

the Collegian

Vol. 35 No. 10 | collegianonline.com

Bob Jones University | Greenville, SC 29614

University completes key reaccreditation milestone

12/6
2021

Nathaniel Hendry

STAFF WRITER

Bob Jones University students may soon find themselves participating in a new kind of education labeled experiential learning, thanks to a new program being developed at BJU as part of the Quality Enhancement Plan required for reaffirmation of the University's regional accreditation.

The program, known as *Bruins Engage!*, started as the Quality Enhancement Plan (QEP) required by the Southern Association of Colleges and Schools Commission on Colleges to reaffirm BJU's regional accreditation. However, BJU has plans for the QEP far beyond the minimum accreditation requirements.

Bruins Engage! will focus on three primary elements of what President Steve Pettit calls the BJU Premium: biblical worldview, engaged learning and life mentoring.

Dr. Renae Wentworth, the dean of the College of Arts and Science, explained that the name *Bruins Engage!* is meant to unite the BJU community. "All the students, all the faculty and staff [are a] family here; we are all the Bruins," she said.

By the end of the five-year *Bruins Engage!* plan, every student working toward a bachelor's degree will graduate with a minimum of two experiences (labeled EXPs) on their transcript.

The EXPs can include a range of experiences, such as internships; global experiences like study abroad classes or mission trips; service-learning opportu-



Rhonda Galloway is a member of both The Nathaniel Hawthorne Society and the National Council of Teachers of English and helped create the five-year *Bruins Engage!* plan.

Photos: Nathaniel Hendry

nities through the CGO or local ministries, society leadership and at least one course-related experience.

The five-year plan is currently in year zero, consisting of development and research, and will officially begin next year. A handful of classes have begun experimenting with project-based classes, and next fall will see official EXP classes.

The EXP opportunities would follow the groundwork laid by current BJU endeavors, including the interdisciplinary team that won a grant from the XPRIZE Foundation and last summer's cancer research program on campus.

Dr. Rhonda Galloway, a faculty member in the Division of English Language and Literature, participated on the task force that created the plan. "We have been almost a year in choosing the specifics of the Quality Enhancement Plan and developing the plan," she said.

"It's quite the involved process, but the end result is a focus on experiential learning, and the idea is that this is based on tre-

mendous amounts of research," Galloway said. In addition to reviewing academic research studies, the team used focus groups and surveys of current BJU students to find the best ways to improve BJU's programs.

Linda Abrams, a faculty member in the Division of History, Government and Social Science who is also helping with the QEP, said experiential learning better fits the way we naturally learn. "You didn't learn how to throw a football by watching videos all the time, you learned how to throw a football by doing it and failing and doing it again," Abrams said.

Additionally, the projects are open to students from a variety of majors. For example, a student majoring in English could potentially complete an EXP related to political science. "We want to be able to label that and have the student involved in actually choosing how he actualizes the BJU experience," Galloway said.

Mentorship from faculty, the length of the experience and a reflection will form a critical part of the EXPs

offered through *Bruins Engage!*. "[The EXP] would need to be sustained," Galloway said. "It wouldn't be just going out one time to work in somebody's yard."

Wentworth said reflection is a critical part of a quality learning experience. "Research has shown the true transformational learning comes through reflection—not just the doing of something, but the reflecting back on what you have done," Wentworth said.

Additionally, the development team hopes that the hands-on learning approach will better help students who struggle with traditional learning methods. "Research shows that the hands-on, project-based learning really benefits all levels of students, especially students who sometimes tend to struggle a little bit," Wentworth said.

Dr. Gary Weier, the provost and executive vice president for academic affairs, said BJU faculty members will complete a multi-week training class this summer to prepare for the official launch of *Bruins Engage!* next fall. ©



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THE WEEK

GRAD FAIR

Herff Jones representatives will answer students' questions about class rings, caps and gowns and other graduation orders in the Bruins Shop tomorrow from 10 a.m. to 3 p.m.

SAFETY SEMINAR

A Greenville PD officer will host a personal safety seminar in Levinson Hall tomorrow at 6 p.m.

CONCERT

BJU's Symphony Orchestra will present *We Wish You a Merry Mozart* Thursday in Stratton Hall at 7 p.m.

CAROLING

The CGO will lead students in a caroling outreach in downtown Greenville Friday at 7 p.m.



2021 is BJU's 95th anniversary and 75th year in Greenville.

Design: Arianna Rayder

COLUMN



Andrew Thompson

STAFF WRITER

Modern-day Christians struggle to recognize God's holiness and the ramifications of it, and this error is stealing their joy.

Defining holiness is difficult with a finite mind. We know the standard of holiness is God Himself. "But as he which hath called you is holy, so be ye holy in all manner of conversation; Because it is written, Be ye holy; for I am holy" (1 Pet. 1:15-16).

However, we cannot fully define this standard because our minds cannot transcend to God's level to know His perfection. Isaiah was so taken aback when he saw the glory of the Lord that all he could do was notice his own inadequacies.

"Then said I, Woe is me! for I am undone; because I am a man of unclean lips, and I dwell in the midst of a people of unclean lips: for mine eyes have seen the King, the Lord of hosts" (Is. 6:5).

Isaiah may have been seen as a holy man of Israel, but in comparison to God he could not help but see himself for what he re-

See **COLUMN** p.3 >>

The Collegian Editorial

The complementary role

Men and women are different. This idea has always been under attack because all truth has always been under attack. Recently, the attack has been to blur the lines between men's and women's roles or to erase gender itself.

When we take what God has ordained and add to it or subtract from it, we cause problems. The Pharisees added to the Law, and Jesus told them they were actually throwing stumbling blocks in the path of those trying to follow God (Matt. 23:13-33). When we redefine men's and women's roles into something God did not intend them to be, we cause problems for both because the roles no longer complement each other.

For example, when we say the husband should be the provider and the wife the nurturer, we limit both roles. This view has led to fathers who live in the home but are emotionally absent from the care of their own children and mothers who do not exercise talents God gave them for church or outside ministry because they believe they should only be concerned with their home.

These stereotypes have caused societal problems beyond the home and even the church. Men are less likely to win custody of their children in a court battle. Why? In part, because of the traditional view that women are designed to be nurturers and therefore are better at taking care of children. The same view that can keep men out of nurseries in churches can keep men out of their children's lives completely in courthouses.

But where do we find the role of breadwinner for the husband in the Bible? 1 Timothy 5:8 says, "But if any provide not for his own, and specially for those of his own house, he hath denied the faith, and is worse than an infidel."

But this verse is in the greater context of providing care for widows, people who in that society had limited means of living. It can and should direct us not to neglect family members who need our support and expect the church or the government

to support them. Distancing the verse from its context is dangerous at best.

And we should not use the concept out of context either; God talks about gender roles in the home in more than just one verse or chapter. We should add to 1 Timothy 5:8 other verses on the subject, such as Ephesians 6:4, which gives direction to fathers on how to raise their children. The man's role in the household should not be relegated simply to provider or breadwinner; he is also a husband and father to any children he and his wife raise.

The role of the woman in the household extends beyond nurturer as well. In fact, the Proverbs 31 woman is a wife, mother, businesswoman and more. She oversees the budgeting of her household (v. 15), she buys property (v. 16), she discerns economic value of merchandise and works late into the night (v. 17) and she works with and gives to those in need (v. 20). "Nurturer" does not encompass everything a woman contributes to her household and her community.

Whenever we assume or enforce a stereotype on someone because of his or her gender, we become like the Pharisees adding stumbling blocks where God has made a path. God has already defined men's and women's roles in a perfectly balanced way; redefining those roles cannot hurt one without hurting the other. Sexism against one gender is sexism against both.

This truth is important to keep in mind when we have discussions on gender. Because we live in a fallen world, there will always be tension between the gender roles. As we deal with this tension, we should remember that it is not a question of "men's versus women's issues." Any problem that affects one gender affects the other.

If we remember this truth, we can have the conversations about gender discrimination we need to have. More importantly, we can collaborate on solutions. And most importantly, we should let Scripture guide our thinking about men's and women's roles. ©

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Greenville, SC 29614-0001
www.collegianonline.com
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The Collegian is the Bob Jones University student newspaper. The paper is published weekly with issues out on Mondays. For advertising information contact Jonny Gamet: (864) 242-5100, ext. 2973
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TALKBACK

What have you changed your mind about recently?



Karissa Stouffer

Graduate assistant, Division of English Language & Literature

"I realized that when constructing a salad, croutons are very good, but goldfish are better. I can't explain it but they are. I also have changed my field of study since I've been here. ... I got my undergrad degree in English, and I really enjoyed it. I enjoyed the writing. ... but I also realized as my years of study progressed that I'm also interested in counseling, which is what I'm studying now in grad school. So I'm working on my counseling degree in addition to my undergraduate degree in English."



Lianna Stewart

Freshman biblical counseling major

"I've changed my mind on my attitude, simply because I was kind of going into college thinking selfishly that I would serve myself. ... New people will like me, my classes will be good. I'll do this. I won't do that. But in a sense college has shown me that I can't rely on myself, even more than I realized and that I should change my attitude. ... Instead of reflecting on self, I should reflect on God. And that's something very important I've learned. ... God's shown me His glory in the things that I can't do or where my limits are, ... and He's shown me that He's the one I should rely on and not myself. ... It also changes how I approach other people."

Photos: Melia Covington

» From **COLUMN** p.2

ally was. He could not compare with God. In fact, the attribute of holiness is incommunicable, meaning it uniquely belongs to God. Interestingly, God still calls us to holiness, and the ramifications of this call are important.

God calls us to holiness because He knows what is best for us. By holiness, He means we are to be set apart from sin as He is. Even though on this side of heaven we will never come close to this goal of holiness, God can see His chil-

dren as holy because He sees the blood of His Son covering our every failing, and this blood is the perfect substitute for sin. However, in light of our redemption, we are to sin no more and follow that which is better.

Many redeemed Christians struggle deeply with this call to holiness, and it often goes back to an inaccurate view of God's holiness. The enemy wants us to think of God as just another person Who lets us down, Who leaves when things get hard and Who does not understand our hardships. This picture

makes sense to us because it is like every single other person in our life that we have ever known. If the enemy can succeed in reducing God to this, we will fail to trust and see Him as the greatest thing and solution to life's problems.

However, God is infinitely and majestically greater than anything we could ever hope for or imagine. His ways are higher. He knows what is truly best for us. If you cannot trust Him, your joy will never be full, and you will never defeat sin in your life. A call to holiness—to separate oneself

from sin—is to reject the lesser things of this world and run after the greatest thing.

There is a misconception that screaming at people about hellfire will be enough to talk them out of sinning. But we do not choose God over all else and take up our crosses daily because we are being held at proverbial gunpoint. We choose God because He is lovely, He is holy and He truly is the greatest thing.

Once you realize that He is so much greater than your sin, your desires will turn towards Him, gen-

uinely wanting what He wants. Humans desire that which is greatest in our own estimation; we were designed to do so.

With this in mind, we can strive for holiness, knowing that it is better than the desires of our flesh. We can rejoice despite life's trials. We can reject sin for that which is better. We can celebrate the truth that sets captives free because God is so good. ©

Office of Field Experiences boosts off-campus experiential learning

Erin del Toro

STAFF WRITER

In the School of Education and Human Services, students with majors in both the Division of Teacher Education and the Division of Educational, Child and Family studies work with the Office of Field Experiences to be placed with local schools, hospitals and businesses so they can gain experience in their fields and apply what they have learned in the classroom to real-world situations and interactions with people.

Jane Smith, the director in the Office of Field Experiences, said the office helps place students in the School of Education and Human Services in different positions for the Field Experiences class that some students must take as a part of their major. "With Teacher Education, the students do practicums and then they do student teaching," Smith said. "They also have to meet state guidelines and benchmarks throughout their four years."

Smith also said she coordinates all the placements for students in the School of Education and Human Services. "I am the liaison with Greenville County Schools where most of our students

do their practicums and their student teaching," Smith said. "[Students also] have university faculty who supervise them in the field."

The Office of Field Experiences does not just serve the Division of Student Teaching. It also works with students in the Divisions of Educational, Child and Family Studies. "These students also do field experiences in their junior and senior years," Smith said. "They do a capstone course. I just help find placements for them if they need help finding placements."

Smith said students in the Division of Educational, Child and Family Studies usually find their own placements for their capstone course. "If they have problems, we keep track of where they all go," she said. "We just make sure if they don't have a place, we can help them find a place."

Teacher Education majors go out on practicums and student teaching only at specific, pre-planned times. Smith said Teacher Education majors go out on practicums all day on Tuesdays and Thursdays one semester in their junior year, and they go out all day for student teaching one semester in their senior year.

Hannah Perreault, a senior elementary education major, said education majors have different experiences they are a part of depending on their academic year. "First year we just go out to BJA and observe," said Perreault. "Second year we did some tutoring at East North Street and then visited a bunch of schools."

Perreault also said she has worked with Smith. "Miss Smith is awesome," she said. "She's been very encouraging and supportive. For example, when my car broke down, she was one of the people that we contacted, and she was praying for us and wanting to make sure that everything was okay. So, she's just been really amazing in helping me be successful as a student teacher."

Elizabeth Madeira, a senior child development major, said she is more on the developmental side of things than on the educational side. "A lot of students focus their child development major into early intervention, which is zero to five [years], intervening before [children] have reached school," she said. "I haven't declared that focus, but I am looking to work with children outside



Smith addresses prospective BJU students at a 2016 College Up Close.

Photo: Dan Calnon

of the classroom."

Madeira has been placed in a field experience that is not classroom related. "My first internship was at the children's museum, which is in downtown Greenville," she said. "It gave me a good picture of what working in a nonprofit is like and in working with a diverse team."

Madeira said her next field experience is going to be working with Prisma Health next semester. "Being a part of Prisma and working in a hospital system and doing pediatric play therapy, that kind of opens up a whole new avenue of things that I could do [after] graduation." ©

BJU assists students through academic accommodations

Kirsten Oss

STAFF WRITER

BJU offers academic accommodations to students who self-identify as having the need for accommodations and present supporting documentation in order to receive equal academic opportunities through personalized support.

Amy Streeter, the academic accommodations supervisor, is in charge of helping students receive the accommodations they need.

“What we’re looking for from a student who says they have a learning disability would be documentation from a certified school psychologist or diagnostician that does cognitive ability, individual achievement testing and other types of screenings to determine whether the student has a specific disability,” Streeter said.

“The main reason we have academic accommodations is because a student does not learn the same way everybody else does,” Streeter said. “Academic accommodations help place the student on a level playing field as those without a disability. [Accommodations] help them better demonstrate their ability and what they have learned.”

Accommodations such as—but not limited to—having a test read out loud; receiving extra time to complete it; receiving access to academic coaches; getting larger print on handouts or being sent PowerPoints, notes and recorded lectures allow students to showcase what they learned with equal footing.

Rebecca Weier, director of student engagement and success, works alongside students with academic accommodations.

“We also do accommodations for students when

English is not their first language,” Weier said. “For their first semester they get a percentage of time added to their test taking, and they can take their tests in the testing center. And then that decreases every year till their senior year, and then they should just be able to take their tests with the rest of the class.”

The process of getting an accommodation starts with Streeter in the Academic Resource Center. A student or parent will contact her, usually at the beginning of the student’s college experience, and provide documentation that shows the need for the accommodation. Then Streeter sets up a meeting to determine what accommodations the student may receive in a collegiate setting.

Afterward, she will sign a letter for the student to give each faculty member at the beginning of the semester if they need testing accommodations. The student must fill out a testing accommodation form and file it 2 or 3 days before each test during the semester.

Streeter meets weekly with students newly registered for accommodations to check on how their semester is going. After a semester of meeting weekly, students may choose to continue the meetings in the following semesters.

“Just because they get an accommodation doesn’t mean they need to use it,” Weier said. “For instance, if one of their accommodations is that they get extra test-taking time, if they decide, ‘I want to take my quizzes with the rest of the class,’ then they just don’t give the form to the teacher. So as a professor, if a student doesn’t give me an accommodations form for a test, I assume they’re going to take it in class.” ☺

Word from the Wise

A Biblical Perspective



Jennifer Miller
Division of Communication

The Light of Truth

God has used my professional journey to teach me the great inherent value and impact of light and truth.

I began to better appreciate God’s gift of free speech and public discourse to shine the light of truth on governments and quasi-governmental entities in college and graduate school.

Studying and practicing journalism on *The Collegian* staff, as an intern locally and then at USC as a graduate student and graduate assistant, reinforced my appreciation for the great impact of shining the light of truth in dark places.

My appreciation and understanding of the

precious light of truth and its cleansing effect has grown over 20 years of practicing law. We represented a public interest foundation that challenged constitutional and statutory violations by legislators and other public officials in their official capacities.

These government entities often refused to disclose public records we requested under the Freedom of Information Act—records that proved their violations.

Our client’s consistent challenges of violations and the stonewalling to cover them up taught me the importance of shining the light of truth on public affairs.

sudoku

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			6					
4				5			1	
1	6	5					8	

Student Care supports students with mental health resources

Kirsten Oss

STAFF WRITER

Students, faculty and staff members experiencing high stress or adverse situations in life can turn to the Student Care Office, which offers free biblical counseling.

The counselors at Student Care are Pearson Johnson, the director of Student Care and Discipleship and the men’s counselor; Rachel Dahlhausen, the women’s counselor; John Schaaf, a seminary graduate student and the assistant men’s counselor and Becca Swager, a seminary graduate student and the assistant women’s counselor.

“We provide confidential, voluntary biblical counseling for students, faculty and staff enrolled here at Bob Jones University,” Johnson said. “They don’t have to keep meeting if they don’t want to, but we encourage that and most of our meetings are over the course of several weeks as we deal with particular issues.”

“[And] we talk sometimes to Academy students if there [are] particular

issues they’re struggling with,” Johnson said.

Dahlhausen said they occasionally help students by connecting them to a different support office, such as directing them to the Academic Resource Center for help with academic accommodations. “We can be a good resource for a student who’s overwhelmed and not sure where to go, and we can try to help them make the connections they need to make,” she said.

“We serve as a confidential resource for Title IX [a federal law against sexual discrimination] issues as well,” Pearson said. “Any [BJU] employee is required, if they hear about something that sounds like Title IX to give a report to the Title IX coordinator. Students can come and ask in the Student Care office for advice about what to do if they’re facing harassment or discrimination or some other kind of Title IX situation, and we can give them advice without being reported.”

Student Care assists students dealing with stressful situations and environments, both on and off campus.

“I think our services help

students who are dealing with things in life,” Johnson said. “Many of our students bring issues into their student experience from their homes, past relationships, other experiences they’ve had, and once they get at the life of college—which is high stress, high pace—they really need help sorting some of that out.”

And Student Care exists to help students, faculty and staff biblically process these experiences.

“That’s probably the biggest help I think we offer—really just helping students deal with life issues and get help from the Scriptures,” Johnson said. “The Scripture is definitely sufficient to give us what we need for life and godliness. That’s one of our foundational principles in counseling, but we definitely see God changing and helping students in the midst of all kinds of situations.”

Getting help for difficult circumstances quickly can help in the long run.

“I’ve found that it’s really helpful if people are willing to come in before a problem mushrooms into a major issue,” Schaaf said. “Because a lot of times changing your

direction by a few degrees at the beginning can save you from ending up in a really bad place, and it can keep you on track the right way. And a lot of times that preventative counsel can help a lot on the front end and save people from dealing with a lot of heartache on the back end.”

Biblical counseling looks at health issues of the mind, body and spirit from a unified perspective.

“I don’t necessarily separate out the health issues of physical, mental and spiritual as three entirely separate categories,” Johnson said. “The curse of sin in this world affects our health in all of its ways—mentally, spiritually, physically.”

The process of getting help from Student Care starts by reaching out to them.

“The first thing would be to contact us,” Johnson said. “If we’re here, our door’s open, students can stop in and talk to us anytime.”

To get in contact with Student Care, students can email studentcare@bju.edu or any of the staff members by emailing or phoning personally. Once in contact,

one of the counselors from Student Care will meet with the student, faculty or staff member.

At the first meeting, the counselee and counselor go over a counseling agreement which outlines confidentiality, mandatory reporting, the commitment to meet and the voluntary nature of counseling. The Student Care counselors never discourage counselees from seeking alternative help from the community at large.

“[There are] a lot of different ways in which we help students,” Johnson said. “We will often do a combination of things like reading through a book on a particular topic together, doing a Bible study alongside it, encouraging them [in] their spiritual disciplines because Bible reading and prayer and fellowship [and] church attendance are part of the normal means of grace.”

“It’s easy when you’re struggling to feel like you’re alone [or] like you’re the only one,” Dahlhausen said. “And that’s not true. I say this to be helpful—you’re not the only one who struggles this way.” ☺



The Student Care Office employees serve BJU students, faculty and staff members by offering confidential counseling sessions and providing biblical resources to help them through their struggles. Photos: (right) submitted (left) Lindsay Shaleen

Staff member helps students navigate new Title IX guidelines

Kirsten Oss

STAFF WRITER

Students who experience discrimination on the basis of sex or sexual assault are protected by Title IX, a federal civil rights law.

What Is Title IX?

Laura McCarty, BJU's human resources staffing manager, helps BJU students through filing a Title IX complaint, a process that was updated last year by the federal government.

The law states that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal funds."

McCarty said Title IX covers more than just sexual assault. "It could be any kind of inequality, inequality—perceived or actual—on the basis of sex," McCarty said. "Probably, the most ... serious pieces of Title IX are when they have to do with what falls under the Title IX sexual assault."

Updates to Title IX

New guidance for Title IX was published in 2020, and schools were required to implement the new procedures by Aug. 14, 2020. Complaints that fall under Title IX follow a civil rights process, including assigning investigators to the case and following set time frames for each step of the process.

"Each party is offered an adviser, or they can choose their own, and then we have investigators that will investigate the case and provide their findings for the hearing," McCarty said. "Under the new regulations you actually have to have



Design: Arianna Rayder

a hearing with a hearing chair or decision-making panel."

The investigators bring their findings to the panel where the hearing rules if the Title IX policy was violated.

"And then if they decide that based on the evidence from the investigators and any kind of information that is there clarified or brought forth in the hearing, then there would be sanctions based on what violation, how severe the violation was and what the best case to remedy that would be."

These new regulations have changed what is considered grounds for a Title IX complaint.

"Now what falls under the Title IX sexual harassment is much more narrow, but the process is more involved," McCarty said.

While Title IX used to apply to any experience off

or on campus, it is essentially limited to campus activities, such as campus life, athletics, school trips or an internship.

If the complaint does not land in the narrow scope, students can still bring a report forward.

"We vet all complaints that come through, and then if it doesn't fall under the Title IX process, we would use an alternate process that would not be as involved," McCarty said.

How to file a complaint

Bringing forward a report for Title IX starts by visiting McCarty, telling her about the situation and filing a formal complaint.

The complainant decides to file a formal complaint. If the complaint qualifies as a Title IX complaint, investigators are assigned

to the case, and each party gets an advisor.

But if needed, McCarty is ready to help with more than filing reports.

"If there is a situation where there's a crime involved, we're going to help someone file a criminal report if that's what they need to do," McCarty said.

"[The other] party would be referred to as the respondent," she said. "If a formal complaint is filed, they would be made aware of that and they would be offered the opportunity to have an adviser and work with them through the process. And they're offered the same kind of support that the complainant would be offered. They would be asked to come to the hearing and follow through with the process."

The respondent receives the same access as the complainant. Both parties can review the investigators'

reports. This update is to allow equal opportunities to both parties.

McCarty said students should not be afraid to reach out about their Title IX rights.

"If there is an area where [students are] struggling or they need help, or they thought about talking to someone whether it's in something Title IX related or otherwise, then I just would encourage them to do it," McCarty said. "This is a great place to get good help in a variety of areas of life. And so we're here to help and [students should] take advantage of it." ©

BJU’s sole gendered choir creates unique atmosphere

Hannah Bray
STAFF WRITER

The Bob Jones University Lyric Choir, founded in 2003, is the only all-female choir on campus. The choir will perform its fall semester concert on Wednesday at 5:30 p.m. in War Memorial Chapel.

BJU used to have only four choirs. However, Laura Brundage, the current Lyric Choir director, said, “In 2003, Dr. Cook kind of revamped the choral program. And so we moved toward a graded choral system, meaning everybody that comes in is in a choir based on your classification.” The graded choral system also has to do with a student’s ability.

University Singers is a foundational choir where participants get to learn choral technique and how being in a choir works. After that comes Lyric Choir and Concert Choir. The last two choirs, Chorale and Chamber Singers, will typically be composed of upperclassmen, but members of Chamber Singers must

have been in Chorale in order to be in Chamber Singers. Lyric Choir was one of five choirs that emerged or was revamped in 2003.

While BJU no longer has a choir system based entirely on classification other than the University Singers choir, the principle of a choir based on classification is still somewhat important. The University Singers choir is for freshmen only so they can learn the basics of choral technique and choir protocols, but freshmen are not required to start with University Singers and are welcome to join Lyric Choir, Brundage said.

As more women are typically interested in choir than men, this additional choir for women allows other BJU choirs to have a more even number of men and women, according to Brundage.

Brundage is directing Lyric Choir for the first time this semester. She sang in several BJU choirs during her years as a student and currently sings with the Rivertree Singers,



Brundage was a charter member of Rivertree Singers, a community choral ensemble founded in 2010.

Photo: Melia Covington

a local choral ensemble made up of alumni from various choirs. Prior to directing Lyric Choir, Brundage taught voice at BJU and directed the Greenville Youth Chorale.

This semester, Brundage said the choir is singing a diverse collection of Christmas songs. “So you have old familiar classical Christmas songs, carols,” Brund-

age said. “We’re doing everything from the movie themes to older Christmas texts you’ve probably never heard of to ‘Silent Night’ and ‘I Saw Three Ships’ ... and things like that. There should be something for everybody.”

Lyric Choir has around 40 singers this semester, though the number fluctuates from semester to

semester and year to year. “We have a lot of fun,” Brundage said. “My goal is to change the perception that it’s boring to sing in Lyric Choir or in a ladies’ choir because it’s all girls,” Brundage said. “I think we’re having a lot of fun; we’re doing some really great literature, and they’re singing at a very high level.”

Damaris Ziemski, a sophomore English major and member of Lyric Choir, joined Lyric Choir her freshman year. “I spent three or four years in high school singing so I knew coming into college that I definitely wanted to continue my singing career,” Ziemski said. “And Lyric Choir seemed like a low commitment but high involvement kind of choir.” Ziemski appreciates the diversity in the pieces for this semester.

According to Ziemski, another benefit of Lyric Choir is that it provides leadership opportunities as well as a wide and diverse range of music. As in societies, Lyric Choir has various officer positions Lyric Choir members can run for. “You can get elected as president or vice president or secretary,” Ziemski said. ©



Junior composite social studies education major Natalie Crute and sophomore business administration major Rebecca Isaman rehearse for the choir’s upcoming concert *Sing We Now of Christmas*.

Photo: Melia Covington

Three new BJU programs increase academic options

Jared Banks

STAFF WRITER

BJU offered three new programs this fall semester that enhance students' education and provide them hands-on learning guided by qualified professors.

Dr. Doug Garland, BJU's director of assessment and curriculum development, believes adding new programs helps students. "Since we live in a changing world, student success today may not look exactly the same that it did five or 10 years ago," he said. "One facet of student success is providing the right academic programs to enable graduates to thrive in work and ministry in the immediate future and beyond."



POLITICAL SCIENCE

The new political science major has two concentrations: the American government and policy concentration and the national security and foreign policy concentration.

Linda Abrams, a faculty member in the Division of History, Government and Social Science, described the concentrations as having some skills in common but other skills distinctive to the concentration. The skills common to both concentrations are an understanding of how the U.S. government works and its relationship to international governments. Students also learn to think critically and to analyze current events.

The two concentrations' distinctive skills are both important. The national security and foreign policy concentration includes classes such as Strategic Theory, National Security Policy, Political Violence and Terrorism and Insurgency. The American Government concentration includes classes such as Public Policy, State and Local Govern-

ment and America's Ideological Foundation.

Dr. Jonathan Arnett is the primary instructor for the national security concentration. Abrams said, "[Arnett] is very passionate about getting Christian young men and women into the State Department [and] into national security positions to do these very important policy roles."

Arnett served for 26 years in the Air Force, holding roles such as Senior Air Force politico-military and terrorism analyst for the Middle East and providing daily intelligence briefings to the Secretary and Chief of Staff of the Air Force.

Abrams, who teaches several courses in the American government concentration, has a long experience with campaign work in American government. She has also been a political commentator for national and international media, providing interviews for *The Boston Globe*, *The Charlotte Observer*, *Die Zeit* and Bloomberg News.



SPANISH CERTIFICATES

Two new certificates in the Spanish department are being offered, Spanish Business and Legal Translation and Spanish Medical Interpretation and Translation.

Dr. Jeremy Patterson, chair of the Division of World Languages and Cultures, teaches both classes for the medical Spanish certificate. Jeremy Patterson hopes students will gain from this certificate Spanish terminology in a medical context.

The classes in this certificate give students practical ways to practice interpretation and chances for firsthand experience with real patients. Students will do doctor-patient role play scenarios and nursing simulations.

The firsthand experience includes two trips to Taylors Free Medical Clinic. On the first trip, students observe Jeremy Patterson interpreting for real patients. On the second trip, students will interpret for these patients themselves. The two classes for this certificate are Introduction to Translation and

Interpreting (Li 305) and Medical Spanish (Spn 451), with Spanish Grammar and Composition (Spn 331) as a prerequisite.

Dr. Miriam Patterson, a faculty member in the Division of World Languages and Cultures, teaches the courses for the Spanish Business and Legal Translation certificate. One course in this certificate is Business and Legal Spanish (Spn 450), which is split into two parts.

The first half of the semester covers vocabulary for topics in business, such as accounting, the hotel industry, airline industry and taxation. The second half covers legal vocabulary and idiomatic expressions.

This year, Miriam Patterson's class took on a significant project doing translation work for an outside firm. Her students translated packages for hearing aids in addition to the typical coursework. Miriam Patterson said this project was challenging, but it provided great experience which will stand out on a resume.

Designs: Arianna Rayder



The new Teaching and Learning minor is for students who want to get involved in education, even if they are not sure what that looks like for them, says Dr. Julie Hartman, chair of the Division of Educational, Child and Family Studies. "Education is going to open a lot of doors, and

you don't need to double major," she said.

"The teaching and learning minor can help merge your love for coaching or counseling with the opportunity to work with students in a school setting," Hartman said.

This minor is accredited by the Association of Christian Schools International (ACSI) and consists of a group of six classes approved by the ACSI. A certificate can be added to this minor by taking an additional course with an actual field experience, a student teaching practicum. This program gives students practical skills needed to run a classroom, like planning, instructional strategies and behavior management.

TEACHING & LEARNING CERTIFICATE



For her doctoral work, Hartman traveled to Reggio Emilia, Italy, to study the Reggio Emilia Approach to early childhood education, which focuses on student exploration.

Photo: Esther Young