

definitions

knowledge
future
profession

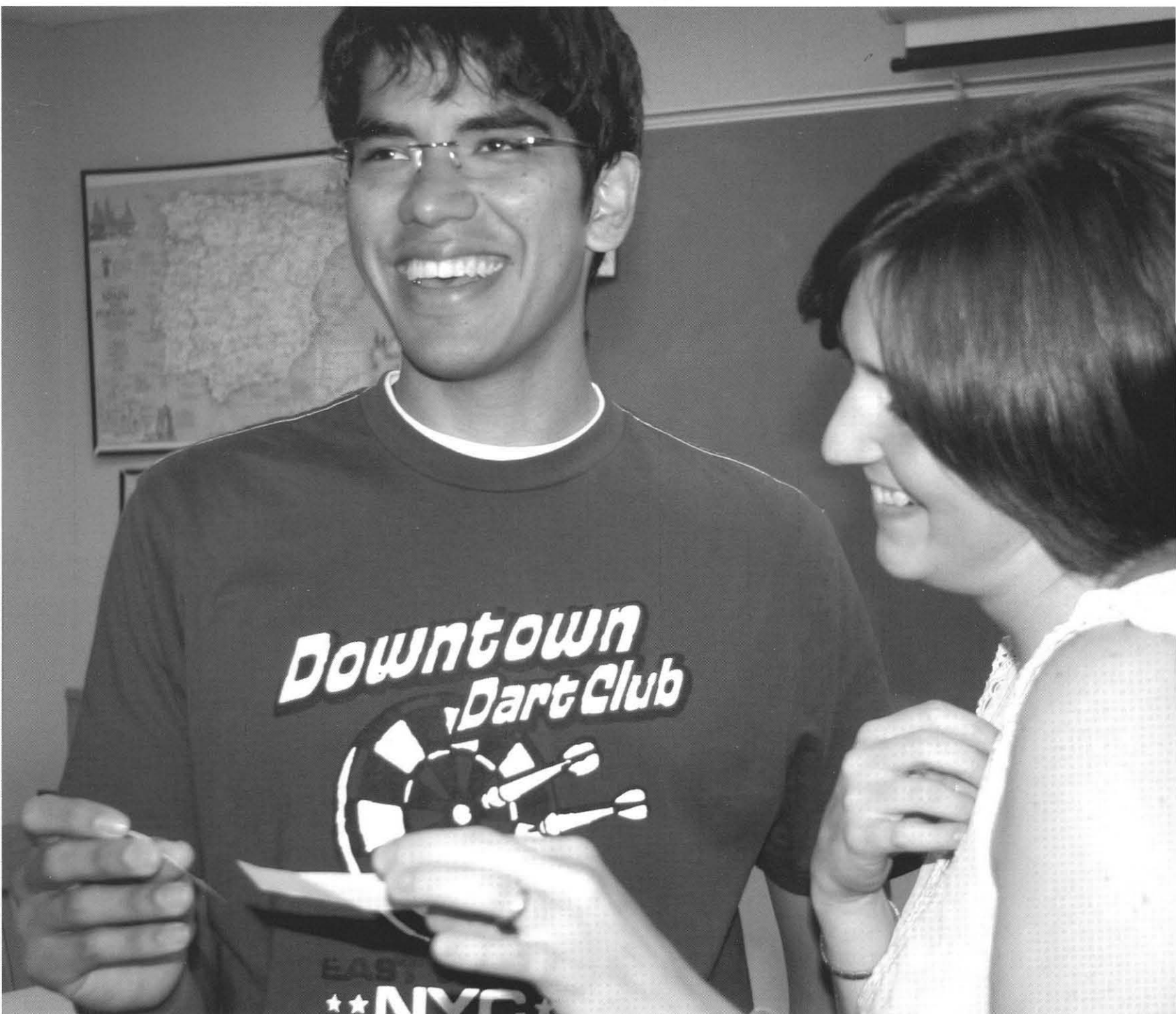


megan
dalrymple
academics editor

Kneeling beside her practice mannequin, sophomore Karina Gomes checks for a pulse while practicing CPR techniques in First Aid Nov. 19. Students practiced the steps of CPR on the mannequins during the First Aid lab. •Jonathan Lindsay

Figuring football score statistics, seniors Travis Lauterbach and Leslie Nipper try to pick a winner Sept. 30 in Assistant Professor of Education Allen Henderson's integrating math and science class. Members of the class picked the winners of the weekend college football games and competed for a prize. •Russell Keck

academics

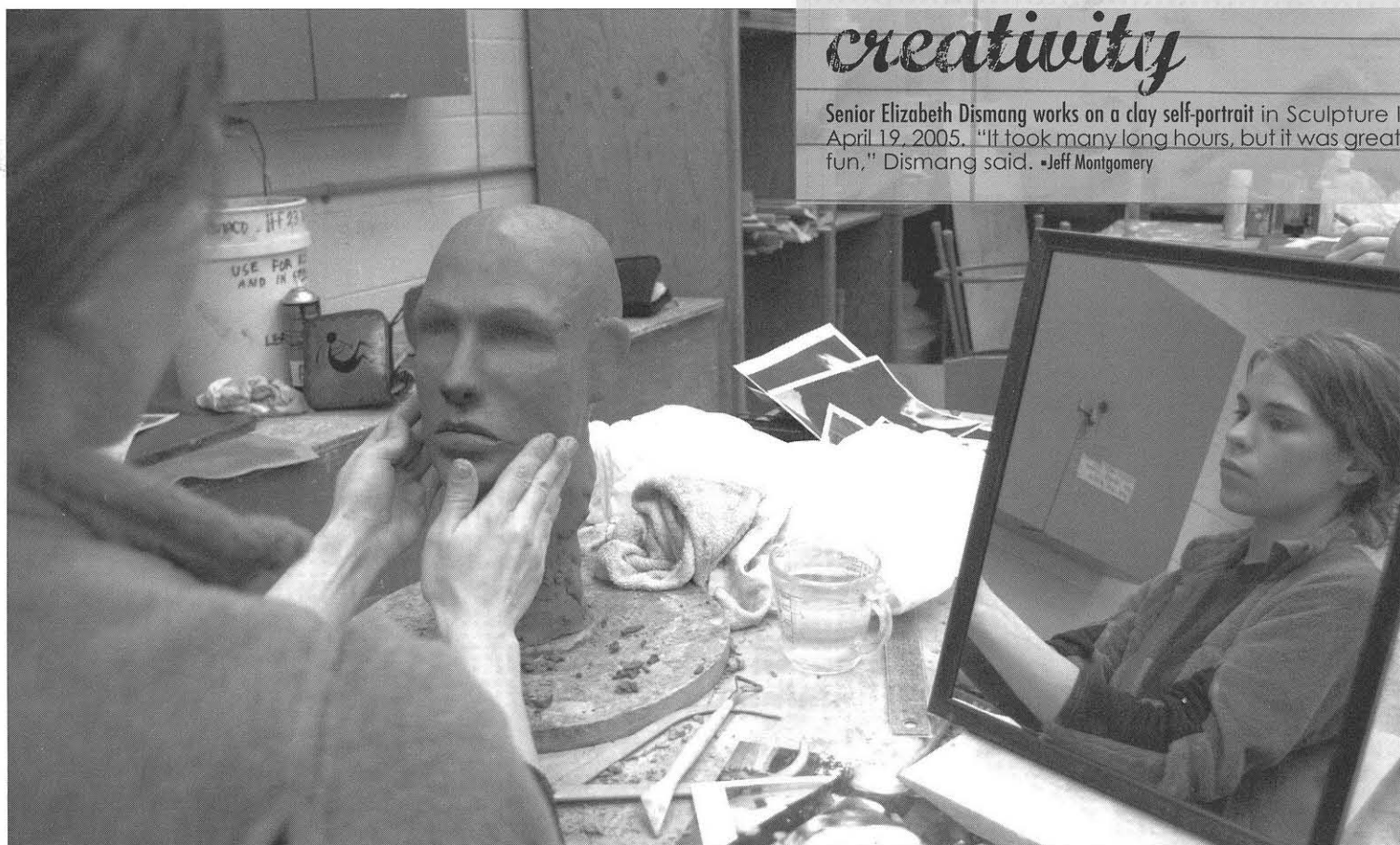


Working on infinite word forms, freshman Joseph Rivas laughs at his sentence that he created while Michelle Coizman, instructor of Spanish, looks on Sept. 30. "I try to relate to my students and show them how I have used Spanish," Coizman said about the exercises she used in class.

■Jonathan Lindsay

creativity

Senior Elizabeth Dismang works on a clay self-portrait in Sculpture I April 19, 2005. "It took many long hours, but it was great fun," Dismang said. •Jeff Montgomery



What do you plan to do with your degree?

REBECCA LATSON SOPH

Art Education. "I'd like to teach high school art at a Christian school. I know I want to teach at a Christian school because public schools, where I'm not allowed to talk to impressionable students about God, is just not an option."



SHAWN FRAZIER JUNIOR

Vocal Music Education. "I plan to continue on to graduate school and get a master's in choral conducting."



JESSICA MOUL FRESH

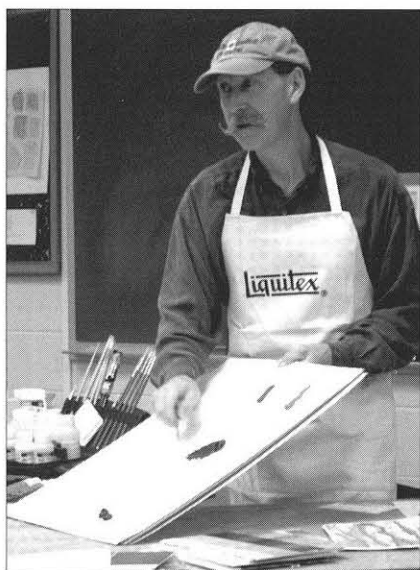
Art. "Hopefully, I will go to San Francisco Academy of Art for graduate school to learn animation and maybe get a job working with Pixar or Walt Disney Feature Animation."



Senior Katie Moran plays her guitar during a lesson with Chuck Hicks, assistant professor of music, Nov. 29. "It was a really nice break during the week to play guitar with an amazing teacher," Moran said. •Russell Keck

"It provided a window to the place where it was written," Dr. Cliff Ganus, professor of music, said.

Senior Jennifer Eilenstein plays her oboe during a recital in the Reynolds Center recital hall Dec. 3. Eilenstein played five different pieces that she had practiced during the semester. •Russell Keck



Liquitex representative Peter Andrew gives a demonstration on mixing paint to art students Oct. 14. All the students who attended the seminar received free samples of Liquitex acrylic paints and a booklet on how to buy and mix paint. •Amber Bazargani

BRAVO!

Capital City Opera performs at Harding



In a story of love, deception and a test of the faithfulness of a woman's heart, Mozart's "Cosi Fan Tutte" came to life in the Administration Auditorium Oct. 11.

The Capital City Opera Company, based in Atlanta, performed the two-act opera for 430 Harding students.

The story was about two men, Ferrando and Guglielmo, and their fiancées, Fiordiligi and Dorabella. Don Alfonso, an old bachelor, made a bet with the young men about the loyalty of their fiancées. From there, the two young men attempted a complicated ruse to prove to Don Alfonso that, when it came to love, not all women were unfaithful.

The group was made up of six cast members, one piano player and a director. The company was formed in 1983 with a goal of providing "an opportunity for Atlanta's classically trained singers to continue their post-graduate vocal and acting skills," according to the company's Web site. They visited Harding as a part of Harding's Classical Lyceum Series.

Dr. Cliff Ganus, professor of music and director of choral activities, said the intention of the Classical Lyceum Series was to provide entertainment and cultural experiences to the campus.

"It is an exposure to a different form of art," Ganus said. "It provided a window to the place where it was written."

Ganus also said the experience exposed students to the music of Mozart and the classical period in a new light.

Senior music major Anya Burt said the experience helped her test her knowledge of Mozart and his music.

"I was able to discern quality of voice and technique," Burt said. "We've studied Mozart and the classical period; his style is so distinct."

Burt also said the opera proved to be interesting in many areas because it was customary for a play like this to be performed in theaters like the Orpheum in Memphis, but not in the Administration Auditorium.

Although the play premiered Jan. 26, 1790, in Vienna,

Austria, Burt said it was special to see the production re-enacted in a different venue.

"You picture a group of people hundreds of years ago watching and enjoying it [the opera]," she said. "And all of a sudden, it's right here performed unto our very eyes with all the music and the costumes: it was surreal."

Ganus said the production took place with a cast of six people and a smaller opera in the form of chamber music. Nevertheless, he said the final result was performed well.

Other performances in the Classical Lyceum Series included Chapter Six, The Merling Trio and Kathleen Scheide.

The company, like many other performances, was booked through an agent and scheduled for the school year by spring 2005, Ganus said.

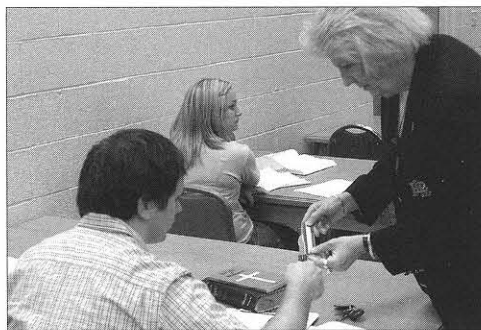
As the performance time drew closer, the company communicated with Harding their technical needs such as lighting, dressing area, housing and other things, Ganus said.

The CCOC was a nonprofit organization that had, according to its Web site, toured the southwest United States as well as Italy. This year, the company performed two opera theater shows using local performers from Atlanta. The company also had a quarterly recital series "Sunday of Songs;" a monthly restaurant series, "Dinner and a Diva;" a vocal competition; a summer workshop; touring Madrigals; touring gala singers; a summer pops concert; performances for children, and the "Cosi fan tutte" tour.

In past years, Harding had various operas come to campus. Most recently, the Opera a la Carte presented scenes from a number of Gilbert and Sullivan productions to students during the 2001-2002 school year. "La Boheme" was here in the 1995-96 school year and the Memphis Chamber Opera visited in 1987-88.

•Maranda Abercrombie and Daniel Caceres

Dr. BJ Houston, associate professor of criminal justice, holds up a ruler for junior Blake Reed to measure a butterfly knife Sept. 16 in Introduction to the Criminal Justice System. Houston brought the knife to show her students as they learned about illegal weapons. ■Russell Keck



PRISON

criminal justice students visit Arkansas prison system



It was said that seeing was believing. Students in the criminal justice program were given the opportunity to prove this theory true.

The Introduction to the Criminal Justice System and Criminology classes incorporated field trips to state prison facilities. Students were given the opportunity to watch classroom theories and lessons put into action as well as seeing the workings of the Arkansas prison system.

The program was created in 2004 for the criminal justice major with the Introduction to the Criminal Justice System class visiting the Wrightsville Prison Unit and Boot Camp Program, both in Wrightsville, Ark. Dr. BJ Houston, director of the criminal justice program, said that the opportunity that students were given to tour the facilities and listen to an inmate panel was worthwhile.

"They went last year, and it was really successful," Houston said. "It was the first time we had done it and actually my first time to be there as well. So I asked the students if they thought it was a worthwhile activity, and they said, 'most definitely.'"

Houston continued the program this year after getting feedback from students.

"I wanted to get student feedback and the value to them as a criminal justice major, and they were very much pro – 'Yes, this is something we need to do,'" Houston said.

Two of the inmates who served on the panel were convicted murderers who were willing to share their stories.

The inmates on the panel discussed the crimes they committed, their experiences in the prison life and the survival skills they had learned.

While on the same trip, the class visited the Boot Camp Program. The Boot Camp Program was an alternative to prison for non-violent criminals. According to Houston, the conditions at the facility were harsh.

"It's really pretty bad," Houston said. "They're up early; they're to bed early. It's regimented. They tell them when to get up, when to go to bed, when to talk. They can't even talk unless they're given permission to speak."

The Criminology class visited the Cummins Correctional Facility, 20 miles south of Pine Bluff, Ark.

"They have an inmate panel and also a tour of the entire facility," Houston said. "So you get to see all aspects of the prison."

Senior Patrick DellaPace said the experience of being inside such a large prison facility was surreal.

"What I recall at Cummins was that the prison was the most heavily guarded place I have ever seen," DellaPace said. "You will never be able to escape this place – it's a fortress."

In both prisons and the boot camp, students were given insight into the culture and food chain within the prisons through panel groups and discussions with inmates.

"Inside the prison you see the different wards, the different divisions," Houston said. "For example, sex offenders and pedophiles are often segregated from the general population. Even in prison, they have values."

According to DellaPace, this experience was influential in his perception of the prison system.

"You get inside, and they bring you through the different cell rooms – where they pat you down, and they check you for weapons and things of that nature," DellaPace said. "You're basically in a trance because you can't believe this actually happens."

As the criminal justice department continued to grow, Houston said she was striving toward offering her students real-life experiences that would prove to be beneficial in their careers.

■Jillian Hicks



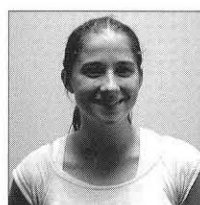
"You're basically in a trance because you can't believe this actually happens," senior Patrick DellaPace said.



clothing concepts

Juniors Ashley Ganus and Tinley Treadway and senior Kayla Seaman work on sewing samples of gathers and darts Sept. 19 in the sewing lab. "It's basic skills for everyday life," Ganus said. •Jonathan Lindsay.

What do you plan to do with your degree?



STACEY WRIGHT JUNIOR

Social Work. "Get my master's. After that, I'm not really sure because there are so many things you can do with it."



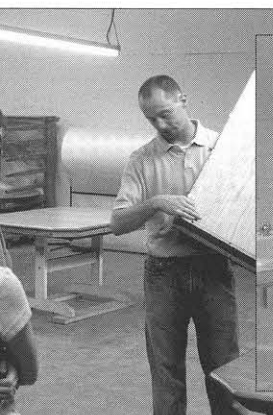
STEPHANIE GRAHAM SOPH

Social Work. "I want to work with females that have been abused in some way. It can be verbal, sexual, physical or emotional."



ERIN ROMMANN JUNIOR

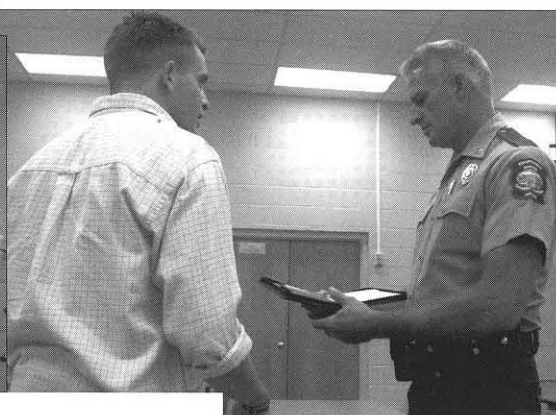
Child Development. "First get a master's in marriage and family therapy, then, God-willing, open a ranch for kids, teens; basically anyone who needs to go to a place they know they'll be loved unconditionally."



Whitaker Furniture Company manager Patrick Connell shows Denise Fisher, instructor, and her Home Furnishings class a table leaf at the Whitaker factory Sept. 22. "We saw the whole process of furniture production, from lumber to shipment," Fisher said. •Russell Keck



Rebecca Teague, instructor of family and consumer sciences, and sophomore Wilka Guerra prepare cheese roll-ups in a food science lab Sept. 19. "Other than learning how to make the food, I've learned about nutritional value and how to properly store food," Guerra said. •Jonathan Lindsay



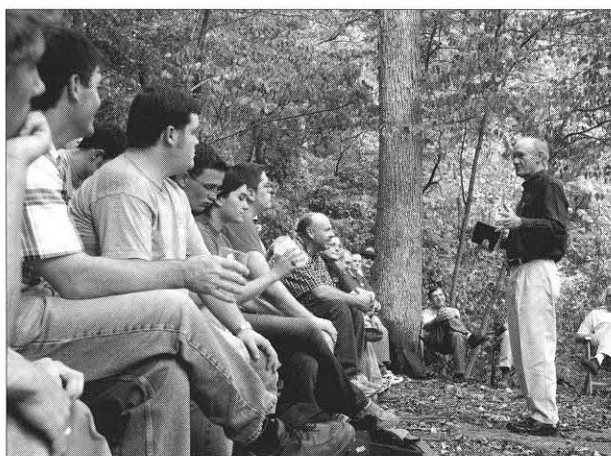
Learning more about the dive team, senior Patrick DellaPace speaks with Corporal Ted Gathright of the Arkansas Game and Fish Commission Oct. 6. Corporal Gathright was an officer on the rescue and recovery dive team and came to speak with criminal justice majors about his work. •Amber Bazargani

spice of life

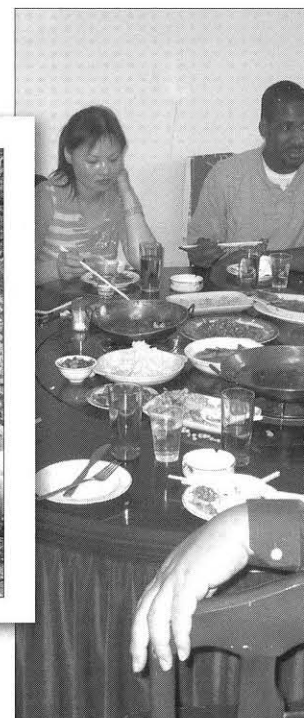
Senior Adal Lopez samples manjar, a Guatemalan dish that was prepared by sophomore Flor Cruz for "A Taste of Culture," a World Mission Workshop event, Oct. 14. Harding students and the administration of the WMW were divided into nine different committees while faculty members provided oversight. •Amber Bazargani



Bible majors listen to Landon Sanders, founder of Heartbeat Ministries, speak during the Bible majors' retreat at Camp Tahkodah Sept. 14. The annual workshop gave students a chance to get to know others in their department and focus on the year to come. •Chelsea Roberson



Members of a church in Wohan, China, introduce traditional Chinese cuisine to Harding School of Biblical Studies students in May 2005. HSBS students visited American teachers at nine universities during the cultural exchange trip. •Courtesy of HSBS



"When students work on [the WMW], they feel a sense of ownership and get excited," senior Cynthia Landon said.

MISSIONS

Harding hosts the World Mission Workshop



Senior Paul Fletcher and sophomores Mark Abercrombie and Kevin Johns listen to a lecture in a Harding School of Biblical Studies class, Theta II, Oct. 26. Students learned how to read and translate Koine Greek, the original language of the New Testament. ■Jonathan Lindsay



Hundreds of students, from around the country and surrounded by former missionaries, gathered together on the Benson stage committing their lives to mission work Oct. 15.

From Oct. 13-15 Harding hosted the World Mission Workshop. This was the seventh time Harding hosted the workshop, and although the workshop was geared toward college students, people with an interest in missions traveled from around the world to attend.

Senior Thomas Ritchie, chairman of the WMW registration committee, said more than 1,400 attendees from 11 universities were able to attend workshops and listen to six keynote speakers give lectures tied to the theme "If You Say Go," based on the worship song of the same name.

Keynote speakers, selected by the steering committee, comprised of students, represented different mission areas around the world, including Rich Little from Brisbane, Australia; Jon Straker from Sendai, Japan; and Bill Wilson from Cologne, Germany. Participants also had the option to attend up to six different classes and two crossfire sessions.

Attendees were not only exposed to mission work needed throughout the world, but the workshop provided the chance for current and former missionaries to re-connect. Oneal Tankersley, missionary-in-residence, said the WMW gave him the chance to meet returning friends and colleagues in mission fields across the globe.

"For me, it's an incredible networking time," Tankersley said.

Senior Cynthia Landon said Harding students handled the administration of the WMW while faculty members provided oversight. Junior Collin Bills and senior Anna Brinley were the co-directors for the workshop.

Bills and Brinley, along with Dr. Monte Cox, associate dean for the College of Bible and Religion, professor of missions and director for the Center for World Missions, started meeting in the spring of 2004.

Landon said she felt the experience students received from the WMW was valuable.

"When students work on [the WMW], they feel a sense of ownership and get excited," Landon said.

The student leadership of the WMW was organized into nine committees.

"The thing that makes [the WMW] unique when it's at Harding is the degree of student leadership involved," Cox said.

Gordon Hogan, missionary-in-residence, said the student-led committees for the WMW accomplished their tasks well.

"The dream has always been that it is student-driven," Hogan said. "They do just exactly what has been desired of them all through these years. They introduce the necessity, the need for world evangelism to a segment of our church population in young Christians."

In addition to attending lectures and listening to guest speakers, participants had the opportunity to view the movie "Beyond the Gates of Splendor" and sample ethnic foods at the "Taste of Culture" in front of the Benson steps. The student-led exhibit presented foods from 23 different cultures.

Senior Yuliana Leon directed the event and said they decided to do the "Taste of Culture" to show the range of cultures on Harding's campus.

"We want to share Harding's cultural diversity with our visitors, and we want people to embrace the idea of diversity as a privilege," Leon said.

Each culture group set up booths and decorated them with items from their home countries to experience a little of each country.

The weekend ended Oct. 15 with a communion service in the Benson Auditorium. Students were presented with a challenge by Straker to step out on the water and go into the mission field. Students then were able to fill out commitment cards saying that they would commit a life to mission work.

Junior Julie Keller, secretary for the executive committee, said that missions was not just about going to a different country, but living a life that was for God.

"It's not about where you go, or the exact ministry you are doing," Keller said. "It's about saying, 'We're going to live differently, not because we're better, but we realize that God isn't a God of one country, but he is the God of the heavenly country, and we're going to be a part of that.'"

■Caitlin Chester and Cynthia Noah

REAL

premed student spends summer at UAMS

world

At some point in their college career, most students embarked on the task of finding a summer internship. For junior Carrie Brown the task was more than challenging.

The University of Arkansas for Medical Sciences offered fellowships that were available for undergraduate students who would be juniors or seniors by the end of the year. According to UAMS, the goal of this national research program was to give undergraduate students who might be interested in graduate school and a career in biomedical research the opportunity to experience what it was like to work in a research lab and perform biomedical research in pharmacology or toxicology.

Brown spent 10 weeks during the summer of 2005 working with the Department of Biochemistry and Molecular Biology at UAMS. The program consisted of seven students from different universities across the nation who shared Brown's interest.

"We were able to get a feel of what graduate school would be like," Brown said. "There were students from Hendrix College, Christian Brothers University, Southern Arkansas University and Ouachita Baptist University. It was interesting working with them."

Brown, a biology major, said she wanted to be a doctor, but had always wanted to get involved in the biological research program.

Before applying, she said she thought that she could try to get into the research program and decide later in life what to do after getting her doctorate. Brown was rejected a month after applying.

It turned out that there had been confusion and UAMS did in fact want her in their program. A week later, they sent her an apology letter and an offer.

"I was a little disappointed at first, but after the offer, I was so happy that it simply became funny," Brown said.

The 10-week Summer Undergraduate Research Program, SURF, required students to take many courses. Meet-the-student socials, meet-the-faculty luncheons and a mid-summer seminar were some of the activities the students were involved in. Apart from the courses and labs, SURF had a canoe trip on the first week so the faculty and students were able to get to know each other on another level.

"That was a good way to start my summer internship," Brown said.

Brown was not working with strangers at UAMS. Dr. Dennis L. Matlock, assistant professor of biology, was also involved with SURF.

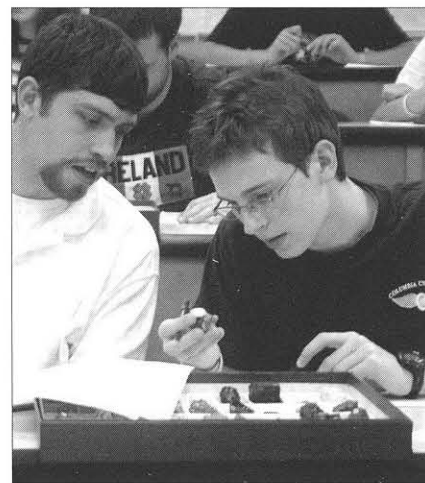
"Working with Dr. Matlock was fantastic," Brown said. "I couldn't have asked for a better professor to work with."

By the end of the summer, Brown had to write an abstract and give a presentation on her research. The research was "Bacteriophage T4 Dda helicase unwinding and translocation of DNA" and was presented at the 12th Annual SURF Symposium at UAMS Aug. 12.

"I think this was a great experience," Brown said. "Trying to find something new every day is incredible."

•Atenas Hernandez Cruz

Senior Hunter Valls looks at a mineral sample with freshman Patrick Covert Sept. 12 in Physical Science Department Chairman Dr. David Cole's geology class. Geology students memorized the names and properties of each mineral for an exam. •Amber Bazargani

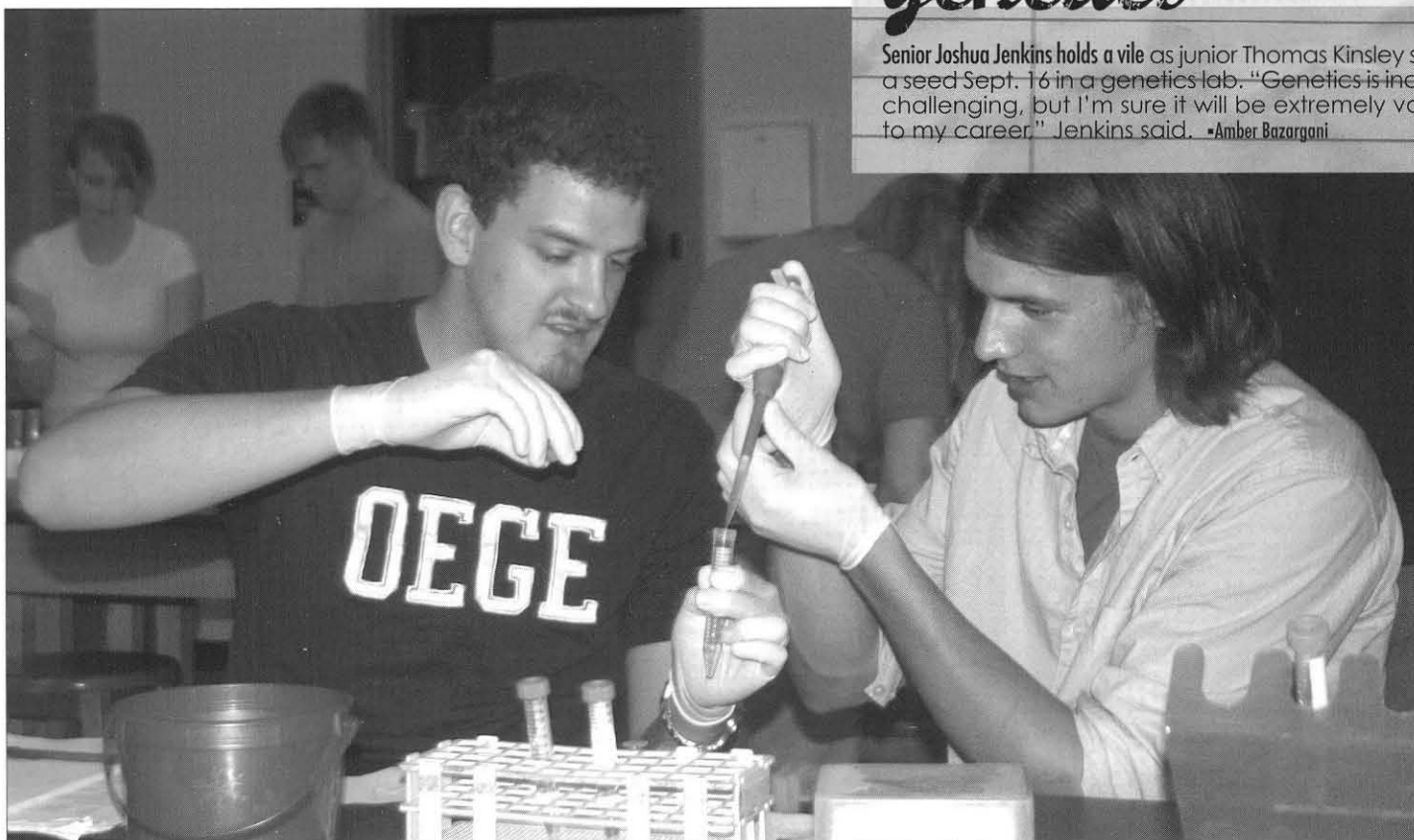


Freshman Brittney Niblock dissects a clam in a zoology lab Sept. 20. Members of the zoology class dissected other simple animals such as worms and crayfish. •Russell Keck

"Trying to find something new every day is incredible," junior Carrie Brown said.

genetics

Senior Joshua Jenkins holds a vile as junior Thomas Kinsley sterilizes a seed Sept. 16 in a genetics lab. "Genetics is incredibly challenging, but I'm sure it will be extremely valuable to my career," Jenkins said. —Amber Bazargani



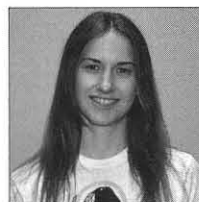
Dr. Dennis Province, professor of chemistry, helps senior Danielle Horn position a fisher burner under a round bottom flask Sept. 14 in a chemistry lab. Horn was working on a simple distillation. —Jonathan Lindsay

What do you plan to do with your degree?



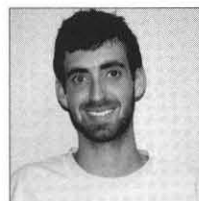
JESSICA MEDSKER SOPH

Biology/Pre-Veterinary. "I would like to become a large animal veterinarian working with horses and livestock. I may open a private practice or maybe even combine it with missions. We'll see where God takes me."



LAURA FOSSI JUNIOR

Biology. "Go on to graduate school or veterinary school. I'll figure it out from there."



BEN McDONALD SOPH

Pre-dentistry and Business Management. "I plan on attending school in Indiana after Harding then becoming a family dentist."

What do you plan to do with your degree?

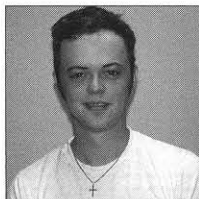
AMBER BROWN SOPH

Broadcast Journalism. "Unless I'm incredibly lucky, more than likely I'll start at a small local station doing field work. My dream is to work for Univision, the Spanish news station."



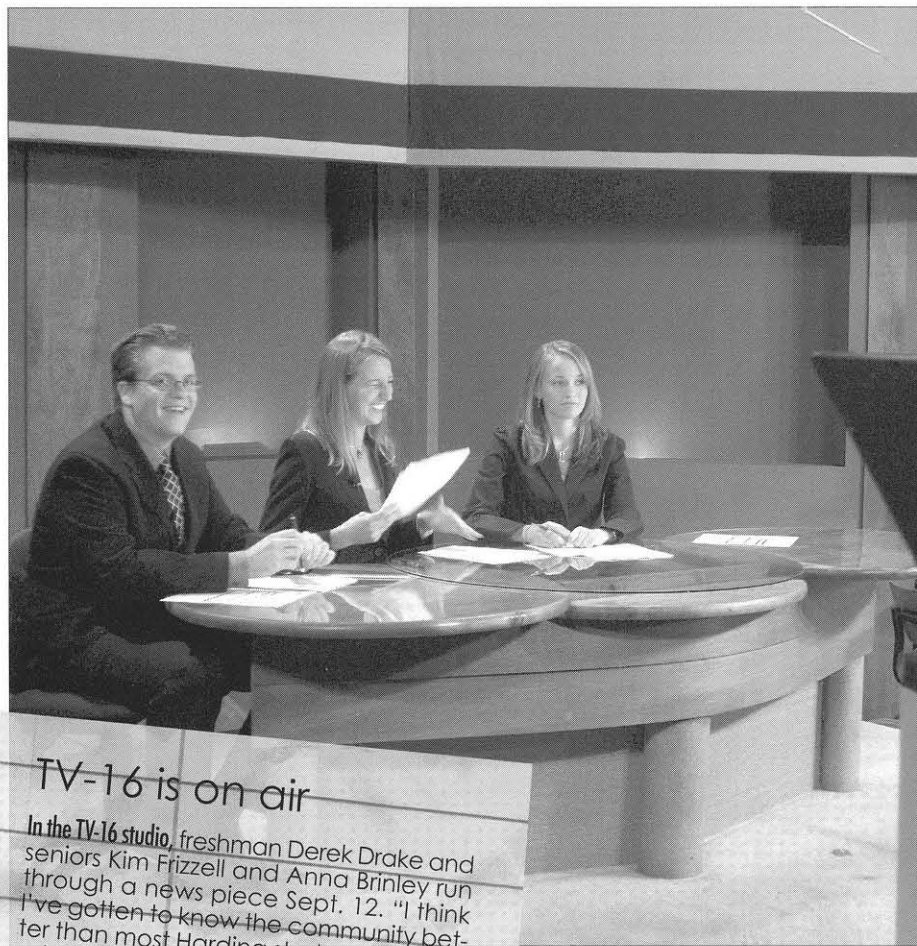
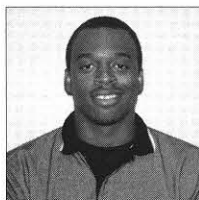
CHRIS STEPHENS SOPH

Public Relations. "I will do anything and go anywhere that God calls me and work my hardest to change the world one Christian at a time."



B. CHRIS SIMPSON FRESH

Oral Communication. "I plan to teach high school speech and debate. Also, I'm going to do public speaking on a professional level and preach and teach in a church."

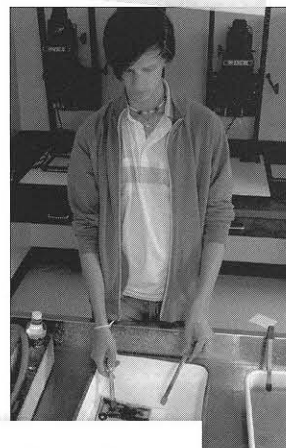


TV-16 is on air

In the TV-16 studio, freshman Derek Drake and seniors Kim Frizzell and Anna Brinley run through a news piece Sept. 12. "I think I've gotten to know the community better than most Harding students," Brinley said. •Russell Keck

Cutting plywood in the Benson Auditorium Sept. 15, junior Jameson Girtton works on stage props for the Homecoming musical "Beauty and the Beast." As part of the Theater Production Experience class, students worked in the scene and costume shops on the sets and costumes for upcoming productions.

•Russell Keck



Sophomore J. Cliff Ganus washes a picture in a fixer solution to develop a colotype in the darkroom Sept. 12. The Department of Communication's darkroom was used to develop picture assignments by all students taking photography classes. •Russell Keck



Overseeing the controls, junior Chad Smith works during his radio practicum for the KHCA radio station. KHCA was aired on TV-16, and students in the practicum were required to work one hour a week broadcasting. •Amber Bazargani

"I felt like I helped her make some progress," senior Tiarra Buirts said.



Playing a game, sophomore Rachel Cooper works with a speech clinic student in the Reynolds Center Sept. 15. The clinicians worked with local elementary school students every Tuesday and Thursday. •Russell Keck

WORD

speech program
helps local children



A young girl walked into the room with tears welled up in her eyes. Her voice trembled, and she cried over her failed speech examination. Her therapist comforted her and gave her words of encouragement to try and ease her disappointment.

The girl came in the next day with a grin on her face and only words of appreciation for the support she received from her therapist.

This young girl was one of many who came to the Communication Disorders Speech Clinic for various needs.

"I was just trying to encourage her," junior Tiarra Buirts, student clinician, said. "I felt really good. I felt like I helped her make some progress."

The client went on to pass the tests and receive the help she needed.

The speech clinic was one of the oldest in the state of Arkansas, Dr. Dan Tullos, professor of communication, said. Since the clinic's beginning, any person of any age, could receive therapy from the speech clinic at no cost. It was run by students of the communication disorders program who had previously taken a course in the field, and were supervised by professors who were members of the American Speech-Language Hearing Association. Students worked in the clinic as part of their national requirements for the communication disorders program.

"I think it's a good way to really get a feel for the major," senior Ashley Harrington, student clinician, said. "I also think that to get speech therapy out in the real world it is really expensive; it's like \$50 or above an hour. That the people can come and get it for free, we feel really good about that."

Harrington was one of the student clinicians working in the fall semester.

Harding was one of a few undergraduate programs to have a clinic facility and was viewed as superior to many graduate school clinics, Harrington said.

Approximately 20 of the students under the communication disorders program worked in the clinic each semester, acquiring hands-on experience in the work of speech therapy, Tullos said. While many colleges had required little to no hours of patient-contact, Harding made it mandatory to have close to 100 hours, which made the students well sought after, Tullos said.

While the experience of the clinic helped the students with their study of communication disorders, the purpose of the service was to help those who had a speech problem. A wide range of clients came into the clinic, from children working on sounds to adults with articulation. Each patient was assessed to determine whether or not they needed speech therapy, then their specific needs were identified. Younger clients played a variety of games to encourage them to relax while working on trouble spots.

"Our goal is to create an environment where we can teach the child to say what they need to while keeping them interested," Tullos said.

Speech disorders were not exclusive to a particular age group and were dealt with in a professional manner assuring confidentiality.

While studies of the subject evolved over the past 50 years, Tullos said, the principle of helping people remained the same.

•Alexa Johnston

check MATE

Computer science class designs chess game for competition

Seniors in the computer science department harnessed all the skills they had learned since their freshman year to complete a final project in Software Development.

The students were given 12 weeks to complete an assignment of building a fully functioning 3-D chess game.

"We have some very intelligent students in the class," Dana Steil, instructor of computer science, said. "They really needed a challenge."

The students were divided up into teams, chosen by Steil.

"While chess is a very difficult game, each team member has strengths and weaknesses that the other members can work with to complete the project," Steil said.

Senior Jared Stilwell said the process of learning in this class was long at times.

"The class is like a marathon," Stilwell said. "You realize how much you don't know and you have to figure it out before the finish line."

One of the problems the students faced was the artificial intelligence of the computer player that had to go into the game.

"Chess is such a complex game," senior Matt Alexander said. "It's really hard to program the best possible move the computer can make."

The students said it was difficult to make progress.

"I'm scared," Stilwell said. "Chess is a very difficult game, I think it will be a close finish."

When the students completed the projects, testers were given the games to play. The testers judged the students' ability to utilize all the tools they had learned, and the students were able to see the final results from someone else's eyes.

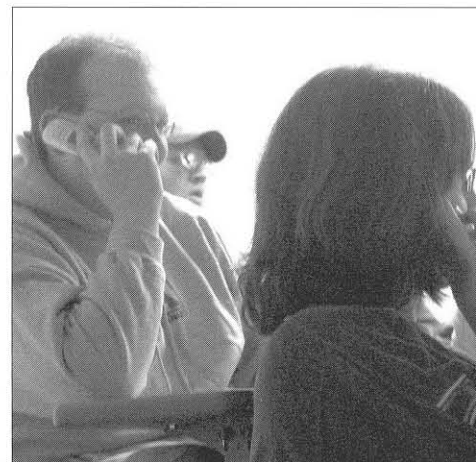
"We have planned for nationally ranked chess players to test the programs," Steil said. "This will really challenge the students' programming skills."

At the end of the semester, the computer science department had an Artificial Intelligence Super Bowl Dec. 11. This was a time when the campus was invited to see the students' accomplishments and play the games. The games were judged by testers and ranked by the intelligence of their AI. The two best games were pitted against each other in a "Super Bowl."

"The 'Super Bowl' is always fun," Alexander said. "We really enjoy getting to see other students enjoy our work."

Senior David Locke's program won the super-bowl after winning the most AI matches.

—Andrew Dorsey



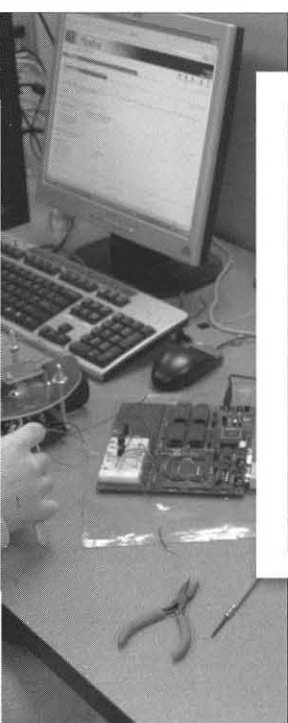
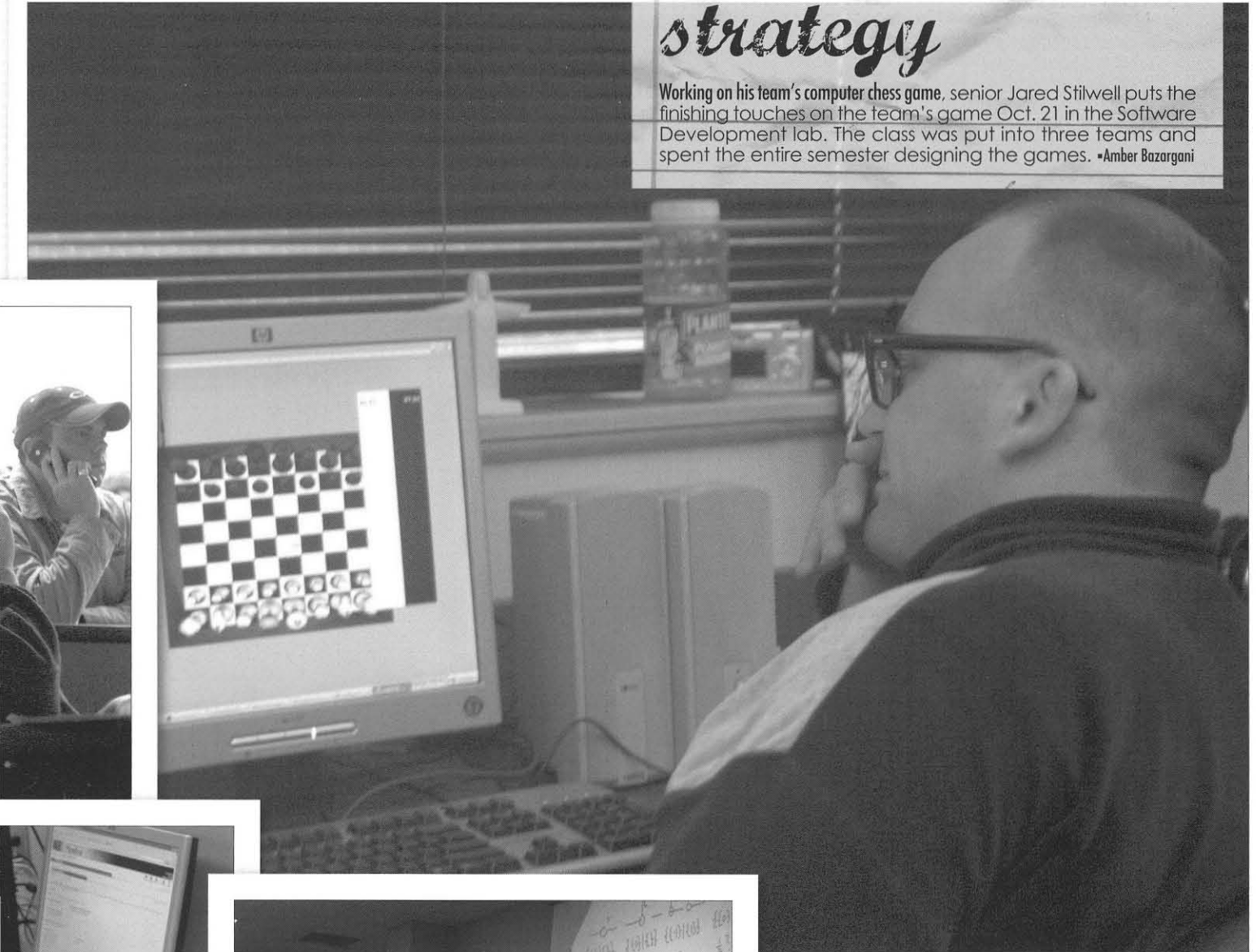
During a computer science seminar in the Pryor-England Center Oct. 28, seniors Joseph Perero, Ryan Brown and Chris Fassett use their cell phones during a project that the speaker, senior James Humphery, set up. Humphery spoke on Voice Extensible Markup Language. —Russell Keck



"This will really challenge the students' programming skills," Dana Steil, instructor of computer science, said.

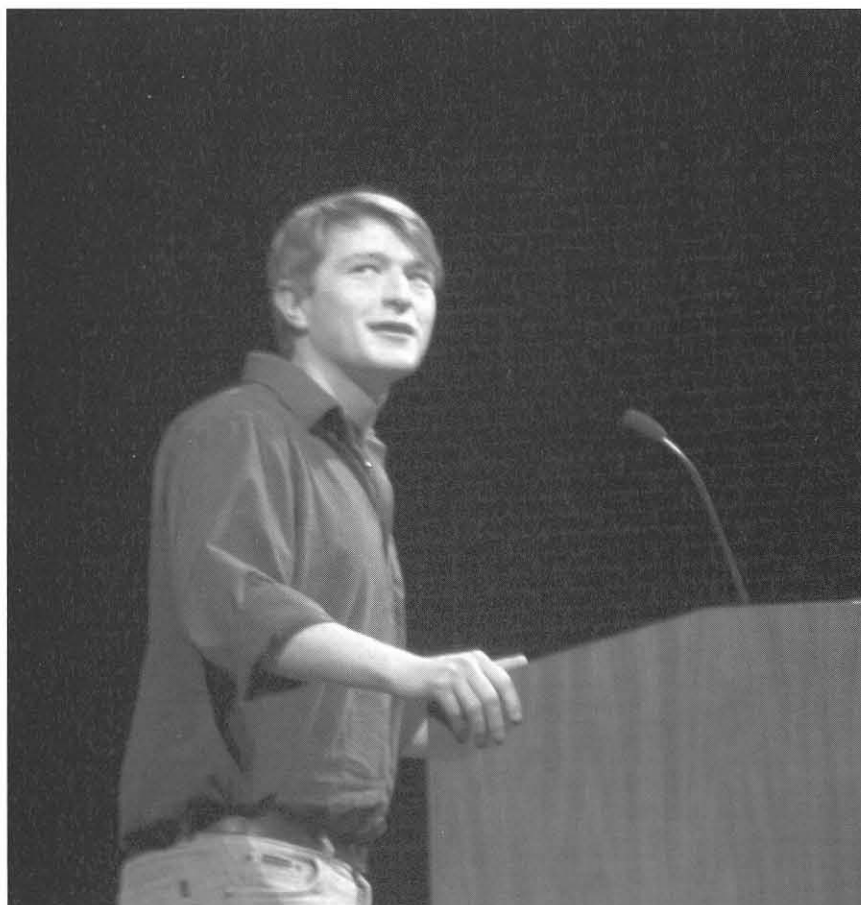
strategy

Working on his team's computer chess game, senior Jared Stilwell puts the finishing touches on the team's game Oct. 21 in the Software Development lab. The class was put into three teams and spent the entire semester designing the games. •Amber Bazargani



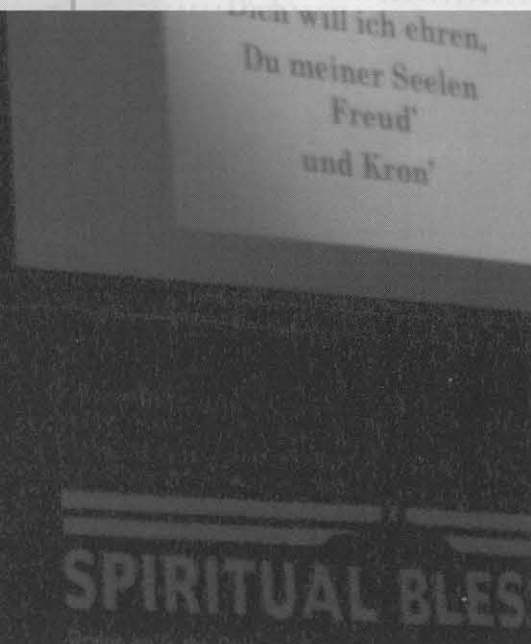
Standing before his fellow students, senior Chris Curry gives a mathematical presentation called "Games 2" in the Pryor-England Center Nov. 1. The presentation was a requirement for the Mathematics Seminar course, and all junior and senior mathematics majors were required to attend. •Amber Bazargani

Working on a maze-navigating robot, senior Matt Griffin builds in a Microprocessors and Microcontrollers Class Oct. 25. "When it is finished, the robot will have infrared sensors on its front and sides so that it can sense the walls when it approaches them," Griffin said. •Russell Keck



singen

Adjunct Instructor of English Johnathan Rhinehart leads a song in German during chapel Nov. 14 for a program featuring the foreign languages department. Students sang songs in German, French, Italian and Spanish to celebrate the "Year of Languages." •Amber Bazargani



What do you plan to do with your degree?

ANGELA JOHNSON SOPH

English. "I plan on either becoming a book editor for a major publishing house or opening a children's bookstore. I also want to be a children's book author, but I will do that no matter what main career I choose."



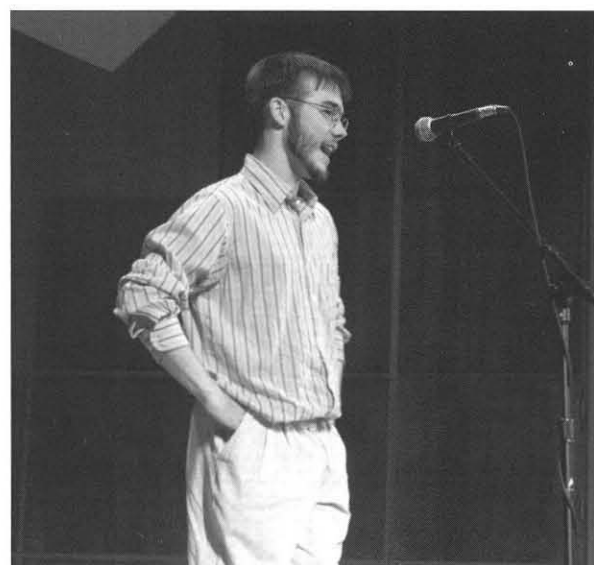
JAMI MACKE SENIOR

Spanish. "After graduation, I want to work with a church or another type of ministry to provide family services to Spanish-speaking people."



JENNIFER HARRIS SOPH

English. "After I graduate, I plan to teach middle school English, preferably seventh or eighth grade. I also hope to get my master's in English at some point."



Onstage in the Reynolds Center recital hall, Tim Nance, adjunct instructor of English, quotes a line from "The Lady of Shallot" Oct. 20 during the Fall Literary Festival. The annual festival showcased various English clubs as well as the local creative writing community. •Russell Keck

"I believe people who know a second language will be a greater asset to their field," senior Jason Ballenger said.

Senior Julie Dow reads a portion of "The Illiad" Nov. 5 in the American Studies building for an English requirement. Students read "The Illiad" in its entirety, a feat that took nine hours to accomplish. •Russell Keck



Discussing student projects on regions of Italy, Dr. Joli Love, associate professor of foreign languages, stands before her Elementary Italian class in the Pattie Cobb conference room Dec. 7. Love treated her students to Italian dinners at her home in the fall. •Russell Keck

EMBRACE

Department celebrates
'Year of Languages'

diversity

The U.S. Senate designated 2005 as the "Year of Languages" Feb. 17, 2005. The program was designated to bring awareness of foreign languages and encourage all Americans to learn a foreign language.

According to a 2000 census poll, only 9.7 percent of Americans could speak a foreign language in addition to their native language, compared to European countries, in which 52.7 percent of citizens speak both their native tongues and a foreign language.

The American Council on Teaching Foreign Languages said the initiative of the program was to advance the concept that every American should develop proficiency not only in English, but in other languages as well.

"The need for an ambitious effort to promote the value of language learning is clear," the ACTFL said. "Such learning offers social, cultural, academic and workplace benefits that will serve students all their lives."

The foreign languages department incorporated the "Year of Languages" theme into its academic year.

The chapel program Nov. 14 was centered on foreign languages. The chapel was conducted in English, Spanish, French, German and Italian. Chapel participants sang "I Love you with the Love of the Lord" in Italian, "Deep Down in My Heart"

in Spanish and other selections in other languages. Prayers were said in French and English. After the devotional, the foreign languages department gave a presentation regarding the "Year of Languages."

"I believe that the Senate declaring this the 'Year of Languages' was helpful to at least show Americans that we realize that there's a bigger world out there," Dr. Robert McCready, associate professor of French, said. "We would like to encourage American's to realize its importance. More than anything, I think it gives credibility."

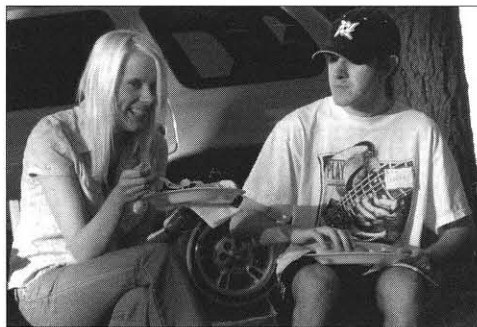
Senior Jason Ballenger, who had taken two years of Italian, said the foreign languages chapel was a great way to raise awareness.

"I thought the chapel program did an excellent job in exposing the foreign languages department and what they have to offer," Ballenger said. "I believe people who know a second language will be a greater asset to their field, regardless of what field they enter, whether it be teaching, business, or even law."

The foreign languages department offered classes in Spanish, French, Italian and German. Students could major or minor in Spanish or French. This year, there were 308 Spanish and 65 French majors and minors.

•Daniel Ramberger

Junior Laura Vick and a campus visitor talk while eating barbecue in Chairman of the History Social Science Department Dr. Kevin Klein's backyard. The cookout was held every fall for all majors to promote fellowship and to show a political or historical film. •Russell Keck



LIVING

History students experience British naval life of 1805

history

Students in History 435, Special Topics: England 1066-1945, didn't just learn about the Battle of Trafalgar, they got to experience it.

On Oct. 22, students in the class celebrated the 200th anniversary of the famous battle between Britain and France, when the British destroyed Napoleon's combined French and Spanish fleet Oct. 21, 1805.

Dr. Julie Harris, assistant professor of history, invited students over to her home to watch the film "Master and Commander."

She said although the plot of the film was not historically accurate, the way the film depicted the operation, conditions and problems of life on a naval vessel in 1805 was right and allowed the students to visually see what it would have been like for Admiral Lord Horatio Nelson's fleet.

"By watching a movie about the British navy, I could understand how the British navy lived on a day-to-day basis and how battles were fought on sea," senior Maggie Broussard, history major, said.

The evening also included a meal in honor of the battle. Students ate eggs, thick bacon, steak, sweet potato muffins, an 18th century dish, cheese and a chocolate torte.

"[The students] ate most everything, except they didn't like the asparagus and didn't eat the peas," Harris said.

Harris said the meal, although not exactly the same as it was in 1805, was similar to the rations sailors would have had.

Not only were students able to experience life on a ship through the film and the meal, they saw the battle as it happened because Harris' husband, Damon, laid a tarp on the floor, which had a mock-up of the battle with miniature ships of the opposing fleets. He then demonstrated aspects of the battle.

Broussard said that the demonstration helped her to picture the battle visually in her mind.

"I thought it was a very interesting night and a great

way to teach us about the battle and the war in a different way," Broussard said. "Rather than just reading about the battle, we could see how it developed. Seeing a layout of the battle through model ships added another dimension to my understanding of the Battle of Trafalgar and naval battles in general."

Harris said the evening was a success because several students told her it helped them to understand the importance of the battle.

"Sometimes in a survey class you hear about the battle, but you don't really understand what happened; so and so won, and then we move on," Harris said. "Unfortunately, you're sometimes very limited to how much depth you can go into, and that was one of the nice things [about the evening]. We could stop and really explain the battle and the ramifications of it."

Broussard said the evening helped her remember what happened during the battle later in the semester.

"When we referred to the battle in class later, I had a visual to refer back to," Broussard said. "That night helped make the battle more real and concrete in my mind."

Harris also said the evening was nice because of the interest in military history that some of her students had. She said she taught the battles at a deeper level and concentrated more on the battle instead of briefly mentioning it.

The Department of History and Social Science not only made history come alive for students, but actively engaged its students with the honor societies Phi Alpha Theta, for history students, and Pi Sigma Alpha, for political science students.

The department also had a junior and senior spring banquet where they presented awards for the year and students were encouraged to dress-up as their favorite historical or political figure. Dr. Kevin Klein, department chairman, hosted a cookout in the fall for department majors.

•Cynthia Noah

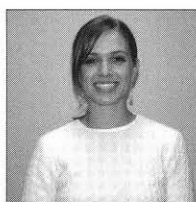
"Rather than just reading about the battle, we could see how it developed," senior Maggie Broussard said.



Arkansas politics

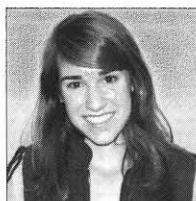
Dr. Mark Elrod, associate professor of political science, talks to his International Relations Honors class about a display of memorabilia from the Oslo Conference of 1993 at the Clinton Presidential Library Dec. 3. "I took the class because presidential libraries are important research and educational centers," Elrod said. •Courtesy of Melissa McDonald

What do you plan to do with your degree?



MACKENZIE MCCOY JUNIOR

Social Science. "I plan on becoming a high school history teacher. After a semester at HUG, I realized my enthusiasm for history and want to spread it to others."



SHARON YARBROUGH SOPH

History. "Even though I plan to work in the health field once I graduate, I am majoring in history because I love to study it."



JULIE MCLAIN SENIOR

Social Science. "I plan to teach high school history, but my ultimate goal is to get my doctorate in history and teach in a college."

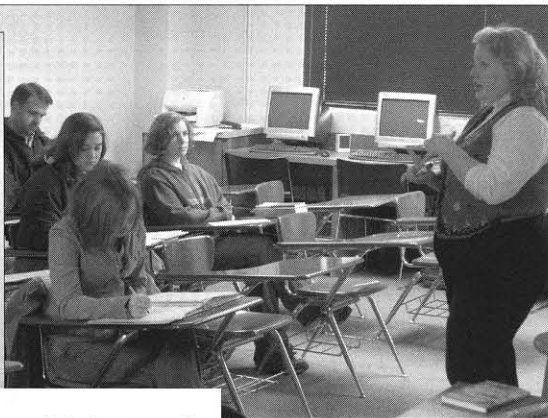


During a lecture, Dr. Fred Jewell, professor of history, speaks to his Western Civilization survey class Dec. 7 about communism in Russia. Throughout the semester, Jewell showed movies with historical themes for extra credit. •Russell Keck



Dr. Kevin Klein, chairman of the history and social science department, tells his father's story to students during a history-sponsored lecture. Klein's father survived a head injury from a shell during World War II.

•Courtesy of history and social science department



Students in Special Topics: British History 1066-1945 take notes as Dr. Julie Harris, associate professor of history, lectures about Winston Churchill Dec. 7. To celebrate the 200th anniversary of the Battle of Trafalgar, the class went to Harris' home and ate a meal in honor of the battle, watched "Master and Commander" and recreated the battle using miniature ships.

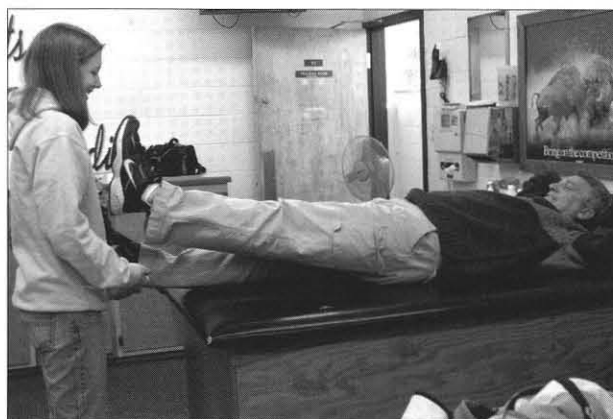
•Russell Keck

reward

Members of Team Aramark cheer for Susan Shaw as they make their final weigh-in for the Biggest Loser contest Nov. 16. Stephen Burks, assistant professor and wellness program coordinator, started the program after seeing the success of the television series. ■Russell Keck



Junior Sabrina Queen tests Associate Professor of Kinesiology Dr. Randy Lambeth's flexibility in Assessment of Lower Extremities Nov. 29. As a required course in the athletic training program, students learned how to assess and evaluate injuries to the lower extremities. ■Russell Keck



During the first day in the weight room, Ronnie Huckleba, associate professor of kinesiology, instructs senior Terry Blackburn on how to use the lateral pull-down machine. "At Harding, students spend so much time investing in their education; it only makes sense to invest in your health as well," Huckleba said. ■Russell Keck



"Finding out who wins every week is an encouragement to help you do better," Alicia Adams, library circulation assistant, said.

BIGGEST *loser*

Faculty form teams in their own version of the popular TV show



During his final skills scenario in Lifeguard Training class, sophomore Stephen Post administers CPR to a mannequin as J. D. Yingling, professor of kinesiology and director of aquatics, oversees the test Dec. 8. Post was required to rescue a submerged victim, remove him from the water, and give care based on the condition of the victim. •Jonathan Lindsay



After kinesiology faculty members watched the "Biggest Loser," an idea was sparked. NBC's hit show from the 2005 spring season featured 14 people, male and female, in the ultimate weight loss competition.

The Web site's show description said, "[The show] challenges and encourages overweight contestants as they compete for a grand prize of \$250,000 in a safe and recommended manner through comprehensive diet and exercise."

Faculty and staff members started their own competition that ran from January until Spring Break 2005. Stephen Burks, assistant professor of kinesiology and wellness coordinator, directed the program and said because of the success of the show, he decided it would be a good idea to carry the contest over to the entire faculty and staff.

The fall contest began Oct. 3 and lasted eight weeks, ending before the Thanksgiving holiday. The entire faculty and staff received an e-mail that announced the contest and encouraged participation. More than 175 people formed 23 teams and set the goal of a one-ton weight loss. On the first week of the competition, everyone weighed in and submitted their numbers. They continued to do the same every Monday following that week.

Participants weighed-in every week, and their weight loss in pounds was converted to percentages. The group with the highest percentage at the end won. Unlike the television show, the award was not \$250,000, but instead was T-shirts and prizes donated by local businesses.

Alicia Adams, library circulation assistant and member of the library staff's team, said she participated

in the contest as a way to prepare for running the Race for the Cure in Little Rock Oct. 22.

"It gave me a little more incentive to go out and train for the race," Adams said. "Finding out who wins every week is an encouragement to help you do better."

Offices all over campus for teams, including Human Resources, Financial Aid and the business office.

"The purpose of the wellness program is to promote good health among faculty and staff," Burks said, "This competition has had great participation."

Lisa Ritchie, assistant professor of Family and Consumer Science, presented a "Lunch and Learn" session. Participants could come and bring their lunches and learn about nutrition while they ate at the session. There were also training sessions in the Ganus Athletic Center available to those who wanted to learn how to use the machines.

The only rule was weight loss could not occur as a result of surgery. Contestants were free to use any diet they wanted and were encouraged to eat right and work out.

Along with the competition, the wellness program posted special weight room hours for staff and faculty members and provided a list of personal trainers whom people could contact individually.

The contest ended Nov. 11 with the 11-member team from Aramark in first place.

"We really worked at it and tried hard to do a good job," Melanie Grady, food service manager, said. "We kept each other motivated, accountable and encouraged."

•Maranda Abercrombie

TERROR

**COBA students cut
trip to England short**

abroad

A group of College of Business Administration students and faculty took a trip to London this summer to get a firsthand experience of international business, but came back to the United States with much more than lessons about business.

On July 7, 60 people died and hundreds more were injured after four bombs exploded in London's public transportation system. The explosions took place on three underground trains and one double-decker bus. A second series of bombings was attempted July 21, but the devices failed to detonate.

The morning after the group arrived, they were in shock as they realized the underground entrance closest to their flat was where the train had exploded.

"With the bombings that close, it really brought [terrorism] home," senior Lana Gilbert, professional sales major, said. "It made me realize what governments around the world are really up against."

The trip was originally a six-week trip beginning July 5 and ending Aug. 16. Because of the bombings, the trip was cut in half, and students began returning home July 26.

"Had we taken the underground rail that day, we would've missed the second bombing attempt by just an hour," Mike Emerson, associate professor of accounting, said. "We were out in London, stranded because they had cut out all public transportation."

Emerson said the original plan of the trip was to visit different businesses around London

and allow students to see international business at work.

"We saw everything in London and went to all the businesses we had planned on going to," senior Sarah Hernandez said. "So even though the trip was cut in half, we still accomplished most of what we'd set out to do."

The group went to three major businesses around London, which were Tate and Lyle, the manufacturers of Splenda; Asda, a company that was owned by Wal-Mart; and Murphy Oil.

The group of students, led by Emerson and fellow associate professor of marketing, Dr. Mark Davis, were offered nine hours of credit, which were completed before, during and after the trip.

Despite the fact that the trip was shortened because of the bombings, students and faculty said they still enjoyed and learned a lot from the trip.

"I learned a lot about business and really about my own life," Hernandez said. "[Mark] Davis always says, 'It's about the journey and not the destination.' I really saw that because what really made the trip was making memories with the group."

Emerson also saw the trip as beneficial and said plans were made for the trip to occur every summer.

"London has a very open society, and so you are able to get international exposure no matter where you go," Emerson said. "It is just the type of program that helps students to really understand what is going on in the world."

—Emily Burrows

Guest speaker Commander Scott Waddle speaks during the COBA Ethics Week at College Church of Christ Nov. 3. Ethics Week, a 20-year tradition, was an annual mandatory seminar for all business majors. —Russell Keck



Senior Amy Inman tests her group's toy car after assembling it at the College of Business Administration leadership seminar held Oct. 10 in Branson, Mo. Inman said her favorite thing about the seminar was that, "Everyone was there to learn; it wasn't just another class." —Courtesy of COBA

"With the bombings that close, it really brought terrorism home," senior Lana Gilbert said.

sweet factory

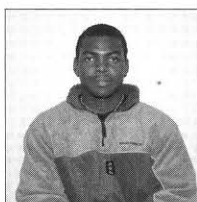
College of Business Administration students prepare to take a tour of the Tate & Lyle sugar refinery in London July 19. During the tour, COBA students heard presentations on current business topics from Tate & Lyle executives. •Courtesy of Dr. Mark Davis



What do you plan on doing with your degree?

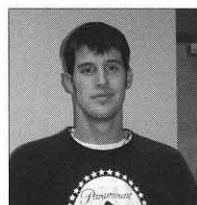


Seniors Sarah Hernandez and Nathan Hendrix talk at the American Marketing Association and College of Business Administration cookout Sept. 1 in front of the Mabey building. The fourth annual cookout offered students free food and information about the eight COBA organizations. •Jonathan Lindsay



AKINDEJI ADEFE AKINGBADE FRESH

Accounting. "I plan to work internships during the summer, and either work at an accounting firm, a bank or start my own accounting practice."



JOSIAH PLEASANT SOPH

Business. "To use what I learn to further God's kingdom, to support my family, and to do and support the Lord's work."



JAMIE RAUDALES JUNIOR

Marketing. "I would like to get a MBA. After that, I would like to work for a big company probably related with interiors/marketing or even maybe become a visual merchandiser for Pottery Barn."

What do you plan to do with your degree?

BRANDON TRIBBETT SOPH

Early Childhood Education. "I would like to do missions somewhere in the world and teach in local schools to support myself. I would like to teach somewhere in between kindergarten through third grade."



HEATHER VALLS JUNIOR

Early Childhood Education. "After graduation, I plan to get my master's in either reading or special education to teach third or fourth grade, or special education."



NATASHA TURNEY JUNIOR

Early Childhood Education. "I plan to teach third grade in an elementary school. I want to brighten the lives of the children I teach and show them love."



teacher's playland

Senior Josie Allen cuts out a paper snowflake Nov. 29 in the Education Resource Center for her History and Development of Early Childhood class. Students worked on many projects in the resource center where a large variety of supplies were available. •Russell Keck

Graduate student Nathaniel Klym hands out a quiz Dec. 6 in Special Education: Issues in Human Development. Klym used the quiz as part of an activity to illustrate the affects of Attention Deficit Disorder. •Jonathan Lindsay



Senior Rachel Rucker cuts a butterfly out of construction paper Nov. 9. Rucker used the cutout to teach a lesson on symmetry. •Cynthia Noah



Senior Ruth Banta presents her theme board about author Laura Ingalls Wilder and the pioneers to the Early Childhood Curriculum class Nov. 29. Each student showed how they incorporated their themes with reading, math and science lessons. •Russell Keck

"It's just a good place to go and study and find materials for classes," senior Michael Harvey said.



Wilma Stephens Thornton, retired teacher, addresses the crowd at the dedication of the new Wilma Stephens Thornton Education Center Sept. 28. The building included a Smart Step Literacy Lab, a resource center, the Center for Math and Science Education and the Diagnostic Reading Clinic. •Chelsea Roberson

BUILDING

the college of
education expands

blacks

Students in the College of Education were greeted with a new education building when they returned from summer break.

The Wilma Stephen's Thornton Education Center was officially dedicated Sept. 28. The new 27,408-square-foot, three-story education building connected to the W. R. Coe American Studies Building through walkways, and improved upon and added onto the existing education programs, according to the public relations office.

The new facilities included the Smart Step Literacy Lab, the school-counseling program, distance-learning labs, the Education Resource Center, the Center for Math and Science Education, non-traditional licensure programs, graduate and undergraduate programs and the Diagnostic Reading Clinic.

Senior Michael Harvey, a mid-level math and science major, said he really enjoyed the center's new education resource center.

"I am very impressed by the new resource center," Harvey said. "There's a lot more there; computers, die cuts, paper, copy machines. It's just a good place to go and study and find materials for classes."

Karen Horton, director of the Education Resource Center, said the new space allowed students to complete their projects more efficiently.

"What I especially like about the new facility is the space," Horton said. "[There is] lots of space that students have to complete their projects."

Harvey said he liked the new education center because it allowed education majors to have their own building like many other majors.

"It is nice to have the newer classrooms and not have to be in the American Studies," Harvey said. "It's nice to be separated from everything else. Finally, now, we don't have to share with the English department."

Ground broke for the new education center July 27, 2004. The center took about one year to build.

The center is named after Wilma Stephens Thornton, a retired teacher. Thornton taught for 41 years and dedicated her life to teaching her students at Sheridan High School and in smaller schools around Arkansas.

Thornton began her career in 1926 at the age of 16. She attended night and summer classes part time for 22 years until she received her bachelor's degree in education from Arkansas State Teachers College in Conway in 1949.

"I became a teacher for several reasons," Thornton said. "There was a great need, and there were no other jobs for women to do in small communities."

Dr. Tony Finley, dean of the College of Education, said Thornton captured the spirit and love of teaching because of her life commitment to teaching and learning.

At the ground breaking ceremony, Thornton told a crowd of approximately 500 of the importance of Harding's education program.

"This university produces good teachers," Thornton said. "And that is what we need, good teachers."

•Cynthia Noah (The Bison and Public Relations contributed to this story)

taking ACTION

disaster drill puts nursing students to the test

Smoke filled the hallways, alarms blared and the screaming voices of students filled the air. This was not a scene from a horror movie, but one from the mock disaster drill April 13, 2005, in the Reynolds Center.

Beginning in April 2002, a disaster drill took place each spring on campus in which a natural disaster was recreated, complete with parts of buildings inaccessible due to debris and victims acting as if they had real injuries. The disasters ranged from tornadoes and earthquakes to fires in dorms. The purpose of the mock drills was to prepare nursing students, Public Safety, university deans and administration, the fire department, police and hospitals in case the scenarios took place in real life, Karen Kelley, assistant professor of nursing, said.

This year's drill was a fire that started in the Reynolds Center during classes.

The College of Nursing, theater program, Department of Public Safety, Searcy Fire Department, North Star Ambulance Service, White County Medical Center and Central Arkansas Hospital joined together to create the disaster drill.

"We decided to do an academic building because the main thing is there is a different set of looking for who's in the building," Kelley said. "Instead of just the student deans getting rosters of who lives in the building or might be in the building, this time it involves human resources trying to account for employees who might be in the building, plus, the students in the building."

Each year, a different disaster and building were chosen.

"We've tried to cover the major threats that would likely cause damage to this area," Kelley said. "We're trying to choose different buildings because it helps the Searcy Fire Department who would, in the event of a real emergency, be the lead in search and rescue. It helps them know these buildings better."

Robin Miller, professor of communication, said the drill prepared responders in helping a large group of people.

"There are nothing but positives that arise from this situation," Miller said. "It educates students and is a good experience."

"Most responders in White County do not deal with a large mass on a daily basis, and it allows the rescue personnel to learn our campus

and their way around the buildings."

The disaster drill not only aimed to help campus and community departments find areas of major concern during a drill, but to also benefit the nursing students involved.

During the drill, nursing students helped with the triage and treatment of patients and observed the transportation of victims. Some nursing students even served as victims along with theater students.

Kelley said the drill was important because nursing students learned how to respond to a major disaster and were able to practice and see the instant command system that fire departments and ambulances across the country had set up allowing everyone to respond in a uniform way.

"The big important thing that they're learning is how to treat each patient and practicing response," Kelley said. "They're also learning how to work with the emergency response system. If they responded say to [the] Oklahoma City [Federal Building bombing], the World Trade Center or a tornado here, they would know how to do that effectively. They can say, 'I'm a nurse, and I know how to help out.'"

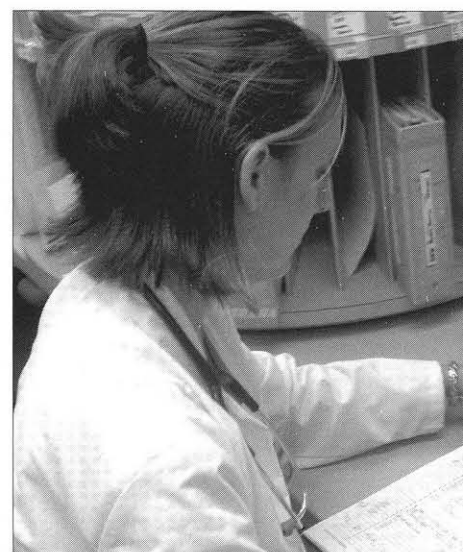
During the fire disaster drill in April, nursing students faced injuries such as burns, smoke inhalation and traumatic injuries that were a result of people trying to get out of the buildings, Kelley said. Kelley, along with Miller who organized the theater students to serve as victims, arranged victims to simulate jumping out of a window and ended up with broken legs as well as a victim who responded hysterically and wanted to run back into the burning building.

Students in the Community Health Nursing class planned and organized the drill and helped with the creation of victim scenarios. The Advanced Medical-Surgical Nursing class mainly did the treatment on the day of the drill.

Another reason the drill was important for nursing students was to train them to respond well to disaster drills in hospitals as registered nurses, Kelley said.

"Our graduates have to be prepared for [disasters] because in hospitals, nurses are required to respond to disaster drills," Kelley said. "They have to drill twice a year so that's a skill they have to come out of this program with."

—Cynthia Noah and Katy Lowe



Junior nursing student Kristen Tappe completes a chart for a patient at White County Medical Center Sept. 20. Nursing students were required to participate in clinicals at local hospitals twice a week as part of their course work. —Russell Keck



"They can say, 'I'm a nurse, and I know how to help out,'" Karen Kelley, assistant professor of nursing, said.

training

Graduate nursing student Nikki Watts and senior nursing major Meg Watts assist senior theater major Heather Stringfellow outside of the Donald W. Reynolds Center April 13, 2005. The College of Nursing participated in the disaster drill to educate and equip nursing students in the occurrence of a disaster.

•Jeff Montgomery



Senior nursing major Timothy Dawson examines a baby at the Village of Hope in Ghana, West Africa, June 28, 2005. Dawson and eight other Harding students and professors offered a health clinic to 150 orphaned children during their trip.

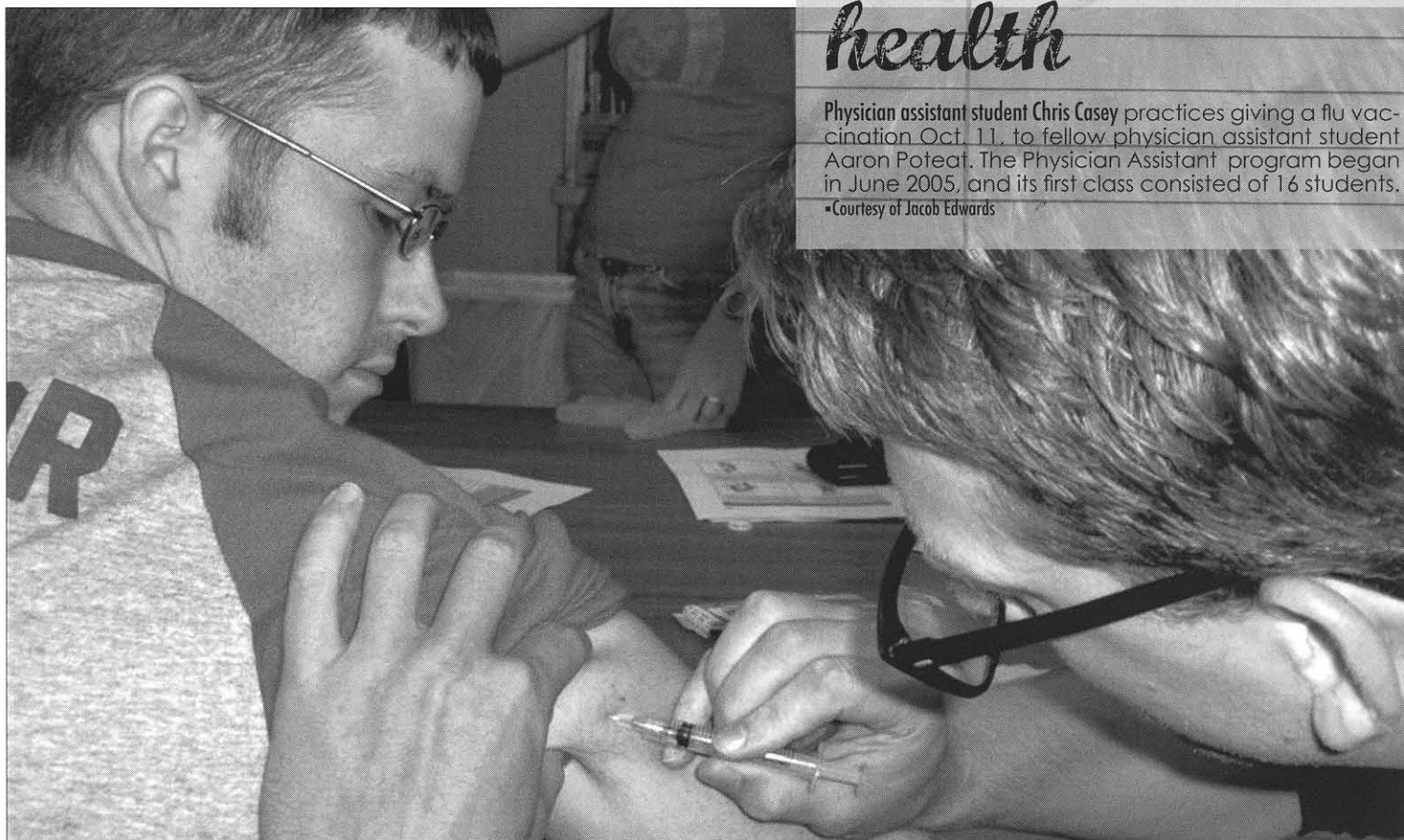
•Courtesy of Shelia Cox Sullivan

Senior nursing student Angela Stewart administers vision and hearing screenings at Harding Academy Sept. 29. Working at the screenings was a requirement for her Community Health Nursing class. •Courtesy of Eric Swanson

health

Physician assistant student Chris Casey practices giving a flu vaccination Oct. 11, to fellow physician assistant student Aaron Poteat. The Physician Assistant program began in June 2005, and its first class consisted of 16 students.

•Courtesy of Jacob Edwards



What do you plan to do with your degree?

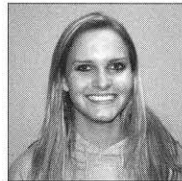
GEORGE CARDER GRAD

Master of Business Administration. "I plan to practice law in Searcy."



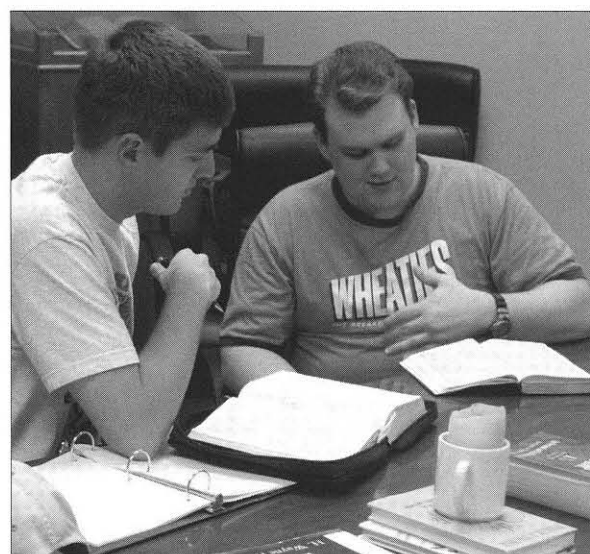
GENEVA ZUCCOLO GRAD

Master of Education Reading. "I plan to teach at an elementary school and be a positive influence for my students."



SHEA SALLEY GRAD

Physician Assistant Program. "I will hopefully be doing mission work in Africa, but after that, I'm not sure."



Reading from their Bibles, Master of Ministry graduate students Patrick Williams and David Johnson discuss a passage during the Theological Foundations for Ministry class Dec. 2. "Most class time was spent in discussion of theology and faith," Williams said. •Russell Keck

"You have a more flexible schedule with online classes," graduate student Derek Bullington said.

Using the die-cut, graduate student Jessica Griffin works in the Education Resource Center Jan. 20. "[The Education Resource Center] was a fun environment to work with fellow education majors," Griffin said. •Russell Keck



Outside of the Institute for Church & Family office, graduate assistant Melissa Vath hangs a poster Jan. 25. Vath said her favorite aspect of working as a graduate assistant was how kind the people she worked with were. •Russell Keck

CYBER

MBA program offers flexible schedules, hours

class

The Master of Business Administration program saw a 45 percent increase in participation from spring 2005. After the MBA program was made available online in the fall, students and business professionals were able to receive their MBA entirely online.

Students were able to take two courses per semester structured in a way that they did not overlap. Jennifer Merches, marketing manager of Graduate Studies in the College of Business Administration, said the schedule usually meant students could complete the program in two years.

While Harding students were able to continue their education in the MBA program in Searcy, many of the applicants were already working professionals.

Merches said COBA interviewed 95 percent of the applicants. With a professional campus located in North Little Rock, Ark., the enrollment was diverse. She said most applicants were business professionals not affiliated with Harding. Merches said she believed applicants for the MBA program chose Harding for its quality and faith-based education opportunities.

The MBA program offered options for full-time and part-time students with campuses in Searcy and Little Rock, offering night classes, weekend classes and online classes. Allen Figley, director of graduate studies in the College of Business Administration, said the program was the fastest-growing in the state of Arkansas.

Figley said every class was offered online. In addition to students from multiple countries and states in the United States, the program had instructors from across

the country. Offering graduate classes online made it possible to unite students and instructors in a particular concentration simultaneously across the world.

Derek Bullington, a graduate student in the MBA program, started his second semester in the spring and had one online class.

Bullington, a graduate assistant in the music department, said he could easily work part time and complete the master's program.

"You have a more flexible schedule with online classes," Bullington said.

Bullington said that with online classes, he didn't have to be in Searcy to go to class.

"You can do basically everything online that you could do in a regular class," Bullington said.

Bobby Evans, a student in the MBA program, said the options available in the program were beneficial. Evans worked 20 hours a week as a graduate assistant in the communication department and was taking the maximum amount of courses.

"You can spread it out and pretty much make your own schedule," Evans said. "I think the online program is a big reason why the MBA program is growing so much."

Evans said with some classes, he could learn more in an online setting.

"For discussion classes, like economics and business ethics, it's much more useful," Evans said. "I think the online program is a big reason why the MBA program is growing so much."

•Caitlin Chester

In front of faculty and students Nov. 15, Anna Griffith, author, and Dr. Bruce Smith, a physician in southern California, speak about AIDS and the church's role in confronting the crisis. The Honors College began the new L.C. Sears Collegiate Seminar Series to bring awareness of controversial issues to the Harding campus. ■Jonathan Lindsay



TOP

Honors College offers new leadership studies minor

match

In the fall of 2005, the Honors College offered the leadership studies minor for the first time. Created by Dr. Jeff Hopper, dean of the Honors College and International Programs, and Debbie Baird, assistant to the dean, the program was designed to help honors students develop leadership skills.

Hopper had thought about trying to start a program that focused on leadership for some time. In the fall of 2004, he said he got some inspiration when he received a brochure advertising a leadership seminar.

Around that same time Baird saw information from other universities about leadership training.

"My son, who is a high school student, started receiving information from other universities about [leadership training]," Baird said. "So I started doing some research on it and found it really exciting."

In their research, they found that several schools around the country offered programs centered around leadership training.

"Harding students fall into that more naturally than those at other schools because of the servant attitudes they have," Baird said.

The classes required for the minor came from every department on campus.

According to the catalogue, the purpose of the leadership studies minor was to focus on different approaches to the study of leadership found within the curricula of the different colleges of the university.

Baird said that she and Hopper asked other departments for their opinions on the minor.

"We looked at every class that might possibly be related to leadership," Baird said. "Then we talked to different departments and got their input on it."

Work on the program began in the fall of 2004 and went through the approval process quickly, Hopper said.

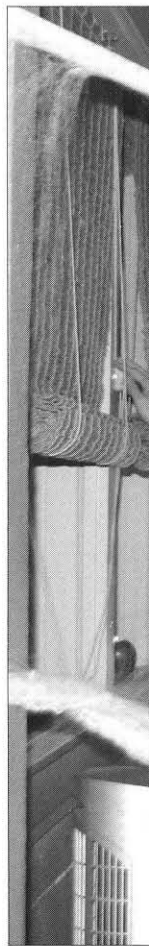
"It is actually fast for academics to move like that," Hopper said. "It was on the table at the deans' meeting every week for about six or seven weeks in a row."

Hopper and Baird also found in their research that many of the leaders on campus were members of the Honors College.

"Students in leadership positions are, for the most part, high achievers," Baird said.

Any student with a G.P.A of 3.25 or higher was eligible to be a member of the Honors College and be a participant in the leadership studies minor.

■Jennifer Allen



'Students in leadership positions are, for the most part, high achievers,' Debbie Baird, assistant to the dean, said.



Halloween

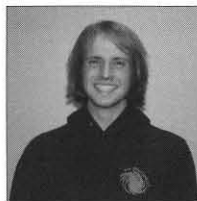
An alter boy, senior Nathan Wright, and the pope, senior Chad Nicholson, put up spider webs for the "All Hallows Eve," the Honors College Halloween party, Oct. 30 at Midnight Oil. Guests enjoyed apple cider and homemade Halloween fortune cookies. •Amber Bazargani

How has being a part of the Honors College benefitted you?



AMANDA ROYSE JUNIOR

Biology. "The classes offered by the Honors College are usually smaller and provide a more intimate setting where you can get to know your teacher and fellow students better."



LUCAS MATTHEWS SOPH

Ministry. "... The classes operate on a different level with more intensity and involvement. It is different from just cramming in facts from a textbook."



JASON BALLENGER SENIOR

Political Science. "The classes offered usually encourage more critical thinking, which often fosters a better understanding of the subject matter. Also, chili day every Tuesday is hard to beat."



A group of Honors College students enjoy a chili lunch at the Sears Honors Center Oct. 18. The Honors College sponsored a \$2 chili lunch every Tuesday for Honors College students. •Russell Keck



Faculty and students relax on the front lawn during the Big Smith concert Sept. 2. The concert was part of the Honors College Hillbilly Homecoming: "O Student Where Art Thou?" •Amber Bazargani

interview

Junior David Easter shakes hands with Margaret Harris, a recruiter from the Little Rock division of the FBI, Oct. 19 in the Career Center. Easter was interviewed for a summer internship with the FBI. •Jonathan Lindsay

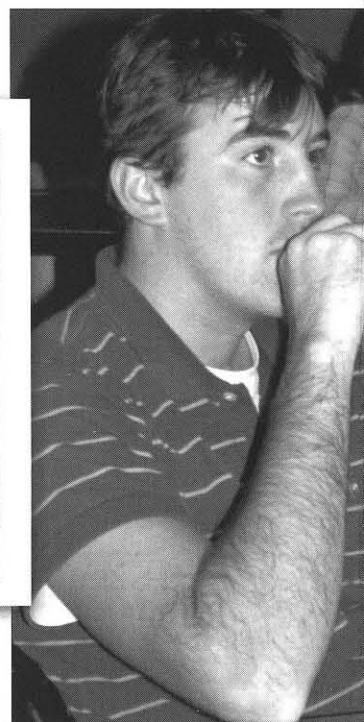


Director of Career Counseling and Placement Deb Bashaw and sophomore student worker Rachel Bashaw log onto CareerNet Oct. 19 in the Career Center. CareerNet was a new online job search site that gave Harding students and alumni a way to connect with prospective employers.

•Jonathan Lindsay



Freshman Coleman Yoakum listens at a test-taking skills workshop in the McInteer building Oct. 26. The workshops were offered by Academic Services each semester to help students score higher on exams. •Amber Bazargani



"We are turning out people with Christian, ethical backgrounds," Deb Bashaw, Career Center director, said.

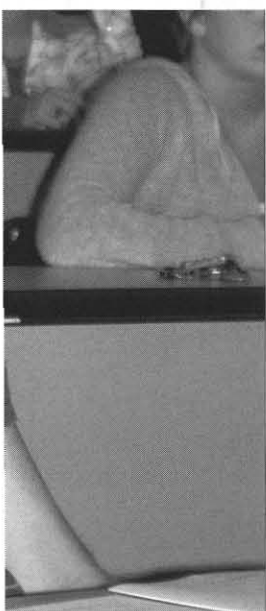
REAL *World*

CareerNet helps ease job-hunting woes for students



Junior Stacie Barnett and senior Briana Winland look at Barnett's Learning and Study Strategies Inventory results in the tutoring lab Oct. 26. After students received their LASSI scores, the Academic Resource Center helped students determine their learning styles and gave students tips about studying.

•Russell Keck



In June 2005, the Career Center began offering a free online database of potential employers as a service to students and alumni. CareerNet, a Web site on which Harding students and alumni could post their profiles and resumes, served as a database for potential employers to peruse.

The database was not only beneficial for job seekers, but also for employers.

"It's intended to connect students and alumni with jobs, with alumni being a significant portion of people listing jobs," Deb Bashaw, director of career counseling and placement, said.

Bashaw said the idea came from an idea within the Career Center.

"It came out of this office," Bashaw said. "I talked with a lot of different people on campus to see how they felt about it and got a lot of positive response to the idea. So we went with it."

The site allowed both students looking for a job and potential employers to complete profiles that offered information on the individual's or corporation's strengths and assets. After a profile was submitted and approved, jobs and resumes were then posted on CareerNet.

Aside from the service to students, alumni and employers, Bashaw said the service offered an interesting insight into vocational ministry.

"One of my purposes in doing this is to find employers who are outside the state of Arkansas, in particular outside the Bible Belt," Bashaw said. "I would love to be sending our students to states that are mission areas where they can be encouraging the church, where they can be converting people. Those are the areas where I am looking to make contacts so we can get people posted on CareerNet who have never really recruited at Harding."

The student profiles included various information about the individual including the student's major, grade point average and chosen location. While students did not have to submit resumes, Bashaw said she advised them to do so.

"I do encourage the students to go ahead and post their resumes," Bashaw said. "That gives the employer enough information to be interested, and that's the whole purpose."

Students and alumni could also specify what they were looking for in a career on the site.

"The student can actually set up a profile where they can say, 'Here's what I want in the way of a job,'" Bashaw said. "Then they can have the system send them an e-mail so they don't have to keep searching the site."

After an employer posted a company profile, jobs within that company could then be posted.

"When [the company] actually posts a job, there is plenty of space for them to post a job description so that the students have a more clear look at what the employer is actually looking for," Bashaw said.

Jobs could also be searched through specific categories. Part-time jobs, full-time jobs and internships were listed separately. Within the first few months of the site, employers such as Walgreens, Enterprise Rent-A-Car, Axiom, Alltel, American Express Financial Advisers and several accounting firms had posted jobs on CareerNet.

With many larger job-posting sites in existence, Bashaw said she believed employers would be able to find a unique characteristic in resume postings through CareerNet.

"The biggest thing that I see is the quality of students," Bashaw said. "We are turning out people with Christian, ethical backgrounds, and there are employers that recognize that. Our alumni who are out there recognize that. We have people who are going to want Harding students for that reason."

While successes may have been difficult to determine, Bashaw said she had heard positive things from students who used CareerNet.

"The reaction I'm getting from students has been very positive in that they see the potential with this growing and becoming a site that is going to be very worthwhile," Bashaw said. "There is a lot of room for growth, but we have a lot of companies posting jobs already."

Senior Thomas Ritchie, an information technology major and a December graduate, used CareerNet and had an interview with one company after registering on the Web site.

"[The Career Center's] ability to be personal with the student and know exactly what [the student is] looking for allows them to keep their eyes out for anything that would be of interest to me," Ritchie said.

•Jillian Hicks