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ISSUE EIGHT SPRING 2015

One of Us

in this issue:

& dream board:
t&c staff inspirations

& uncommon knowledge:
a book worth reading?

& violet's tale:
not your average fairy tale

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cover photo // susanna harris



WISE WORDS:

from the editor

As a journalism major I believe in the power of stories. Stories have the ability to change your mood, your aspirations and even your perception on life. Our stories define our pasts, shape our futures and make us who we are today. As the great writer Leslie Marmon Silko once wrote, "you don't have anything / if you don't have the stories."

In the eighth issue of the T&C Magazine we've gathered some of the most inspiring stories from people both on campus and a part of the Otterbein community. From students dealing with suicide to a little princess who has battled brain cancer, this issue covers real problems faced by the strongest of people.

Our cover feature highlights junior pre-med major Aeesha Al Izzi and her religious journey, as well as the prejudices she deals with on a daily basis. Also check out what motivates the T&C reporters on our very own dream board page.

I hope this issue of the magazine sparks your imagination and that our readers become inspired.

Happy reading!

Taylor Numbers
editor-in-chief

*Taylor
Numbers*



photo // mary murphy



photo // susanna harris



photo // susanna harris

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Find interesting numbers and statistics from our stories on the back cover.

Q&A: Alumni with cool careers

story by // mary murphy

Starting the day after graduation, Otterbein alumnus Josh Overholser put his talents to use in the news industry in Zanesville, Ohio. He quickly transitioned from a reporter to an anchor and credits his experience at Otterbein for his success.

What was your major at Otterbein and when did you graduate?

Overholser: I majored in broadcasting with a minor in sports communication. I graduated in the spring of 2014.

What was your favorite course you took at Otterbein?

Overholser: My favorite course would probably have to be my TV1 class with Dr. Demas. It was the very first class I took as a freshman and really got me interested in television and news. It taught me the basics of the television industry and also introduced me to the equipment (something that was entirely foreign to me at the time). We were able to produce a news package in the class and ultimately put together a show as a group project at the end. It was great to dive right in and get that experience my first year.



photo // jennifer hall

Where are you currently working?

Overholser: I currently work for WHIZ TV, an affiliate of NBC News, in Zanesville, Ohio. I am the evening (7 p.m. and 11 p.m.) weekday news producer and anchor.

What got you interested in the broadcasting field?

Overholser:

I honestly feel like my entire life has been leading up to this. As a kid, I always enjoyed keeping up with the news (and never seemed to be at a loss for words or camera shy!). In high school I became very involved with the FFA and the FFA's public speaking contests. I was fortunate enough to advance to the state contests where I placed in the top three each year. Until that point, I had always thought broadcasting would be something fun, but I didn't know if I would be any good at it. This gave me the confidence boost I needed to pursue a degree in broadcasting and give the business a try.

What is your favorite thing about your job?

Overholser: Knowing that you're helping to inform people about important events in the area is a great feeling. Whether it's alerting someone of a road closure, telling them about an exciting upcoming event, helping promote a charitable cause or providing important storm updates or school closings, the people of Southeast Ohio turn to us to get their information. It's a big responsibility, but that also makes the job fun. It's also a great feeling when you bump into folks in town who stop to chat about the news. It shows they appreciate what we're doing and watching our shows. While the job can be stressful at times, it's also very fulfilling.



NAME: Josh Overholser

MAJOR: Broadcasting

GRADUATED: 2014

CLUBS AND SOCIETIES:

Lambda Pi Eta
WOBN
WOCC / Otterbein TV

How did Otterbein prepare you for your career?

Overholser: Otterbein did SO much to help me for my career. Classes in TV production and on air performance created an excellent foundation of skills and knowledge that I use in my job everyday. Perhaps the most significant way Otterbein helped me, though, was with internships. Not only did Otterbein help me land a radio internship with the

Columbus Blue Jackets, but Otterbein also helped me get an internship with WCMH NBC4. This internship really helped to show me the inner workings of a newsroom and helped with writing and anchoring. It was the anchor tape I was able to put together at this internship that landed me my current job at WHIZ.

What advice do you have for recent graduates?

Overholser: Take advantage of the resources Otterbein offers you, then APPLY, APPLY, APPLY! Contrary to what many recent grads say and complain about, there are PLENTY of jobs out there. That doesn't mean you're going to get the first job you apply to or even the 20th job you apply to, but if you are persistent, you can land a job in your field. Utilize your professors. Ask them about any connections they may have or openings they may know about. Use them as a reference. Ask your internship supervisors for advice and possible openings and use them as a reference. Coming out of Otterbein, you are as prepared and qualified as any other graduate. It's just a matter of working hard and being persistent to land that first job. &

In the Studio

story by // allyson miller

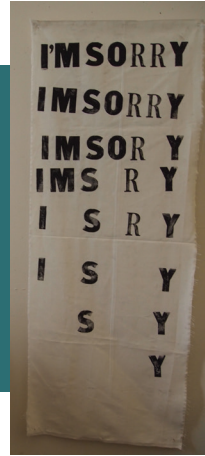
Carly Marburger, a senior with a double major in integrated language arts and studio art, has been spending much of her time preparing artwork for her Senior Showcase. On April 29th, Marburger's showcase will be featured in the Miller Gallery for one week. Her studio space is full of clues of what to expect. &



2

I'M SORRY

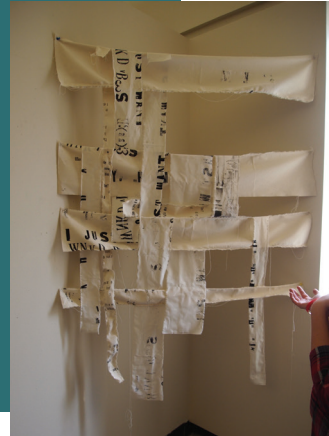
Marburger explains that this piece is a play on how we instinctively say that we are sorry all the time and how that causes the phrase to lose its meaning. The words falling apart are symbolic of this.



3

CORNER PIECE

This particular piece ties together Marburger's love of language and art. "I really like finding the relationship between text and image and what I want to show using that," she said. "A lot of my work plays with text in terms of image." In the finished product, the words will all be random except for one of Marburger's favorite quotes from James Joyce's "Araby." It will be woven into fabric and covered by other words making it unreadable.



1

PRINTING PRESS

The printing press Marburger uses is from the 1920s and was donated to Otterbein a few years ago. She is currently working on setting a long quote, which takes a lot of time and patience.



4

FINGER PAINTING OF NUDE MODEL

In Marburger's class, the students are not allowed to use a paintbrush. Instead, Marburger uses finger painting techniques to create this portrait of a nude model. She has drawn nude models in the past, but this is her first experience painting one.



5

Favorite Portrait

This painting is one of the oldest of Marburger's paintings that will be featured in her upcoming show, and she labels it as her favorite. The painting process was frustrating for Marburger, but in the end she loved the outcome and even hung it in her bedroom.



Resilience, Leadership & Generosity

john kengla and the ubuntu mentoring program

story by // nicole starling

I feel my strength multiplies during the times I spend with our group of middle school and high school students. Being a mentor gives me a sense of purpose BIGGER than myself, and I cannot imagine, nor have I ever experienced, anything else in this world that could top that sensation.

-Otterbein Mentor

A student shares a part of her story and the classroom is still. You can hear the hum of the computers. Every ear in the room is tuned into what she's saying.

The power of storytelling is something John Kengla, Senior Instructor of Leadership Studies, First Year Seminars and Senior Year Experiences at Otterbein, believes in strongly. It is the goal of being able to transcend one's story that Kengla pushes his students to meet when he spends his time mentoring in inner-city schools, such as the Mifflin High School classroom described above. Kengla has worked with students at five middle schools and two high schools.

Kengla and Otterbein students have mentored many students in urban schools over the years. The stories they share are powerful,

heartbreaking and courageous; they are stories of strength.

Kengla describes his mentoring programs as focused on concepts such as resilience, responsibility, relationships, setting goals and a vision. The program also requires getting to know the students, and "sometimes digging around and finding out what kind of obstacles students face," he said.

Kengla has founded and organized several mentoring programs over the years, and has raised about \$350,000 in funding for his Ubuntu Mentoring and Leadership program, all of which has been volunteer work. You don't have to look much further than the diary entries Kengla's mentees and fellow mentors have published to know that his mentoring philosophies work.

The diary entries students put together in Kengla's Ubuntu program are anonymous, and in them students tackle making sense of personal experiences that have helped shape their lives.

Flipping through a volume of the diaries, you may find students sorting through experiences that deal with poverty, homelessness, rape, pregnancy, suicide, exposure to drugs, gangs, violence, death and much more. But something else, even more resounding, that you find is their hope, resilience and courage.

Because of this program, I can now look at myself in the mirror; a student writes.

Assertions like this are far from few. One student shares the experience of worrying about and taking care of their grandmother, diagnosed with Alzheimer's.

"I can, however, genuinely say that after reading the diary, I will never be the same."

// anonymous student mentor

Then I decided that it was time for me to think about my future, the student wrote. I thought about getting a 4.0 (GPA). Then a program started at school called a college club. I thought more about college. I then kept a binder with all the Otterbein papers in it.

Others have grown in confidence because of the program.

I think with the help of my mother and this

program, I can really say I have grown, a second student wrote. I can stand a little taller each day that goes by and say I am proud of who I am and what I can do.

Claudia Owusu, a student at Mifflin High School and a former mentee in the Ubuntu program, is now spending her senior year of high school taking classes at Otterbein. Owusu reflected that it was nice to be shown a college environment.

"It gave an inside look of what a couple of years into the future would look like for me," she said.

Owusu admitted it was both liberating and at times awkward to reflect on her own personal story.

"Sometimes when I was honest with myself I really liked the pieces that I wrote and thought it was really cool," Owusu said.

Hearing the stories her classmates shared was also a positive experience.

"It kind of reaffirmed the fact that I'm not in this alone," she said. "Everyone is always facing something, and everyone is always going to face something. It inspired me to also keep pushing on because I knew, and I saw how good they were, and all that they did, and how strong they were, and



Mentor helping students in the Ubuntu Mentoring and Leadership program // provided



it's like we can all do this. We can all do this together."

Kengla is quick to point out that it isn't just the students who benefit from the mentorship. Mentors' lives can be changed by the students and the stories they encounter. Kengla mentioned that he knows of a former mentor who, over eight years later, is still in touch with her mentee.

The power of the students' stories immediately becomes evident in the diaries of the mentors.

"Above everything else, though, I know I gain a lot more by interacting with high school students than they gain from me, another said. I have learned from them how to be strong in the face of adversities."

Another mentor discussed her experience of reading the diary that students had created.

I can, however, genuinely say that after reading the diary, I will never be the same, they said. Now, anytime I meet somebody with whom I have a disagreement over morals, choices, etc., I always wonder to myself what the person's story is."

James Prysock, Assistant Director of the Office of Diversity at Otterbein, was a mentor in the Ubuntu program during all four years he studied at Otterbein. Prysock also said he learned a lot from the diary entries of the mentees.

"You see someone who may smile everyday, and you think oh ok this person's cool, they're on the right track, they must have it together," he said. "And then you see that they were abandoned by a family member at an early age, taken into different homes and stuff but maybe another family member was on drugs, one parent was very sick, I think it was sickle-cell, and at a middle school age was taking care of her mother. And thinking back on my life, yeah I've had challenges, but

nothing even close to that, at that age especially, and seeing that you have to have a lot of resiliency and discipline to be able to handle all those things at the same time especially when you're so young, and I was thinking if I was that age would I be able to do those things and handle those things as well as they did?" Prysock explained that not only did he learn about the students he mentored, but also about the challenges and privileges that some of them had which surprised him, and taught him the importance of not making assumptions about others.

Having mentors, Prysock explained, gave students someone, closer to their age, who they were able to have real conversations with, and talk through situations they were going through. It gave students someone in their corner, and someone in the position of a college student, which helped the students throughout the process get to the point where they say, "I can do this."

Prysock stated that the program allows students to realize that they

"Ubuntu", translated to "I am because they are." It is a concept of unity, as well as forgiveness.

Owusu offered advice for other mentors.

"I think if anything, they should always be there to just listen," she said. "Because even if someone is really, really quiet, if you just sit and listen and let them rest in their silence, it can also be healing in certain ways. I feel like your presence is just enough sometimes."

When encountering the various personal accounts of everyone who has been involved in Kengla's programs, one thing becomes clear. Many of these students have indeed transcended their stories and have come out resilient.

Regardless of their situation, it was evident that all of these children had one thing in common – they want a better life for themselves, a mentor wrote.

The Ubuntu program was retired last spring, as funds weren't secured for it to continue. Kengla continues his work by offering Otterbein leadership classes at Mifflin High School and Eastmoor Academy. LEAD 1010, Introduction to Leadership, was offered last fall at both schools, and LEAD 900 – Building Character and Emotional Intelligence is currently being offered at both schools. &



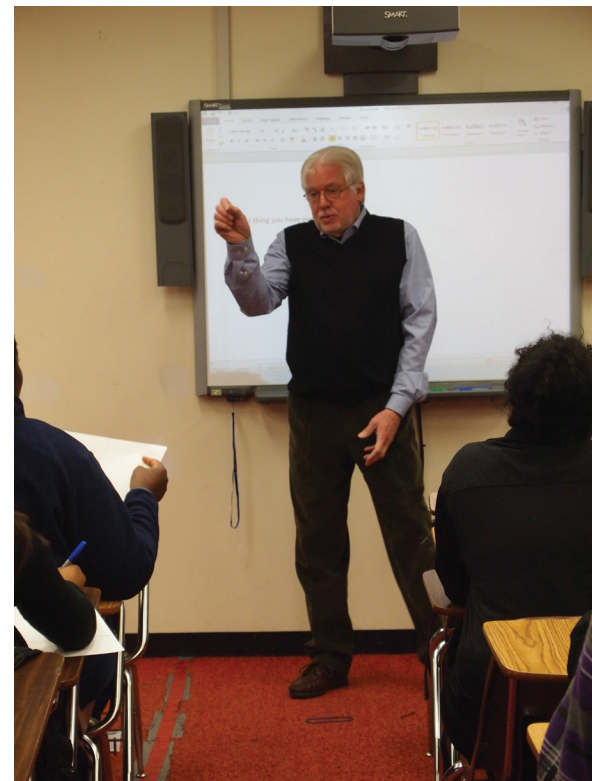
"You see someone who may smile everyday, and you think oh ok this person's cool, they're on the right track, they must have it together,"

- James Prysock // Assistant Director of the Office of Diversity

don't need to be bound by the perception of others. While the program didn't push college on anyone who wasn't interested, it let any student who was interested know that college was an option for them. While Kengla mentioned that his program can't take all the credit, approximately 80% of students who were involved went onto college. In many cases, their mentors helped them fill out applications, and several of the students even went to and graduated from Otterbein.

Unfortunately, while many students did find success through the program, that wasn't always the case. "I would say some of the students who lived in the worst circumstances, and especially some of the young women who suffered physical, sexual abuse and poverty, are still stuck in those areas," Kengla said. "I'm still in contact with some of them. It's still slow going."

Despite often being subjected to circumstances that many adults haven't had to face, students learn they aren't in this alone. Students in the program are taught the meaning behind the South African term



photos // susanna harris

Uncommon Knowledge

the common books through the years

story by // noelle ivec

The Common Book—the often dreaded summer reading assignment for first-year students. Do you remember it?

We have all survived the tedious task of completing our summer common book reading assignments as freshmen here at Otterbein. Many students view the common book as just another obstacle standing in their way of starting out freshman year on the right foot. However, you may not know that the common book is assigned so that freshmen are introduced to college-level work before they dive into their first semester of classes.

Otterbein's common book program started with Ms. Mary B. Thomas, class of 1928, who wished to make an impact upon students regarding the importance of reading and writing as well as critical discussion. With Thomas' passion and support, she provided the first year of funding for the common book program before her death, after which she endowed the common book program.

Contrary to popular belief, the common book is not just a random book assigned to first year students to read each summer. The yearly

selection of this book takes place through two committees: the selection committee that includes Otterbein students, librarians, faculty and staff, and the common book committee itself.

During fall semester, books are suggested to the committee for research and review. Come spring semester, the committee shortens the list of suggested books until they arrive at a final decision. The chosen book is then taken into consideration and the curriculum theme is assigned, which varies from year to year based off of the selection. This year's common book choice was "Running the Rift" by Naomi Benaron.

While some students may enjoy reading these selected common books, it is a well-known fact that many students on Otterbein's campus dread the summer assignment.

"I think it depends a little bit on the student," said Jennifer Bechtold, Co-Chair of the common book committee. "We know that not every book will resonate with every student, but we do know that even when students don't enjoy their selected book as much, they do spend time talking with other new students about the book—even if they spend time talking about the fact that they don't like it. Having a shared experience is an

important part of the program."

Reading the common book is a shared campus experience that some students can apply to their First Year Seminar (FYS) classes. Some of these classes have the opportunity to bring this reading experiences to life through volunteer work and trips across the globe.

According to Bechtold, several years ago students read a book related to hurricane Katrina and members of an FYS class had an opportunity to take a fall break trip to New Orleans to participate in service work. Similarly, this year, students in FYS 1017: Uncommon Experiences, have the opportunity to travel to Africa during May Term to bring their common book experiences to life.

Since the start of the common book program in 1995, the reading of common books has become a national trend with colleges and universities. Otterbein was one of the first universities to establish a common book program with Thomas' donations. Otterbein's community has read a total of 20 books through this program.

&

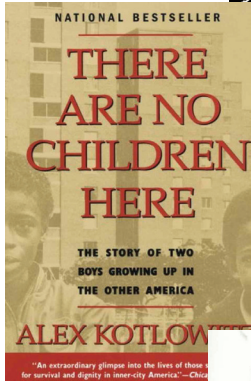




1.

Fires in the Mirror: Crown Heights, Brooklyn and Other Identities by Anna Deavre Smith

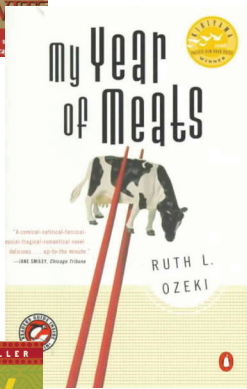
This was the first common book ever chosen for Otterbein's community in 1995. The theme of this common book was culture, conflict, and community and focused on Crown Heights racial riots in New York in 1991.



2.

There Are No Children Here by Alex Kotlowitz

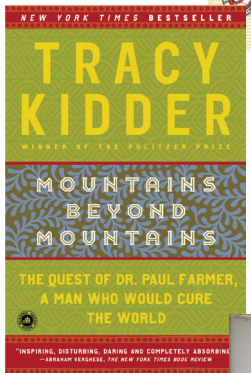
In 1999, this common book was assigned the theme building walls, creating doors. This book follows the struggle of two boys trying to survive in Chicago's Henry Horner Homes, which was a public housing complex plagued by crime and neglect.



3.

My Year of Meats by Ruth L. Ozeki

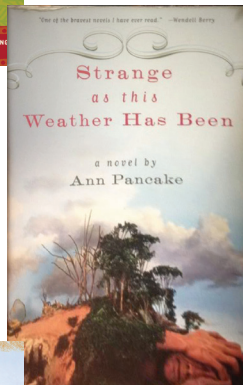
"Change, not so easy," was the theme for this book chosen in 2002. It is a cross-cultural tale of two women who via television, agriculture and motherhood are brought together. One woman, producing a Japanese television to encourage the consumption of meat in Japan crosses paths with a Japanese housewife desperate to escape her husband.



4.

Mountains Beyond Mountains by Tracy Kidder

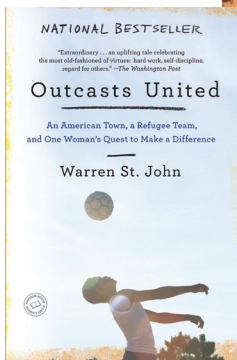
Chosen for Otterbein's common book in 2005, this book follows the theme of living with purpose by showing how one person can make a difference. The story follows a man named Paul Farmer, who is an infectious disease specialist and highlights how he practices medicine through the philosophy that the only nation is humanity. Through this outlook, Farmer changes the world of medicine.



5.

Strange as this Weather Has Been by Ann Pancake

This novel follows the hardships of a coal mining family who has survived through a coal mining boom in their mountain top home. This boom has caused the removal of strip mining, which is the main source of jobs in their mountaintop haven. Because of this, parents lose jobs and are laid off, which greatly damages the smooth function of their community. This book mirrors the 2009 common book theme of cherish what remains as the book focuses on children who find adventure in the abandoned mines in the face of all the hardships round them.



6.

Outcasts United by Warren St. John

This common book, chosen in 2010, had a theme of searching for home and creating community. This book is the story of a refugee youth soccer team with a female coach who transformed a small southern town that was dedicated as a refugee resettlement.

Best of Both Worlds

story by // alexis roberts

It's the middle of September. Current Otterbein students are walking around sporting their Otterbein spirit wear while decades of alumni are returning to the place they once called home. Hidden amongst the crowd are a group of students who hold a love for Otterbein that is unparalleled. For the Best of Both Worlds students, homecoming is a time to truly feel like college students. They say "hi" to friends they have made on campus, walk in the parade, interact with college buddies throughout the day and then head over with everyone else to cheer on their college football team. You might not even take notice of these "students" because they have become members of Otterbein's model community just like so many others. Upon closer

inspection you will see the road to Otterbein is a little different for these students with disabilities.

Westerville City School's Best of Both Worlds (BoBW) program and Otterbein University have developed a strong and meaningful partnership

"It feels great to be a freshman in college."
-adam // student in the BoBW program.

over the past four years. Though the BoBW mission states that their goal is "to provide a transition program for college-age students who are cognitively impaired living in the Westerville community," the program has achieved far more.

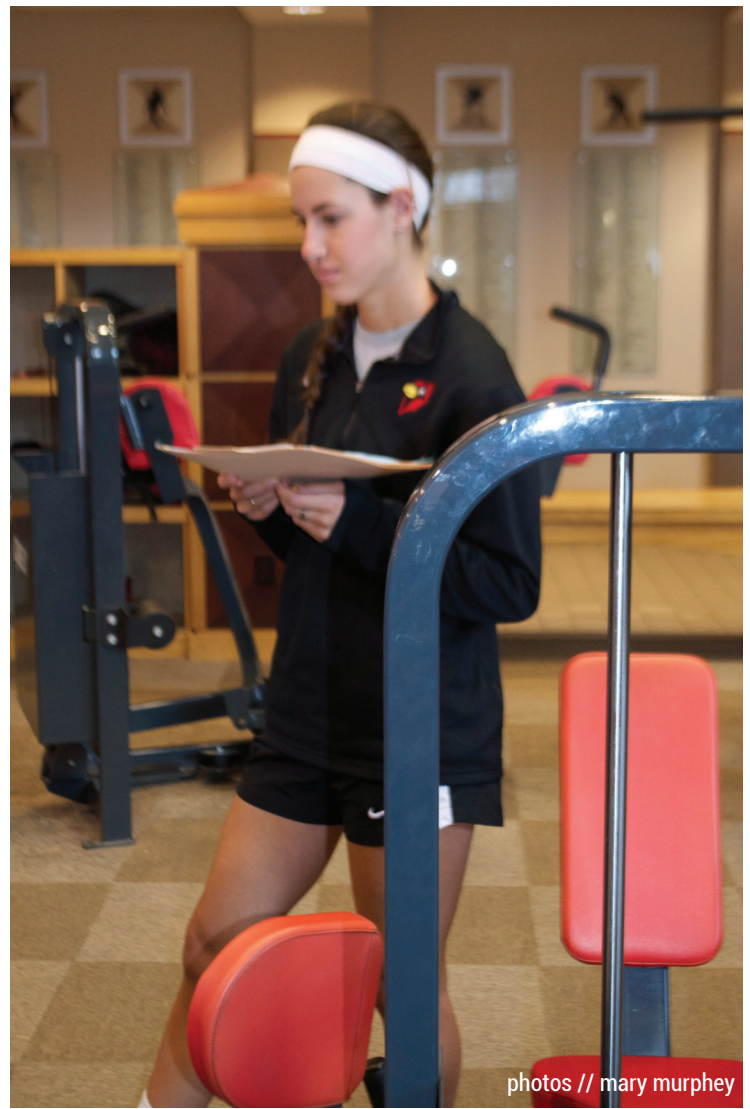
BoBW has become a part of Otterbein and continues to build connections with members of the larger Westerville community. BoBW students participate in twice weekly workouts

at Otterbein's Clements Recreation Center with their Otterbein "buddies". The BoBW students are gaining work experience across campus and at local businesses and becoming leaders in community service by raising awareness about important issues. The BoBW program is making a world of difference, not only for the students involved, but for everyone they come in contact with.

Prior to being connected with Otterbein, the Westerville students in transitional programs had to travel to Ohio State or Columbus State Community College in hopes of learning the necessary life and social skills to become well-rounded citizens of the community. Since moving the program closer to home there has been a significant decrease in cost, but more importantly, an increase in program success. The program naturally benefits the BoBW students, but what many people don't realize



BoBW students join Patti Wilson's FYS course. // provided



photos // mary murphey

is how rewarding it can be for Otterbein students, faculty, staff and the larger Westerville community.

For Otterbein students, the most common connection to the program is through weekly workouts on campus. The BoBW students arrive at various times to the Clements Center throughout the week with big grins as they swipe their cardinal card and meet their buddy in the lobby. Each BoBW student has a unique workout plan, created by the Westerville adapted physical education instructor, with specific exercises and weight amounts. Though the Otterbein students are there to assist them in using the equipment and ensuring they are using them properly, additional benefits include enhancement of social skills for the BoBW students and positive peer relationships.

Adam, a student in the BoBW program enjoys having a workout buddy on campus.

"They help adjust machines properly," he said. "Also, they help me with asking for help and giving age appropriate compliments."

Without workouts, Adam doesn't believe he would feel as comfortable and relaxed on campus as he does today. "It feels great to be a freshman in college," he said.

"I can't think of a more rewarding program. I am receiving professional experiences while getting to know a group of students who are truly inspiring and great to work with."

-olivia shenberger // sophomore allied health major

Since the BoBW program partnered with Otterbein four years ago, a new organization has been formed: The Otterbein Special Olympics Club, which is advised by Dr. Ann-Catherine Sullivan, a faculty member in the Department of Health and Sport Sciences. One of the major components of the club is to provide opportunities for social outings for both groups of students. Some of these outings include Otterbein basketball games, trips to Easton, bowling and homecoming. These events have become increasingly influential in making the BoBW students feel at home and as if they are traditional college students.

Otterbein students have also found new ways to

connect with the program for academic purposes: from senior capstone projects to observations and even internships. Olivia Shenberger, sophomore allied health major and co-coordinator of BoBW

workout program, has found her experiences with the program to be beneficial and inspiring.

"I can't think of a more rewarding program," she said. "I am receiving professional experiences while getting to know a

group of students who are truly inspiring and great to work with."

Stretching beyond the connection with Otterbein, the BoBW program has a strong commitment to giving back to the community. They are consistently working alongside Patti Wilson, senior instructor in the Department of Health and Sport Sciences and board member of ShareBacAPac, a program that provides food on the weekends to students in the Westerville community who might otherwise go hungry. Working with Wilson on this project inspired two students in the BoBW program to apply for and receive a \$500.00 grant to start a coat closet. The Coat Closet project involves collecting,

cleaning and sorting gently used coats and making them available to families in need throughout the year.

In the fall of 2013, Wilson's First Year Seminar class worked alongside the BoBW students to re-locate the Coat Closet and set up a Facebook inventory page of the coats that were available. The BoBW students recognize the difference they are making in the lives of others and are the first to volunteer and help out.

Each year BoBW students assist Wilson's DYAD

class in planning and implementing Family Health and Activity Nights at local elementary schools. Anna, a student in the BoBW program finds community service to be exciting and it makes her feel good inside. Anna also volunteers with My Very Own Blanket through the BoBW program.

"I cut fringes of the blanket and sort squares," she said. "It's for kids who have been abused and are in foster care."

For Anna, the experience of helping others are just as important as the lessons she is taught in the classroom.

"We learn how to do budgeting, taking care of yourself and job and life training," Anna said.

The benefits for the Westerville community reach far beyond the student's help in community service programs. For Paige York, an alumni of Otterbein, the BoBW has opened her eyes to a



photo // provided

highly successful because not only do they set up the right students with the right internships, they send them a job coach that insures success and growth for the student.

York was most amazed at the increase in morale of her staff. She believes that by working with the BoBW program their office has exceeded all expectations she had and pulled together as a strong work family. She hopes other companies will reach out to the program, too.

"Don't hesitate to give these kids an opportunity," she said. "It truly is a win/win scenario."

For Becky Haselberger, Transition Specialist and teacher for the program, all of these experiences are exactly what she hopes to see. Haselberger dedicates herself and the program to creating "a Westerville without walls". She recognizes that her students grow far more when they are out in the community and with their

BoBW program and encourages them to step out of their comfort zone. This openness has allowed Otterbein students to not only gain academic experiences, but also develop friendships with those they may never have had the opportunity to come in contact with.

One of Haselberger's favorite stories is about a former student of the program, Kim. Kim wanted to be a hostess more than anything, and luckily for her, Max and Erma's took her on as an intern during her time in the program. The staff not only welcomed Kim with open arms, they let her do far more than she could have expected and truly rallied around her. Kim began to talk about her coworkers all the time, she loved going to work and they loved having her there. After graduation, Max and Erma's didn't want to lose Kim from their work family, so Kim was hired and is now a paid employee of the restaurant. It was in this experience that Haselberger realized just how powerful this transitional program can be.

According to Wilson, the BoBW truly is what it's name implies not only for the Westerville Schools' students, but for Otterbein and the entire Westerville community.

"This is one of the partnerships that makes Otterbein a model community," she said "my hope for the future is that the BoBW

program will have a permanent home on Otterbein's campus."

"Don't hesitate to give these kids an opportunity, it truly is a win/win scenario."

-paige york // otterbein alumni

&

new world of possibility. York works for ReVision LASIK and Cataract Surgery Center as the Director of Business Development and through a coincidental conversation with Wilson ended up hosting a BoBW intern last year. Her experience working with the program has been worthwhile and gratifying. York mentions that the program is

peers experiencing real-life situations than they ever would sitting in a classroom all day.

Haselberger is constantly looking to make more connections and build relationships within the community, not only to benefit her students, but Otterbein students involved as well. She is always willing to have students participate in the

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Dream Board of the T&C

What inspires our staff

story by // jennifer hall

Dream boards have become a sensation on websites like Pinterest and are popular topics for personal bulletin boards. These boards are a collage of dreams that people aspire to achieve. By physically collecting related images, the board is a constant reminder of goals and keeps you motivated to reach them. The T&C staff put a spin on this concept to show readers what inspires us. &



"My brother gave me this mug with a bird on it as the first item I would have in my apartment. I love this mug because it reminds me of my family and inspires me to take time to relax and have a cup of tea."

Noelle Ivec

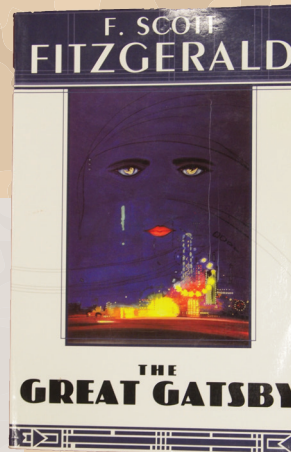
"My favorite place on campus is the Theta Nu porch swing. From quiet times spent doing my homework to Sunday nights chanting my love for our sisterhood, this place constantly inspires me and is a reminder for how blessed I truly am."

Lexi Roberts



"Not only is *The Great Gatsby* my favorite book, but I find Fitzgerald's writing style to be particularly inspirational. Every line in *Gatsby* is intricate and flawless. I could spend hours discussing each one."

Nicole Starling



"I would love to visit Paris, France someday because it is the fashion capital of the world. Fashion is important to me because it is a great way to express yourself."

Jennifer Wilson

"My ring means a lot to me because it was given to me by my parents on my 16th birthday to serve as a reminder that no matter what decision I make, they will always be there to support and love me. I wear it everyday."

Allyson Miller



"My favorite color is purple because it is rich and complex; However, I always keep every color on palette."

Jennifer Hall





"I read a quote on Pinterest one day that said "A dog is the only thing on Earth that loves you more than he loves himself." Kimbo is the epitome of that quote. I inspire to be like him one day; to love unconditionally and to live to make others happy."

Taylor Numbers



"My mom and grandma are two of my best friends and biggest role models. These two women inspire me to be the best version of myself and I feel incredibly blessed to have them in my life."

Mary Murphy



"My skateboard is my stress reliever and my number one creative outlet. It allows me to travel and see the world in a completely different light."

Jaxon Lindsey



"My Lilly Pulitzer holds my life together. One of my dreams is to work for this company in the future."

Lacie Kern

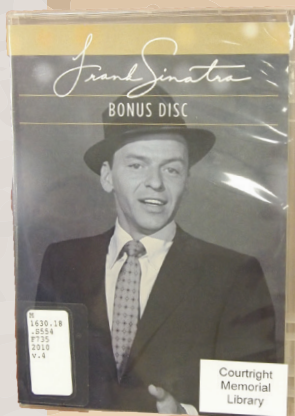


"Taking walks in nature clears my head. This is the best time for me to think and I am often inspired by the serene forest that surrounds me."

Susanna Harris

"I love Frank Sinatra, I am a gospel singer and I grew up listening to his music. I believe that Frank Sinatra was one of the legends that established the Swing era and what we now call jazz music."

Faith Efetevbia



"You don't have to be great to start, but you have to start to be great."
-Zig Ziglar

"I love this quote because it reminds me to stay motivated. When you work hard, you learn more about yourself and want to become a better person."

Kristin Crews

Muslim Misconception

story by // allyson miller

The first three months that Aesha Al Izzi started wearing the niqab, that cloaks her identity, she would often get “the look” from strangers. Some would call her a terrorist others would tell her to go back to her country.

“It’s tragic but I kind of [got] used to it,” she said. “And now I would say I am more storong to those things now.”

Thankfully for Al Izzi, a native of Kirkuk, Iraq, the hatred and stereotypes that sometimes plague Muslims has not followed her during her three years as an Otterbein student.

Since the attacks of 9/11 in 2001 and the recent war against ISIS some Muslims have endured discrimination and hostility based on false stereotypes.

According to a survey conducted by the Pew Research Center, 42% of people living in the United States say Islam is more likely than other religions to encourage violence among its believers. However, this does

not line up with the meaning and practices of the religion.

In fact, Islam is derived from the Arabic root word “salam” meaning “peace” and is described as a religion of unity, not one of violence.

Many Muslims are open to discussing their religion and personal beliefs in order to clear the misunderstandings. They know they are often portrayed in a negative light by the media and in other public ways. However, the main problem with clearing the misconception is the fact that people are afraid to approach, let alone talk to Muslims about their religion. Many people think

about Islamic culture, many people don’t know the difference between Muslims and extremists.

At Otterbein, the Muslim Student Association (MSA) works hard to inform the public about the reality of the Muslim community.

The MSA has two main goals: to clear the misconception of Muslims and to offer a community for Muslim students.

While the MSA avidly works to educate others about the practices and beliefs of Islam, it is also open to hearing about other religions. The group believes that if it expects others to be open to Islam, then it has a duty to be open to hearing

about other religions as well.

The organization takes one step in this direction by being open to members who follow a religion other than Islam. In fact, the current secretary

for the organization is a Christian.

Every year, the MSA gains new members.

The group has grown from only two members when it first started three years ago, to now having twelve active members. Even though it was founded only three years ago, the MSA has had several successful events aimed at educating students about Islam.

The Five Pillars Feast is the MSA’s biggest event. At the event, students are educated about Islam and encouraged to ask a panel of Muslim students questions. The event was first held last year, and the MSA was prompted to make it an annual event after hearing positive feedback from participants. This year the event brought in an outside speaker, Fazeel S. Kahn, who is an attorney in the Columbus area and active in the Muslim community.

During another event, the Hijab Experiment, members of MSA had students try on a hijab and explained why some Muslim women choose to wear them. A common misconception is that Muslim women are forced to wear



“Tolerate is ‘I don’t understand, and I don’t really have a will to understand, but I’ll just leave you alone,’”

-james prysock // assistant director of the office of diversity

that it would easily offend them, so instead, they continue with their assumptions.

Because there is a lack of initiative to learn



Aesha Al Izzi is president and founder of the muslim student association // susanna harris

hijabs or other coverings. In reality, it is a personal choice. Women choose to wear them based on personal beliefs and their relationship with God. This event helped make students more comfortable asking questions about a topic that may have otherwise seemed sensitive to question.

Al Izzi, a junior pre-med major at Otterbein, is the founder and current president of the MSA. She has been wearing a niqab for four years. A niqab is a piece of clothing that covers a woman's entire head and face except for her eyes.

Now that she has become accustomed to the niqab, Al Izzi feels more comfortable in public when she wears it.

Despite having to face occasional harassment and "the look," Al Izzi said she would never change her mind about choosing to cover herself. She has more than just religious reasons for this decision, such as the way people have to get to know her.

"People directly deal with my character, not the way that I look," Al Izzi said. "And that makes me feel happy and confident about myself. It became a part of my skin. It became a part of me. A part of who I am."

The Office of Diversity helped Al Izzi form



Aesha Al Izzi and Fazeel S. Kahn, guest speaker, at The Five Pillars Feast // **susanna harris**

the MSA and has been a large part of helping the organization develop. Its position is to

"People directly deal with my character, not the way that I look, and that makes me feel happy and confident about myself."

-aesha al izzi // junior pre-med major

provide a platform and support for whatever the organization decides to take on.

James Prysock, Assistant Director of the Office of Diversity, is able to see how the MSA is helping educate our campus. He notices that most of the time students are simply too afraid to ask questions. Instead, they make assumptions.

The "iceberg effect" is what Prysock refers to when he sees students afraid to ask and stick to making assumptions.

"The tip of the iceberg is what we see when we look at a person," Prysock said. "We see physical aspects of that person. You see some indicator of ethnicity, some indicator of gender and other physical items. But what we miss are things like socioeconomic status, disability, educational background and environment. All those things compile to make our identity."

This effect leads students to have false views of Muslims, or any other diversity group. These views develop into another problem. People tend to label all Muslims the same. The obvious fact that they all

have separate personalities is overlooked because of this. Just because they share a religion and dress similarly, does not indicate that they have the same identity.

When talking to others about diversity, Prysock always addresses the fact that there is a difference between the words "tolerate" and "accept." He notes that they are often incorrectly used interchangeably.

"Tolerate is 'I don't understand, and I don't really have a will to understand, but I'll just leave you alone,'" Prysock said. "Accept is 'I would like to learn more about you, and although I don't understand everything, and I may not agree with everything, I do see where you are coming from and I do appreciate your perspective.'"

Understanding this difference is a huge factor in getting people to understand diversity. Accepting others for their difference is what both the MSA and the Office of Diversity work toward.

Despite the fact that many students have false views of Muslim students and the Islamic religion, Otterbein does a great job of making Muslim students feel welcome.

"I feel like this is my home away from home," Al Izzi said.

The continuing effort to encourage people to learn about the Islamic faith and not be influenced solely by what is seen in the news will lead people to be more accepting of Muslims. Increasing acceptance can lead to a community that is absent of harsh words and discrimination.



Violet Strong

You're strong... but are you Violet strong?

story by // taylor numbers

Violet bounces up and down at the window. Her hair is a bundle of blonde curls. Today, she is dressed as her favorite princess, Ariel; tomorrow she may be dressed as her favorite princess, Merida. This beautiful little girl may look familiar. You may have seen her on the sidelines of one of Otterbein's women's lacrosse games waving her purple lacrosse stick and cheering on her friends.

You see, Violet is no ordinary three year old. In fact, she has been through more than most people will go through in a lifetime. She was diagnosed with pediatric cancer at just 16 months old. The women's lacrosse team adopted Violet through the Friends of Jaclyn Foundation; a foundation that pairs college athletic teams with pediatric brain tumor children who are going through treatment.

"Violet was 2 and a half when we adopted her though so she wasn't really going to understand that," said Stephani Schmiet, head coach of Otterbein's lacrosse team. "So our team actually came up with the idea of having a princess party for her because she's obsessed with princesses and so are we."

When Violet's mom, Desiree Murphy, tells Violet's tale she likes to compare it to a scene in one of Violet's favorite princess movies, Tangled. The movie begins with an adorable baby in the arms of her parents who adore her and the narrator says "in that moment everything was perfect."

But this was no two hour saga. This was their lives.

Desiree worked as a nanny before Violet was born and continued even after; taking Violet to work with her everyday. Violet began developing like any child, murmuring gibberish and graduating to stumbling and then walking. She was a healthy baby through and through. Before her diagnosis Violet showed only one symptom of pediatric cancer: vomiting.

"She was walking, she was talking, she was very happy, very healthy and she would just be playing and just kind of spit up on the floor," said Desiree.

Luckily, Desiree was a first time mom and so when this started happening she contacted Violet's pediatrician. Her pediatrician believed that she had some sort of gastrointestinal issue and so she sent the new parents home with orders

to keep an eye on it. When it continued, they took her back and the pediatrician shipped them off to Nationwide Children's Hospital-- to the emergency room. The doctors at Children's did an evaluation including a stomach scan to look for any gastrointestinal issues. They believed Violet had a little bit of a virus and again, with orders to keep an eye on it, the Murphy's were sent home.

A few weeks later, Violet started to have staring episodes and so Desiree called the pediatrician again. This time the pediatrician sounded worried and informed Desiree that she was going to do more research but it sounded like Violet was having seizures.

Violet's pediatrician insisted on a brain scan which her parents, Charlie and Desiree opted out of.

"That was really perplexing to me," Desiree said. "The doctor wanted a brain scan since vomiting and seizures were symptoms of brain trauma, [but] I'm with her all day. I knew she hadn't hit her head or anything."

The next morning when Desiree called the pediatrician she was informed that their insurance company deemed the scan

"Charlie and I felt like we had our fairytale and everything that we wanted and then it was like our baby got ripped out a window."
- desiree murphy // violet's mother

unnecessary and to continue with it the Murphy's would have to pay \$6000 out of pocket. This news certainly didn't sway Charlie and Desiree's original decision to opt out of the scan, so they continued on with their morning.

But the pediatrician was persistent. She called Desiree back within five minutes crying, insisting that she get the scan. She told Desiree that she was going to call their insurance company and that Children's would do the scan but she had to leave her house within five minutes because the only opening they had was at that moment.

"And I just remember looking at [Violet] and she was standing there and she was happy and I thought this is the dumbest thing we have ever done," said Desiree. "We



Violet playing with her purple, decorated, lacrosse stick the team gifted her. // mary murphy



Violet playing a game of duck, duck, goose with the Otterbein woman's lacrosse team. // **mary murphy**

can't afford this."

And so Violet and her mommy rushed to the hospital where the doctors did a quick CT scan and sent them out into the waiting room where Desiree's mom met them. It was there that a technician informed them that Desiree had a phone call. They immediately believed it would be Charlie, wondering why she had gone ahead with the scan but when Desiree picked up the phone it was the pediatrician on the other line.

"And she said.. I'm really sorry-- and I thought she was saying sorry because insurance wasn't going to cover it--" said Desiree. "But she said I'm really sorry, but your daughter has a massive brain tumor and there is a neurosurgeon coming to speak to you."

The neurosurgeon showed Desiree the scan which showed a tumor occupying about one fifth of Violet's brain. The type of tumor Violet had was called choroid plexus carcinoma and it's a 1 in 3 million chance that someone would develop it. The best prognosis for this aggressive type of tumor is total resection, or surgical removal.

Just like in Tangled, Charlie and Desiree had

had their perfect moment, their perfect life, and the next thing you know a witch came in and stole their baby. The narrator continues "and then that moment ended." Cancer was the witch in their lives; come to steal their baby without any warning.

"And that's literally what we felt," Desiree said. "Charlie and I felt like we had our fairytale and everything that we wanted and then it was like



"She's definitely my inspiration. Like when we are on the field before every game we always cheer 'Violet strong!' Because we are playing for Violet because she's the strongest little girl that we will ever know."

-**jami aufderbeck // lacrosse team captain**

our baby got ripped out a window."

Violet was in surgery within 12 hours of diagnosis and the neurosurgeon was very blunt with the possibilities surgery might hold. He said that her tumor could be a type called DIPG which is terminal. Violet's tumor was central brain which meant that the neurosurgeon had to go in through healthy tissue to even expose the tumor. Finally, he told them that he wasn't sure if she would be left paralyzed or vegetative; and that there was a strong possibility that she wouldn't

survive the surgery.

But unlike the parents in Tangled, Charlie and Desiree weren't going to let their baby go without a fight.

It ended up being a 16 hour surgery- 10 of which consisted of removing the tumor alone. After surgery, Violet was admitted to the ICU for three days. Her eyes were turned in and she was left with left side paralysis. Desiree held Violet

as soon as she could, unable to let her go for fear of how much time they had left. But by day 10 Violet had begun moving her left arm, her eyes came back and she slowly started getting better and better.

They were in the hospital for about a month before

Violet was released. Charlie had to go back to work and Desiree began taking care of Violet in place of her job. The doctors gave Violet about three weeks to go home and recover before they wanted her back in the hospital to start her three rounds of chemotherapy as a sort of microscopic sweep.

Violet went in February 13th, 2012 to begin chemotherapy with a freshly shaven head. The first thing the doctors did was place a broviac, a tube that goes through the skin of the chest into



Violet meeting the team for the first time. // provided

the heart. This allows doctors to send the chemo through the tube to the heart which then pumps the chemo to the rest of the body.

Within an hour of the surgery that placed the broviac, Violet began her very first round of chemotherapy which consisted of five different chemotherapies administered in a three day period of time. Each time the chemo was administered by nurses who wore hazmat suits to protect their skin from the burning chemical.

Once the chemo goes into the body, it attacks any rapidly growing cells such as the fingernails, the cells on the inside of the mouth, the eyelashes and hopefully cancer. The chemo doesn't know the difference between good and bad cells, so it burns them all. It attacks the body and the immune system.

Each day doctors would take a sample of Violet's blood to see how much chemo was in her system. When the chemo is in full effect the blood count goes to zero, also known as bottoming out. At that point you have no immune system; there is absolutely nothing left to fight.

Violet was put in complete isolation. Anything negative in her immune system— an infection, a virus, a cold— at this point could be fatal. Her room was airtight to keep out microscopic germs. Violet's blood counts started to recover as the chemo left her body; once they were fully recovered, she was released from the hospital.

Violet's first round of chemotherapy lasted about a month. The hardest part outside of the actual treatments for Desiree was trying to explain to her social little girl what was happening, why she didn't feel good and why the people she loved couldn't come visit her.

When her three rounds were complete, the doctors recommended three more rounds of what they called "aggressive chemotherapy." The first of which would cause severe nausea and

the second one called thiotepa would make her thyrotoxic for 72 hours after they administer it.

When Violet was thyrotoxic she was hazardous to everyone around her. Her sweat could cause blisters on contact. She had to take baths every six hours; a complicated task given her broviac couldn't be wet for fear of infection. Everything from her mouth down was burned inside of her and shed when she used the bathroom.

After her fifth round of chemotherapy, Violet's recovery was a grueling process. Her blood counts weren't going up even after they readministered her good cells. After watching a little one just two weeks older pass from too much chemotherapy, Charlie and Desiree decided not to continue to the sixth round.

It wasn't until months after Violet was out of chemotherapy that Desiree first heard of

the Friends of Jaclyn Foundation. But since March of 2014, when Violet was around two and a half years old, the Otterbein Women's Lacrosse team has been supporting the Murphy's in more way than one.

Desiree says that Violet became very weary of people while she was in the hospital because everybody she had contact with at the hospital (i.e the nurses and staff) had to hurt her.

"She got like three shots a day and you know they had to do things that were painful," Desiree said. "So she didn't like people to touch her and she was very untrusting of strangers."

But the girls on the lacrosse team knew just what to do. They sent Violet an invitation for their first meet up; her very own princess party right here at Otterbein. They dressed up as Violet's favorite people so she would be comfortable being with them.

"And I just remember walking in there and she saw them dressed as Disney princesses and she immediately wanted to sit with them," Desiree said. "She was comfortable with them. And it blew my mind... And she knows them, she trusts them and again.. I wasn't sure what a team would mean to a child but she loves them."

Today, Violet can be seen on the sidelines of almost every one of their games; and the team sends encouraging messages, they invite Violet to games and practices, have play dates and they even bought her her first lacrosse stick. The bond between the Murphy's and the team are unimaginative. Captain Jami Aufderbeck says that Violet will be a part of her life forever.

"I couldn't imagine my life without her in it now," Aufderbeck said. "She's definitely my inspiration. Like when we are on the field before every game we always cheer 'Violet strong!' Because we are playing for Violet because she's the strongest little girl that we will ever know."

&



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Integrative Studies

not just another course

story by // lacie kern

Zoe Nietart, sophomore math education and Spanish and Latin American studies major, finds herself in a class spending hours of time on homework. You might think this is no problem since that's what college is all about but there is more to the story. This class has nothing to do with her major and the university has made it a requirement.

The administration at Otterbein developed the Integrative Studies (IS) program with the intention of molding well-rounded students. However, many students feel that the program is a burden or are unsatisfied with its execution.

In the 1960s, Otterbein began forming the Integrative Studies program. Dr. Wendy Sherman Heckler, who is the associate Vice President for Academic Affairs and the Dean of University Programs, describes why Otterbein administrators decided to formulate the program.

"Originally, the idea behind IS was that we would really explore human nature and we would use the general education courses to do that," she said.

For almost 40 years, there were very few changes made to the program. In 2009, during the university's transition from quarters to semesters, the administration began making major changes to the program. They wanted these changes to help students realize how

connected they are to the world around them, according to Sherman Heckler.

"We are trying to ask students to think about how to be citizens of a globally connected society," she said.

While Otterbein is not the only school with an IS program, administrators feel our program offers something unique to prospective students, according to Denise Shively, the Integrative Studies Program Chair.

"We often refer to integrative studies as the



"We are trying to ask students to think about how to be citizens of a globally connected society,"
-dr. wendy sherman heckler // dean of university programs

breadth of a liberal arts education whereas majors provide the depth," Shively said.

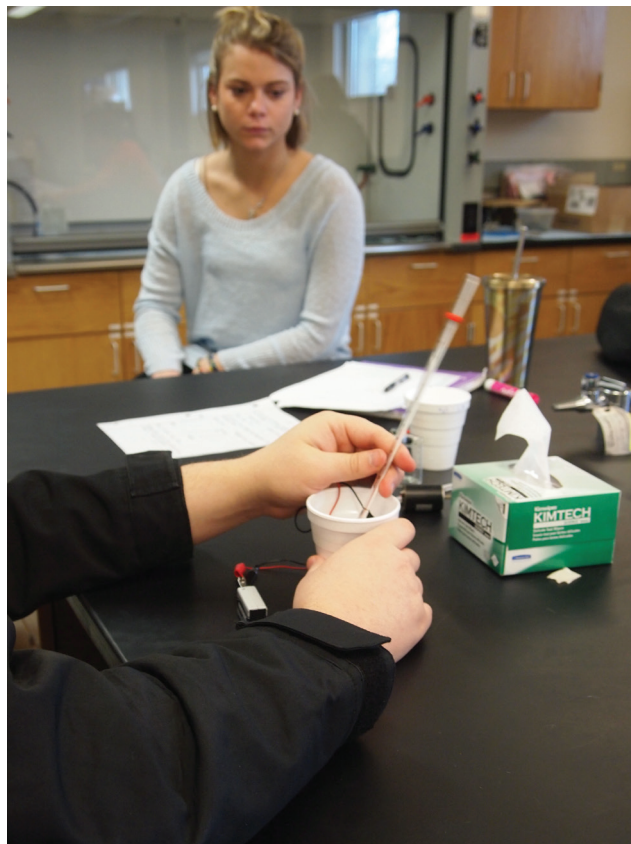
How It Works

Even when the purpose of the program is clear, students are unsure what kinds of classes they need to take. During their first year at Otterbein, all freshmen are required to take a First Year Seminar (FYS) course, which is designed to introduce them to

the college and help them adjust to college life. There is also a transfer year seminar offered for students who transfer to Otterbein beyond their freshman year.

Next, students select one course from each of the five categories offered. The categories include identity project, interconnections, responsibility and reflection, natural foundations and creativity and culture.

The identity project can cover a very wide spectrum of topics, but its main goal is to help students discover themselves within the context of the world around them. The interconnections requirement focuses primarily on studying other cultures, and responsibility and reflection focuses on studying religion, philosophy or both. The natural foundations requirement forces students to examine their role within the scientific world,



whereas the creativity and culture requirement helps students to discover themselves within the context of music and culture.

To finish out the IS program, students are required to take a two part course called a DYAD and a senior year experience (SYE). The DYAD features two courses from different disciplines that focus on a similar topic. DYADS are taken in back-to-back semesters. The SYE is meant to close out a student's time at Otterbein and prepare them for the real world.

The IS program leaves out requirements for mathematics, physical education and language. The only exception is that students over the age of 23 are exempt from taking a physical education course.

Dr. Sherman Heckler had some very good reasons for why these requirements are separate from the program. Physical education is field of its own for a couple reasons. First, physical education courses are typically only worth one credit hour, and second, physical education isn't something you can really connect to on a global level.

Math is a little different, according to Sherman Heckler. The math requirement is frequently used as an aid to different majors. For example, students with a legal studies minor are required to take symbolic logic, and nursing majors are required to take statistics. Sherman Heckler did say they would like to see math course within the DYAD requirement in the future.

There is discussion surrounding why the language requirement is not part of the IS program.

"Language tends to be its own kind of skill,"

Sherman Heckler said.

She believes that, although it could be done, it would be difficult to add this to the program and the students benefit from it more if it is taken separately.

In a survey taken of 127 Otterbein students, only about 26 percent had discussed the purposes and goal of the program with their advisors. This shows that there is a disconnect between what Otterbein administrators want students to get from the program and how students view its importance.



amount of lecture courses and believes these classes should be more interactive.

Nietert is also dissatisfied with the structure of IS classes.

"I think it's unfair that IS classes are sometimes harder than my content classes, especially because I am a math major and those classes should be harder," she said.

Her one change she would make to the IS program is very similar to that of Young.

"I think [the courses] should be interactive and not lecture style," Nietert said.

Emily Roberts, junior nursing major, doesn't find the program as problematic.

"The purpose of the IS program is to get you out of your major focus and to offer a new way of looking at life," Roberts said. "It's just to help you learn something out of the context you are used to. It helps us to realize humans are more similar than you would think."

Students do make it clear that IS courses take up too much time and they are required to take too many courses. Despite the many student complaints, 62 percent of students believe IS courses have made them into a more well-rounded person.

Hannah Bisig, senior public relations and psychology major, had good things to say about the program and its classes as well:

"Some of them I've actually really enjoyed and I thought were really helpful," Bisig said.

Bisig also thinks lessening the number of IS classes students take would be a good change, since the total IS requirement amounts to a full year of classes.

"The amount of time that goes into it is kind of ridiculous," she said. "Some of [the courses] have taken more time than my major."



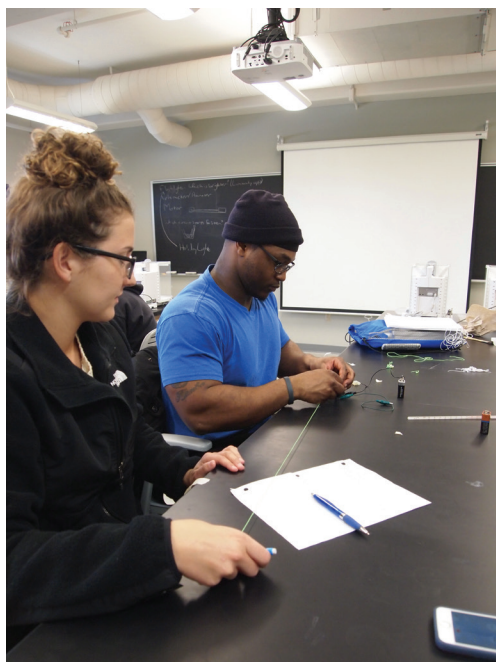
"The amount of time that goes into it is kind of ridiculous... some of [the courses] have taken more time than my major."
-hannah bisig // senior public relations and psychology major

Student Reactions

Norah Young, freshman equine pre-veterinary major, has her taken the identity project requirement and her FYS course and shared her thoughts on the experience.

"I felt it was mildly useless," Young said.

She believes the program is to integrate different ideas and subject matters into your education. Young stated that if she could change one thing about the program it would be the



Powering Up Against the Odds

story by // kris crews

Amber Horton sat on the edge of her bed with pills in her hand and tears streaming down her face, thinking about how many pills it would take to get the job done. Wanting to end the pain and wanting to stop the hurtful words from hitting her as if they were actual stones, a choice between life and death was to be made.

These were the feelings that Horton once felt. She was once a victim of bullying. Today, she is a junior sociology major at Otterbein, and she is taking charge and standing up against bullying.

Horton first experienced bullying during her junior year of high school. Her friends abandoned her and talked negatively of her, making the rest of high school a lonely place.

"I went from having all of these friends to having none at all," Horton said. "I had anxiety, depression and episodes of panic attacks where I would cry. It got so bad to the point where I would go to the library or bathroom because I had no one to talk to. I didn't even go to my school's homecoming."

The bullying continued to worsen and caused Horton to contemplate whether life was even worth living. Horton decided to take the handful of pills but her decision was foiled when the pills didn't kill her. She was put on suicide watch in the hospital where she also received counseling. Weeks later, after getting out of the hospital, she sought help from psychologists and school faculty for guidance. But they weren't of much help.

"No one at the school wanted to outwardly call it bullying," Horton said. "They all sugarcoated the situation."

Dr. Kathleen Ryan, psychologist and counselor at Otterbein shared that depression and suicide are the number one occurrences with her patients.

"12 out of 100,000 people die from suicide a year, and that's a national figure," she

said. "Bullying often tends to be an element or cause of depression and suicide."

Suicide is the second leading cause of death for ages 10-24 according to the Jason Foundation.

Bullying is being defined differently these days. Once considered just physical harm, there is now a realization that the words we use can also be the

said. "Talking through it helps others look at life differently. It's all about kindness. You'd be surprised at how kindness can make a difference. Words are powerful. They can harm or heal."

Thankfully Horton was able to find someone who showed her kindness and helped change her life for the better. Horton found a social worker

that happened to work at her school. She soon became Horton's confidant. "She

understood

me," said Horton. "I didn't feel anxious around her. She became my safe haven and she was my inspiration. I wanted to become a social worker because of her."

That inspiration helped Horton survive the rest of high school and foreshadowed what her



"I had anxiety, depression and episodes of panic attacks where I would cry. It got so bad to the point where I would go to the library or bathroom because I had no one to talk to."

- amber horton // junior sociology major

bully. With the number of users on social media growing, cyberbullying is becoming the most common form of bullying.

Bullying and suicide can be stopped, but there must be an effort made by everyone to do it.

"You have to be willing to listen," Ryan



Amber speaking to the girls at a power up program // provided



The power up team after an event// provided

life would be like at Otterbein, where she would soon become an inspiration to others. During her freshman year of college she began settling in on campus and adjusting to college life.

It was here Horton found her niche and discovered ways in which she could make an impact. She discovered ways in which she could help others and she used that to excel during her sophomore year.

Sophomore year Horton created an organization through Girl Scouts called Power Up. This organization is for young middle school girls. The objective of Power Up is for the girls to be able to recognize bullying, prevent bullying in the community and effectively intervene when

role very seriously, and she has always set a good example for the Power Up participants."

Although Horton was making efforts and succeeding she couldn't make a difference alone. Horton gathered students from the community to help influence the young girls. Through time and training she was able to bring others together and make Power Up even more effective.

"To date, Amber has trained seven Otterbein students to become Power Up facilitators at Robert Frost and she has led three separate

Power workshops," Siefker said. "The workshops consisted of five or six hour long sessions. I am so thankful for Amber and her desire to spread the Power Up message. She has made a big difference in the lives of our Robert Frost students."

Power Up has been so successful that it was mentioned on 10TV news last semester with Horton as the lead for the story.

Many things have changed for Horton during her transition from high school to college. Being at Otterbein has allowed her to redefine herself.

"It has given me a fresh start in being myself," Horton said. "I feel a self-fulfillment when I help others. I don't do it for myself. I do it to help others. I feel that this is naturally what I am supposed to be doing with my life."

Horton is an inspiration to those who have struggled with depression and suicide. She was once filled with hopelessness that was strong enough to almost take her life away; but now she is giving hope to those who are struggling. She is proving to everyone that although she went through struggles she wasn't going to be defined by them or let them take control of her life.

Suicide and depression are serious matters. There is always someone who will talk with you and help you. If you need help or are struggling with depression and suicide, look to these resources.

Counseling is available and can be made by appointment, call Student Affairs at 614-823-1250

Other available resources are the National Suicide Prevention Lifeline at 1 (800) 273-8255. &



You'd be surprised at how kindness can make a difference. Words are powerful. They can harm or heal."

- dr. kathleen ryan //psychologist

they see bullying happening.

Marsha Siefker, elementary counselor at Robert Frost Middle School, worked with Horton during the Power Up program. Siefker admired Horton's work ethic and efforts in making the program better and how she is touching the lives of the young girls.

"When I met Amber I could tell that she had a passion for spreading and teaching the Power Up message," Siefker said. "She has always taken her



photo // provided

WHERE *in the world* ARE YOU FROM?

story by // jennifer wilson

When Mengyum Zhao moved to the United States from China for school, she didn't expect to end up at Otterbein University, become fluent in English in only few months or to make memories that will last a lifetime.

Zhao, who is fluent in both English and Mandarin was born in Beijing, China and loves meeting new people and making new friends.

As an only child, Zhao's experience growing up was always full of attention from her parents. However, with this attention also came pressure

“I feel like I have a lot more one-on-one attention from my professors.”-
mengyum zhao //

communication design major

to succeed in life, which is why she decided to travel across the world to the United States to get her college education. Her favorite thing in life is spending time eating and sleeping; and what she misses the most about home is her family and all



photos // susanna harris

the home cooked meals.

Life has taken Zhao across the world but meeting new people has made all of her experiences unique. She loves her friends and she is always making new ones!

“I enjoy being a student at Otterbein because it is a smaller school compared to the universities in China,” Zhao said. “I feel like I have a lot more one-on-one attention from the professors.”

For the last three years Zhao has been going to school and studying communications and graphic design. “My dream is to be able to get a job and stay in the U.S., but if I find a good job in China, I wouldn't mind going back with my family,” Zhao said.

Zhao chose a path in communications and design because her goal has always been to work on something that she truly enjoys, and it would also make her parents proud if she

graduated from a four year university in the U.S..

Zhao has found that life can take us across the world to unimaginable places, but as long as you have your family's support you can go and do anything your heart wishes.

&



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The Impact of Otterbein

story by // jennifer hall

It's 1:00 a.m. and many students are already lining the sidewalk in front of Schneider's Bakery. To cars passing by, the sight may appear strange, but these students are helping boost business for the bakery in what has been coined a "donut run."

The same students who support local businesses are volunteering in classrooms and in the community through service learning programs at Otterbein; they are enriching the community.

The Westerville community openly embraces Otterbein and its influence on the area.

Otterbein has a huge impact on the Westerville community, according to Melissa Gilbert, Associate Dean of Experiential Learning. Gilbert emphasized the importance of hands-on learning in the community that takes place at Otterbein through the Five Cardinal Experiences program. The Five Cardinal Experiences are grouped into the categories Undergraduate and Creative Work, Internships and Professional Experience, Global Engagement and Intercultural Experience, Leadership and Citizenship and Community Engagement.

For each card that a students earns, they will receive a chord for graduation. Earning three or more cards allows students to receive an experiential transcript, but these experiences mean far more than extra attire at graduation.

"Completing the Five Cardinal

Experiences allows students to apply what they've learned in the classroom to outside activities," Gilbert said. "It's a great way for students to network, connect with the community and develop professional skills."

"Otterbein is recognized in the community as being dedicated to service, and students learn part of their responsibility as citizens."
- regina kengla // coordinator of writing and supplemental instruction

Students can begin their experiential learning in their freshman year and older students are encouraged to apply for cards retroactively if they have already engaged in an applicable experience such as internships and professional experiences that have already been completed.

According to Regina Kengla, Coordinator of Writing and Supplemental Instruction in the Academic Support Center, many courses offered at Otterbein push students to be involved in the community. Kengla works with first year students and includes a service component in her argumentative writing course. As part of the class, students are pen-pals with fifth graders at Whittier Elementary school, helping them with their writing skills and talking to them about college life. Otterbein students use what they have learned in the classroom to help the fifth graders write an argument for something they want changed at the elementary school.

In another argumentative writing course, Kengla and her students work with Westerville Area Resource Ministry (WARM) to learn about the services they offer and to volunteer their time. Students work in groups and continue volunteering with WARM or can help other organizations such as My Very Own Blanket or Share Bac a Pack. Many students reflect on their



Gilbert promoting the five cardinal experiences. // jennifer hall



Kengla shares information about community engagement at Otterbein // jennifer hall

experience with WARM admitting they had no idea how many people were suffering from hunger in the community, or how many kids relied on free and reduced lunches at schools.

It's hard to measure the impact Otterbein's service learning has on the community, but it's there.

"I think the impact is reciprocal," Kengla said. "Otterbein is recognized in the community as being dedicated to service, and students learn part of their responsibility as citizens."

Otterbein has been recognized on the Presidential Honor Roll for community engagement for the number of service hours completed by students numerous times and this year Otterbein earned the Carnegie Community Engagement Classification.

Otterbein students also add economic value to the community, helping Uptown Westerville to thrive. At Old Bag of Nails, six employees are currently Otterbein students and three are Otterbein alumni, according to General Manager Jeff Krall. Otterbein also contributes to the bottom line by hosting faculty events in their banquet room on the third floor. With one or two events held each week, this accounts for a large amount of sales for the Old Bag of Nails.

"I've always thought very well of the college," Krall said. "It's not a big party school so it comes off as clean and orderly and has an overall good reputation."

Otterbein impacts each business differently. While there are currently no Otterbein students working at Schneider's Bakery, cardinals undoubtedly form the demand for late night donut runs. Current students and alumni can relate to each other just by reminiscing on the donuts they ate in the wee hours of the morning.

Students and faculty at Otterbein are lucky to call Church of the Master their neighbor, as they show their appreciation for the Otterbein community through free spaghetti dinners and pancake breakfasts. The tradition began in 1992 after the conclusion that providing a home-cooked meal would be a great way to reach out to students, according to Bev Pancoast, Director of Next Generations Ministries, and the person in charge of these meals. The spaghetti dinner has grown from serving 60 people in 1992 to serving 900 people at the dinner in October 2014. The pancake breakfast was added in 2009 and is held the Friday night before students take final exams.

"We also want the students and faculty to know that we are here in the middle of campus if they

need anything," Pancoast said. "We love to have students and faculty join us in worship, and we want to be supportive of the organizations on campus to support them in whatever ways we can."

With about 50 volunteers making these free meals possible, it is clear that the reputation of Otterbein is embraced by the church community. Seeing the smiles and gratitude from students and faculties makes the event worth all the effort.

"There is nothing better than to see the church's fellowship hall filled with students and faculty sitting around tables, enjoying a meal together," Pancoast said.

While focusing on our studies is the primary reason we are at Otterbein, it is important that we remember the community we have built at Otterbein; it is this sense of community that makes Westerville feel like a small town and Otterbein feel like home.

"I have never been somewhere in town where I've heard bad things about Otterbein," Pancoast said.

As we near the summer and send seniors off from commencement, go ahead and smile knowing you picked a school that shapes more than minds in the classroom.

BAILEY WALKER

**Congratulations Bailey,
We are so proud of you!**

**Love, Mom, Dad,
Rahne, Casey and the
girls.**

143!!!

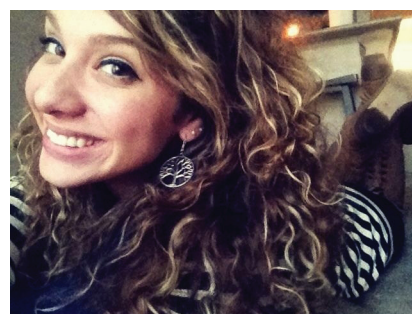
RONALD SMITH

**We are so proud of you and
you are well on your way to
making your mark on the
world.**

**Remember to DREAM BIG!
You can achieve great
things.**

**Love,
Mom, Dad, Maridith and all
your extended family**

CARLI ZURFACE



**From the first day of school to the last you have
worked hard and enjoyed your experiences!
Congratulations and take the world by storm!**

Mom, Dad, and Zach.

JOEL DONAHUE



Joel,

**I am so proud of the man you
have become. Caring and kind,
responsible, intelligent and capable
are only a few words to describe
you. You have been a blessing in my
life. The possibilities ahead of you
are exciting. You've made us all very
proud!**

M

EMILY & RACHEL WIDDOWSON



**Our favorite twins -
Emily Frances Widdowson & Rachel
Susannah Widdowson.**

You've come a long way.

**We can't wait to see where your life
paths will take each of you!**

Love, Mom & Dad

KRISTINA FEDECZKO



Congratulations Kristina!

We are very proud of your achievements at Otterbein University. Wishing you much success in your future. Hope your life's journey is filled with pleasant adventures.

With Love, Mom and Dad.

BAILEY DYE



Bailey,

It is such an honor to share this wonderful moment with you. Your faith and determination has won you success and opened the doors to a promising future. May God continue to shine His light upon your path. Congratulations on this outstanding achievement. We love you.

Mom & Dad

HANNAH EWALD



Otterbein - Thanks for making a difference in our daughter's life!

Hannah - Blessings as you graduate and go on to make a difference in the world!

We love you oceans full - Mom, Dad, Jake and all your family

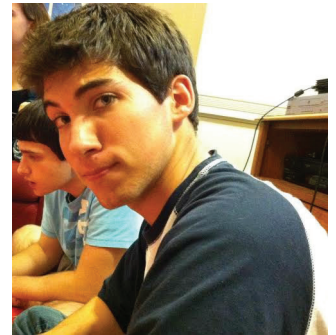
God bless you,

Vicky

CONNOR SCOTT

We are so proud of you Conner!

Love Mom and Dad



by the NUMBERS

Otterbein has had
20 common books
since **1995**.

62% of Otterbein students
believe the **INST program**
has made them
well-rounded.

There is **one death** by
suicide in the US
every **13 minutes**.

Students can apply for
5 Cardinal Experiences
as a part of their
experimental learning.

John Kengla has raised about **\$350,000**
for the Ubuntu mentoring program.

42% of people in the US say **Islam** is
more likely to engage in violence than
other religions.