

While "The Bubble" consisted of many facets, **academics** was at its core. Students were taught the importance of learning not just inside the classroom, but the value of real world experience as well. From a budding coffee business to media internships, students experienced life outside "The Bubble." An updated CORE curriculum was introduced that allowed students to gain a liberal arts education, which combined with their major, prepared them for life after Ouachita.





TRIP
BOON
JANUARY 18, 2014

TRAVELING dreams

Those who had the heart to travel the world and experience new cultures were in good hands when it came to Ouachita's study abroad program. The Grant Center of International Education provided opportunities with universities in 14 different countries including Australia, Austria, China, Costa Rica, England, France, Indonesia, Italy, Japan, Jordan, Morocco, Scotland, South Africa and Spain, as well as the European Study Tour in the summer and the Hands On Missions Program.

"It's always been my dream to travel somewhere else in the world. Studying abroad seemed like my best bet to accomplish this," said Haley Martin, a sophomore Christian studies and mass communications double major from Little Rock who studied in England.

When choosing the location, students thought about many things. Some, like Taylor Strain, a senior mass communications major from Mabelvale, had dreamed about their location forever.

"Australia had been my number one place to go because of all of the movies and pictures I had always seen," said Strain. "Perth was the perfect spot because it wasn't directly in the hustle of the main city. We were so close to other cities, shopping and beaches, we got the feel of everything."

Students faced challenges being away from home, however the experiences, knowledge and friendships they gained while abroad were irreplaceable.

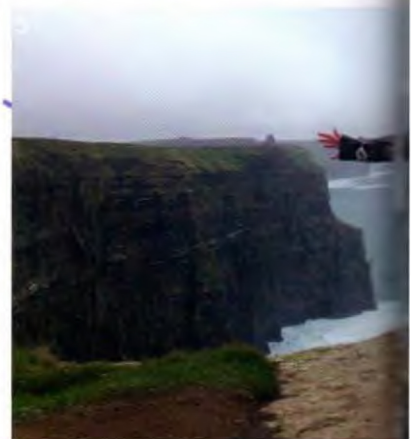
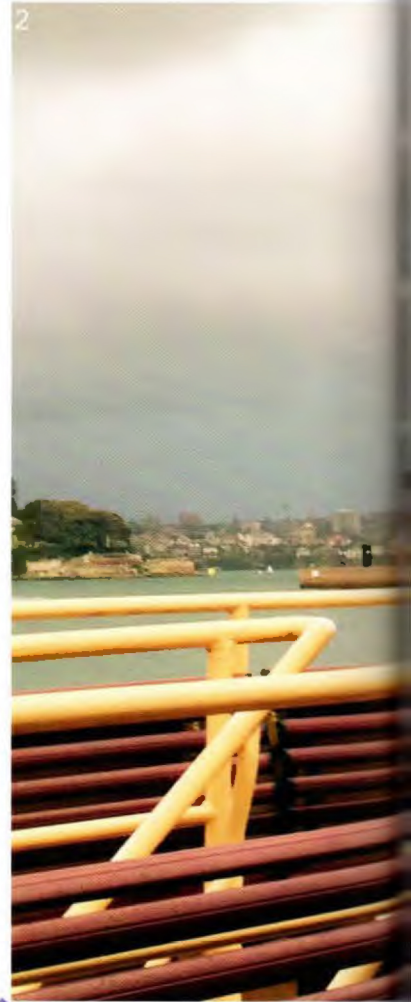
"When I got to the airport, there were two girls who were also studying here. They thought I was from Spain. I thought they were from Ireland. They're from Wisconsin. We realized quickly we weren't so different after all. It's all of the awkward first encounters that we laugh about because we've become great friends," said Martin.

"There's so much more to the world than most people get to see," said Taylor Black, a junior psychology and mass communications double major from Benton, who studied in Salzburg, Austria, in the fall.

"I was able to make friends from literally all over the world that I can call up in a heartbeat if I need somewhere to randomly stay, see castles every day, go canyoning off cliffs and waterfalls, eat classic German food, see the Roman Coliseum and even talk to concentrations camp survivors," said Black.

By studying abroad, students are given the chance to broaden their horizons, become more confident and spontaneous, and take once in a lifetime adventures they will cherish forever.

by Abbey Little



Nina Heffner Photo



1/ Sophomore Jenna Gammon stands in front of the monument created to celebrate the joining of the Great Southern and Indian Oceans. Gammon studied in Perth, but was able to travel all over Western Australia during her time abroad in the spring.

2/ Junior Elva Rosas takes a ferry to explore the beautiful city of Sydney, Australia, on a Friday afternoon. The view of the Sydney Opera House was just a part of her view on a daily basis.

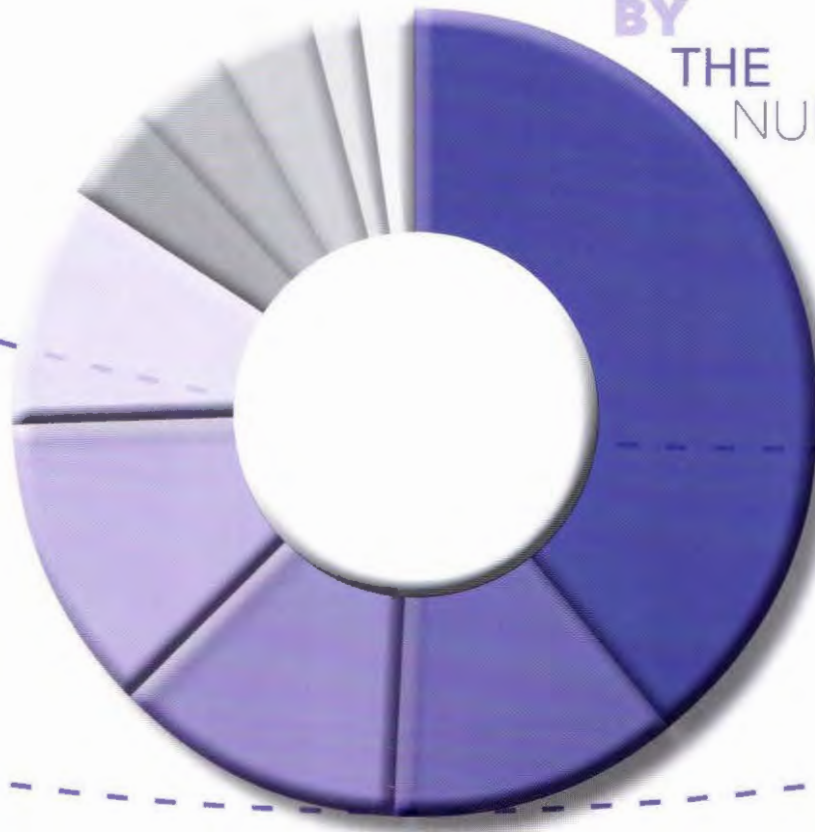
3/ Sophomores Nina Hefner and Sidney Meriweather enjoy the peaceful scenery of Salzburg. Their excursion took them to Untersberg, Austria's tallest mountain.

4/ Junior Caroline Groustra visits The London Tower Bridge right outside the Tower of London. Groustra was able to go to her favorite city of London multiple times on weekend trips during her time studying in Liverpool, England.

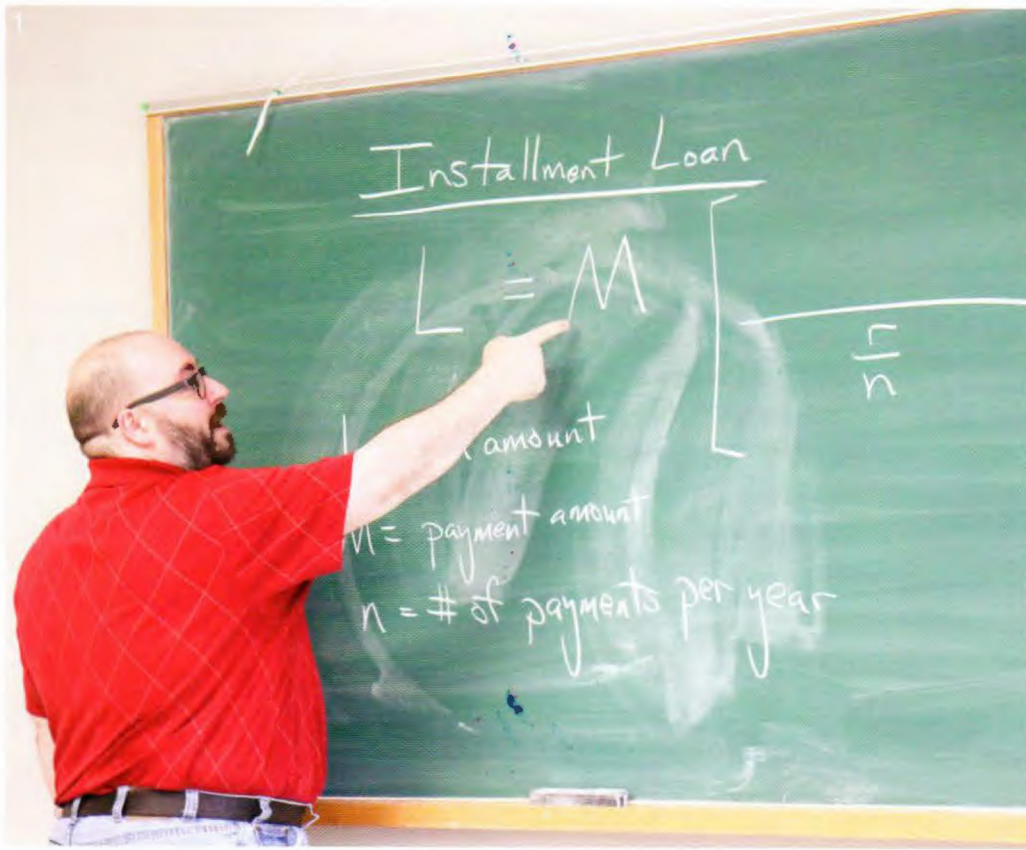
5/ Junior Taylor Black embraces the windy day at the Cliffs of Moher in Ireland. During her time abroad, Black was able to travel to 10 different countries.



BY THE NUMBERS



- 20 European Studies Tour
- 6 Costa Rica
- 6 Hands On
- 6 Alicante, Spain
- 5 Salzburg, Austria
- 2 Fukuoka, Japan
- 2 Perth, Australia
- 2 Liverpool, England
- 1 Florence, Italy
- 1 Sydney, Australia



1/ Dr. Jeff Sykes teaches students the process of calculating installment loan payments in the Introduction to Problem Solving course. This class allowed students to strengthen their foundational quantitative reasoning skills before taking more advanced math courses.

2/ Senior Hollan Van Horn practices her interview skills during a Senior Seminar exercise. During this activity, students served as a mock interview panel for graduate school or a job, while their classmates pitched why they were strong candidates.

3/ Dr. Scott Jackson returns graded exegetical draft papers back to his students. Interpretation of the Bible was a required course that taught students how to interpret, apply and write an exegetical paper over specific passages of the Bible.

4/ Freshman Chad Satchell practices his speech for a small group of peers before presenting to his class. Public Speaking was added as an option in the new CORE requirements. The course helped students gain confidence when speaking in front of others.

5/ Dr. Myra Houser finds creative ways to give lectures by incorporating current topics like Target commercials. Contemporary World, a course that explored major events happening in the world, was just one of the history courses Houser taught.



Freshman Emily Acuna exercises during Health and Safety. The class covered issues such as nutrition, exercise, mental health, stress and domestic violence.





Maddie Brodell Photo



Marcellus Hill Photo



Tyler Rosenthal Photo

CONCEPTS

@connect

A new school year brought a new CORE curriculum for underclassmen on campus. This past school year students and professors adapted to a new set of course requirements.

Students were required to take a set of interdisciplinary courses under what is called the CORE curriculum. These courses, adopted by the School of Interdisciplinary Studies and approved by the faculty, allowed students to not only get an all-around exposure to the liberal arts, but also helped them connect concepts across their courses and majors.

The 2014-2015 CORE Catalog was altered for incoming freshmen, the first major update since 1995. These changes included the addition of the Arts Engagement Series, a course where students attended performances and art exhibits to earn credit.

Course requirements also changed for the common CORE. Science courses like Physical Science and Life Science were replaced with Scientific Inquiry and Scientific Connections. After a trial run last year, Introduction to Liberal Arts was restructured into Connections, a course that focused on making connections across disciplines.

In addition to the common CORE requirements, more flexible menus were offered, allowing students to make choices in their CORE experience. For example, in addition to the previously required Wellness course, students could opt to take Health & Safety or

Outdoor Leisure Pursuits.

Dr. Bethany Hicks, assistant professor of history, said the CORE classes gave students the benefit of discussing topics that overlapped with other CORE courses.

"It creates a better space for the students to be more comfortable bringing in expertise from their major," said Hicks. "For example, you talk about medicine in ancient Greece and ideas about what made them sick. This semester, I had biology students talk about what they learned about how disease was treated."

Lauren Ford, a freshman political science major from Cabot, said the CORE classes she took definitely overlapped with other courses.

"I've seen how some classes will overlap with others," said Ford. "I will learn something in class one day, and the next day I might use that information in another class."

Marcellus Hill, a freshman mass communications major from Ennis, Texas, said CORE classes benefitted students by exposing them to more subjects outside of their majors.

"It never hurts to have knowledge on other subjects outside of your major," said Hill. "It makes you a more well-rounded person."

The CORE program was useful to students and professors in connecting ideas across their disciplines. As professors continued to actively engage their students in discussions, everyone in the classroom benefited from having their minds exposed to different ideas from all fields of study.

by Matthew Ablon

FAITH

matters

From serving the Lord through missions and ministry, to building strong student-faculty relationships, the Pruet School of Christian Studies laid a strong foundation for students to build upon.

Many students consider the faculty one of the unique aspects of campus and it was clear to see the faculty of this school touched the hearts of many students through their wisdom and down to earth teaching. Junior Karen Wray, a Christian studies major from Memphis, Tenn., expressed her respect for the department and her love for the personable professors.

"Honestly, my favorite part of being a Christian studies major is the relationships with the professors," Wray said. "You get to know them as people not just teachers and they want to get to know you as well. It's not one sided. They take a specific interest in your learning, not just getting their job done."

Wray came to Ouachita with the mindset of being a business major, but God redirected her path and led her to switch to Christian studies. She added a minor in Greek, which broadened her horizons for future career options.

"What has set OBU's program apart from all others are its professors," said Will Peavy, a junior Christian studies and Biblical studies double major from Rogers. "It's rare to find a Christian studies program where the instructors have been published, are regularly being called to present at various conferences, have spent time overseas in missions and are regarded as some of the best scholars in their respected fields."

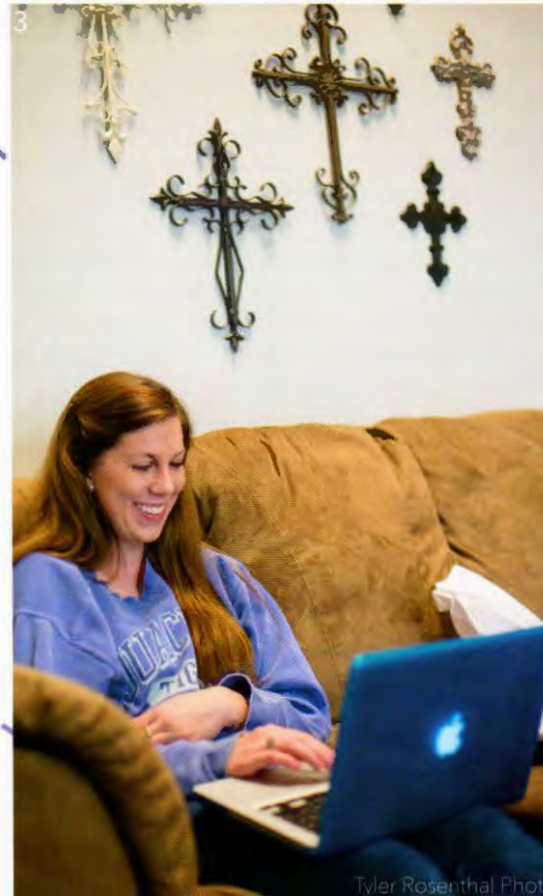
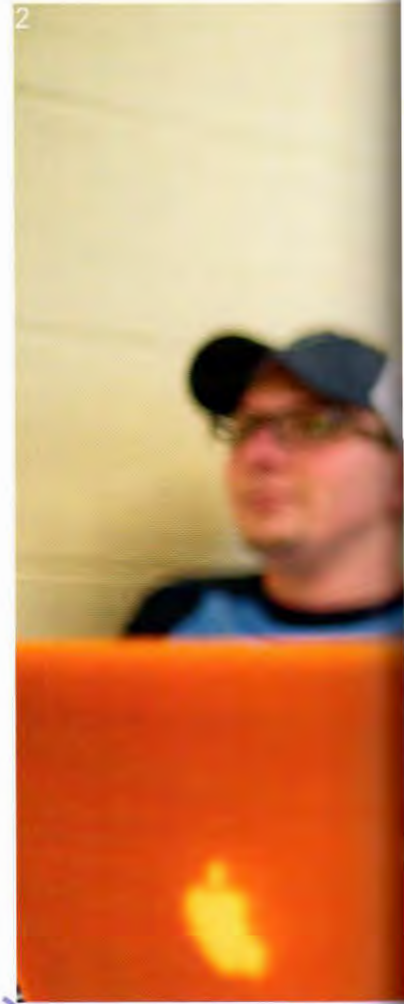
Dr. Ray Franklin shared insight about how much he enjoyed not only pouring into the students, but also watching them grow.

"We are equipping young men and women to be servants of the kingdom. For me, that's more than just a paid staff ministry position, but to build personal relationships with the students and watch them mature in the Lord," Franklin said.

Another beneficial aspect of the Pruet School of Christian Studies is that it allows students and faculty to be transparent with their faith and worldviews.

"There's a lot of energy on a college campus and I enjoy getting to know the students and their stances of faith," said Franklin. "I love watching the lights come on when they grasp a concept in class, about the Bible and how it applies to their life, or about missions and how we can answer God's call. Watching God work in the students has been incredible."

by Rachel Ewart



Tyler Rosenthal Photo



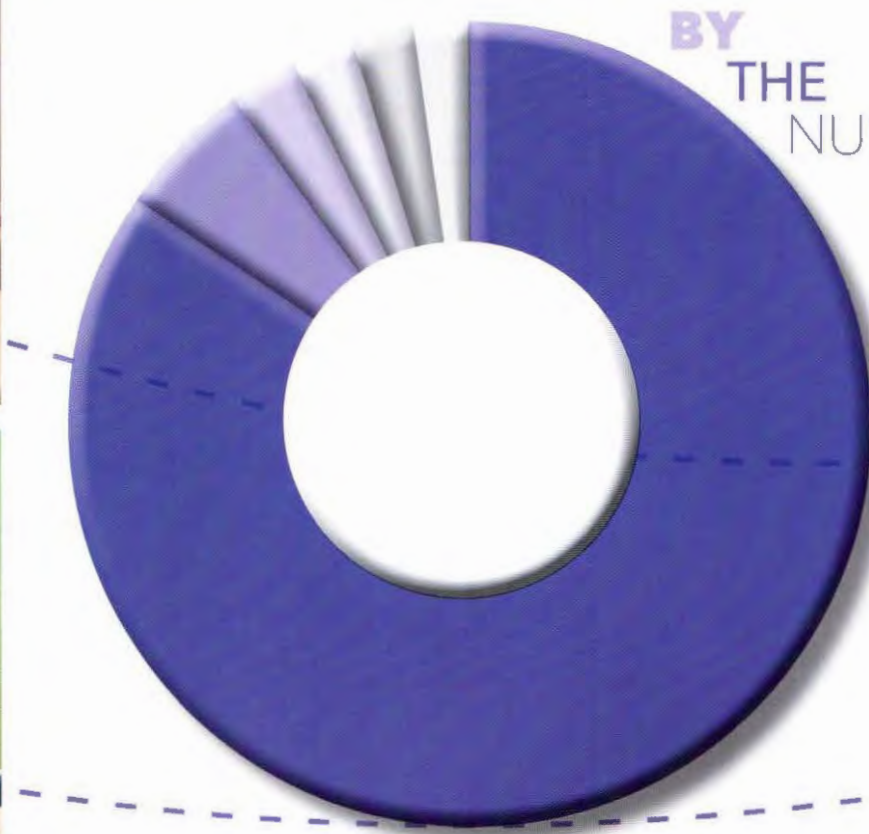
1/ Dr. Joey Dodson analyzes a passage of the Bible in Greek for his students. Dodson used the board for visual demonstrations to break apart scripture.

2/ Senior Reed Shackelford types out notes during Advanced Christian Ministry. As a part of the class, students were required to give short sermons to their classmates.

3/ Senior Sarah Stiles works in the Christian studies department during her work study. Stiles graded papers and worked as Dr. Doug Nykolaishen's assistant in Berry Bible Building.

4/ Dr. Barbara Pemberton explains a World Religions lesson in class. The class studied various religions differing from Christianity.

5/ Dr. Tully Borland reviews a lesson in his Introduction to Philosophy class. Borland presented ideas to his students that challenged their minds.



- 16 Christian Studies
- 11 Philosophy
- 5 Biblical Languages
- 5 Christian Media/Mass Communications
- 5 Church Media/Production Arts
- 4 Worship Ministry



OPTIONS

abound

The School of Humanities offered students majoring in English, Spanish, mass communications and speech communication a variety of educational opportunities in the classroom and in the field. The school refocused the objectives of teaching within some of the departments, including the English department, which was renamed the Department of Language and Literature.

Dr. Jeff Root, Dean of the School of Humanities, said this change was done in order to recognize all the department does.

"In all of the courses and majors in that department, they are focusing on language, whether it is English or a foreign language, and literature, which is true in Spanish just as it is in English," Root said.

With more focus on language, professors and students alike benefited with unique discussions in classes such as English Literature II and Literary Criticism. Hannah Wright, a junior English major from Jersey, said her time in the Language and Literature Department was fruitful and further piqued her interest in the art of the English language. Her teachers in particular were a major influence.

"The teachers in the Bugtruck are awesome," said Wright, using the affectionate nickname for the department. "Even if you're not an English major, the door to the Bugtruck is always open to anyone waiting to wander."

Another major draw for students within the School of Humanities was the field of mass communications. McKenzie Cranford, a senior mass communications major from Coppell, Texas, said her experience in mass communications courses had been invaluable to her professional development as well as her academic development.

"I've been deeply encouraged by the people in the department, and by taking advantage of the many involvement and leadership opportunities available, I have gained confidence and skills that will help me as I take the next step in my journey after graduation," Cranford said. "I've learned to be a more effective communicator as well as how to relate to and work with people of different backgrounds."

Communications students were involved in real-world marketing campaigns during the year. The International Association of Business Communicators-Arkansas honored Ouachita's campus chapter for its social media campaign for the national Cliff Harris Award. In the spring semester, the Advertising/PR Campaigns class developed a marketing campaign for the Rogers Department of Communications.

Humanities students praised the school for its strong academic offerings, and the School of Humanities continued to educate students who had a passion for studying languages, literature and communications.

by Matthew Ablon



Kelsey Bond Photo



Tyler [unreadable] Photo



Kelsey Bond Photo



Emily Grigsby Photo



Emily Terry Photo



Kelsey Bond Photo



Kelsey Bond Photo



Kelsey Bond Photo



Kelsey Bond Photo

A Fresh Coat Of Paint

Any artist will tell you there is nothing quite like starting fresh with a new canvas. The newly renovated facilities at Moses-Provine Hall served as that fresh canvas for students from the Rosemary Adams Department of Visual Arts and students of all majors to utilize. The remodeling of Moses-Provine Hall featured a fresh update on the building with an emphasis on safety and accessibility.

Moses-Provine Hall served as the home to the School of Natural sciences for many years until the second floor became the facilities for the Department of Visual Arts in the late 1990s. Since that time, many of the classrooms have not suited the needs of students enrolled in art courses.

"We completed a self-study in the fall of 2012 that showed some of our strengths and weaknesses," Donnie Copeland, associate professor of visual arts, said. "We discovered that we needed a place of our own that better suited our needs."

Copeland and other faculty members worked closely to determine the best plans for the transformation of Moses-Provine Hall. The next step would come after a generous gift in 2013 from 1963 alumna Rosemary (Gossett) Adams to aid the project.

"We were thrilled to receive her gift," Copeland said. "It came at a time after the survey when we really needed the money."

"A gift like that only comes around once in a lifetime," Dr. Scott Holsclaw, dean of the

School of Fine Arts, said about Adams' gift. "After receiving the gift and the drawing up of plans, we became very excited about the possibility of helping out the department."

With the finances and renovation details in place, the transformation began in the fall semester. According to Holsclaw, the specific changes to Moses-Provine had to do with increasing safety and accessibility for students. In terms of safety, the department added workshop dust vacuums and ventilation systems to help keep the air safe from dust or fumes. They also made woodworking and ceramic spaces safer with better tools and appropriate workspaces.

"I took ceramics last year, and the rooms would become so hot when we had the kilns going because of the poor ventilation," Cait Crowell, a senior graphic design and mass communications major from Lindal, Texas, said. "I had never had to use power tools before my art courses, I feel better about being required to do so now that it's much safer."

When considering accessibility, the department installed an elevator and added bathrooms on the second floor. Even something as simple as these additions created a more convenient and more independent environment for the visual art students to call their own. The large tables and sinks suited for science labs made way for new cabinets and flat-file storage spaces.

"Being an art major, you have to use almost every single room to get things done," Crowell said about the new card swipes that came with the renovations to unlock workrooms in the evenings. "And when I was working on my exhibit and I had to bring 25 feet of wood upstairs, I didn't have to walk upstairs with it thanks to the elevator."

Along with the façade of the building that opened up with new windows and the inside that had new floors installed, the new gallery space on both floors of Moses-Provine was a highlight of the renovations. Previously, the only gallery spaces available were Hammons Gallery and the lobby of Verser Theatre. The new spaces allow for more exhibits to run for longer periods and more exhibits of professional collections.

"The new galleries are the biggest improvement," Craig Martin, a senior graphic design major and mass communications from Harare, Zimbabwe, said. "They create an environment that's much more professional."

According to Holsclaw, the renovations allow for the exhibits and the department as a whole to be more connected with the campus.

"The arts are hugely important to our way of life," Holsclaw said about the continued heritage of the campus' connection with the arts. "They've always been a part of Ouachita since 1886."

by Robert DeSoto

EXAMPLE

Setting

Service. This was not often a word associated with education. However, according to Dr. Rachel Pool, an assistant professor of education in the Huckabee School of Education, it was the perfect word to describe the field of education. Dr. Pool believed that Jesus was the master teacher, and she transferred this to the way she taught in the classroom.

"We look at the evaluation system that we'll use on our student teachers and we show how Jesus fulfilled all of those evaluation standards," Pool said.

For Katie Cunningham, a sophomore English and secondary education double major from Frisco, Texas, this "others before self" attitude was especially important in educating others.

"I hope that it is never about me. Whether I am teaching English in another country or in a classroom, I want to give all that I can to teach and love people well," Cunningham said.

Students in the Huckabee School of Education had the chance to learn about global servitude and travel overseas to the UK during the May term of the Study Abroad program. Through learning about the culture, education systems in other countries and meeting with missionaries, students who wanted to be exceptional teachers had a chance to absorb information that they could carry with them into their future teaching endeavors.

"Just like the 12 disciples that multiplied into the world, we're hoping that wherever we are we can make our impact in that school and then that impact goes with the students," Pool said.

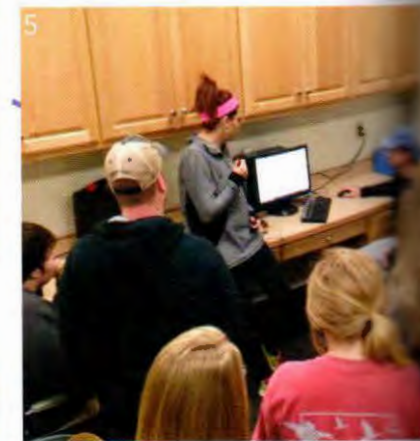
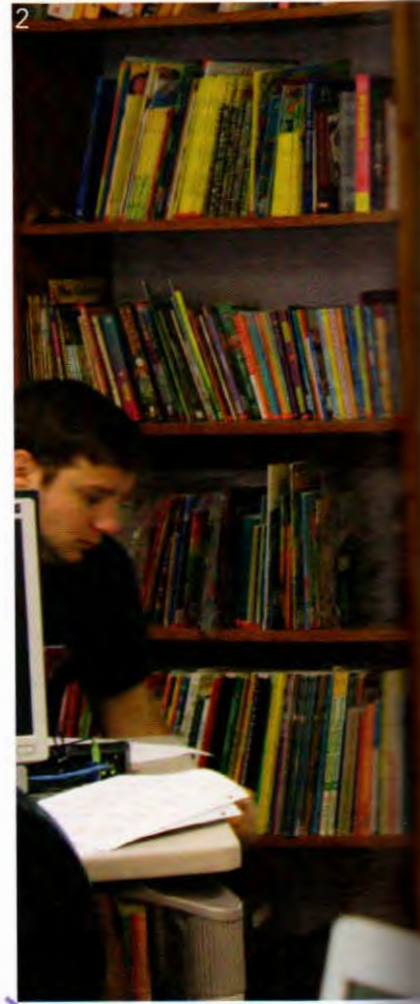
Students at Ouachita strove to genuinely make a difference in the lives of others.

"I hope I'm able to be an effective teacher and not just have it as a job, I hope that I can be a good example for Christ," said freshman Alexa Spinks, an early childhood education major from Arkadelphia.

The School of Education also was home to students who were interested in recreation, fitness and sports ministry. The Department of Kinesiology and Leisure Studies also offered pre-professional programs that prepared students for continued studies in areas such as athletic training, exercise science, physical therapy and occupational therapy.

While students gained content knowledge in their classes, they applied that knowledge in the field through outdoor and recreational activities, and through their volunteer work with public school students and with Special Olympics.

by Taryn Bailey



Maddie Brodell Photo



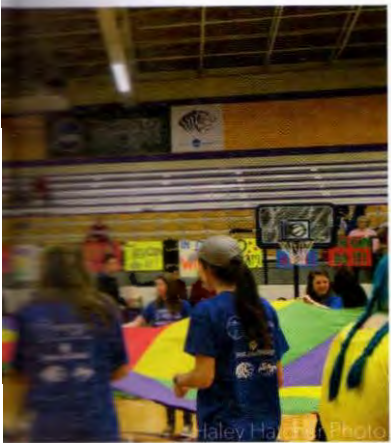
1/ Sophomore Katie Cunningham utilizes the computers in her professional writing class to finalize her differentiated instruction paper. Students were required to choose an educational topic and write a research paper.

2/ Instructor Rachel Pool lectures from a powerpoint to her Instructional Technology class. Students learned how to integrate technology into the K-12 curriculum.

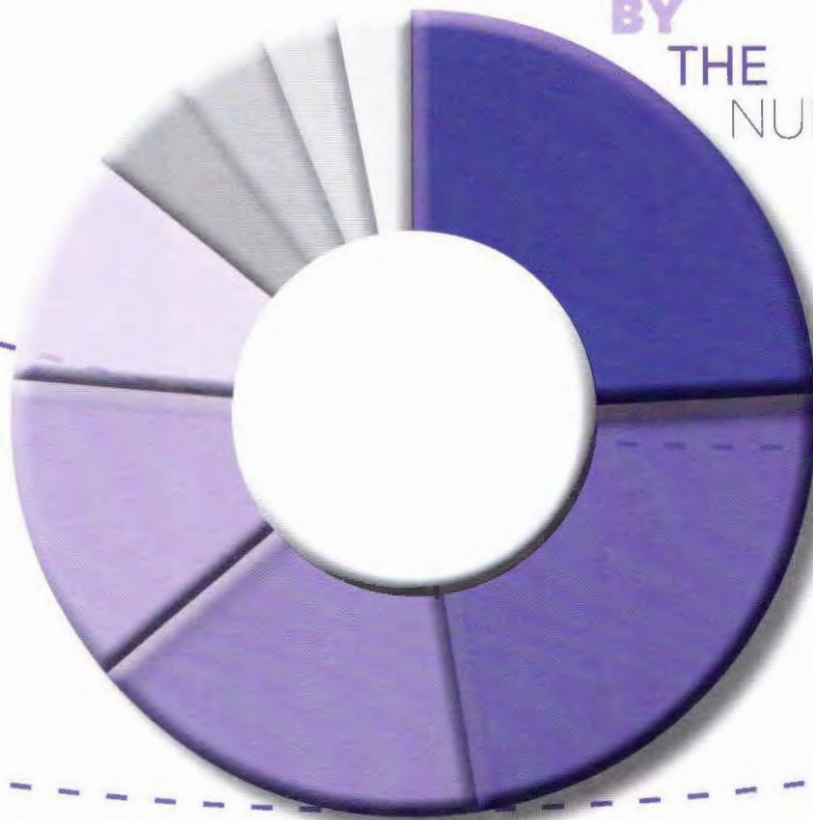
3/ Mrs. Kaila Murphy models a character book talk for the students of Literature for the Elementary Classroom. Murphy dressed as the main character of the book and told the story from her perspective.

4/ Students prepare activities for Special Olympics. The event was held February 19 in SPEC. Students in the Department of Kinesiology and Leisure Studies helped plan and work the event.

5/ Students in the Physiology of Exercise course learn how to conduct nerve reflex on the iWorx system. The software system offered experiments and exercises in various aspects of physiology.

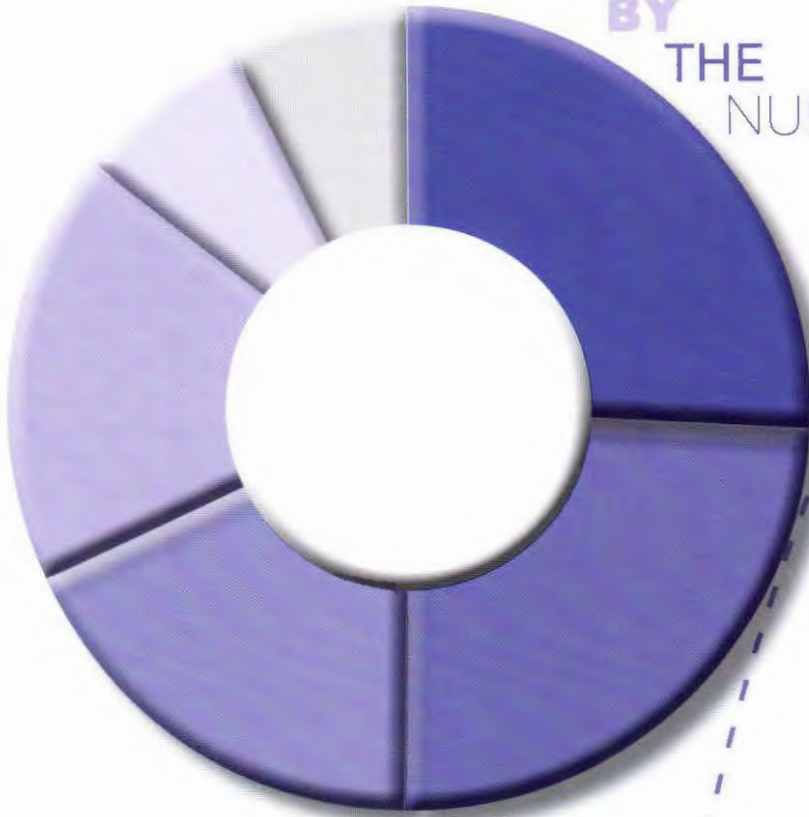


BY THE NUMBERS



- 57 Fitness
- 50 Elementary Education
- 35 Pre-Professional Studies
- 27 Secondary Education
- 20 Early Childhood Education
- 9 Recreation
- 8 Kinesiology Teaching Emphasis
- 7 Middle School Education
- 1 Recreation Sports Ministry

BY THE NUMBERS



- 89 Business Management
- 83 Finance
- 61 Accounting
- 59 Business Marketing
- 25 Business Administration
- 24 Sports Management



Alex Becerra Photo

1/ Junior accounting major Bonnie Magee listens to a lecture during Institutional Accounting. The course taught students about accounting theory for not-for-profit organizations.

2/ Sophomores Elise Cobb and Kit Bowen listen to Mrs. Jeanie Curry review for the last test of the semester in Accounting II. Students were able to expand their knowledge of the basics of accounting, emphasizing partnerships and corporations.

3/ Brett Parker speaks to business majors during a First Friday session about his experiences as an entrepreneur. Parker and his wife appeared on the TV show "SharkTank," where they gained support for their idea of a baby blanket to help babies feel safe when they are asleep.

4/ Students mingle and eat with Ouachita board members, alumni, donors, government officials and business leaders from around the state at The Hickingbotham School of Business luncheon. Attendees were served lunch by Sodexo Catering and listened to a guest speaker.



Students attend the Naturals Baseball game during their Sophomore Business Trip in Northwest Arkansas. The Hickingbotham School of Business also provided opportunities to tour a Tyson production plant as well as tour corporate offices where they were able to meet and make connections with employees.

Abbey Little Photo





ADDING

experience

The Hickingbotham School of Business saw growth with a new group, new emphasis and a new word. Seniors McKenzie Berry, a business administration marketing and management double major from Tulsa, Okla., and Erin Wilson, a senior business administration marketing and management double major from Hot Springs Village, took initiative and began "OBU Women in Business." Berry and Wilson formed this group when they were in class together and hoped to make it a permanent part of the School of Business.

"It started as a project for Dr. Faught's Business Leadership class. The best part about this to me is seeing a professor that wants us to succeed and grow as professionals," Wilson said. "A lot of women that are originally business majors end up switching, so we want to lower the turnover for female business majors and possibly encourage girls as freshmen to become business majors."

Mrs. Jeanie Curry, the only female professor in the Hickingbotham School of Business, offered her assistance with this new group.

"The group helps them build relationships with other women so when they graduate they will be more comfortable building those relationships where they work," Curry said.

With both Wilson and Berry about to graduate, they agreed that younger girls were the key to making the program stay strong on campus.

"We wanted it to be focused towards the younger girls and carry it out because we are graduating so soon. Our hope for right now is to really get it going and thrive and for girls to have a positive experience," Berry said.

In addition to this new group, the School of Business saw the creation of a new emphasis to their degree.

"This year we have started the sports management program and we have seen quite a lot of interest in that," said Bryan McKinney, Dean of the Hickingbotham School of Business.

A key group on campus and an additional emphasis were not the only new things the School of Business saw. The school also coined a new term, "Bissions."

"Bissions was actually coined by Griffin Peeples, so we have to give him credit for it," McKinney said.

McKinney explained that with having a business department at a Christian University, they wanted to provide their students with a way to use their gifts. Those students were looking for a way for missions and business to come together, and that was something the department wanted to provide as well.

The Hickingbotham School of Business had not only expanded the number of groups, terms and emphases for students, but assisted students to become difference makers in the world of business.

by Gracie Lundstrum

PRACTICAL

music

The Division of Music at Ouachita can be described in three words: practical, personal and positive. The division sought to challenge and encourage students in their pursuit to learn, perform and compose great music.

"We try to take the student from where they are and move them as quickly and proficiently as we can to a level where they will be successful once they leave Ouachita," said Dr. Gary Gerber, chair of the Division of Music.

According to Gerber, the theory, aural skills and music history courses laid a foundation for the budding musicians. The applied instruction courses then helped individuals gain increased proficiency with a certain instrument or voice part. Gerber also mentioned that the ensembles are to music majors as labs are to science majors. The students used what they learned from their classes and applied instruction and brought them together in various group performances.

"The most enjoyable classes are those where I'm putting into practice what I'm learning," said Caroline Dunlap, a sophomore piano performance major from Little Rock.

In addition, Gerber explained the significance of the recitals as part of a holistic music education, especially the senior recital.

"It's one of the capstones of the course and the curriculum that we teach. It is putting into practice all of the lab, foundational, theory, music history and their applied lessons into a package that they can present. It's a goal they work toward," Gerber said.

"It definitely is rewarding when you are able to go out there and really make music and feel like you haven't just performed well, but you've touched people with it," Dunlap said about her sophomore recital.

Students like Kimberly Attaway, a sophomore music education major from Austin, Texas, also thrived off of personalized attention from their instructors.

"I've learned so much and just because of the atmosphere of Ouachita, I've had those one-on-one connections with the professors. That individual attention will definitely pay off and will make me marketable," Attaway said.

"The faculty and the students are super encouraging here. It's not so much cut-throat competition, it's really a lot more like a family," Dunlap said.

"I enjoy working with students and faculty to see them be successful," Gerber said.

With personal investment from expert professors, applicable coursework and an uplifting atmosphere, Ouachita music students were well equipped for life beyond the bubble.

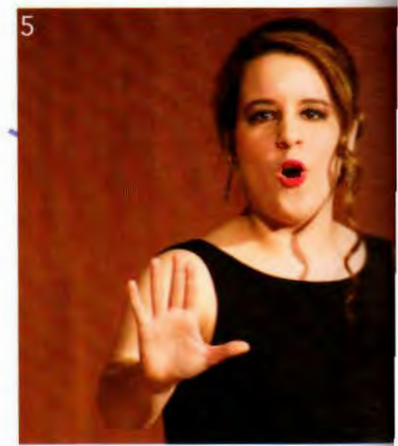
by Barrett Gay



Tyler Rosenthal Photo



Tyler Rosenthal Photo



5



Kathryn Coffey Photo

1/ Mr. David Stanley, instructor of music, teaches senior John Doss during his private voice lesson. Students majoring in music were required to take applied lessons each year.

2/ As part of the Drum Ensemble class, students form a drum circle and learn hand drumming. The course taught students different aspects of eastern music.

3/ Sophomore Lizzie Shelby rehearses for her Piano Seminar. Students with a keyboard emphasis were required to take Piano Seminar every semester.

4/ Senior Cory Feuerbacher interacts with Dr. Bruce Johnston during an elective guitar lesson. Dr. Johnston offered guitar and bass lessons to all of Ouachita's student body regardless of their major.

5/ Senior Cami Willis performs a song during her senior recital. The senior recital is a degree requirement for music majors.

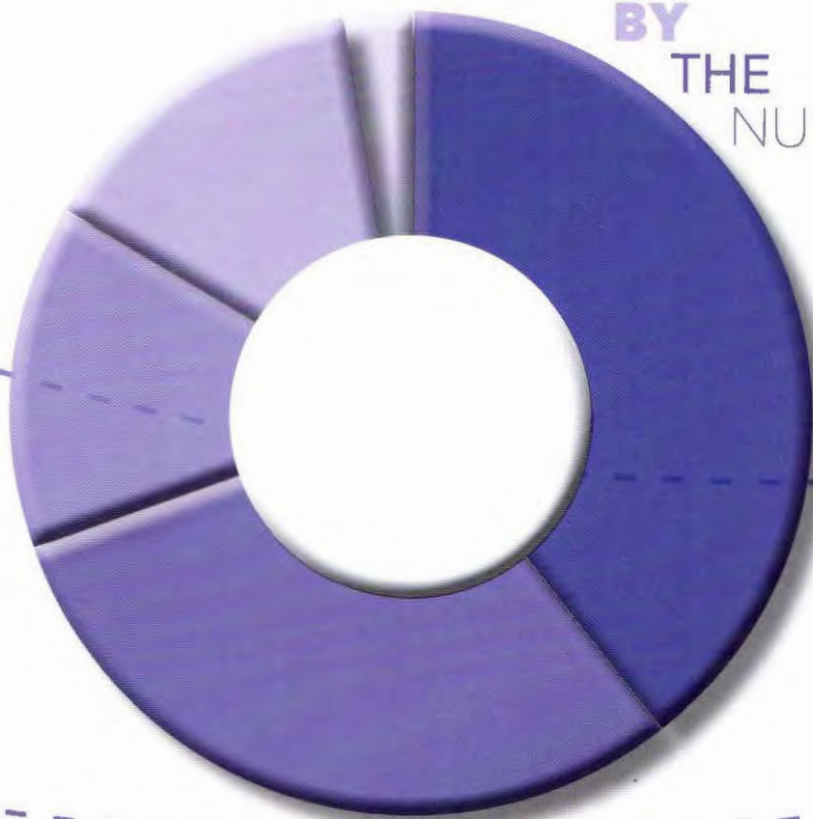


Tyler Rosenthal



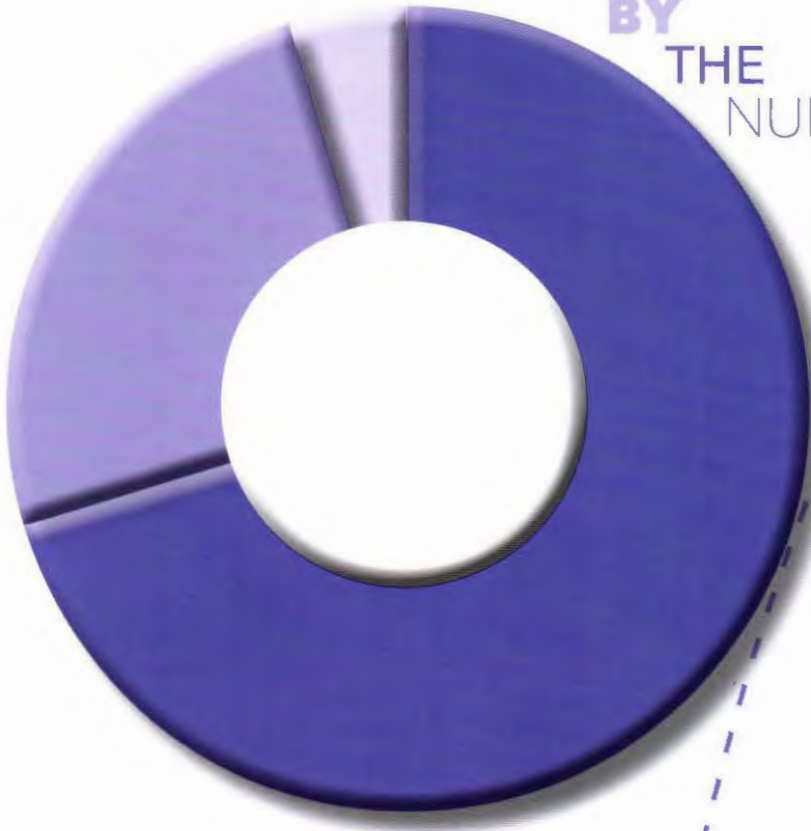
Laken Livingston Photo

BY THE NUMBERS



- 33 Music Education
- 24 Music
- 11 Music Performance
- 11 Worship Arts
- 2 Music Composition

BY THE NUMBERS



- 31 Graphic Design
- 11 Studio Art
- 2 Art Education



Kelsey Bond Photo



1/ Sophomore Morgan Cansler draws with oil pastels in Design II. Students in this course built upon their basic skills and learned the intricacies of color theory.

2/ Assistant Professor Ferris Williams instructs Karley Telfer in her graphic design course. Students learned the rules and principles of good design and composition.

3/ Students view Aly Smith's senior exhibit titled *Pages*. Smith created life-size magazine pages on the walls with tape so viewers could see the story of her time in the Visual Arts Department.

4/ Sophomore McKenzie George throws a bowl on the potters wheel in Ctaught students the basics of wheel-thrown pottery.



Senior Katherine Love discusses her senior exhibit with Dr. Gary Gerber. Love's exhibit showcased her graphic design skills.

Haley Hatcher Photo



POLISHING

skills

Visual arts students spent most of their time in class getting their hands dirty and exploring different avenues of artistic expression as they polished their skills and developed a personal aesthetic. Work in multiple avenues was encouraged and in the senior exhibits, work in multiple mediums was on display.

In order to broaden the horizon of students, new visual arts classes were added to the curriculum. These classes included Introduction to Digital Media, Typography, Sophomore Portfolio, Secondary Methods of Art Education, History of Modern and Contemporary Art and History of Graphic Design.

"These new classes are giving students more of an opportunity to develop their craft," said Blaine Surber, a senior mass communications and musical theatre double major from Sulphur Springs, Texas.

According to Ferris Williams, assistant professor of visual arts, "Typography is one of the most important aspects of a designer's job. It is constantly listed among job listings as one of the most important skills needed by designers. This made it important enough to us to have it as its own class."

The Typography course was designed to teach students the many facets of type of the printed page and the web. By equipping students with a thorough knowledge of

typography, the department produced stronger designers.

Sophomore Portfolio was created to allow students to begin to cultivate their portfolio earlier than their senior year. Having a basic portfolio helped students gain internships and made the final portfolio during their senior year not such a daunting task.

"It think it is so smart to require a sophomore portfolio class," said Aly Smith, a senior graphic design and mass communications major from Sherwood. "As a senior I had to plan and execute my senior exhibit and assemble my portfolio at the same time. Future students who will already have a good portion of their portfolio finished, or at least understand the process, will have a much smoother time finishing their senior portfolio."

According to Donnie Copeland, chair of the Visual Arts Department, the purpose behind the new art history courses, History of Modern and Contemporary Art and History of Graphic Design, along with the other newly added courses, was to more thoroughly prepare students for work in their chosen field.

"It is fitting for a liberal arts degree in art or design, such as ours, to include more history," said Copeland. "They, along with the other more technically oriented additions, will better prepare students for future professional work in the visual arts and design workplace," Copeland said.

by Molly Freel

CREATIVE chances

"It's all about giving students opportunity," said Professor Eric Phillips, chair of the department of theatre arts.

For the department, giving students opportunity didn't mean a brand new degree or updated classrooms, it meant giving students the ability to apply on stage what they've been learning in the classroom.

The 2014-2015 season brought something new to traditional show line up. Students, rather than faculty, came together to create The Muse Project.

"We wanted to open up a slot in our season line up that included the students more in the production and allowed them to apply what they've been learning in the classroom to the real world," Phillips said. "The entire theatre faculty came together to brainstorm ways we could give students more responsibility and opportunity to those who wish to be playwrights, directors or scene designers after they graduate. The Muse Project became the end result."

The Muse Project allowed students to submit self-written work or already published material they wished to direct to be performed during the show season. It allowed many students to take what they learned in the classroom and apply it to this new opportunity. Any genre of theatre was allowed to be submitted for consideration. There were no limitations as to what could be selected. This allowed students the ability to work with each other to create a finished product that could inspire the campus and community.

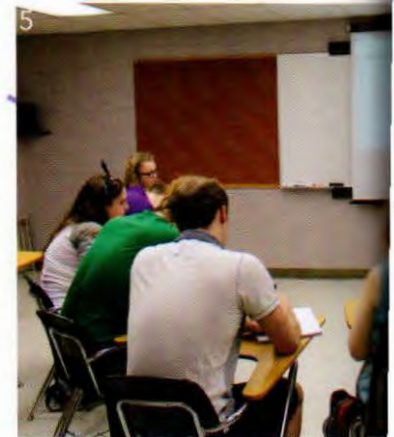
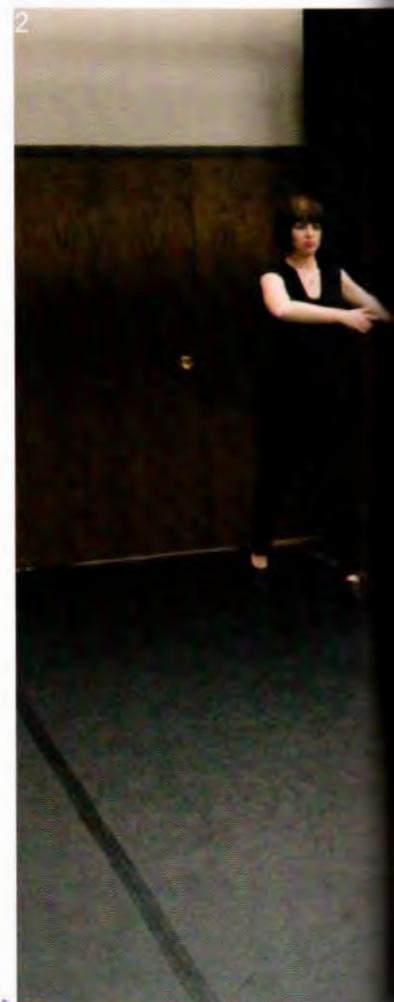
The first Muse Project was "Second Star to the Right," a Cirque du Soleil inspired exploration of Peter Pan, created and directed by Kaylee Nebe.

"Kaylee took the story of Peter Pan and just used movement, mostly with aerial silks, cube and lyra to tell the story, almost like Cirque du Soleil," said Abby Root, a sophomore theatre and speech education major from Arkadelphia. "I played Wendy and it was by far one of the best experiences I've ever been a part of."

The theatre department took huge risks by giving students the freedom to create their own show in the season. The risk paid off as the first Muse Project was a hit across campus.

"Theatre is all about taking risks," said Daniel Inouye, assistant professor of theatre arts. "The Muse Project stands by that motto by allowing students to take risks in creating new and exciting art for the public to see. It's great to be a part of a department that provides students opportunity to show their creativity."

by Blaine Surber





1/ Sophomore Abby Root and senior Blaine Surber perform as Wendy and Peter Pan in the production of "Second Star to the Right." The pair returned to school early from Christmas break to start training on the silks and learning the show together.

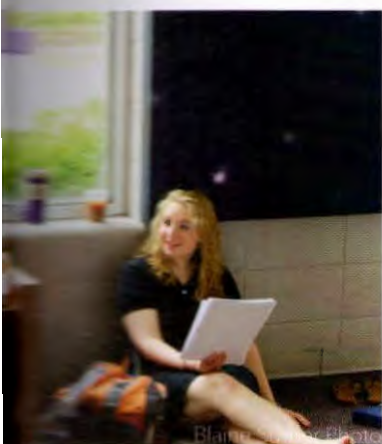
2/ Mrs. Jennifer Maddox leads her Jazz class in an across the floor combination in the new dance studio in Mabee. The Williams Dance Studio housed all the required jazz, tap, ballet and modern dance classes.

3/ Sophomore Kyle Osmon and senior Kaylee Nebe perform a scene titled "The Shape of Things." Acting 3 students explored character development and performance from different dramatic literatures.

4/ Junior Stacy Hawking and senior Jessica Smith read through their lines in the lobby of Verser. Students in Acting 4 worked quickly to learn new scene work, styles and acting approaches.

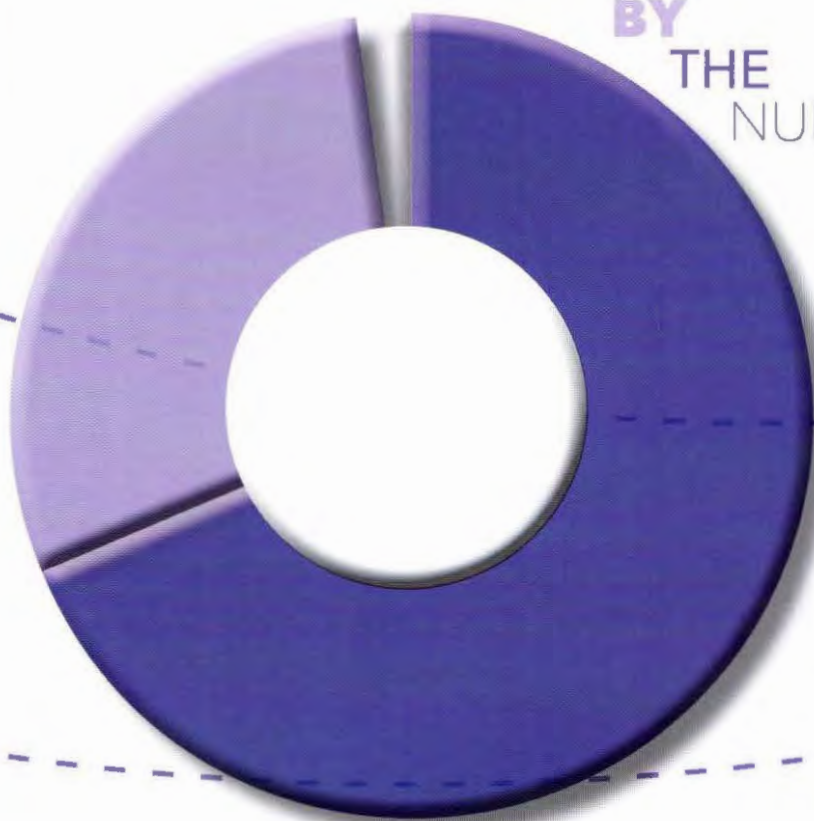
5/ Assistant Professor Daniel Inouye leads the American Drama class in discussion. Over the course of the semester, the class evaluated theatre from American society by studying representative playwrights.

Blaine Surber Photo



Blaine Surber Photo

BY THE NUMBERS



- 35 Musical Theatre
- 15 Theatre
- 1 Theatre/Speech Education

The British Isles

When Jake Kausler, a senior Biblical languages and computer science double major from Marion, Ark., began reading Bram Stoker's "Dracula," he could only picture in his mind's eye the landscapes and the spooky structures that the book talked about. But when Kausler and 15 other students took part in the British Isles Tour through the Carl Goodson Honors Program, they came face to face with history, and they saw literature come alive in front of their very eyes.

The trip itself came about because of three different Honors seminars that took place on campus: Tudor History, Fantasy Literature and The Vampires. In each seminar, students read books and learned about different authors and time periods in history. It was these seminars that formed the backbone of the trip overseas.

Dr. Barbara Pemberton, professor of Christian Missions and director of the Carl Goodson Honors Program, designed the study tour. She shared how one of the goals of the program is for students to experience what they are learning through travel. "We planned the trip," Pemberton said, "so that we could kind of go behind all of these seminars, behind the writers to see their inspiration for how they got to where they were."

Before leaving the United States, the prospective travelers met on campus and shared information about the various seminars and what people needed to know about them. Once all the presentations were completed and the required readings were read, the students were eager to board their plane to find out what the British Isles had in store for them. Led by Pemberton and Mrs. Lynn Valetutti, Instructional Media Services Coordinator at Ouachita, they set out in mid-May for their journey.

Their plan was simple and very extensive. They would start out in Dublin, the Birthplace of "Dracula's" author Bram Stoker, and learn about the culture of Ireland. Then they would make their way to Scotland, learning about fantasy writings and authors like Robert Kirk, visiting castles

and going on "ghost tours." After Scotland they would drive south to England, where they would experience mystical places like Whidbey, with its stimulating architecture and landscape that further inspired Stoker's "Dracula." They would visit Stratford - the birthplace of William Shakespeare, the famed Oxford University, and finish their tour in London.

Though the trip was meticulously planned out, some of the most beautiful moments of the trip were parts that were not planned. One such experience was the simple coincidence, or miracle, that the group's tour guide in Dublin happened to be an expert on Bram Stoker and "Dracula." He had even written a book on the subject. Pemberton mentioned how the tour guide's insights were thought provoking to the group and gave them a deeper understanding of who Bram Stoker was.

Another unplanned beauty of their trip occurred when the group was touring in Aberfoyle, Scotland. They met their guide who, Pemberton said, "Looked like a gnome. He had a little stick, and he was going to tell us about every single herb and berry in Scotland. He was a gnome, just right out of a book!"

After spending the afternoon touring different sites in Aberfoyle, the gnome-like guide asked the group to meet him at the trunk of his car for a surprise. The students gathered around, unsure and a little bit anxious at what this strange-looking man was going to show them.

"He pulled out bagpipes," said Pemberton, "and he bagpiped us to our bus. It was the only bagpipe experience that we had."

Jake Kausler had an impactful, unplanned experience of his own when he was riding on a train to Edinburgh, Scotland. He had split up from the group for a short time to tour some graduate schools. As he traveled to reconvene with the group, he sat by a man who was willing to talk to him about the area. "He gave us a huge overview of the history and the politics that are going on there and just really a history of Edinburgh,"

Kausler said, "so I not only got to see the city firsthand and see its beauty, but I got to hear about it as well."

Though students see historic landmarks and beautiful scenery when they go overseas, Kausler said that is only part of the purpose of travel. He feels like this trip has given him a greater understanding of cultural differences, and it has given him a more global mindset. He said that it is about "experiencing an entirely different culture, getting out of America, and seeing what the world is like somewhere else...there are so many nuances and just different things that are so different over there that really make you see the world differently...the world isn't just American. There are other ways to live and other ways to do things."

Perhaps the greatest take-away from such trips that honors students take, however, isn't about the places they go. Yes, they gain so much insight about cultures and countries and history. Yes, they learn how to travel safely and correctly around the world. But the relationships that the trip forms and solidifies are of much greater value than anything the students learn.

Kausler said the trip spurred on new friendships. Though the group was made of a diverse group of students from many different disciplines, they found that the shared experience bonded them together in a unique and close relationship.

"It's people that I wouldn't have interacted with normally because, you know, we're from different disciplines," he said, "We wouldn't have seen each other and it really brought everybody together."

The Carl Goodson Honors Program was "established to further academic excellence and inspire intellectual curiosity for qualified students," and it continues to do that by providing students with opportunities to grow and learn both inside and outside the classroom. As Pemberton looks to the future, she hopes to plan more trips for students to learn while fostering meaningful relationships that will last a lifetime.

by Coleson Lech



Jessica Hargis Photo



Jessica Hargis Photo



Jessica Hargis Photo



Stephen Carter Photo



Jessica Hargis Photo



Jessica Hargis Photo



Jessica Hargis Photo



Jessica Hargis Photo



Jessica Hargis Photo

BY THE NUMBERS



- 17 Biology
- 63 Pre-Professional
- 49 Communication Sciences & Disorders
- 29 Dietetics
- 29 Math
- 19 Chemistry
- 17 Computer Science
- 9 Physics

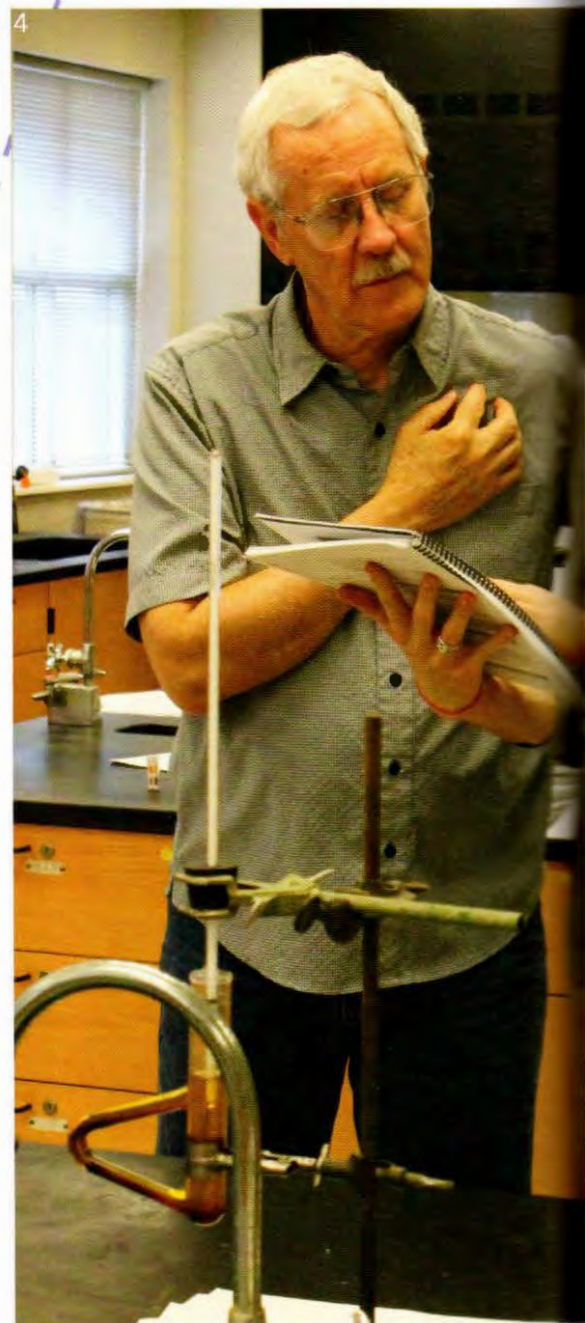


1/ Senior Tyler Fugere performs a ligation reaction in Genetics Lab. Genetics focused on the basic principles, theories and mechanisms of heredity.

2/ Sophomores Luke Jamison and Montana McAdams evaluate their lab results from Organic Chemistry. Students studied the relationship between structure and reactivity of carbon.

3/ Freshman Cody Thompson fills up a beaker with water under the fumehood. General Chemistry required three hours of lecture as well as three hours of lab per week.

4/ Dr. Joe Jeffers explains how to characterize an unknown product for a lab assignment to sophomore Drake Puryear. Organic Chemistry was a required class for chemistry majors.



Zoology students dissect a shark in lab. The focus of the class was on the tissues, physiology and reproductive adaptation of the animal kingdom.

Tyler Rosenthal Photo



TESTING

Dietetics

Students in the Patterson School of Natural Sciences spent long hours each day in classes, labs and clinical settings. Applying the classroom knowledge was important for these students, many of whom would continue their studies in graduate programs across the country. What Ouachita offered was the opportunity to conduct research with professors while still an undergraduate student.

The summer research projects only offered a select number of contested spots, and those who acquired them would have 10 weeks to broaden their spectrum of knowledge and continue to prove themselves in the field.

"We have a pretty significant summer research program," said Dr. Tim Knight, Dean of the Patterson School of Natural Sciences. "We have 10 faculty members with about two students a piece. The students work for 10 weeks over the summer where they'll earn \$3,000. At the end of the summer, they'll present their research at the medical school, and then possibly turn around and give another presentation at Fayetteville."

While almost all of the programs within the natural sciences were participating in the summer research projects, dietetics had an additional development this year that they, as well as anyone looking to take their classes, saw as very important.

"The most important thing that's happened to us in 2015 is that our program was reaccredited in January," said Dr. Detri Brech,

professor of dietetics. "We received our ACEND reaccreditation for the next seven years after undergoing a process that included writing a self study document and having a sight team visit our department. This is a big deal because without this accreditation, our graduating students couldn't go on to sit for the registration exam."

For communication sciences and disorders students, the practical experience they gained was through clinical hours. While they continued to see children in the clinic, this year brought an unusual number of clients who had suffered a stroke. This allowed students experience with not only different age groups, but different speech therapy needs as well.

"Being that we have real clients, if our students don't do their homework, they don't just lose points," said Dr. Nancy Hardman, Linn Professor of Communications Sciences and Pre Medical Studies. "They have to do their ethical responsibility of being prepared to handle their clients. We've had 10 stroke patients this year, one of which comes all the way down from Texarkana. It's a good service we're providing, because insurance stops paying after a while. We'll see them for free though, since it's already so hard on them."

From the traditional science fields of biology, chemistry and physics to health science fields including speech therapy and dietetics, students in the natural sciences gained real world experience through research, clinicals and internships.

by Noah Hutchinson

PREPPING SUCCESS

With classes offered in history, political science, psychology and sociology, the The Sutton School of Social Sciences provided students with countless opportunities for success after graduation.

Many students used a degree in one of these areas as a stepping-stone into graduate school. Richard Burke, a junior history and political science major from Hot Springs, had law school aspirations.

"I came to Ouachita to major in political science and history because I think they offer courses that can give me the best preparation for law school. Having taken classes like Judicial Process and Constitutional Law, I feel like the social sciences school has definitely given me an opportunity to succeed in the rest of my education," Burke said.

Jackson Carter, a senior history and mass communications major from Hot Springs, also had plans to pursue a graduate degree.

"When I first came to OBU, I wasn't sure what I wanted to do with my history degree. After my first couple years, I decided that I wanted to become a professor," Carter said.

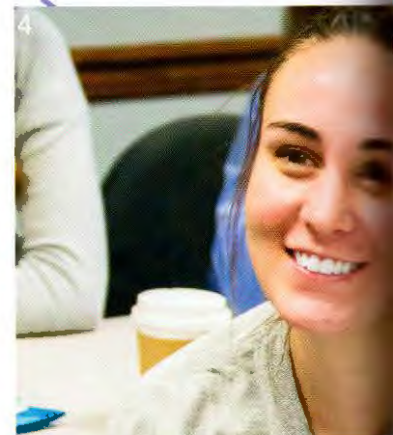
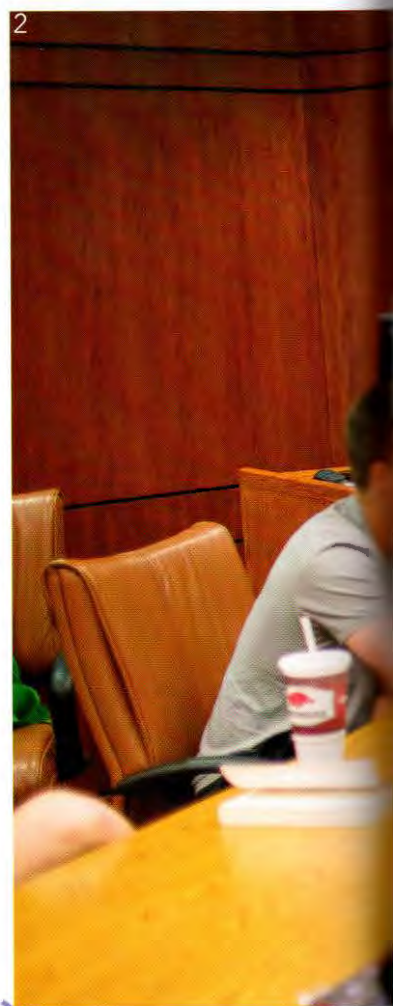
Although many students followed the path of Burke and Carter with their social sciences degree, and eventually pursued a graduate degree, there were many other opportunities for students in the school. Psychology and sociology are majors that provided many options for students as far as potential careers. They were also very popular as elective courses for students that had majors in a different field.

Dr. Doug Reed, the chair of the Political Science Department, was one of the many advocates of students majoring in the social sciences because of the preparation that it gave them for the job world, in any field.

"People learn how to think critically and evaluate problems. They also learn that most decisions are not right or wrong decisions and these can be up for debate. You have to write essays and you have to try and think clearly, which prepares students for the real world," Reed said.

The W.H. Sutton School of Social Sciences continued to be among the best for preparing students for the real world.

by Zach Parker





1/ Dr. Randall Wight instructs a General Psychology class. Students learned the basics of human behavior as well as basic psychology principles throughout the course.

2/ Students engage in discussion with Dr. Kevin Motl to understand how politics have evolved. The Modern America class learned about the presidencies of Ronald Reagan, Bill Clinton, and George W. Bush.

3/ Senior Chelsey Hess takes notes during the New South course. The class focused on the history of the American South from the Civil War to the present, discussing topics that led to the state of the south in the 20th century.

4/ Sophomore Brook East listens to Dr. David Caddell during Classical Social Theory. The class focused on the ways structures and institutions have progressed through the modernization of society.

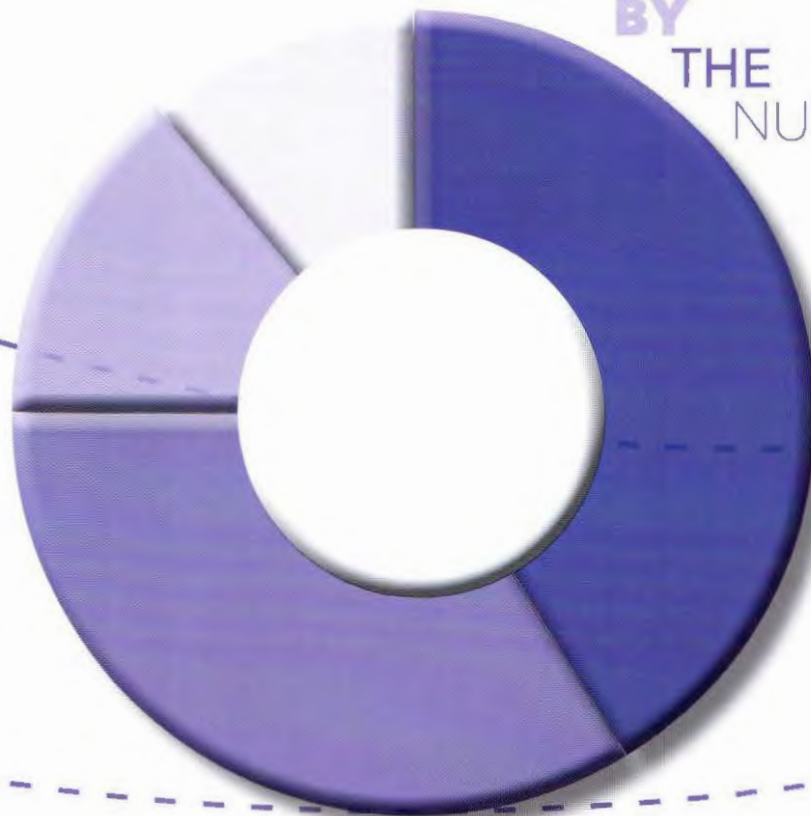
5/ Students in the Intellectual Disabilities class listen to Assistant Professor Allyson Phillips lead a lecture. Phillips taught the students about the different types of disabilities as well as different prevention programs.

Tyler Rosenthal Photo



Alex Becerra Photo

BY THE NUMBERS



- 74 Psychology
- 61 History
- 25 Political Science
- 20 Sociology

While Ouachita is known for attracting the traditional college student just out of high school, more adults are returning to the classroom to pursue or complete a degree. Ouachita saw this need and developed a solution to ease the access to a college education. After a year of development, Ouachita Online was launched, which allowed non-traditional students to pursue degrees in Christian studies and business administration.

"Many of these students would be unable to attend Ouachita as residential students," said Dr. Rob Hewell, professor of music, director of worship studies, and coordinator of online course development. "They have families and careers and live in a number of places, many of them outside of Arkansas. University administration has made a commitment to extend the Ouachita experience to others beyond our campus community."

Looking to the future, Hewell said the prospects of the online degree program look promising.

"Ouachita Online is growing in the number of students who are taking online courses, the number of courses offered, and the number of faculty members who are participating as course designers and instructors," Hewell said. "Ouachita Online leaders are working diligently to enable OBU to offer online study experiences consistent with the University's commitment to a high quality liberal arts education that reflects a love of God and a love of learning."

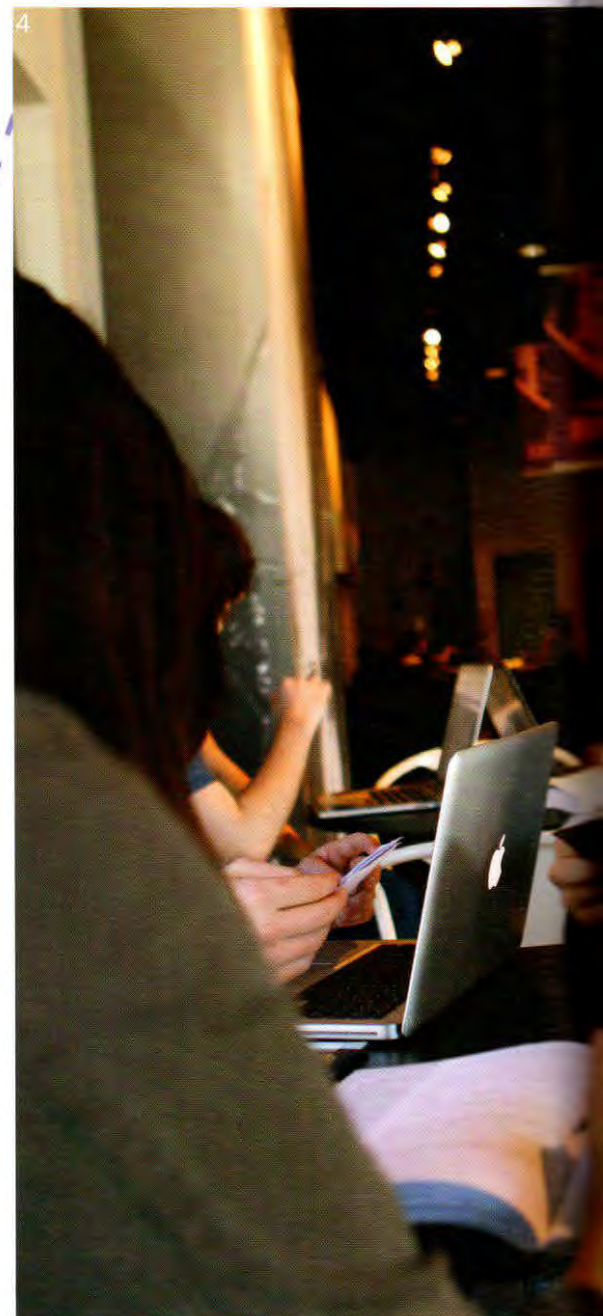
by Matthew Ablon

1/Dr. Brandon O'Brien, director of OBU at NLC; and Rick Bezet, NLC senior pastor; assist Dr. Stan Poole, vice president for Academic Affairs at OBU, at the ribbon cutting ceremony held on June 10, 2014. OBU at NLC students, faculty and staff, along with faculty and staff from OBU, attended the event.

2/ Mrs. Amy O'Brien teaches her Spiritual Formation course at OBU at NLC in Conway. Mrs. O'Brien also taught NLC's Children's Bible Survey course along with her husband, Dr. Brandon O'Brien, who taught the adult course.

3/ NLC students Grant Westlake, Tanner Bezet, Braeden Gregg and Kelsey Norton take advantage of the student foyer and coffee bar to study as they wait for their next class. The student foyer provided a break from the students' full class schedule.

4/ Tyler Coleman, from Baton Rouge, La., studies with Ally Brasko, from Conway. Coleman was on the NLC worship team and helped with the Student Ministry Worship team at their student services, "Real Life" and "Elevation."



OBU at NLC

Front Row: Ally Brasko, Abby Dollarhide, Kelsey Norton, Camille Stearns, Victoria Singleton, Melody Page, Tiffany Fagaly, Adrian Pinkston. **Back Row:** John David Ward, Braeden Gregg, Grant Westlake, Zach Grimes, Blaine Medler, Luke Brock, Brooks Parker, Tanner Bezet, Tyler Coleman, Eric Gamble, Christian Gunter, Dillon Potter, and Director Dr. Brandon O'Brien.

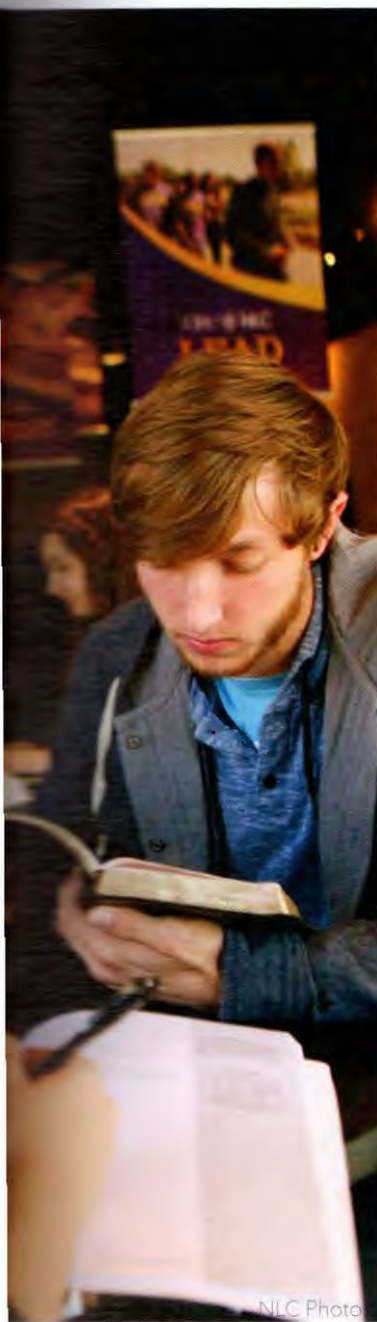




Photo



NLC Photo



NLC Photo

NEW

horizons

A ribbon cutting for OBU at New Life Church in Conway was held June 10, 2014. OBU at NLC offers an associate of arts degree in both general studies and Christian ministry. The professors at New Life made sure to let their students know that the skills that they learned there, ministry or otherwise, would be relevant no matter what field they decided to enter into after graduation.

At the June ceremony, Dr. Brandon O'Brien, director of the program, said, "What makes this moment truly significant is that OBU at New Life Church offers more than an associate's degree. It offers more than hands-on ministry training. It offers students something neither institution can provide on its own. OBU at NLC combines Ouachita's 128-year heritage of excellence in Christian higher education and New Life's commitment to innovative and life-changing ministry to form students into fully devoted followers of Christ. Some of them will enter ministry as their career. Others will be teachers or doctors or small-business owners. Whatever they do for a living, the foundation for their future of learning and Christian service will be laid here."

Professors at NLC believed that their special brand of Christian education would prepare their students to be leaders both in the world and in their faith.

"I wanted to go into the secular music industry, which can be a dark place full of worldly things," said Tiffany Fagaly, a freshman general studies major from Maumelle. "I thought NLC was just for church ministry, but the faculty said otherwise. They said that they wanted people

from both sides, because both sides were equally important. That's when I knew that this was the place for me."

While their facility was more compact and their classes were focussed in fewer subjects, OBU at NLC students said that the college experience wasn't as different as some might think.

"We have two classrooms," said Dillon Potter, a freshman Christian studies major from Cabot. "They both hold about 20 people. When we go to class, we're all in the same class at the same time."

Some students didn't start off at NLC. Adrian Pinkston, a freshman general studies major from Conway, went to a four-year university before going to NLC and said that the community environment is something that gave her new campus a leg up on larger schools. "It's like being a part of a family," Pinkston said. "The first day I was there, a girl ran up and gave me a hug before I had even been introduced to her. It's the same thing with the professors. If there's any kind of complication or if I'm having trouble with an assignment, I can go talk to them and I know that they'll take the time to help me. I've even had coffee with a professor just so they could talk me through something I was dealing with."

Although the OBU at NLC students attended classes an hour and half away, they were encouraged to attend events, such as Scholars Day, on the Arkadelphia campus to learn more about the university and meet their fellow Ouachitonians.

by Noah Hutchinson

CELEBRATE Learning

Scholars Day served as a capstone celebration for students' hard work and research. It was not limited to those in the honors program. Anyone on campus who committed serious time and effort to a particular study was welcome and encouraged to present their discoveries. The Honors Program and Ouachita took pride in promoting their students' in-depth scholarship.

The Alpha Chi Induction ceremony for its newest members kicked off Scholars Day. After that, there were countless posters, performances and presentations from every field of study all across campus. Students had the opportunity to share their theses, directed studies and other extensive projects they had worked on.

"Scholars Day is the day OBU celebrates academic achievement in every discipline," said Dr. Barbara Pemberton, director of the Carl Goodson Honors Program. "There are award winning presentations from every field of study, from science and business to history and theatre."

"Not very many undergraduate programs have something like this where students have the chance to participate in research with their professors and then present it," said Jake Kausler, a senior computer science and Biblical languages double major from Marion. "It gives experiences that students can put on their resumes and use in any kind of future opportunity. Ouachita really wants students to be well-rounded and see all kinds of areas of experience and education, so I think Scholars Day definitely fulfills that."

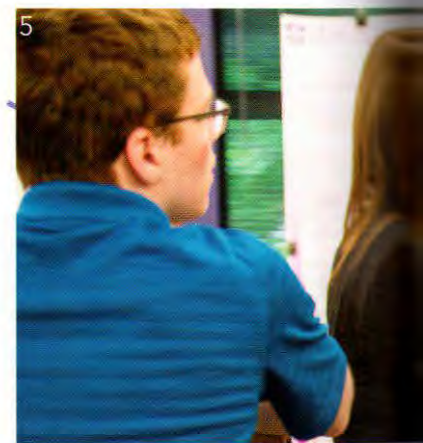
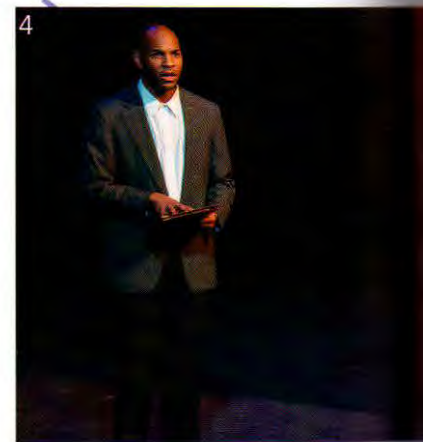
"Scholars Day does a wonderful job of exhibiting all the talent we have on campus," said Rachel Pruett, a senior biology and chemistry double major from Harrison. "It shows every area of Ouachita you don't normally get to see. We tend to stick in our majors, so it's kind of interesting. It pulls [it] altogether."

Having an eager audience was what made the work worth it. Students, professors and family members alike came to celebrate and support the scholars.

"I was really excited because not just my thesis readers showed up, but there were also other professors that I've gotten close to that came, and some of my friends were there. It made me feel special that they cared about what I was doing," Pruett said.

Scholars Day embodied two of Ouachita's main values, community and scholarship. Students pursued what piqued their interest and shared it with others in hopes that their audience benefited from the knowledge gained.

by Barrett Gay





1/ Sophomore Abby Root is presented with an Alpha Chi t-shirt and certificate at the Alpha Chi Induction Ceremony. Rising juniors who were in the top ten percent of their class were invited to join this national academic society.

2/ Members of the Carl Goodson Honors Program welcome visitors to Ouachita to listen to students' presentations. Scholars Day was held on April 22.

3/ Junior Abbey Ogier discusses her experience in Utah as part of the Sundance Film Festival presentation team. Other members of the group presented their film analysis papers about theological connections they formed when watching films on their own.

4/ Freshman Eli Ash and sophomore Mattie Bogoslavsky perform a ten minute play titled "Lost in Translation," written by student Walter Dodd. Walter wrote the play about a family dealing with an autistic child and how it affected them, based on his own family.

5/ Junior AlleaBelle Gongola presents her poster in the library. Gongola was one of several students to present research to her peers and professors.

6/ Senior Chloe Huff gives her Scholars Day presentation in the Walker Conference Center. Huff's presentation was titled "Beauty is Born of the Rain: Walter Inglis Anderson's Art and Isolation."

