

APULIFE

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RESILIENCE ■ THE VITAMIN 411 ■ AN EDUCATIONAL REVOLUTION ■ THE MODERN LIBRARY



MAJOR LEAGUE MARRIAGE

Stephen Vogt '07 blends faith, family,
and love of the game.



According to the U.S. Census Bureau's population clock, the American populace realizes a net gain of one person every 14 seconds, achieved by a birth every 8 seconds, a death every 12 seconds, and an added immigrant every 44 seconds. I recently watched as the clock increased the total U.S. population to 316,976,835. On Saturday, October 26, 2013, late in the evening, 1 of those 8 seconds belonged to Titus Matthew Wallace, our second grandchild. His parents, Dave and Andrea; sister, Georgia; and his large extended family of aunts, uncles, and grandparents celebrated his birth.

Not only did Titus move the dial of the population clock, but he also moved the dial of my heart eight time zones west, while on university business in Seoul, South Korea. The birth of our first grandson required me to live with "hope deferred" until I could hold him myself three days later. Few things compare to the feeling of nestling a newborn and looking into the face of a yet-to-be-written future and a yet-to-be-lived life. Many of you have experienced the same feeling of hope and wonder while holding your own child or grandchild. I remain convinced that every birth represents a vote of confidence by God for the redemptive plan He has for His people, created in His image. It thrills me that Titus will grow up in a home committed to God's Kingdom, blessed by His grace lived out in the lives of his parents.

But death also impacts the population clock.

In fall, a long-time faculty member spoke with me about his wife's health journey, confirming a terminal illness. I was devastated. This couple and their extended family have been an important and near-irreplaceable part of the APU mission for more than five decades. Over the years, their home drew students to great meals, welcoming conversation, and life-changing Truth. Many years ago, Gail and I joined a long list of young couples that received their kindness and wisdom, helping us frame our time as a family. Today, some of our family's most cherished memories include summer vacations with them. On the heels of Titus' birth, we faced the sobering reality of our friend's tragic news. But hope floats, as they say. I later learned that this remarkable wife, mom, grandmother, friend, and disciple leaned into her committed faith to see her through the next chapter in her notable life. I know many joined me in praying for her health to be restored and for more time to be added to her life. Her son spoke of her outlook on her remaining time as a kind of compass bearing for those close to her, those watching her model the reality of another kind of "hope deferred"—a covenantal hope built on faith in Jesus Christ and His redemptive power over sin and death that gives us certainty in an uncertain world.

As I reflect on the past Christmas season, my hope returns to another birth—a child born so that God's perfect plan of redemption could be ushered into human history. Jesus was born to Mary and Joseph and to us so that we might have a certain hope in an uncertain world. He was born to die for those created in His image, for you and me and newborns and not-so-newborns everywhere. As I reflect on the upcoming Easter season, I realize His death and resurrection make every Easter the bookmark in human history for God's story of love and redemption. His birth, death, and resurrection form the foundation for our "hope deferred"—hope that He will someday return for the final bookmark when human history ends and eternity begins. In the meantime, all of us—every one of us, regardless of circumstance or condition—can seize the opportunity to live each day as one with hope—hope we have placed in Jesus Christ. I pray that your hope knows no limit.

Jon R. Wallace
Proud Grandparent, Humbled Friend, Hopeful Believer

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They will be called oaks of righteousness, a planting of the LORD for the display of his splendor. Isaiah 61:3 (NIV)

Two coast live oak trees, with heights reaching 30 and 20 feet respectively, took root in the new circular planting areas on West Campus. The trees mark one of several enhancements to Kresge Plaza, including additional seating, lighting, and a remodeled water feature encircling the Hugh and Hazel Darling Library.



Contribute your best photos of campus—people and places, events and spaces—that showcase APU. Go to [flickr.com/groups/azusapacific](https://www.flickr.com/groups/azusapacific) to submit today.

Nation's First Thriving in College Conference Hosted

Pioneering a paradigm shift on college campuses across the country, Azusa Pacific University hosted the first Thriving in College Conference, October 24–26, 2013. More than 100 researchers, faculty members, and student development professionals from 35 schools attended the event to learn about the latest research, best practices, and resources that will enable students to successfully transition from their first-year experience to graduation while thriving academically, socially, and emotionally.

Sponsored by APU's Noel Academy for Strengths-Based Leadership and Education, the conference presented an expanded vision of college student success. Dynamic discussions and interactive workshops highlighted diversity of thought and generated ideas and strategies aimed at increasing retention and enriching opportunities for students to thrive during their college years. "A thriving college student is engaged in the learning process,

invested in academics, and connected to others in healthy ways. They give back to the community and possess a positive perspective," said Laurie Schreiner, Ph.D., keynote speaker, and professor and chair of the Department of Higher Education. "They are also able to reframe negative experiences, which is the focus of an intervention currently undergoing testing at APU. For instance, a student who receives an *F* on a test can either fall into a cycle of self-defeating behaviors that lead to compounded challenges, or reframe the situation by looking at it from other angles, such as: Did I study incorrectly or insufficiently? We focus on the students' strengths and teach them how to use those strengths to become better learners, better researchers, and better employees."

APU stands at the forefront of this movement in higher education, leading the way for other institutions to implement thriving strategies on their campuses. Conference attendees gained valuable insight and practical tools to begin similar programs at their home

institutions. "I returned to my campus excited about helping students learn how to use their strengths in job interviews and to identify career choices that complement their strengths," said Matthew A. Davenport, assistant director of residence life at Purdue University. "I proposed some specific interventions we can implement to help our students thrive. Attending the conference affirmed what I heard about APU's reputation. The impact they have on students' lives by using the strengths-based approach truly speaks to me as a professional in the field and validated my decision to pursue a Ph.D. at Azusa Pacific."

"The relationship between students' sense of community and their ability to thrive resonated most with me," said Marie Wisner, dean of students and campus programs at Bethel University. "Through the plenary sessions and workshops, we saw how partnerships between service-learning and living-learning environments impact students' sense of belonging, ownership, and connectedness. I returned to campus with one guiding question: How do we create a campus environment that students don't want to leave?"

As movement pioneers, APU scholars refine the research and expand the scope of its applications, serving as the primary resource by facilitating dialogue, partnering with other schools, creating new interventions, identifying strategic areas of focus, and implementing measurement tools that will help all students thrive holistically and contribute to their field and the Kingdom with greater impact.

Speech and Debate Team Sweeps Competition

Azusa Pacific's 10-member speech and debate team rose through the ranks with impressive speed and success in last fall's tournaments. Beginning at the novice level, they took first, second, and third place at the Pasadena City College

tournament in October, closing out the competition. Moving up to the junior division, they repeated the feat in the November tournament at New York City's Pace University, earning the only finalist positions at the event. Later that month, they competed at the senior varsity level and finished the season by closing out the tournament at California State University, Northridge.

"The students' success came as a result of their hard work and dedication," said Amy Jung, director of speech and debate. "The victories are even more significant given the team's relative inexperience. Most of our members are new to debate and just learning the strategies. The time-intensive process calls for rigorous preparation in theory, philosophy, persuasive speech, research, and organization. These students gain valuable, firsthand experience applying the concepts they learn in the classroom, while engaging in real-world issues."

Throughout the year, the team participated in individual and team competitions following the Lincoln-Douglas format, which provides a topic for research and debate. The 2013 resolution for intercollegiate teams stated, "The United States government should substantially reform elementary and/or secondary education in the U.S.," and invited responses from debaters across the country. "Our students approached the topic from all angles, conducting research, planning and practicing attacks, and investigating the opposition," said Jung.

"Competing in debate keeps my mind stimulated and challenges me to focus on world events rather than tuning them out," said Cassie Marshall '17, a freshman with no prior debate experience competing against seasoned seniors. "Debate taught me that we are all here to exchange ideas and learn how to present our side of an argument. What I will take from this approach, far beyond debate tournaments, is knowing how to be respectful when

sharing my opposing opinions with someone else."

The 2014 season began in January with bronze- and gold-medal wins at the Orange Coast College tournament under the direction of new debate coach Joshua Kammert. "We strive every week to do better than the week before, and to always remember the team rules: have fun, learn something from every round, be polite, and above all, uphold *God First* [the university motto]," said Kammert. "I feel so much pride when judges and coaches from other teams tell me how respectful, well spoken, and happy APU students are. The skills they learn here far outweigh the accolades they earn. The ability to hear an argument, quickly assess and respond to it with intelligence, conduct research effectively, and speak in public confidently are skills that, according to a December 27, 2013, *forbes.com* article, will boost their value to employers by as much as 50 percent."

The momentum of the team's success and rapport is building toward the last tournament of the school year—Christian College Nationals. "This tournament, which began at APU 17 years ago, brings together college and university teams of faith from around the nation to glorify God through excellence in speaking and debating," said Jung. "In the end, this is not about trophies. God is preparing the minds, hearts, and mouths of these future ambassadors to the world."

Free Methodist Center Broadens Scope as New Center for Transformational Leadership

Increasing access for all students across disciplines and expanding the span of its mission, the Center for Transformational Leadership (CTL), formerly the Free Methodist Center, now operates under the leadership of the Free Methodist Southern California Conference (FMSCC) and remains connected to Azusa Pacific University. The center, previously overseen by APU's Graduate School of Theology, continues its longstanding purpose—to

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Keeping History Alive Reaches Milestone

With the distribution of \$306,025 to 418 L.A. County K–12 history/social science teachers on February 1, 2014, Keeping History Alive (KHA), administered by Azusa Pacific, passed the \$1 million mark. After nine years of funding individual teachers with grants of \$250–\$850, the program's gifts now total \$1,371,866. KHA funding, which stems from various Los Angeles County foundations, supports history and social science education and enriches students' learning opportunities.

Teachers representing L.A. County's 80 school districts (including public, private, and parochial schools) apply for the grants each fall and receive checks by February 1. Awards help fund classroom resources, field trips, on-campus presentations, and professional development opportunities, opening doors for students and teachers to experience new and creative approaches to education. Over the years, teachers have used the funds to upgrade their classrooms with equipment such as digital projectors, document cameras, iPads, computers, maps, books, DVDs, and music; take students to museums, historical sites, re-enactments, and performances; bring special events to their campuses; and attend summer research institutes, conferences, workshops, and other enrichment opportunities.

Previously guided by the Historical Society of California, the program now operates through Azusa Pacific University. "This program has flourished at APU," said Thomas F. Andrews, Ph.D., history professor and research historian for Special Collections who has directed the effort since its inception at both institutions. "And it has done so during some very tough economic times for teachers, students, and schools throughout California. In some ways, it's been a godsend, encouraging and supporting the teaching of history during these recent years of drastic cuts in education budgets."

Local Azusa teachers benefit greatly from KHA through the generosity of the Canyon City Foundation and assistance from the Webster Foundation. Grants for these teachers total more than \$100,000 since 2008. Julie McGough, fifth-grade teacher at Victor Hodge Elementary School, nine-time recipient of the grant, and 1 of the state's top 11 Teacher of the Year finalists, relies on the funds to supplement her curriculum. "Our school doesn't have abundant resources," she said. "KHA grants make all the difference to our students by allowing us to keep education exciting and relevant. Because of KHA, I have been able to facilitate special assemblies, take students to Knott's Berry Farm's Early American Heritage Tour, and



purchase technology for the classroom such as document cameras, projectors, and laptops. This year, the grant funded *TIME for Kids* magazine for 200 students weekly."

This much-needed support for local schools enters its 10th year in 2014, with strong momentum and new leadership. After nurturing the program through his passion for people, history, and education, Andrews handed the reigns off to David Landers, assistant professor of University Libraries and director of education and community outreach. His 15 years of experience teaching and training K–12 history educators position Landers as an ideal director for KHA. "With the new Common Core in effect, instruction moves from a standards-based approach to a more innovative, hands-on concept," said Landers. "KHA partners with teachers to make this type of education possible by funding creative techniques and practices that utilize primary sources and unique curricula that resonate with kinesthetic learners. I hope to build on the success of my esteemed colleagues and continue their vision to expand this opportunity to more schools and more teachers in the years to come."



Reading Recommendations from Brent A. Wood

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An Interpretation of Christian Ethics by Reinhold Niebuhr (The Seabury Press, 1979)

Conscience and Courage: Rescuers of Jews During the Holocaust by Eva Fogelman (Anchor Books, 1994)

Amazing Grace: William Wilberforce and the Heroic Campaign to End Slavery by Eric Metaxas (HarperCollins, 2007)

The Upside-Down Kingdom by Donald B. Kraybill (Herald Press, 2011, 5th ed.)

A. Lincoln: A Biography by Ronald C. White Jr. (Random House, 2009)

Section sponsored by University Libraries and compiled by Liz Leahy, MLS, MAT, professor of theological bibliography and research. lleahy@apu.edu



Graduate Students Gain Increased Support and Resources

Significant growth in the graduate student population over the last decade positions Azusa Pacific as one of the leaders in advanced education. Serving more than 5,000 graduate students each year places Azusa Pacific 55th among all U.S. private, 17th among all religiously affiliated, and 7th among all U.S. private Carnegie-designated doctoral/research institutions. To better serve this substantial segment of the student body, the university hired Patrick Horn, Ph.D., as executive director of graduate and professional student support services. Upon arrival, he focused on the needs of students and faculty and prioritized objectives.

One clear need drove the expansion of the university's Writing Center services to the regional centers, which serve a large percentage of APU's graduate and professional students. Based on student surveys and faculty reports, students highly value the support available for writers across disciplines and often travel to the Azusa campus to seek assistance. Excellent writing skills prove critical in every field. The written word often constitutes the first impression and certainly weighs heavily in the reader's assessment of the writer's level of competence. From résumés, cover

letters, and application essays to reports, emails, client correspondence, and presentations, written communication must be concise and clear to properly convey ideas and concepts. "We hired online Writing Center consultants last May and in-house consultants for two of our regional centers last fall," said Diane Guido, Ph.D., vice provost for graduate programs and research and history professor, who headed the effort. "We will monitor the process and student responses to inform the decisions we make about expansion of the services to other centers. Students will now be able to access handouts and other reference materials and receive the personal attention and expertise traditionally only offered on the Azusa campus. This is an important initiative for the university as we continue to address the growing needs of graduate scholars."

In addition to bolstering invaluable resources, Horn also focused on strengthening communications with graduate and professional students. "Part of this effort includes hiring the first director of the Office of Graduate and Professional Student Affairs, Linda Perez," said Horn.

In her role, Perez facilitates the interpretation of university policies

and procedures to students, directs their judicial affairs, serves as the administration's liaison for a new graduate student government, and assists in the development and communication of university services for this population. The office provides a tangible way of recognizing the impact of graduate and professional students on the entire campus community as well as the global community they will join post-graduation. Supporting this effort, later this spring the APU website will include information specific to graduate and professional student affairs, offering a single point of contact for addressing student affairs issues for this group.

"Through these additional programs and personnel, the university seeks to demonstrate its value for this significant student population, while supporting their academic goals, providing guidance, and advocating their rights. We want all students to experience the full measure of what Christian higher education at Azusa Pacific has to offer, including the privilege of participating in discussions around key issues that affect them," said Perez.

Addressing students' desire to exert a stronger voice in administrative decisions that affect their education,

the university will form a graduate student government. "APU enrolls nearly as many graduate students as undergraduate," said Hal DeLaRosby, a doctoral higher education student. "Though both groups require similar support services, the approach and process are very different. A government body provides advocacy for and information to graduate students, embracing all students in the university's community of scholars and disciples."

"These developments expand and improve our support of graduate students as they lean into God's call upon their lives in their chosen professional fields," said Heather Petridis, vice president for graduate and professional enrollment and student services. "By continuing to invest in the development of our graduate students, we invest in our broader community as individuals become teachers, nurses, social workers, pastors, therapists, and academicians who make a difference in their workplaces, neighborhoods, families, and churches."

By the Numbers

5: The number of APU students who competed in the 2014 National Ethics Bowl in Jacksonville, Florida, on February 27, where they finished 1st among Californian schools and 12th in the nation. Teams compete annually for the intercollegiate championship as they respond to various ethical dilemmas, and judges evaluate them on intelligibility, focus on ethically relevant considerations, avoidance of ethical irrelevance, and deliberative thoughtfulness.

2,500: The dollar amount of the travel award Sammy Cowell '14 received from the Federation of American Societies for Experimental Biology/Maximizing Research Careers Program, enabling him to participate in the Annual Biomedical Research Conference for Minority Students November 12–17, 2013, in Nashville, where he attended a preconference workshop and presented a poster.

8: Number of Beverly Hardcastle Stanford Fellowship recipients awarded since the program's inception. Mark Eaton, Ph.D., English professor and director of the Center for Research on Ethics and Values, received the 2014–15 award, which will allow him to work on two research projects: his book, *Suspending Disbelief: Religion in American Fiction Since 1950*, and a chapter titled "9/11 and Its Literary-Religious Aftermaths" that will be published in the *Routledge Companion to Religion and Literature*, edited by Mark Knight.

Free Methodist Center continued from page 7

strengthen and equip those called to serve God, the Church, and the world in the emerging generation continues. "CTL expands the practical mission of the Free Methodist Center and engages with the university as a whole to provide cross-disciplinary undergraduate internships and graduate fellowships, targeting placements in community development, local businesses and ministries, and the academy," said T. Scott Daniels, Ph.D., dean of the School of Theology.

Serving as interim director, Chris Adams, Ph.D., APU's associate campus pastor of community care, works with the FMSCC to engage the APU community in CTL's work. Kelly Soifer, director of recruiting and leadership development, guides the process of mentoring Christ-centered leaders. That journey starts with the identification and referral of qualified interns who demonstrate leadership skills. Upon graduation, former interns may choose to serve as CTL fellows, leaders in their disciplines who transform their area into

a mission field for the Gospel, spending at least nine months under the tutelage of a senior fellow. Once proven practitioners, they become senior fellows and reciprocate the mentoring they received by developing and training others.

Cory Louie '12, a 2011 intern, gained practical experience as he pursued God's call on his life. As a business and biblical studies major, he valued the structure of the internship and the flexibility to tailor it to his interests. "I participated in several administrative and management-oriented aspects of ministry, preached, and engaged in junior high and high school youth group activities," said Louie. "The internship gave me experience in management and administration, as well as shepherding, teaching, and relationships."

CTL's emphasis on training Christian leaders dovetails with APU's vision for developing disciples and scholars. The partnership, forged in 1965 when the Free Methodist Church shared in the growth of the university through the merger with Los Angeles Pacific College, strengthens the impact of both institutions.

20,000: The number of meals assembled and delivered by students involved with APU's Center for Student Action for programs in Haiti, Tanzania, Mexico, and Los Angeles. Prompted in chapel, students responded by raising nearly \$5,000 within a week to pay for the food.

47,000: The grant amount Joshua Rasmussen, Ph.D., assistant professor of philosophy, and his co-researcher, Jordan Wessling from the University of Notre Dame, received from the John Templeton Foundation to research the theological values of randomness. They join eight other top scientists, theologians, and philosophers as part of Calvin College's Randomness and Divine Providence project, a two-year study about how God might work providentially through indeterminate process.

1: The ranking Shotaro Matsumoto, senior piano performance major, earned in two categories of the California Association of Professional Music Teachers (CAPMT) regional competition on November 16, 2013: New Music and Honors Audition. On February 1, 2014, Matsumoto represented Southern California in a statewide competition and won first place in the Contemporary category as well as the Honors Audition, the highest level of the Music Teachers' Association of California (MTAC) competition.

Joint efforts include multiple new and ongoing events such as co-sponsoring leadership training seminars, APU Clergy Care Day, and local, national, and global mobilization efforts that involve a partnership between Foothill Church and APU's Center for Student Action, Mexico Outreach, and Center for Global Learning & Engagement programs. Through Explosion Juvenil, CTL reached 450 Latino students and parents from San Diego to Los Angeles last November, and February 21–22, 2014, 150 Free Methodist pastors and leaders attended a regional training seminar hosted at Foothill Church, with a reception at APU's School of Theology.

By uniting university resources and the Free Methodist constituency in a way that magnifies both institutions' goals to foster personal mentoring, vocational assistance, theological training, ministry opportunities, and intimate community, CTL and APU stand better equipped to prepare graduates for a lifetime of transformational Kingdom building. "The future of the Church depends on equipping leaders in every sphere of

influence," said Denny Wayman, FMSCC lead superintendent. "This multid denominational, multiethnic approach, strengthened by the affirmation of women in leadership, produces a synergy of ministry. It is only as the Church becomes holistic in its mission that we will be able to fulfill the great commission of our Lord."

Graduate Social Work Students Conduct Azusa City Needs Assessment

In fall 2012, 23 Azusa Pacific graduate social work students immersed themselves in the Azusa community, visiting schools, families, businesses, and government officials to collect data for a comprehensive needs assessment that culminated the following fall. Funded by the Canyon City Foundation's generous \$5,465 grant, APU social work faculty members Adria Navarro, Ph.D., LCSW, and Kimberly Setterlund, LCSW, spearheaded the project. Under their supervision, students applied the theoretical and practical skills learned in

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Graduate Social Work *continued from page 9*

Navarro's Advanced Community Practice course to gain a better understanding of the issues residents face and offer recommendations to address them.

Along with USC, APU stands as one of only two colleges in Southern California offering a macro concentration in social work. Azusa Pacific's community practice and partnerships concentration prepares students interested in leading government programs, nonprofit agencies, and policy and advocacy organizations. Projects like this give students hands-on experience in the field. "This needs assessment allowed our students to explore the complexities of community social problems firsthand," said Setterlund. "They delved into how the city functions, learning about the community's needs and practices, and connecting literature with skills."

Focusing on three Azusa target populations—children, families,

and older adults—students collected insights from key stakeholders through semistructured interviews and other empirical data, allowing them to identify trends and analyze the information. As they uncovered the city's challenges, the students also quickly recognized several strengths that serve as community capital, such as cultural, spiritual, physical, environmental, informational, political, and economic resources. Among the findings, the researchers identified 10 areas for improvement, including English proficiency, violence and bullying, housing, health care, and support for senior citizens. For each, the researchers provided a detailed analysis of the findings as well as recommendations for strategies and interventions to address the issues.

"APU enjoys an excellent relationship with the city of Azusa, and our students benefited from that connection," said

Navarro. "The mayor visited the students in class and opened the door for them to work closely with city officials. As they delved deeper into the community life, interviewing residents and leaders, they gained a valuable perspective on macro practice in social work."

"This project encompassed the definition of systems theory," said Wendy Escobar '13, student participant and former intern with the Azusa Human Relations Commission. "We applied our clinical skills while learning community work and experienced bureaucratic obstacles firsthand. This project taught me independence, self-reliance, interviewing skills, creative problem solving, networking, and how to engage people and establish trust as we worked together to strengthen the community."

The findings and recommendations have been distributed to the city council, mayor, and key stakeholders in the

community. Navarro and Setterlund also plan to share their findings at the Council on Social Work Education's annual program meeting as an experiential education model. Meanwhile, the project continues to add educational value for APU students as they explore the data more deeply. "This spring, students enrolled in Advanced Community Practice drilled down into the issues of bullying, homelessness, and older adult services, partnering with community service groups to address these needs," said Navarro.

"We are always looking for ways to connect with our neighbors in Azusa and give our students practical experiences," said Setterlund. "This project provided a great foundation for future collaborations that will potentially strengthen the city as well as the partnership between Azusa and APU."

Special Collections Celebrates 40th Anniversary

In March, APU Libraries' Special Collections celebrates 40 years of preserving the past and promoting academic study through more than 24,000 historical books, as well as manuscripts, documents, and other significant items of antiquity. "Special Collections represents a rich tapestry of history that we interweave with the scholarship of the present, making the voices of the past relevant for today," said Thomas F. Andrews, Ph.D., history professor and research historian for Special Collections. "Physically seeing and studying a historical book connects you to the past. We strive to be good stewards of preserving this legacy and making it available to future generations."

Established in 1974, Special Collections began with the acquisition of several rare collections from the history of the West from George Fullerton and the early foundations of the city of Azusa, originally belonging to two families important to Southern California history. In its first three years, Special Collections grew exponentially, acquiring and receiving from donors vast collections

representing both the history of California and the United States. The George Fullerton Collection includes approximately 6,450 Western American historical books, providing glimpses into the Lewis and Clark expedition, California Gold Rush, California missions, Native American life, railroads, the fur trade, and more.

Special Collections also features more than 450 Bible leaves and numerous biblical books, providing a comprehensive history of the Bible through artifacts. The collection includes a 1552 Tyndale New Testament, a 1611 King James Bible, medieval Bible leaves from the Latin Vulgate, a leaf from a 1455 Gutenberg Bible, and a leaf from a 1523 Luther Bible. In 2009, Special Collections acquired its most significant holding—five fragments of the Dead Sea Scrolls, recognized as one of the greatest archaeological discoveries to date. These manuscripts are dated between 100 BC and 50 AD and represent the oldest known recordings of the Hebrew Scriptures, testifying to the accuracy of the Bible.

The Magnus Collection, composed of 300 French and German books signed by their famous authors, also makes its home in Special Collections. It most notably features a copy of "Manuel D'Artillerie," written and signed by Napoleon-Louis Bonaparte III. Another collection includes signed writings and music by Langston Hughes, a leading figure of the Harlem Renaissance. In addition to books and manuscripts, Special Collections also holds paintings, prints, etchings, coins, autographs, United States presidential signatures, and other historical artifacts.

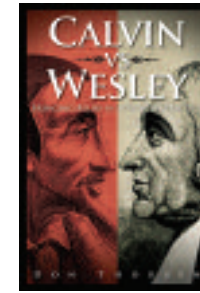
These collections signal an increase of APU's holdings compared to the level of other institutional collections. "Southern California offers a vibrant environment where scholars from around the globe can perform original research," said Andrews. "Those same scholars are now drawn to APU Libraries' Special Collections. Our holdings position Azusa Pacific alongside places like Stanford University, the University of Southern California, and the Huntington Library, among others,



committed to preserving the great human stories of the past."

On May 17, members of the university and community gather to celebrate the 40 years of achievements and the exciting future of Special Collections at an anniversary fundraising dinner featuring guest speaker David Zeidberg, Avery director of the Huntington Library. Attendees will have the opportunity to view rare books and other items from APU's collections, also learning about the work ahead. "We constantly push for the conservation and repair of these priceless artifacts," said Andrews. "Our 40th anniversary raises support and excitement about Special Collections, its value, and how others can join us in building this legacy."

Scholarship at Work



Calvin vs Wesley: Bringing Belief in Line with Practice (Abingdon Press, 2013) by *Don Thorsen, Ph.D., chair, Department of Theology and Ethics*

Calvinism so dominates modern-day theology that many Protestant Christians may not realize another perspective exists, one well represented by John Wesley. Followers of both theological traditions act on the desire to change the world through grace and hope. The result: many Christians claim to be Calvinists but live like Wesleyans. This book points to significant differences between Calvin and Wesley. Each wrote about major tenets of the Church—who God is, understanding His will, the place of Scripture, the atonement of Christ, the role of human responsibility, the work of God's grace, the relationship between the Church and world, and how these beliefs impact the practice of faith. But Calvin and Wesley approached faith differently, and this book shows how following their prescriptions will lead believers down divergent paths.



Shepard Fairey Inc.: Artist/Professional/Vandal (Cameron + Company, 2014) by *G. James Daichendt, Ed.D., professor and associate dean, School of Visual and Performing Arts*

Daichendt offers the first outsider treatment of Fairey's extraordinary domain. From clothing and advertising to the world of fine art, the reach of this street artist extends to all aspects of society. The target of critics and detractors, Fairey has challenged conventions, formulas, paradigms, and traditional borders in ways that make many uncomfortable and spur debate over the legitimacy of his artwork, the authenticity of his background, and the ethics of his design processes. Daichendt explores the many layers of the antimodern artist, revealing much about both the current state of the art world and Fairey's influence on it.



Children and Their Families: The Continuum of Nursing Care (3rd ed.) (Lippincott Williams & Wilkins, 2013) co-edited by *Vicky R. Bowden, DNSc, RN, vice provost for undergraduate programs, and Cindy Smith Greenberg, DNSc, RN, CPNP*

This book provides a unique interdisciplinary perspective that underscores the nurse's role in planning, coordinating, and working with all members of a pediatric health care team. It shows students how to make critical judgments and assessments to manage the care of children in a variety of community settings, including homes, schools, and medical centers. From infancy through adolescence, this text thoroughly covers the health promotion, surveillance, and maintenance needs of children. In this edition, threaded case studies follow a community of pediatric clients and continue throughout the chapter to show the interrelated dynamics of pediatric nursing care.



"Contemplating an Unknown Future" (Form and Figure Exhibition at Melissa Morgan Fine Art, Palm Desert, California, November 30, 2013) by *Bill Catling, MFA, professor and chair, Department of Art and Design Media: Ceramic, wood, and twine*

Along with seven other artists, Catling, known for capturing the spirit of the human condition in his figures, featured his work at Melissa Morgan Fine Art, a premier gallery in Southern California that specializes in international contemporary art with emphases on California movements. "Contemplating an Unknown Future" reveals Catling's long-time work with the human figure and its relationship to the Earth (dust to dust). The stains show the weathering effects of wind, rain, and sun on rocks over time, implying that humans find waiting and patience difficult in their fast-paced society. The ladder symbolizes the spiritual journey that comes from above and provides the way up to reach heights beyond one's ability. The artist intends for viewers contemplating this piece to hope for what is not seen and trust in that which cannot be imagined.



Clinical Pattern Recognition: Low Back (An application released in December 2013 for physical therapy students) developed by *Michael Wong, DPT, OCS, FAAOMPT, associate professor of physical therapy*

This app provides an educational tool for physical therapy students and clinicians by streamlining and disseminating the guidelines related to rehabilitation (in this case, low back pain guidelines) in a simple format that helps users make sense of the large volume of techniques and concepts taught in the classroom. The app helps homogenize and unify the approach to low back pain management throughout the world, with more than 3,000 downloads from 55 countries ranging from Sweden and Chile to Kenya and Singapore. Available for iPhone and iPad on iTunes.



After Crucifixion: The Promise of Theology (Wipf & Stock, 2013) by *Craig Keen, Ph.D., professor, Department of Theology and Philosophy*

Keen offers a poignant, personal, poetic introduction to the mystery of theology. He asks readers to consider humans as bodies transformed by the crucifixion and resurrection of the Son of God, the Galilean peasant Jesus Christ, who invites us to commune with God in prayer. Revealing deep truths found in the prophecies of Scripture, Keen addresses questions of migration, brain physiology, emotional trauma, time, love, and death to spark deep thought in humans, who are both spiritual thinkers and physical beings.

RESILIENCE:

Cambodian Orphans Live, Learn, and Thrive

BY ALEXANDER JUN

Sohka lived in a small, rural village in the Kingdom of Cambodia, the only son in a struggling family of subsistence farmers. They ate whatever they could catch—fish, snakes, crabs, frogs, grasshoppers, and crickets. When those were scarce, he recalls eating only pickled chili peppers. When Sohka was nine, his parents divorced, and he never saw his father again. He moved with his mother to Cambodia's capital city, Phnom Penh, where she married a man who later abused both of them. She sank into depression, turned to drinking, and drowned when Sohka was 12.



LIVE: *This study focused primarily on the power of story. Hearing and learning from reflections of lived experiences and life narratives form the hallmarks of qualitative research.*



LEARN: *These students displayed a remarkable capacity to learn. From an early age, they learned how to survive. They also demonstrated tremendous capacity to adjust to social, familial, and learning environments.*

Thriving requires remarkable determination in Cambodia, a country still recovering from the impact of the Khmer Rouge and the genocide that occurred in the mid-1970s. Then-Cambodian leader Pol Pot decimated much of the educational infrastructure, and arrested, tortured, and executed the educated and elite, killing an estimated 2 million people over a four-year period. Although Cambodia has made some political and economic progress, the years of suffering still affect impoverished Khmer families. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Cambodian educational system lags far behind its Southeast Asian counterparts with an adult literacy rate of just 37 percent and participation in higher education less than 2 percent. Exacerbating the problem, widespread governmental corruption facilitates the prevalence of human trafficking, especially sex trafficking of vulnerable minors. Today, many young people either live in fear and abuse or end up in one of many orphanages scattered throughout Cambodia. Yet, in the midst of these grim circumstances, many orphaned Khmer students find a way to succeed.

Unwanted by his abusive stepfather and unable to locate his biological father or any extended family in his hometown, Sohka found himself alone and wandering the streets of Phnom Penh. He eventually encountered a Christian orphanage for abandoned children and lived in a boys' home while attending a school for at-risk Khmer children. At first, Sohka struggled academically, taking remedial coursework. But he soon caught up to grade level and even gained admission to a four-year college in the United States.

In summer 2010, I moved to Cambodia with my wife and our three young children to embark on a research journey that spanned three years. The project emerged into a narrative life history study documenting the lives and experiences of a group of underprivileged youth in Cambodia. This ethnographic approach to getting to know these individuals involved prolonged field research, in-depth interviews, and participant observations. I lived among them and immersed myself in their community, seeking to understand how at-risk youth like Sohka could summon the strength to overcome seemingly insurmountable odds and circumstances, and to not only survive, but also thrive.

To find out how, I aligned my approach with Don Clifton, the founder of Clifton StrengthsFinder, who asked, "What would happen if we actually studied what is right with people?" I worked with a group of orphaned Khmer youth to understand the importance of educational access and student resilience, and the motivation to survive and thrive. Unsurprisingly, my findings confirmed what educators already know—that from an early age, these orphans developed what can only be described as grit, the essence of how their experiences shaped and characterized their lives and developed their resolve to thrive once better opportunities presented themselves. However, rather than allowing such experiences to define them, these individuals reframed them and built from their gritty realities a resolve of character, a rare sort of pluck.



THRIVE: *Beyond merely surviving, these students came to thrive emotionally, spiritually, and academically. They embraced every opportunity to learn. Determination and resilience fueled their pursuit of more knowledge and a higher education. They maintained healthy social relationships with one another and adults.*

A Nigerian writer, Chimamanda Adichie, once spoke about the dangers of telling a single story, like the single story of suffering and poverty so many correlate with Cambodia that fails to capture the full picture. Indeed, many of the orphans' early childhood experiences reveal harsh circumstances—poverty, abuse, grief, loss, and abandonment. However, I affirm Adichie's perspective and submit that for Khmer youth, that sole perspective only evokes pity for the Khmer people.

Through my findings, I established a framework for college access and student resilience for orphaned students in Cambodia. I hope these life stories will aid workers and educators working with disenfranchised youth, both in Southeast Asia and North America, and argue that educators must supplement the individual characteristics of resilient at-risk students by maintaining high expectations for academic success. Service providers should offer a range of continuous services to meet manifold physical, financial, and emotional needs of orphans. They ought to embrace and affirm students' aspirational goals for life while investing in the necessary academic and career advisement to achieve those goals and help them to reach their full potential.

Sohka enrolled in a small U.S. college with financial aid from the Christian organization that originally sponsored him, as well as institutional scholarships. He holds advanced standing as a junior, recently declared a major in communications, and is dating. He continues to stand as a young man full of resolve—grit mixed with gratitude for every opportunity he has. Upon graduation, he intends to return to Cambodia to serve the many needs in his country. I will forever be impacted by his story of resilience. It influences the way I teach my graduate students, the way I conduct research, and the way I now approach my own life's challenges. I pray that Sohka's story would spark an entire generation of disenfranchised youth in Cambodia to live, learn, and thrive.

Alexander Jun, Ph.D., is a professor of higher education and author of From Here to University: Access, Mobility, and Resilience among Urban Latino Youth (Routledge Press, 2001). ajun@apu.edu

The VITAMIN

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BY CATHERINE R. HEINLEIN

More than one-third of Americans take vitamin and mineral supplements daily. Despite the large sums of money consumers spend on dietary supplements, most know very little about these products. Typically self-prescribed, their use remains largely unregulated, underscoring the need for better consumer education.

WHAT IS A MULTIVITAMIN/MINERAL SUPPLEMENT?

A multivitamin/mineral supplement (MVM) combines vitamins and minerals and perhaps even other ingredients, according to the National Institutes of Health Office of Dietary Supplements (NIH-ODS). The Agency for Healthcare Research and Quality defines MVMs as “any supplement containing three or more vitamins and minerals but no herbs, hormones, or drugs, with each component at a dose less than the tolerable upper level determined by the Food and Nutrition Board.” According to the NIH-ODS, MVMs, considered dietary supplements, account for more than 40 percent of all sales of vitamin and mineral supplements and \$30 billion in the United States in 2011. Consumers should look for United States Pharmacopeia (USP) on the label to ensure that the supplement includes the declared ingredients with corresponding amounts, does not contain harmful levels of contaminants, will easily disintegrate and release into the body, and was made under safe and sanitary conditions.

WHO TAKES THEM?

The NIH-ODS estimates that approximately one in four young children takes MVMs. Use declines, however, among adolescents, then increases again as they age. Nearly 40 percent of people age 71 and older take MVMs.

Other factors also impact use. Women and those with higher education, higher income, a healthier diet and lifestyle, and a lower body weight tend to employ MVMs more often. People in the western United States take them more often than their eastern counterparts. Certain ethnic and racial groups are less likely to take MVMs (including African Americans, Hispanics, and Native Americans). Smokers are also less likely to do so (NIH-ODS, 2013).

CHILDREN

WOMEN

ELDERLY

PREVENTION

ENERGY

NUTRIENTS

WHY DO PEOPLE TAKE THEM?

Many take MVMs to achieve the recommended dietary allowance for a vitamin or mineral for their particular age group, especially if they feel they cannot meet these recommendations by food alone. Others believe MVMs may prevent a particular disease. However, it is hard to know if one nutrient (or a combination of several) offers any long-term benefit or protection against disease, especially if that individual is also eating a healthy diet and follows other healthy lifestyle choices.

It is possible for people to meet all their nutrient needs with food if they follow a well-balanced diet that includes the recommended number of servings from the food groups for their age, gender, activity level, height, and weight. Those recommendations serve as a guideline to provide energy and ensure nutrient needs are met but not exceeded. Consumption of one food group does not crowd out another. In fact, the majority of food choices is nutrient-dense rather than empty calories. Many fad diets flaunt this healthy approach and focus on eliminating certain nutrients while consuming high quantities of others. These diets, not based on sound science, may be harmful. A diet should not be something people go on and off; it should be considered a lifestyle that includes all nutrients in moderation.

Too often, however, many patients misunderstand the idea of moderation. Children exposed to large portions, convenience foods, fast food, and fruit drinks or soda as their typical beverage have no basic concept of what a healthy eating pattern looks like and need further education to correct for the poor example set at home.

WHO BENEFITS FROM MVMS?

Several groups may benefit from taking MVMs. Women of childbearing age who might become pregnant should get 400 micrograms (mcg) of folic acid each day. This can be achieved by eating foods fortified with folic acid or through a dietary supplement. Once pregnant, a woman’s need for folic acid increases to 600 mcg per day. Most prenatal vitamin/mineral supplements contain 800 mcg per dose. Folic acid, part of the vitamin B family, reduces the risk of neural tube defects in newborns. Pregnant women may also need an iron supplement. Iron helps carry oxygen in the blood, supports the enlarged blood volume expected during pregnancy, and provides for placental and fetal needs. Breastfed and partially breastfed infants should receive vitamin D supplements of 400 IU per day.

Postmenopausal women might also benefit from taking MVMs. After menopause, bone-mineral density drops significantly, and many health care providers recommend that these women supplement their diet with calcium and vitamin D to reduce fracture risk.

Men and women over age 50 who may not be able to meet their vitamin B12 needs should consider MVMs. Advanced age can decrease the ability to absorb this protein-bound nutrient. Pernicious anemia, a vitamin B12 deficiency caused by atrophic gastritis, or chronic stomach inflammation, can lead to irreversible neurological damage if left unchecked. The body must produce adequate hydrochloric acid in the stomach for the absorption of vitamin B12. Interestingly, gastritis, often brought on by infection from the chronic use of aspirin or other nonsteroidal anti-inflammatory medications, can contribute to reduced stomach acid production. Other individuals who should consider a vitamin B12 supplement include those who have had gastrectomy surgery, those who have undergone bariatric surgery for weight loss, and vegans.

SAFETY

The 1994 Dietary Supplement Health and Education Act (DSHEA) allows the Federal Drug Administration (FDA) to regulate dietary supplements similarly to food products rather than as drugs or food additives. Under DSHEA, dietary supplement manufacturers must provide safe and properly labeled products. However, the FDA bears the burden of demonstrating that a supplement is unsafe or mislabeled before it can restrict or ban a product. Dietary supplements are not subject to FDA premarket approval, which essentially makes consumers both the test market and the watchdog responsible for reporting any adverse effects to the FDA MedWatch. Consumers must also understand the potential for interactions between MVMs and certain drugs. For instance, vitamin K may interact with blood-thinning agents, such as Warfarin (Coumadin). Those with

hypothyroidism should avoid taking an iron, calcium, or magnesium supplement at the same time as their thyroid medication, as it may interfere with the drug’s effectiveness.

Finally, dosage matters. The Food and Nutrition Board and Institute of Medicine of the National Academies set a tolerable upper intake level (UL) to define the maximum daily amount of a nutrient that appears safe for most healthy people. Too much of any vitamin or mineral can result in an increased risk of adverse effects. Consumers reduce these risks and maximize the benefits of dietary supplements by educating themselves through reputable sources and communicating with their health care providers. Use caution when self-prescribing any supplement and beware of product websites that claim to prevent, treat, or cure a disease. The best medicine is common sense.

“Dietary supplements are not subject to FDA premarket approval, which essentially makes consumers both the test market and the watchdog . . .”

INTERACTIONS

DOSAGE

SELF-PRESCRIBING

REPUTABLE SOURCES FOR INFORMATION

Agency for Healthcare Research and Quality
ahrq.gov/health-care-information/
Search vitamin and mineral supplements.

ConsumerLab.com
consumerlab.com

For a \$33 annual membership fee, access this independent supplement testing and certifying organization to research test results for hundreds of products, as well as tips on buying and using products and price checks for smarter shopping.

MedWatch (FDA)
www.fda.gov/Safety/MedWatch

Office of Dietary Supplements at the National Institutes of Health
ods.od.nih.gov/factsheets/MVMS-HealthProfessional

PREGNANCY

AGING

RECOVERY

Catherine R. Heinlein '10, Ed.D., RN, PHN, RD, CDE, is a registered dietitian, registered nurse, and assistant professor in APU's School of Nursing. For more information about meeting your nutrient needs, email her at heinlein@apu.edu.

An Educational

Revolution

Working with children of migrant farmers as an elementary education major at Indiana University's laboratory school was part of my career preparation in 1976. As a former military dependent who attended five schools by eighth grade, I felt an immediate connection to these students, their transitory education, and the innate obstacles they faced. After experiencing a variety of U.S. school types (private, public, and Department of Defense), I imagined a standardized system for academic placement with a consistent curriculum that would eliminate duplicated courses, avoid curricular gaps, and address the challenges children across the country face.

Fast-forward nearly four decades and the microcosm of my field experience emerges as a more common reality given our mobile 21st-century lifestyle, a weak economy, home foreclosures, and increased job losses. All contribute to a spike in school transfers of American children. In 2010, the U.S. Government Accountability Office reported on the impact of geographic mobility on students' academic preparedness. Titled "Many Challenges Arise in Educating Students Who Change Schools Frequently," the report documented that 34 percent of U.S. eighth graders had attended at least two schools, and 13 percent four or more. Added to this, highly mobile students showed decreased scores in reading and math achievement and higher rates of school dropouts when compared with more traditional peers. These factors, coupled with disconnected curriculum during the transfer process, heighten mobile students' academic risk levels.

CASE FOR IMPROVEMENT

The United States, once a world leader in educational standards, has slipped significantly in international rankings. The 2009 Programme for International Student Assessment (PISA) ranked 15-year-old American students 14th in reading, 17th in science, and 25th in

by Anita Fitzgerald Henck

math out of 34 countries assessed. The PISA exam, along with several others with similar findings, measures students' ability to apply their learning to real-life situations, drawing upon their knowledge of math, reading, and science. These studies revealed a lack of advanced critical-thinking and problem-solving skills by U.S.-educated students as compared with international peers. Further, U.S. employers report difficulty in hiring graduates with adequate skills in communication, collaboration, technology, presentation, and reasoning.

The source of these problems may lie within the educational system itself. The lack of consistent curricular standards and uniform measurements of student performance across states results in a decentralized K-12 curriculum with the inability to adequately compare performance from state to state. Andreas Schleicher, former head of the Indicators and Analysis Division at the Organization for Economic Cooperation and Development, the French entity that developed the PISA system, noted in a 2010 *USA Today* article the broad variation among countries' school systems. "Some of the top systems are centralized, while others are very decentralized," he wrote. "There was also much variation in class sizes, with some of the best performers finding success in

putting quality teachers in larger classes. But in each case, teachers are subject to evaluations and have a high standing in society. Also, schools have a degree of autonomy in determining their curriculum—but are also held accountable."

The tension between autonomy and accountability ignites debate about the United States' K-12 systems of education. The lack of explicit mention of federal oversight of education in the U.S. Constitution allowed a decentralized system of schools to emerge through westward expansion. In the early years of U.S. history, the vast differences between agrarian communities, industrial towns, and ports-of-entry metropolitan centers meant that individualized community-based curricula proved practical, necessary, and appropriate. However, even then, reading, writing, and arithmetic remained the common baseline across all schools. Ironically, in the 21st century, in a world increasingly more interconnected by technology, schooling experiences across the nation have become more fragmented and disengaged.

EMERGENCE OF THE COMMON CORE STATE STANDARDS

Upon the expiration of the Elementary and Secondary Education Act of 1965, which included Title I funding (financial resources for low-income students) to public schools, and the conclusion of the No Child Left Behind Act of 2001, the National Governors Association and the Council of Chief State School Officers began working together to address these looming national education issues. With the goal of preparing high school graduates for the workforce and/or collegiate success, this bipartisan, state-based initiative addressed concerns about the lack of consistent standards and integrated educational delivery across the country. With 98,817 public and 33,366 private schools in the U.S. that operate within more than 14,000 districts, a state-led groundswell has emerged for intentional curricular connectivity.



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Titled the Common Core State Standards (CCSS), the initiative's articulated mission is

"TO PROVIDE A CONSISTENT, CLEAR UNDERSTANDING OF WHAT STUDENTS ARE EXPECTED TO LEARN, SO TEACHERS AND PARENTS KNOW WHAT THEY NEED TO DO TO HELP THEM. THE STANDARDS ARE DESIGNED TO BE ROBUST AND RELEVANT TO THE REAL WORLD, REFLECTING THE KNOWLEDGE AND SKILLS THAT OUR YOUNG PEOPLE NEED FOR SUCCESS IN COLLEGE AND CAREERS. WITH AMERICAN STUDENTS FULLY PREPARED FOR THE FUTURE, OUR COMMUNITIES WILL BE BEST POSITIONED TO COMPETE SUCCESSFULLY IN THE GLOBAL ECONOMY."

Titled the Common Core State Standards (CCSS), the initiative's articulated mission is "to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy." In short, it demands a reinvented curriculum that is less reliant on rote learning of subject matter and emphasizes depth of knowledge, integration across subject areas, and the ability to synthesize and correlate information from multiple sources or disciplines. Assignments will focus less on multiple-choice assessments and more on developing the skills needed for more comprehensive, open-ended questions. This paradigm shift requires not only curricular changes, but also a fresh approach to helping students learn.

PLANS FOR THE COMMON CORE ROLL OUT

Implementing such wide-reaching change calls for collaboration among many entities to ensure comprehensive consultation and accelerate program development. At the federal level, financial incentives encouraged states to adopt these standards. Meanwhile, private organizations, such as the Bill and Melinda Gates Foundation, among others, provided resources—human and financial capital—toward program development. Early in the process, 48 states, the District of Columbia, and two territories committed to the CCSS; since that time, 3 states have withdrawn.

Two consortia—Smarter Balanced and the Partnership for Assessment of Readiness for College and Careers (PARCC)—emerged with curricular and assessment materials for participant use. States appear evenly divided in choosing between the two, with strong support for the freedom of choice and checks and balances represented. With preliminary implementation slated for 2014–15, schools, districts, and states have embraced reorienting methods of operations, teaching, and assessment in preparation for the new performance-based assessment delivery of education.

POLITICAL AND SOCIAL CHALLENGES OF COMMON CORE

While bipartisan, state-led efforts generated the CCSS, supporters and detractors abound. CCSS is largely supported by state governors and educational leaders. Opponents comprise three key groups. The first expresses concern about large government intervention in locally run schools. This ideological impasse pits local rights against concerns about lack of calibration to employers and international educational standards, as we leave the educational impact of student mobility unaddressed. Second, some point to the lack of detailed plans for implementation. Those representing these views prefer to fix the existing systems rather than committing to large-scale change. The third resists the changes based on political ideologies, citing lack of trust in particular political figures and partnerships.

Despite these opposing voices, the need for systemic alignment, improved curricular focus, and performance-based assessment of this nation's education system remains imperative. Incremental change fails to address today's generation of students' needs

and threatens our nation's competitive capability in the future. Almost a century ago, philosopher and educational reformer, John Dewey, stated in his 1916 treatise, *Democracy and Education*, "Were all instructors to realize that the quality of mental process, not the production of correct answers, is the measure of educative growth, something hardly less than a revolution in teaching would be worked." The call to teach students how to think critically rather than merely memorize content calls for a revolution—a dramatic shift that will transform our schools, our students, and in turn, our nation.

IMPLICATIONS FOR HIGHER EDUCATION

The widespread national changes for K–12 curriculum carry significant implications for America's colleges and universities on at least two levels—aligning undergraduate curricula to Common Core-prepared high school graduates, and recalibrating educator preparation program curricula. Both involve new paradigms for university faculty.

Within APU's School of Education, the move toward improved assessment, collaborative assignments, cross-disciplinary teaching, and enriched content linked to specific pedagogies presents changes for teacher preparation faculty, teachers-in-training, and previously prepared K–12 teachers. All-day workshops introduced the CCSS to all full-time and adjunct faculty in January 2013, and a general overview of the Smarter Balanced curriculum provided materials to more than 100 faculty members, spurring planning and curricular adaptations. Faculty workshops held in spring 2014 revisited



implications and refined preparations ahead of the fall 2014 rollout in K–12 classrooms, and department chairs continue to work with district leaders discussing calibration of APU's teacher preparation program offerings with K–12 curricular changes.

In addition, APU's School of Education partnered with Azusa Unified School District in September 2013 to host the president of the California State Board of Education, Michael Kirst, Ph.D. He spoke to APU doctoral students, faculty, and local superintendents about the state's efforts to move to the CCSS, as well as the change in the funding formula for state allocations to districts. Two months later, the School of Education invited area district leaders to hear a presentation by Janelle Kubinec, director of the Comprehensive School Assistance Program of WestEd, a nonprofit public research and development agency that services the state of California. She provided the latest updates about the new California Local Control Funding Formula (LCFF) that she helped shape and implement, and answered questions from district personnel involved in LCFF implementation. Such dialogues keep APU teacher educators at the forefront of the historic changes facing the nation's school system. As the School of Education team continues to facilitate conversations between university, local district, and state leaders and provide resources for area educators, we emerge as a trusted advocate for children and heed the call to care for them deeply.

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The Modern Library: Learning in Community

by Roger White
illustration by Michael Musa '15

Surrounded by assorted computers, laptops, notebooks, tablets, and smartphones to multitask their way through an array of information streams and delivery channels, students congregate daily in the most dynamic learning spaces on campus—the libraries. Working independently, side by side with friends, or in collaborative groups, they process ideas, seek answers, and imagine. Students today recognize that learning happens in community, and they eagerly take advantage of the opportunity. Nearby, writing tutors and a technical support network offer specialized assistance, a coffee shop fortifies and comforts them, librarians bring their unique brand of expertise to those navigating the library's ever-expanding resources, and yes, real books still live on the shelves.

The digital age, however, prompts university library professionals across the country to reconsider the purposes of libraries and their role in the modern academy. Many colleges and universities respond by restructuring their libraries, while others opt for significant makeovers. Since many materials typically kept by libraries are now available electronically, and online searches increasingly mimic traditional reference desk services, some universities go to great lengths to transform the library to reclaim its position as the hub of information processing on campus. Some institutions have eliminated bound books to create innovative study areas. Others have blended physical space with art galleries, museum exhibits, and technology-free zones to promote alternative places for contemplation and reflection. In all instances, librarians have developed new skills and embedded themselves deeply into the curricular needs and classroom life of specific subject areas. Under the leadership of Paul Gray, Ed.D., dean and professor of University Libraries, APU's libraries stand uniquely positioned to take advantage of these opportunities and innovations. Gray's vision for the future of the library includes three major initiatives that reflect the best thinking in library science and address critical research and curricular needs of the modern academy.

The first initiative involves helping students understand the basics of dealing with information. The American Library Association defines information literacy as the ability to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Recently, the APU's Faculty Senate and the Western Association of Schools and Colleges (WASC), the university's accrediting agency, mandated that every undergraduate syllabus include information literacy learning outcomes. Though librarians have promoted these skills for years, the copious amount of information and technology formats now available and necessary sparks a renewed emphasis on how to find, appraise, and use information wisely. In an era when some advocate that educators be "guides on the side" rather than "sages on the stage," librarians go further by serving as "sages on the side," knowing that education entails learning how to learn and how to process scholarly information.

The second initiative involves supporting faculty members' scholarly pursuits by storing their professional work in a digital archive called an institutional repository. Comparable to combining a library with an academic publisher, this creates a virtual display case filled with APU faculty-generated scholarship. In addition to faculty materials, institutional repositories can host professional journals, student dissertations, administrative documents, and works such as videos, music, and images. Making these resources freely available to global researchers serves the broader learning community, displays a generosity of spirit, and advances the reputation of the university.

The third initiative promotes the advancement of Special Collections, an area of the library that seeks to re-enchant the research process by providing ancient manuscripts, historical artifacts, fine printings, and rare books. Not all primary source materials effectively translate to a digital format, and scholars often desire to experience the original texts. As APU Libraries' Special Collections celebrates its 40th anniversary this year, the university continues to acquire and preserve materials pertinent to the research interests of the faculty as well as the educational needs of neighboring communities to honor, protect, and celebrate shared heritage and stories.

Today, APU's libraries rise to the challenge and adapt to the needs of the modern academy in many ways. The online school librarian master's degree, as well as other degree programs under development, continues the tradition of the library science profession. Increased seating capacity in all three libraries promotes collaborative learning and extends services to more students. Also, remarkable exhibits supplement the libraries' resources by offering rare opportunities to view primary sources firsthand. These exhibits have featured Dead Sea Scroll fragments, African-American women authors, the writings of C.S. Lewis, and commemorations of the 400th anniversary of the King James Bible, the 75th anniversary of J.R.R. Tolkien's *The Hobbit*, and the 50th anniversary of Madeleine L'Engle's *A Wrinkle in Time*. This year the library celebrates the *Heritage Edition* of *The Saint John's Bible*, the first handwritten and illuminated Bible in more than 500 years.

The evolving APU Libraries invite seasoned and emerging researchers as well as visitors to join in creating an interdisciplinary learning community that honors the diverse scholars who preceded us, celebrates a research legacy that inspires us, and recovers primary sources that connect us with the past. All of this richness reflects a spirit of discovery, listening, reflection, and surprise as together we create a scholarly environment that adds to the ongoing research conversation made possible when redeemed imagination and hospitable community meet.

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MAJOR LEAGUE MARRIAGE

by Joe Reinsch

Soaked in orange Gatorade®, face covered with celebratory shaving cream, Stephen Vogt '07 (pronounced "vote") felt exhilarated after delivering the game-winning hit for the Oakland Athletics in Game 2 of the 2013 American League Division Series.



But he didn't feel complete. So he scanned the stands filled with 48,292 frantic fans, as he does after every game, until his eyes rested on the ones that matter most—his wife, Alyssa (Ferdaszewski '07), and two-year-old daughter, Payton. Giving them a wave and a smile, he headed into the clubhouse sure about his purpose and grounded in his perspective.

That small gesture is his way of acknowledging Alyssa's sacrifices that allow him to pursue his dream of playing professional baseball at the highest level. The life of a baseball family, although certainly adventurous, requires a level of sacrifice the Vogts know well. For six years, Stephen spent his summers on the East Coast climbing up the minor league ladder for the Tampa Bay Rays, who drafted him out of Azusa Pacific in 2007. He readily admits he could not have handled the ups and downs of the sport without encouragement and coaching from Alyssa, a basketball player and fellow student-athlete he met at APU.

Just three years prior to his spectacular playoff performance, Stephen almost gave up his dream when a rotator cuff injury ended his third pro season after just 10 games. Alyssa convinced him otherwise, and he came back from the injury with the best season of his young career. In 2011, the same year his daughter was born, the Rays named him their Minor League Player of the Year, and in 2012, he found himself on Tampa Bay's Major League Opening Day roster. However, he wasn't able to translate his minor league success into Major League production, going hitless in 25 MLB

at-bats in 2012. Tampa Bay demoted him on Easter Sunday, just before the start of the 2013 season.

"As I headed back home, I wondered how I would be able to provide for my family without baseball," said Stephen. But he did not have to wonder long. Less than a week later, the Oakland Athletics completed a trade for the 28-year-old rookie catcher, and Vogt made the most of his second chance.

In his first game with Oakland's Triple-A minor league team, he collected three hits. In fact, he kept his batting average above .400 more than a month into the season, and when Oakland needed a one-week injury replacement in late June, they decided to see what Vogt could do. In his third start, he got his long-awaited first big-league hit, a solo home run to right field that took care of another career first.

The A's won all four games he started in his brief call-up, and less than a month later, he returned to the big leagues for good. He kept hitting, and the A's kept winning, going 26-13 in games started by Vogt, who hit .252 with four home runs on the year. His performance earned him a role as the starting catcher for all five games of Oakland's playoff series with the eventual American League champion Detroit Tigers, and he seized his playoff opportunity in Game 2. With the bases loaded in the bottom of the ninth inning of a scoreless pitchers' duel, Vogt deposited a 1-1 pitch from Rick Porcello up the middle to deliver a walk-off victory that tied the playoff series.

Despite Stephen's newfound status as a baseball star, the Vogts know that such things are fleeting. "We thought when he made it to the big leagues our life would change in an instant, but we still change diapers and go without sleep like any other parents," said Alyssa. "What helps is the great support from our college coaches who model the priority of keeping family first." The Vogts rely on the friendships they developed at Azusa Pacific and continue to make annual visits to the campus to reconnect with the people who played a vital role in shaping their college experience, and to pass their experiences on to the next generation of Azusa Pacific students.

Stephen considers his wife's model of sacrifice as a game plan for himself when someday his playing career runs its course and he gets the honor of returning the favor. Alyssa looks at her husband's hard work and love of the game and knows that she would not change a moment of their journey to this place and time. "Stephen's career is my career, his life is my life, and our family is my career," said Alyssa. "There's no other job I'd want to do right now."

Together, they know that the future holds plenty of promise, with or without baseball.

Joe Reinsch '01 is the sports information director at Azusa Pacific University. jreinsch@apu.edu



Vogt is the first player from Azusa Pacific University to start in a Major League Baseball playoff game.

In 2013, he batted .252 with four home runs in 47 games for the Oakland Athletics.

In 296 at-bats for Triple-A Sacramento, Vogt batted .324 with 13 home runs, 21 doubles, and 58 runs batted in before being called up to the majors.

Vogt collected his first career MLB hit, a solo home run, in a 6-1 victory over St. Louis on June 28, 2013.

The A's were undefeated in Vogt's first eight games as their starting catcher, and went 26-13 for the season with Vogt in the starting lineup.

Vogt started at catcher in all five games of Oakland's playoff series against Detroit.

Cougars

SPORTS ROUNDUP

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Cougars Lead Commissioner's Cup Race

A strong fall season gives the Cougars an early lead in the PacWest Commissioner's Cup standings.

After claiming two Pacific West Conference titles along with three more top-five finishes in the fall, Azusa Pacific emerged as the early leader in the race for the PacWest Commissioner's Cup, which is based on the average finish of each school in all conference sports.

The Cougars won PacWest championships in women's cross country and women's soccer, making APU the only conference school to win multiple fall championships. Men's soccer tied for first place, but earned second-place points due to Fresno Pacific University claiming the championship tiebreaker for the conference title, while men's cross country posted a third-place finish, and volleyball claimed fifth place.



Winter Sports Update

Men's and women's basketball teams climb conference standings in second season of PacWest membership.

The men's and women's basketball teams established themselves as PacWest title contenders this year. Led by the PacWest's highest-scoring trio—Kelly Hardeman '16, Sindy Valles '15, and Allison Greene '15, who each rank among the PacWest top six in individual scoring—the women's team stood just a game out of first place heading into the final three weeks of the regular season.

The men's basketball team had two of the PacWest's biggest upsets this year in a span of just 11 days. First, they spoiled California Baptist University's perfect season while wearing orange "throwback" uniforms in front of the largest Felix Event Center crowd of the season (2,819). Then the Cougars finished off a three-game road trip in Hawaii with a double-overtime win at Chaminade University, becoming the only PacWest team to beat the top two teams in the conference standings.

Cougar women's swimming and diving recorded the program's best finish at the Pacific Collegiate Swim and Dive Conference (PCSC) championship, placing fourth after a week in which APU broke nine school records.

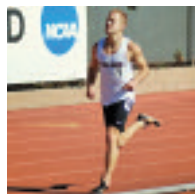
The Cougars' talented freshman class includes Rachel Allison, Brooke Miller, and Sydney Bello, each of whom set Cougar bests at the championship and earned all-conference honors. Highly decorated senior sprinter Tink Gibb closed her career at the championship, leaving APU with three individual records and swimming on four APU-record relay teams.



Azusa Pacific Hosts Expanded Acrobatics and Tumbling Championship

APU, one of the founding members of the National Collegiate Acrobatics and Tumbling Association (NCATA), will host the national championships in April, marking the first championship meet hosted by an NCAA Division II member.

The NCATA added five programs to its roster in 2014, bringing total NCATA membership to 10 NCAA schools for the current season.



Track and Field Indoor Championships Update

Men's track and field defends National Christian College Athletic Association indoor national championship.

Azusa Pacific posted a third-place men's and fifth-place women's finish at the National Christian College Athletic Association Indoor Track and Field Championships February 21–22 in Kankakee, Illinois. Tomek Czerwinski '15 won the men's heptathlon and was named Field Event Athlete of the Meet. Jake Hare '15 (men's 60m hurdles), Reika Kijima '16 (women's mile), and Santana Alford '15 (women's high jump) won individual championships, and the women's relay team (Kylie Betts '17, Jordan Chesley '14, Kijima, and Diandra Carstensen '14) won the distance medley.

Upcoming Athletics Events

ACROBATICS AND TUMBLING

April 7 | 6:30 p.m. | Cougars vs. Oregon | Felix Event Center
April 24–26 | NCATA National Championships | Felix Event Center

BASEBALL

March 24–25 | 5 p.m. | Cougars vs. University of California, San Diego | Cougar Baseball Complex
April 1 | 6:05 p.m. | Cougar exhibition game vs. Rancho Cucamonga Quakes | The Epicenter
May 1–2 at 3 p.m. | **May 5** at 12 p.m. (doubleheader) | Cougars vs. California Baptist University | Cougar Baseball Complex

SOFTBALL

March 29 | 12 p.m. (doubleheader) | Cougars vs. University of Hawaii, Hilo | Cougar Softball Field
April 21 | 4 p.m. (doubleheader) | Cougars vs. Brigham Young University-Hawaii | Cougar Softball Field

MEN'S AND WOMEN'S TENNIS

March 28 | 1:30 p.m. | Cougars vs. Fresno Pacific University | Munson and Bavoujian Tennis Complex

TRACK AND FIELD

April 16–17 | Combined Events Meet (Mt. SAC Relays and California Invitational) | Cougar Athletic Stadium
April 18 | 9 a.m. | Bryan Clay Invitational | Cougar Athletic Stadium

WOMEN'S WATER POLO

April 12 | 12 p.m. and 5:30 p.m. | Cougars vs. Loyola Marymount University and Chapman University | Citrus College Pool

Upcoming Alumni and Parent Events

April 7, 2014 | 7 p.m. | Seminar: "6 Reasons You'll Get the Job" | LAPC

Elisabeth Sanders-Park '92, national career expert and co-author of the *L.A. Times* Top 10 Career Book, *No One Is Unemployable*, and *The 6 Reasons You'll Get the Job*, explores the obstacles that can slow or stall a job search and offers practical tools and processes that lead to success. apualumni.com/6reasons

April 12, 2014 | 11:30 a.m.–9 p.m. | Graduate School of Theology 30th Anniversary

Come celebrate three decades of rich tradition and excellence in theological education as the School of Theology presents special exhibits, faculty book signings, alumni awards, and a gala dinner with APU President Jon R. Wallace, DBA; School of Theology dean T. Scott Daniels, Ph.D.; and keynote speaker Leonard Sweet, Ph.D. Visit apu.edu/theology/anniversary for more information and to register.

May 2–4, 2014 | 50-Year Reunion

Come celebrate the 50-Year Reunion for the class of 1964. For more information, email Jill MacLaren at jmaclaren@apu.edu.

June 20–27, 2014 | Mexico Outreach Summer I |

Team Barnabas Alumni | Ensenada, Mexico

Alumni of Team Barnabas—the "encouragement team"—reunite for a week of service in Mexico, supporting the effort by praying for and encouraging campers, visiting ministry sites, and assisting the camp staff. Families and children are welcome, but space is limited. Email khawkins@apu.edu for more information.

August 11–14, 2014 | Walkabout 40-Year Reunion | Coursegold, California

President Wallace invites all former Walkabout participants to join the 40-year anniversary of this life-changing event. The celebration includes a camping trip in Coursegold and a day hike with the president, culminating in the Agape Service with current students. apualumni.com/walkabout40reunion

January 16–19, 2015 | Alumni and Parent Cruise 2015 | Ensenada, Mexico

Imagine three days reconnecting with family and friends while you take in the beautiful sights, sounds, tastes, and culture of one of Mexico's most popular seaports on the Baja. On your daylong excursion in port, explore local marvels such as La Bufadora, the powerful sea geyser that amazes and entertains with its dramatic show. Or stroll along the pristine beaches and waterfront promenade as you shop for souvenirs in the duty-free boutiques along Avenida Primera. Save the date and register soon. The Princess Cruise prices start at just \$414 per person. apualumni.com/cruise2015

For the most up-to-date details on events:



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HOMEWORD | AZUSA PACIFIC UNIVERSITY

What Was My Kid Thinking? by Jim Burns

If you've never said it out loud, I'm sure you've at least thought it: *What was my kid thinking?* This common question typically arises in response to some puzzling or irresponsible adolescent action.

The teen brain is to blame. Honestly. If your teenager has at times made really poor choices, it is partially because the brain—specifically the dorsal lateral prefrontal cortex—won't fully develop until your child hits his or her mid-twenties, and this part of the brain plays critical roles in assessing risks, understanding consequences, and

making decisions. Physically, teens appear nearly grown. But a vital aspect of the teen brain functions more like a child's than an adult's. The prefrontal cortex is partly responsible for self-control, judgment, emotional regulation, organization, and event planning, and just like everything else about teenagers, their brains are works in progress.

Today, we understand through scientific research that by late adolescence the teen brain begins to rewire itself. It weeds out unneeded connections so that it can operate efficiently and maturely. Further, while aspects of the brain

responsible for seeking sensation go into overdrive, the prefrontal cortex lags behind in maturity. Talk about bad timing! This means that the teen brain appears to be wired for risk-taking.

Knowing all this can lead some parents to shelter their kids and pull back from allowing them to make decisions, fearing the potentially life-altering consequences of poor decisions. Believe me, I understand the impulse, as the teen brain reality isn't particularly comforting to parents. But here's a part of that science that helps me move beyond the fear: Kids must have opportunities to exercise their brains and make decisions so the prefrontal cortex learns to regulate judgment, exercise self-control, and

assess risk and consequences, so they can mature to adulthood.

When parents exert too much control, they are only putting off their teen's brain development. I vote for helping teens' brains mature now by encouraging age-appropriate decisions while you can still provide encouragement, coaching, and a measure of safety. Your teen is going to make some poor choices along the way, and you may still wonder, *What was my kid thinking?* At least now, you'll have some clues.

Azusa Pacific University's HomeWord Center for Youth and Family with Jim Burns '75, Ph.D., provides biblically based resources for parents and youth to help build healthy families. homeword.com



BACK TO THE HOMESTEAD

by Evelyn Allen

Before five o'clock in the morning, an alarm signals the start of the day for Craig '08 and Jen (Wagner '09) Thompson. Before the sun crests over the peaks that lie to the east of Scott Valley, a long day of work stands between the Thompsons and the eventual sunset beyond the westerly Marble Mountain Wilderness in far Northern California. The Thompsons must feed more than 1,000 animals before they touch their own breakfast at the Rockside Ranch and co-op they run in the tiny city of Etna along State Route 3, where they tend 50 acres of pasture and 50 more of woodlands.

Although many imagine the simplicity of a rural lifestyle, anyone in the agriculture industry would laugh at that notion. In reality, the vocation requires a tightrope-taut balance of meticulous planning and endless flexibility. Several Azusa Pacific alumni tend small farms and testify that the days are packed with truly laborious work, bookended by prayer for provision of a literal harvest. “Once you get your hands in the soil and watch something you put into the ground grow and flourish, you’re going to do it for the rest of your life,” said Keith Saarloos (attended '94–'98) of his family-run vineyard and winery, Saarloos and Sons, in Los Olivos, California. “Some people pray for bread to eat, but the farmer gets out there, plants the wheat, and thanks God when it rains. It’s an honor to work this hard.”

Running a business dependent on the ground requires a combination of careful planning and tenacity, said Andrew Moeller '10, who farms almonds and grapes on family land in California’s Central Valley alongside his father and brother. “Each and every year, we trust God that a sufficient crop will keep us going for the following year,” he said. The family plans for seasonal tasks on Moeller Farms: preparing fields, planting trees, fertilizing soil, and applying water, all in anticipation of a late-summer harvest. Each day brings something new—and sometimes unexpected. “If the tractor breaks down, or you notice a fallen tree to clean up, you get out there and do it,” said Moeller. And that’s when he’s not tending to his part-time accounting business. Moeller studied accounting at APU, an education that prepared him to serve not only the family farm, but also clients with multifaceted financial needs in his region’s agriculture sector.

The modern world demands this duality from smaller-scale producers and growers. Most strive to uphold



traditions passed down through generations, but they must also adapt to fresh possibilities. “The farmer’s traditional way of life has become harder to maintain in our economy,” said Dean Doerksen '76, a tree-nut broker for Central Ag Products, which facilitates the exchange of some 60 million pounds of almonds each year from growers to packers. “But technology does make the world smaller and provides farmers with new tools.” He points to GPS-guided planting and precise weather prediction and temperature monitoring. These widely available advancements—accessible from the field on mobile devices—allow farmers to maximize efficiency and safeguard sensitive crops.

The farmer can also harness technology to create demand for a specialized product. “There is a movement happening very quietly at the intersection of technology and small-scale agriculture,” said Saarloos. “A mom-and-pop operation can harvest

honey, bottle it with a nice label, and then market and sell it all over the country thanks to the Internet. The pendulum is swinging back toward the homestead, because a small farm creating something exceptional can now reach anyone through an online storefront.”

The Thompsons see themselves as part of this subtle generational shift. “Craig and I felt something missing in today’s world,” said Jen. “Like many people, we were looking for meaning in life and something we could deeply commit to.” The homegrown products Rockside Ranch sells locally and online provide financial support for a ministry they set out to nurture after they married in 2010. Their ministry serves at-risk young men coming out of California’s correctional system who apply to live and work for a full year at the ranch. The men gain trade experience and skills as part of a Christ-centered community that aims to set them up for personal and spiritual success once

they leave—the true heart and purpose of the ranch.

Those human connections represent the core of farming. As present-day farmers walk the line between leading a traditional lifestyle and bringing innovation to their calling, the common thread that weaves throughout generations remains the relationship between the farmer and the consumer, and the farmer and the earth. The hands that lovingly labor to work the land not only feed people in the most literal sense, but they also create thriving enterprises that fuel industry and redemptive ministries. And like the seeds planted in good soil, they yield a hundred times what was sown.

Evelyn Allen is a writer and editor in the Office of University Relations. e.allen@apu.edu

1980s

RICK GIVENS '83, M.A. '03, has served as a chaplain in the United States Air Force Reserves for 24 years, currently as the wing chaplain at March Air Reserve Base, California. He was just promoted to the rank of colonel.

1990s

ROBERT MING '92 serves as managing director at Jefferies, an international brokerage and investment banking firm. He is also a city council member and two-time mayor of Laguna Niguel. He and his wife, **SUSAN (WILLIAMS '92)**, have four children: Jonathan, 18; Katie, 15; Wesley, 4; and Grant, 3. The family attends Coast Hills Community Church in Aliso Viejo. Robert is a candidate for the 5th District Orange County Supervisor.

1 KATHY (VISELLI '96) CHILDS and **RYAN '97** have five beautiful children: Kylie, 17; Aaron, 14; Emma, 10; Lexie, 6; and Faith, 2. Ryan is the horticulture specialist at the Disneyland Resort. Kathy is a worship leader at Ontario Church of the Nazarene and a music teacher at Alta Loma Christian School. Kathy also directs a children's music camp in the summer. They reside in Ontario, California.

2 CHRIS FORE '99 wrote *Building Championship Caliber Football Programs* (Coaches Choice, 2014) based on his research of the 2011 high school football state champions nationwide. It includes profiles on 108 schools from 42 states. He married **CHRISTINE HAMILTON '03** in 2004, and they have three children: Nate, 7; Taylor, 5; and Josiah, 2.

2000s

BRENT DRUMMOND '00, past president of the APU men's volleyball club team, used his experience with the sport to launch a website, volleyballshoeshq.com, that helps players choose the right pair of volleyball shoes. Brent and his wife, **LAURA (BEARDSLEY '99)**, have three children: Addison, 8; Carson, 6; and Cade, 3. The family lives in Murrieta, California. bdrummond@hotmail.com

BENJAMIN GRAHL '00, M.M. '08, recently published his first novel, *27 Nights* (CreateSpace Independent Publishing Platform, 2013), a collection of 27 bedtime stories designed to inspire children to right action and belief in themselves. The book is available digitally and in print on amazon.com. Ben works in APU's Office of University Relations as a Web developer. bgrahl@hotmail.com

ESTHER TAN '00 serves as chief of hematology/oncology at Dwight D. Eisenhower Army Medical Center. She is triple board certified in internal medicine, hematology, and medical oncology, an active-duty major in the U.S. Army Medical Corps, and served a nine-month deployment to Afghanistan in 2013. esthertanmd@gmail.com

MELISSA (MELLOTT, M.ED. '04) BROUGHTON wrote *The Little College Handbook: A First Generation's Guide to Getting In and Staying In* (Advocacy Press, 2005), a lighthearted book filled with funny, personal stories of her experiences as a first-generation college student. Topics include college applications, essay writing, visiting campuses, how to apply for financial aid and scholarships, starting at a community college, working in college, extracurricular

continued on page 33



BY CAITLIN GIPSON

Duke, Ph.D., set him up for a summer in Israel studying biblical Hebrew in Jerusalem. That immersion experience, along with his recognized skills as a budding scholar, later helped him win a scholarship to travel to the University of Oxford to work with biblical scholars and conduct groundbreaking research on ancient texts. "I'll never forget the excitement and anticipation as we peeled apart a mummy mask, searching for biblical fragments and straining to see if we could make out a letter here or a word there."

Russell says the common thread through these opportunities is the overriding belief that God was, and still is, preparing him for something. "I learned to trust God during my season at APU. He only reveals it bit by bit, but I know that each of these experiences represents another valuable piece of the puzzle that God will someday reveal."

Graduation took him back to Tanzania and Wild Hope International, the organization his parents started in 2005 in Kenya that still aims to empower native Africans for economic and spiritual recovery. "Wild Hope is about to move onto a 26-acre property to open a conference center, training ground, and retreat for African pastors. I had to go back to Tanzania to help that dream materialize. I don't know what is after that, but God does!"

He may end up making a difference in the elite academy of America or on the veldts of Africa, as a photographer or a missionary—or perhaps, all of the above. Only God knows.

Caitlin Gipson '01 is a freelance writer, marketing consultant, and search engine optimizer in Reedley, California. apucaitlin@gmail.com



GOD CALLS SOME TO BE SCHOLARS AND ARTISTS, OTHERS MISSIONARIES AND NATURALISTS. AND ON OCCASION, HE CALLS SOMEONE LIKE SKYLER RUSSELL '13 TO BECOME ALL FOUR.

During his years at APU, God opened the door to multiple transformative academic and life experiences that took Russell from downtown Los Angeles to a salmon fishing boat in Alaska, from California's High Sierras to the hallowed halls of Oxford. The Lord then led him across the globe to his current missionary endeavor in Tanzania. "God is faithful," said Russell. "When I follow His path, I find myself in amazing places doing amazing things."

Russell's international focus has roots in his childhood on the mission field. He spent his formative years in a Kenyan village among the Maasai people, lion hunters best known for their high-jumping dances. "We ministered through relationships, and my parents spent much of their time training a group of leaders, believing that Africa will ultimately be changed by Africans."

With this as his foundation, Russell began his traditional education as a biblical studies major and global studies minor at Azusa Pacific, and with a sincere

openness to nontraditional learning opportunities. He worked as a photographer for APU's Office of University Relations, and then enrolled in the High Sierra Semester during his sophomore year. "At High Sierra, my love for adventure and appreciation for beauty was given free reign. It taught me about the value of community."

The next summer, Russell worked on a fishing boat in Alaska. "My parents instilled in me a strong work ethic, but fishing in Alaska really put that to the test. For 120 days, I worked from 8 a.m. to 10 p.m., developing the ability to push through tough situations and discovering a deep satisfaction in hard work." The following semester, he lived and ministered in the inner city as a part of APU's Los Angeles Term. "I was out of my element in Los Angeles and challenged both emotionally and spiritually. It sparked in me a tenacity to hold onto hope and cling to the promises of God."

Before his senior year, his High Sierra biblical studies professor, Robert

COUGAR INTERVIEW—DAVE CANALES '02



Former Azusa Pacific wide receiver Dave Canales '02, assistant quarterbacks and offensive quality control coach for the Seattle Seahawks, became the first Cougar to participate in a Super Bowl when Seattle defeated the Denver Broncos in Super Bowl XLVIII at MetLife Stadium in East Rutherford, New Jersey. Canales played four seasons at APU and posted career totals of 27 catches for 293 yards and one touchdown. Now in his fourth season with Seattle, he and his wife, **ELIZABETH (HENDERSON '05)**, whom he met in a Bible study at APU, live with their two children, Ashby and Benjamin.

APU LIFE: How did you become an NFL coach?

CANALES: During the three years I coached at El Camino College, I established a relationship with Steve Sarkisian at the University of Southern California and worked their summer football camps. In 2009, they offered me a video assistant position. After that season, Pete Carroll took the Seahawks job and invited me to join him in Seattle.

APU LIFE: Describe your typical day.

CANALES: Along with two other assistants, we set up practices, make the pass and run drawings, evaluate the practice cards for our scout team, review plays, watch film of the opponent, and talk about issues that require attention. During practice, we help keep things moving and motivate the team. On game days, I chart our offensive play calls and break down special situations.

APU LIFE: How does coaching at this level differ from college?

CANALES: My very first NFL training camp, I went to practice missing several practice cards. We didn't have enough to finish a period, so practice

stopped because of me. That was really embarrassing and the pivotal point when I realized the magnitude of the Seahawks machine. If one cog is out of place, the whole machine stops. In high school or college, we could just skip something and move on to the next thing, but in the NFL, every single play is important. It made me realize how much detail and energy goes into each day at this level.

APU LIFE: What lessons did you learn at Azusa Pacific that you apply to your coaching career?

CANALES: I learned to treat people with respect, and that meant everybody in the building. That was an expectation at APU. In addition to the tough side of the team, there was also a gentle side, and I've carried that through my coaching career. I want my players to be tough and hate losing, but I also want them to be considerate and courteous. Coach Peter Shinnick created an awesome team and an amazing environment of love, support, and respect. I'll never forget what he shared with us after we had flown back from a game. One of the flight attendants wrote him a letter, saying we were the most courteous, thoughtful, and kind sports group she had encountered

in 30 years of flying, and Coach Shinnick got emotional about it. Those types of things stuck with me, and that's the reason I coach. Those are the poignant moments of my career, knowing the impact my head coach made on me, and he affected the way we treated others.

I learned how to put God first for my family, my career, and my professional development. It might not be popular to stand for the things we believe in, but it's the one thing that has shaped and molded my life. That's the lasting mark that I got from Azusa Pacific, that you can achieve excellence in all you do while serving the Lord.

APU LIFE: What's next for your career?

CANALES: In the next four years, I hope I have an opportunity to become a position coach. It would be exciting to have a position of my own, to coach quarterbacks or wide receivers in the NFL, and contribute in that way.



PHOTO COURTESY OF TIM BROACH '81

Training TRAINERS

by Cyndie Hoff

Azusa Pacific trains trainers. It's an irrefutable part of the university's makeup. From the boardroom to the classroom, from science labs to mission fields, APU students lead and serve with the common goal of passing the torch to the next generation. More than

115 years ago, when the founders named APU's predecessor the Training School for Christian Workers, they envisioned a place that would cultivate a culture of diverse workers equipped and willing to go out into the world, into the jungles, the deserts, the slums, and train others to minister to their own people. They envisioned students like Tim Broach '81 dedicating their lives to spreading the Gospel by empowering others to do the same. Some call it support, others call it partnership—in Cuba, they call it Apoyo.

Regardless of the moniker, the translation resonates with all who heed God's call to build His Kingdom. For Broach, it means spending his life mentoring and developing church leaders who can in turn grow their own disciples. As country director for Apoyo Cuba, part of Reach Beyond (formerly HCJB Global), Broach equips Cuban church leaders to multiply their ministries. "Apoyo Cuba is not a group of Americans, rather a national movement of Cuban facilitators undergirding the growing passion that already exists on the island. In fact, I am the only foreign evangelical missionary living in Eastern Cuba," said Broach, who serves alongside his Cuban wife, Onilda, and their two children.

Multiplying ministries in a communist country like Cuba comes with myriad challenges, but the Spirit moves there in profound ways. "After the 1990s and the fall of the Soviet Union, Cubans experienced an amazing openness and desire to grow their churches," said Broach. "Though they had few buildings, limited literature, and no mass media, they have multiplied at an incredible rate because of the faith of the believers—especially the youth." To nurture this burgeoning population of Christians, Apoyo Cuba focuses on four areas of ministry: family, counseling, Christian education, and leadership. "We train facilitators and provide resources, but the nationals take that and make it their own. We are all Kingdom builders together, and I simply come alongside and help them grow what God has started."

Apoyo's counseling program represents a rare opportunity for Cubans seeking counseling from a Christian perspective. The six-module course equips lay leaders to invest in their own spiritual journey while training to help others navigate life's

challenging issues. To date, 300 people have graduated, representing 45 churches and 9 provinces. In fall 2013, the program opened in eight new locations. One graduating couple, Celio and Mirliudis, applied what they learned in their own church and later were appointed the family pastors of their entire denomination.

Similar stories illustrate the success of each Apoyo area of focus. Family ministry programs, including marriage



"We train facilitators and provide resources, but the nationals take that and make it their own. We are all Kingdom builders together, and I simply come alongside and help them grow what God has started."

enrichment courses and premarital counseling, now impact nine denominations in five regions. "Enseña con VIDA," the Christian education emphasis, has prepared 10 teams of facilitators in 7 regions to equip others for Bible teaching, and a new group of 40 trainers began last January. An M.A. in Leadership equipped Cuban leaders who implement curriculum for the development of leaders in a diversity of ministries. New spiritual leadership training modules launched in five regions in January 2014.

Amidst all the training and ministering, Apoyo also works tirelessly to aid families devastated by Hurricane Sandy in October 2012. Through partnerships with Cuban pastors and other ministries, they have helped many families replace roofs on their homes and provided much-needed resources as they continue to heal from the loss and repair the damage.

As these ministries grow, Broach sees his dream coming true. "God has blessed me with an amazing opportunity to have a voice where others don't," he said. "Onilda's citizenship and connections to her denomination opened doors for us at the beginning, but now Apoyo Cuba has expanded exponentially. With all our directors and team members being nationals, it is definitely a Cuban movement. I simply have the joyful privilege to minister side by side with them in this unique context. In 10 years, I would like to see regional resource centers equipping those who multiply ministries, and all the major denominations with facilitators in Apoyo's four areas fully prepared to train their own leaders who will raise up generations of Christian Cubans."

For more information about the Broaches in Cuba, visit reachbeyond.org or email Tim Broach at broachcuba@yahoo.es.

Cyndie Hoff is a freelance writer and editor living in Walnut, California. ceh.hoff@verizon.net



PHOTO COURTESY OF KIERSTI PLOG '09

A Novel Calling

Writing isn't her job—it's her calling. Drawn to the craft since high school, Kiersti Plog '09 attended APU to study English with an emphasis in writing in hopes of someday penning a book. But not any time soon. Books, she believed, should be reserved for well-established authors further down the writing journey. So Plog settled into a discipline of writing magazine articles and short stories, deferring her dream until what she considered a more appropriate time.

But true callings are not orchestrated by human hands or human time schedules. Plog not only had a novel in her, but an award-winning one at that. The American Christian Fiction Writers (ACFW) named Plog's *Beneath a Turquoise Sky* its 2013 winner in the Genesis Contest, Historical category. The Genesis Contest honors unpublished Christian fiction writers in a number of genres, and offers the opportunity for unbiased feedback on writers' work by published authors and experienced judges. Christian publishing house editors and literary agents then read the works of the category finalists, and many winners become published after receiving the award.

Answering the Call

Zahira (Rivera '99) Orioli, PNP '05, FNP '12, focuses on one simple goal: keeping kids healthy so they can go to school. As a school nurse in the Chino Valley Unified School District (CVUSD), Orioli discovered that many underserved and uninsured children with significant health problems missed school and performed poorly in the classroom. Determined to stand in the gap for these kids, she applied for and received grants in 2007 to fund the CVUSD Health Center, a comprehensive, free health care clinic for all of the district's students as well as adolescents under 21 in the community at large.

Orioli's compassion, creativity, and skills fuel the initiative. Positioned as a hub for health and wellness, the center serves up to 200 patients each month, and to date, approximately 4,000. Studies show that school-based health centers have a positive impact on absences, dropout rates, disciplinary problems, and academic outcomes, according to the California School Health Centers Association.

As the onsite nurse practitioner, Orioli performs general health examinations, acute care, and referrals for outside services, manages the district's vaccination programs, and reapplies annually for the grants that fully fund the facility. As part of Orioli's holistic approach, her staff assists uninsured patients with enrollment in Medi-Cal and Covered California. She also hosts free health clinics to create awareness and advertise the center's services. Not surprisingly, these admirable efforts earned Orioli the district's 2013 Nurse of the Year Award—an accolade that honors not only her accomplishments, but also her journey.

Orioli first felt a calling to nursing as a teen mom on the receiving end of care. While in the hospital recovering from the birth of her daughter at age 17, Orioli struggled with her youth and the judgment of others. Her attending nurse not only cared for her physically, but also mentally, emotionally, and spiritually. That kindness and attentiveness impacted the course of her life. Within months, Orioli began researching nursing programs, and after completing some courses at a community college, she transferred to APU's School of Nursing.

Beneath a Turquoise Sky began as a screenplay for Plog's Creative Writing: Drama and Film class, taught by APU's David Esselstrom, Ph.D., professor and chair of the Department of English. "Kiersti is a gifted writer who brings to the page an honest voice that persuades through gentleness," said Esselstrom, who encouraged Plog to turn the screenplay into a novel. "Her voice is neither silenced nor repulsed by truth's tough skin and daunting barbs."

The book tells the story of a young woman going West to teach at a Navajo mission boarding school in 1911, and stems from Plog's experience living near a Navajo reservation in her youth. "I entered the Genesis Contest because it has become known as a wonderful place for unpublished novelists to get feedback from professionals and exposure to the Christian publishing world," said Plog. "The proposal for my novel is under review with more than one publisher right now, so we'll see what God does!"

In the meantime, Plog's day job keeps her busy—she's a writing consultant at Pasadena City College—while she works on a sequel, as well as another novel that combines a contemporary story with the historical thread of a World War II Navajo code talker. "I do feel writing is something God has called me to do," said Plog. "He works in my life through the stories He gives me to write, opening my eyes both to history and hurts I hadn't known about, and showing me the greatness of His redemption and love. I hope He can use my stories to touch other people's hearts, too."

Follow Plog's writing at kierstiplog.com.

Today, she attends to the spiritual well-being of her patients along with caring for their physical and psychological needs, paying forward the holistic approach she received as a new mother. The clinical setting also offers ideal opportunities to share Christ's love with her patients and their families. When parents hit rock bottom, Orioli prays with them, offers words of encouragement, and discusses support systems, including church. "You can't take care of one part of the person without taking care of the whole."

As devoted to her profession as to her patients, Orioli returned to APU for her advanced study, earning a Master of Science in Nursing, as well as a clear credential for school health and a Pediatric Nurse Practitioner Certificate. A few years later, she went back again for her Family Nurse Practitioner Certificate. Now, Orioli teaches Health Assessment at APU and serves as a clinical instructor for the Pediatric Nurse Practitioner program. She also plans to pursue her Doctor of Nursing Practice at APU.

"It was a natural decision to go back to APU for my graduate work. It felt like home to me," said Orioli, who explains to her students that nursing is a calling.

Orioli's calling reflects a clear desire to delve deeper into the psychological, social, and spiritual needs of her patients, and the CVUSD Health Center mirrors that intention. Holistic care distinguishes the center's approach, equally valuing quality of life, patient dignity, and physical care.



PHOTO COURTESY OF ZAHIRA (RIVERA '99) ORIOLI



Every effort is made to publish all photos submitted to APU Life. We apologize if your photo was not published.

Class Notes continued from page 28

activities, pep talk to parents, and a list of organizations that give scholarships to first-generation college students. She worked with various colleges to distribute the book throughout the U.S.

3 JACQUELINE (BACHLER '05) ROJAS works as an athletic trainer at HealthCare Partners Medical Group, and her husband, **SERGIO '08**, serves as a minor league strength and conditioning coach for the Los Angeles Angels. They have two daughters: Paisley Rose, 3, and Reagan Lily, 1.

4 DAVE MILBRANDT '06 published his debut novel *Chasing Deception* (CreateSpace Independent Publishing Platform, 2013), about investigative reporter Jim Mitchell and his colleague, Melissa Jenkins, as they examine a small church and its charismatic pastor, Jeremiah Harmon. They soon learn Harmon is a con man using the church as a cover for a moneymaking scheme that may have fatal consequences. The book includes romance and buried pain. Dave teaches high school and college classes in the Los Angeles area.

2010s

NICK SOCHA '12 formed a financial planning practice with Northwestern Mutual Irvine. He works with professionals, families, and businesses to help them reach their financial goals. He helps people interested in securing their retirement, protecting and building their assets or business, obtaining a second opinion regarding their current plan, or those just beginning their financial journey. socha.nick@gmail.com

ERIKA LINDWALL '13 wrote *The Moose and the Goose* (Simple Faith Books, 2013), a children's book that began as a final project for her children's literature class as an undergraduate student at Azusa Pacific University.

Her professor's encouragement fueled her efforts to get it published. She is working on another children's book that focuses on the lesson of the English adage "finders, keepers."

JUST MARRIED

SARAH PATTON '93 to Darren Cannon on Saturday, August 24, 2013, in Enumclaw, Washington. sarahroshon@aol.com

5 KIMBERLY SUE HUNSINGER '03 to Jeff Green on October 12, 2013, at Glen Baptist Church in Watkins Glen, New York. Kimberly works at Geisinger Janet Weis Children's Hospital, and Jeff at Geisinger Medical Center. The couple lives in Danville, Pennsylvania.

6 ERIK ANDERSON '07 to Cathleen Kimble on March 3, 2013, at the Naperville Church of Christ. They live in Illinois and both teach.

7 ANDI SHERMAN '10 to **RONALD CHOW '10** on June 22, 2013, at Rancho Santa Ana Botanic Garden in Claremont, California. Members of the wedding party included **NICOLE (TURNER '10) HAMMER, COURTNEY (MILBURN '08) GRUSS, MATHIAS WEBER '08, MATTHIJS BOLSIUS '10, and JOCHEM HOEFNAGELS '12.**

Ron serves as APU's assistant tennis coach, and Andi teaches math at Gladstone High School in Azusa.

8 ALLISON FAULK '13 to **JEFFREY KARLIK '13** on November 8, 2013, in Colorado Springs. Members of the wedding party included **NATHAN GIBSON '06, WILLIAM "BJ" KARLIK '05, JOE KARLIK '11, MARISSA HILMES '13, DANYEL MISHA GOETZ '13, and RACHEL BURNETT '13.** Jeff and Alli met at APU during freshman orientation in 2009. They live in Glendora, and are both enrolled in APU's Doctor of Physical Therapy program.

FUTURE ALUMNI

9 To **JULIE (MOONEYHAM '91, M.ED. '97) DELGADO** and her husband, Manuel, a daughter, Lila Armonia, on October 22, 2013. Lila joins big sister, Ava, 4. The family lives in Nashville, where Manuel owns Delgado Guitars (delgadoguitars.com), and Julie writes songs.

10 To **NATHAN CONKLIN '97** and his wife, Sharon, a son, Emeth Edwin, on October 17, 2013.

11 To **DONALD "ANTHONY" VILLELLA '02** and his wife, Ali, a daughter, Montana Jade, on October 3, 2013. Anthony teaches junior high PE and Bible, and Ali teaches art at Berean Christian High School in Walnut Creek, California. The family lives in Danville.

12 To **MICHAEL (SHANE) BANGLE '05** and his wife, **MEGAN (SMITH '06)**, a daughter, Kennedy Grace, on June 5, 2013. Kennedy joins big brother, Shane Conrad, 2.

13 To **SCOTT LEE '11** and his wife, Lana, a daughter, Paige Harper, on November 9, 2013. Paige joins big sister, Summer, 4. The family lives in San Diego.

IN MEMORY

14 MALCOLM R. ROBERTSON '44, PH.D., went to be with the Lord on December 30, 2013. After serving in the U.S. Army, Malcolm attended and graduated from Pacific Bible College (PBC) in 1944 and was known by his classmates as the campus prankster. His sense of humor and determination became valuable assets as he answered the call of God and that of Cornelius P. Haggard, Th.D., to join the PBC administration in 1948. Malcolm's legacy of Christian service includes 43 years as an APU administrator and professor of religion and philosophy. His tenure at APU included work as the dean of instruction,

academic vice president, and executive vice president. He was Haggard's right-hand man and valued advisor, and continued as a member of the presidential team after Haggard's death in 1976. An optimistic risk-taker, visionary, and God-fearing man, Malcolm brought leadership to APU, a then-emerging institution of higher learning. His determination resulted in Azusa College receiving dual accreditation from the Western Association of Schools and Colleges and the Accrediting Association of Bible Colleges. His influence on the university continues through the Malcolm R. Robertson Lectureship on Holy Living named in his honor by the School of Theology. Malcolm's son, Ken, and daughter, Kathy (Darrel), survive him, as well as his grandchildren, Anita, Chris, Jesse, Julie, Krista, and David, and his great-grandchildren, Piper, Keyla, and Emma.

15 JOHN WILKENS '56, M.A. '69, passed away on December 21, 2013, at age 90. He was active through the last day of his life and died peacefully in his home in Mount Vernon, Washington. John was born January 17, 1923, in Illinois. After the bombing of Pearl Harbor, he enlisted in the Army Air Corps, serving as a flight engineer. After the war, he attended Pacific Bible College and received an M.A. in Theology. John married **RUTH SPURLING '59** in 1959 and the two served in the Philippines as missionaries for a year. In 1962, Azusa Pacific asked John to return to campus as the dean of students, a position he filled for seven years. Ruth died in March 2013. John's son, Randall; daughter, Laurel (Littrell); and two grandchildren survive him.

continued on page 34

Notable and Noteworthy

The Alumni and Parent Relations staff and your classmates want to know what's new with you. Upload Alumni Class Notes and photos to apu.edu/alumni/connect/classnotes or email alumni@apu.edu.

class notes continued from page 33

16 JACQUELINE SWEATMAN, M.A. '01, died peacefully in the presence of her family on February 10, 2014. Born January 27, 1951, she led a life devoted to her faith in Christ and in service to her community. She will be remembered for her kindness and selflessness. She was a loving wife, mother, grandmother, and patient friend. Jacqueline had a knack for providing a quiet ear and wise counsel to anyone in need. She was happily married to her high school sweetheart, Bill, for 43 years, taught elementary school in three

states, and served as the head of women's ministry at Calvary Baptist Church in Muscatine, Iowa. Her father, Glenn Williams, and daughter, Beckie Sweatman Stepp, preceded her in death. Her husband; daughter, Julie Schloss, and her husband, Tim; son, Andrew, and his wife, Jessica; mother, Bertie Lee Williams; brothers, Bob Williams, and his wife, Nancy, Tom Williams, and his wife, Alida; brother-in-law, Mike Sweatman; sister-in-law, Teri Sweatman; and seven grandchildren, Jacob, Sara, Joey, Henry, Maxwell, Charlotte, and Zoey, survive her.

17 DOROTHY "DOTTIE" MILHON passed away on Wednesday, February 19, 2014. She was 76. Dottie was born in Upland, California, on February 27, 1937. She and **JAMES "JIM" (APU FOOTBALL COACH '77-'95, FACULTY '97-'13)** married on October 8, 1958, spending the next 55 years together and raising three children. Dottie's main purpose in life was to be a wife and mother and tend to their home. Anyone who entered the Milhon house felt a deep sense of belonging. She cultivated that kind of loving environment and welcomed anyone. Many considered

the Milhons' place to be their second home, with Dottie as their second mother. Dottie is survived by Jim; son, **JEFF '84, M.DIV. '88, D.MIN. '12**, and daughter-in-law, Kristen; son, **JON '86, PH.D.**, and daughter-in-law, **TAMMY (CORON '90)**; daughter, **JANA (MILHON '92)**, and son-in-law, **VICTOR MILHON-MARTIN '87**; grandchildren, Jacob, **REBEKAH '13**, Justus, Jenna, Kasen, Samuel, and Aiden; and sister, Jan Wainscott. Dottie's twin brother, Doug Brooks, preceded her in death. Services were held March 1 at Pomona First Baptist Church.

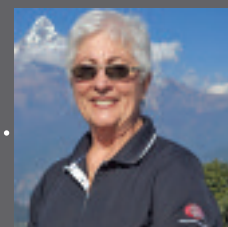
WHERE IN THE WORLD ARE YOU WEARING YOUR APU CLOTHING?

Attention alumni: Send us your photographs of the places you have been with your Cougar wear. If we print your submission, you will receive an APU T-shirt to wear while visiting your next exotic or interesting destination. Send your photos,* along with a description of the location where the photograph was taken, and your T-shirt size, to the Office of Alumni and Parent Relations, PO Box 7000, Azusa, CA 91702-7000, or alumni@apu.edu. Or you can add your photo to the Azusa Pacific Everywhere Flickr account at flickr.com/groups/apueverywhere/. *Please send high-resolution images or prints only.



KAY MITCHELL '03, M.A. '05
ESCONDIDO, CALIFORNIA

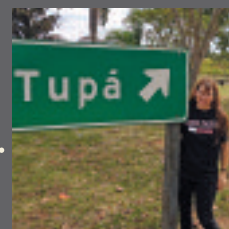
Kay Mitchell '03, M.A. '05, teaches at Rose Elementary School, where she and her colleagues dedicate themselves to instilling a college-bound mindset in their students. Each classroom adopts a college and focuses on learning about how to make higher education a reality. Kay's fourth-grade class chose Azusa Pacific, her *alma mater*, and wears APU T-shirts every Friday to visualize their goal. Fellow alumnus, Nick Yphantides '86, MD, MPH, chief medical officer of San Diego County, visits the classroom to inspire the kids with his own story of transformation and some sage advice: Today's decisions are tomorrow's reality.



BARBARA CLINE '68
DHAMPUS, NEPAL



JAMIE LAPEYROLERIE '03 AND ERIN MCGEE '04, M.A. '06
MIYAJIMA ISLAND, JAPAN



KATHLEEN (FLETCHER '79) BACER, ED.D.
TUPA, BRAZIL



Library

Over the years, library resources and services have served as critical tools in the academy. The 1900–01 *Catalogue and Prospectus* of the Training School for Christian Workers (predecessor to APU) states, “The David J. Lewis Library of 1,100 volumes, collected as a pastors’ and Christian workers’ library, affords a wide scope of Bible helps and devotional reading.” That first catalog also listed the course Bible Students’ Library and How to Use It, taught by board president Irvin H. Cammack. In 1943 (see photo above), the board authorized President Cornelius P. Haggard to raise \$1,000 for library furniture, and in 1946, Geraldine Hess, the first librarian, taught an expanded library curriculum, including courses such as Introduction to Library Techniques, Introduction to Classification and Cataloging, and Library Science I, II, and III.

Highlighting the library’s history, the 1964 construction of the Marshburn Memorial Library building, named for long-time board member William V. Marshburn—whose family generously provided materials, supplies, and labor to finish the building project—honored the tradition of rigorous scholarship and served as a model for APU’s future library facilities, including the Hugh and Hazel Darling Library and the James L. Stamps Theological Library. Today, in addition to print materials, APU Libraries provide millions of electronic books and journal articles and continue to teach library and research skills to the lifelong learners and difference makers of Azusa Pacific University.




–Ken Otto, MLIS, associate professor, Special Collections librarian

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