in the business world.

**Photo courtesy of Jeff Montgomery**

**2. Dr. Randy McLeod**, professor of business, teaches a seminar on personal finance on Sept. 26. The seminar covered various subjects including personal budgeting, maintaining good credit and planning for retirement.

**Photo by DJ Lawson**

**3. Junior Allison Nolan** laughs with a fellow classmate during the personal finance seminar. "I really enjoyed the laid-back feel," junior Madison Teague, who was also enrolled in the course, said. **Photo by DJ Lawson**

**4. Students listen** to fellow classmates discuss their summer mission trips at the Business as Mission dinner on Aug. 28. Some of the missions doubled as business internships. **Photo by Amanda Floyd**





"IT'S GOING  
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- DR. RANDY MCLEOD

