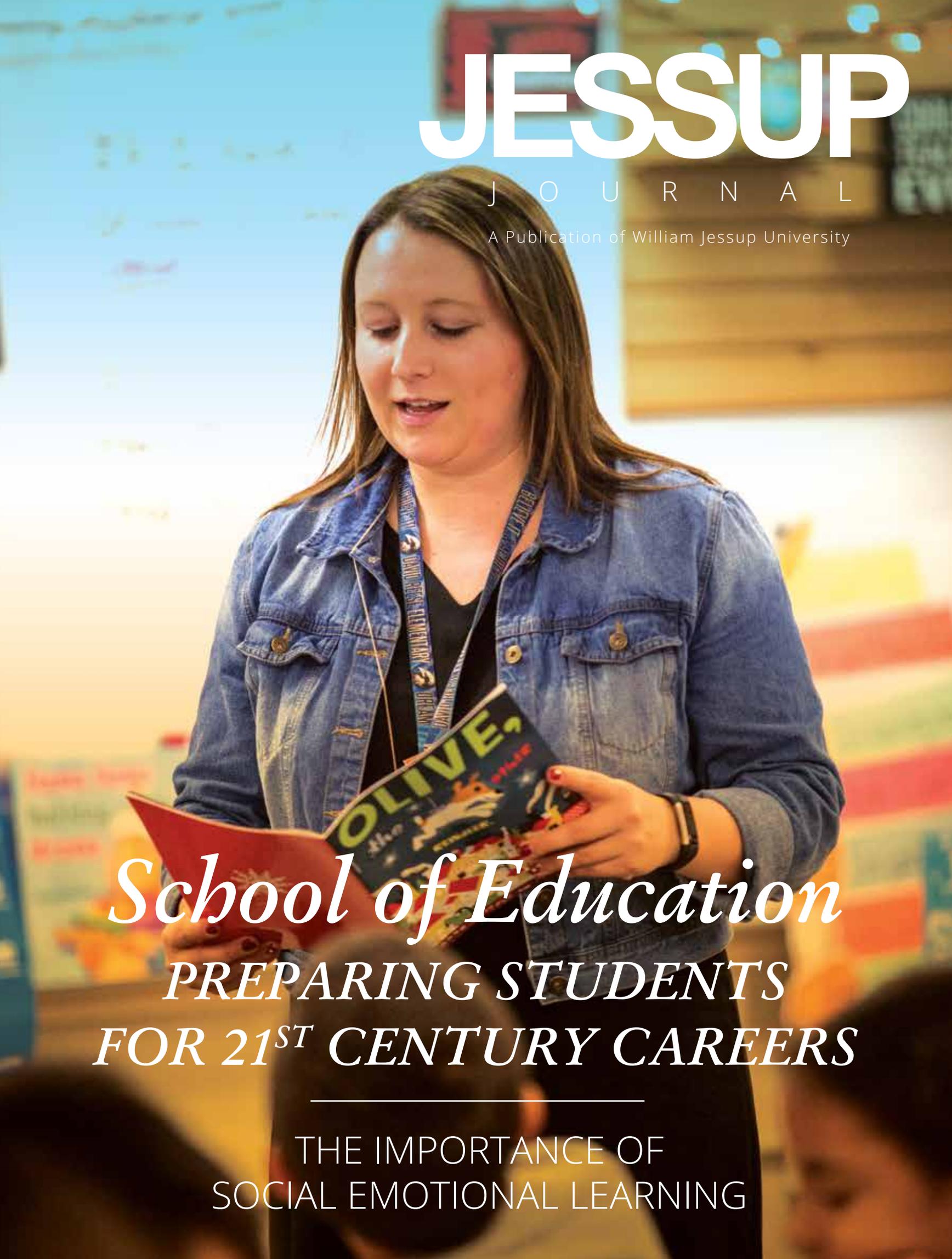


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Front Cover: Rachel Prettyman, Liberal Studies 2013



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Representing Jesus in Classrooms

“In partnership with the Church, the purpose of William Jessup University is to educate transformational leaders for the glory of God.”

That mission is at the foundation and the heartbeat of all we do here at Jessup. For some, the idea of “transformational leadership” is limited to the church. I understand that frame of reference. I was born and raised in the church, I have served the Lord in and through the church my entire life, and I have a deep love for the people of God gathered in worship, teaching, and service.

BUT, I think we often have a limited and constraining view of the church. If we are not careful, we tend to think only of the church gathered. But the truth is, the church is not constrained to be only when we gather, in fact we are compelled to be the church assembled in the marketplaces of life as well. In fact, the Kingdom of God contains all of the church, but we limit the Kingdom when we only think of the church as a gathering place for worship and teaching.

Matthew 5:13-16 tells us that we are “salt and light” and that we should live in such a way that people see our good works and glorify our Father in heaven. Some have misinterpreted those words of Jesus to think that good works save us. Ephesians 2:8-10 gives us clarity here:

“For it is by grace you have been saved, through faith — and this is not from yourselves, it is the gift of God — not by works, so that no one can boast. For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.”

Salvation is a free gift of God and our good works -- which God has actually prepared for us to do -- are a response to His love and forgiveness operating in our lives. We were made to serve Him and when we do, we have found our purpose and joy in His presence, serving from the overflow of that relationship.

I am convinced that God has called many people to be teachers and leaders in the classrooms and campuses of our state and nation. Rather than being isolated from the world, I think many of us will be called to reach and serve the precious children of our state by teaching and leading in public, private, and home classrooms. This is our mission, and Jessup is going after it!

Women and men at Jessup are shining the light of His presence by their love, grace, goodness, and excellence in classrooms and on campuses.

While I see many manifestations of mission fulfillment at Jessup and throughout Northern California and Nevada, perhaps none is so readily evident as in the work of our School of Education when we prepare men and women to serve the Lord in public, private, and homeschool settings. Jessup grads are sought after in the form of our partnership with more than 600 schools throughout our region.

As you read stories of character, academic excellence, sacrifice, and missional passion for serving and reaching the children of our state, I want to thank you for your prayers. Please continue to pray for our staff and faculty in the School of Education, pray for our students, and pray for the myriad of school administrators, teachers, and staff that we work with every day so that Jesus may be made known as we live for His glory.



The School Education.



At William Jessup University, the School of Education strongly believes that a liberal arts education is the foundation to build employment skills for a variety of professions. Many of our graduates are teachers, administrators, counselors in public, private, charter, and home-school settings. Each of these populations and settings requires a broad foundation that will equip educators to be successful.



Nathan Herzog, Ph.D.

Dean, School of Education

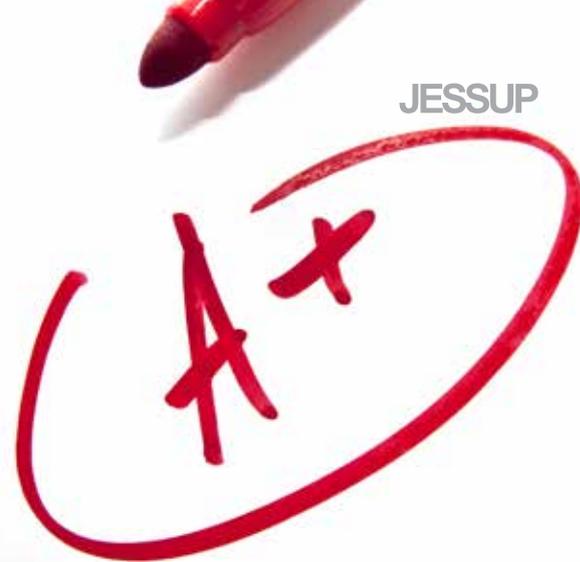
While professional skills are critical in the development process, a strong foundation that provides an essential awareness of diverse subjects allows one to understand their true passion. Would you say to the building contractor that builds a foundation that they have done nothing? It is true that the inhabitable structure has not been erected, nevertheless, this is essential for a lifelong investment in a residence. Similarly, investing in a liberal arts education will be the support to understand, make good decisions, and structure a moral identity. This was the original design and intent of liberal arts education. “In laying the foundation of a thorough education, it is necessary that all the important mental faculties be brought into exercise. It is not sufficient that one or two be cultivated, while others are neglected” (Yale College part 1, 1828, p. 4).

Our future educators must be prepared with a strong liberal arts education so they can lead others to establish a strong educational foundation. The School of Education strives to prepare well rounded, transformational leader-educators who reach with compassion, teach with excellence, and learn for lifelong impact. We like to say that we lead to REACH, TEACH and LEARN.

Reach with Compassion

In the School of Education we like to say leaders “reach with compassion.” We reach outside our comfort zones to build awareness of other worldviews and cultures. Compassion is the character trait that should accompany our reach as a humble act to understand that with which our limited frame of reference has not afforded us.





Our programs use Galatians 5--the fruit of the spirit--to integrate faith and learning. A liberal arts education should be a foundation that opens eyes and broadens perspectives. All education programs take a liberal arts approach to education to help our graduates “Reach with Compassion.” The School of Education has more than 600 partnership schools, hosts an annual Education Conference, and places students in diverse settings to establish this expectation. We have teachers who have traveled and are teaching across the world demonstrating this capacity to reach with compassion.

Teach with Excellence

The School of Education believes that leaders “teach with excellence.” Educators that are training our young people should passionately and effectively teach all subjects and not discriminate that with which they are comfortable. Educators who show favoritism to particular subjects rob their students of an essential piece of their educational foundation. Excellence in teaching all subjects is essential for developing our future. Early liberal arts developers understood this to attain proper development. “We doubt whether the powers of the mind can be developed, in their fairest proportions, by studying languages alone, or mathematics alone, or natural or political science alone” (Yale College part 1, 1828, p. 5).

The School of Education is accredited by the California Commission on Teacher Credentialing and WASC Senior College and University Commission to establish our excellence in programs. More than 80 percent of our students pass the state mandated exams the first time. 93 percent of our graduates are hired within the first year of graduation. One of the reasons our graduates are able to teach with excellence is due to their liberal arts preparation in the School of Education.

Learn for Lifelong impact

Jessup’s School of Education believes that the most effective leader-educators continue to learn for a lifetime. When students graduate, we like to say that they are not done learning. Founders of the liberal arts curriculum also believed that the formal liberal arts education is not the end of learning. “...His education is begun, but not completed” (Yale College part 1, 1828, p. 10).

Each program in the School of Education provides a strong foundation to which the graduates can confidently accept an educational role for an organization. Our graduates are broadly prepared to lead transformation by reaching with compassion, teaching with excellence and learning for lifelong impact.

Partnerships:

A critical component of the SOE is the regular development and utilization of professional partnerships. The School allows for our professional communities to advise, inform and to have access to programs. These partnerships are sometimes formalized with Memorandums of Understanding (MOU), are formed as Advisory Boards,

established for specific tasks like program or professional development events, speakers, presenters, mentors, and volunteers. Additionally, the School has intra-university academic partnerships, and more recently with alumni and supports. The SOE also partners with other non-profit organizations to support a special cause and to provide opportunities for faculty and students to reach with compassion:

- ✓ SOE Advisory Board (20 superintendent and district level representatives that speak into our programs and services)
- ✓ More than 600 MOUs with regional districts (public and private)
- ✓ Conference partnerships with county offices, school districts and other educational entities
- ✓ Lecture Series speakers and conference presenters
- ✓ Mock Interviews (40 area district principals, HR personnel, and superintendents help our teachers practice interviewing skills and resume building)
- ✓ KidsFirst - The Child Abuse Prevention Council of Placer County

Yale College (1828). The Yale Report of 1828, Part I. New Haven, CT: Hezekiah Howe. <http://www.collegiateway.org/reading/yale-report-1828/>.

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WILLIAM JESSUP UNIVERSITY

“
Equipping students to become Exceptionally Employable”



From left to right: Nathan Herzog, alum Karen Bombardier ('17), Gordon Medd

Why I hire Jessup Grads

By: **Gordon Medd**, Loomis Union School District Superintendent

Since 2011, Loomis Union School District (LUSD) has hired numerous graduates of the William Jessup University teacher credential program. In fact, although WJU is smaller than most of our other local and regional universities and teacher preparation programs, Jessup ranks first in producing the numbers of teachers hired in LUSD since that time. As Superintendent of LUSD, I have been fortunate enough to participate in a number of events and activities at Jessup and continue to be impressed by my interactions with the outstanding leaders, educators and students that make up the Jessup community.

There are some obvious reasons why such a high number of WJU graduates find their way to LUSD: proximity to the campus, student familiarity with the district, student teaching opportunities and recruitment opportunities provided by the growing university's education department. However, I believe there are some additional factors that contribute to the success of our Jessup teacher candidates. Most Jessup students have come to teaching as a natural transition from experiences at their church or within their community. These experiences include mission trips, teaching Sunday school, leading youth groups, participating in community outreach all while developing an overall belief in serving others.

In some ways, a school is similar to a local church. It is a place where you can find great teaching, strong values and a commitment to taking care of all members and families. Church members (much like our parents in Loomis) are extremely generous with their time, talents and resources. Giving is second nature to our families in LUSD. WJU graduates who student teach in LUSD realize what an amazing community we have and put forth great effort to land one of the few positions available each year.

As Superintendent of Loomis Union School District, I feel blessed by the partnership we have developed with William Jessup University and look forward to adding more graduates to our team.

Hiring outstanding teachers is one of our most important tasks as a school district. Therefore it is imperative that we take all steps necessary to make sure all future employees are a "good fit" to ensure our continued success in serving the children and families of LUSD.



A Wealth of Opportunities Worth Considering -



Michael Granchukoff, Ph.D.

M.A. Ed. Program Coordinator

What do university and school counselors, corporate directors and managers, teachers, military veterans, small business owners, pastors, parents, and grandparents all have in common?

They see opportunities in their areas of expertise by earning a Master of Arts in Education degree.

“I like the broadness of the degree while still focusing on education,” explains current student and retired Master Sergeant, Kimberly Waite-Cooper, a 22-year veteran. “It gives me the opportunity to bring two things together– helping people and teaching.” Although Waite-Cooper is not a teacher in the formal sense, she sees opportunities to use her M.A.Ed. degree in a variety of areas. “I can see using the degree twofold – consulting with educational programs and empowering people to reach their potential,” Waite-Cooper says. Waite-Cooper volunteers with a program called B.O.S.S. (Building on Spiritual Substance) at Calvary Christian Center in Marysville, Calif.

William Jessup University offers a unique degree that is applicable for a wide range of areas and careers. There are four primary areas of focus in the M.A.Ed. program. The upcoming Administrative Services Credential track will give aspiring principals/administrators hands-on applicable experience. The high focus on research allows candidates

Master of Arts in Education

to become published experts in their area of passion while preparing them to enter a doctoral program or employment in higher education or pursue business opportunities ranging from corporate training to research and development. How does a master's degree in education have such a wide reach? As Nathan Herzog, dean of the School of Education, often reminds candidates, "all leaders are educators."

"I love that the Master of Arts in Education is a broad degree because education is not limited to working in a school," says Nick Breitbart who received his undergraduate degree at Jessup and is now enrolled in the program. Breitbart currently works as director of people development at Chick-fil-A.

"Education without values, as useful as it is, seems rather to make man a more clever devil."

– C.S. Lewis

What is taught in class is useful even in most corporate careers. "I've used what I learned in class related to servant-leadership and employee retention," Breitbart says. "While the classes are structured toward the education sector...you get to customize your thesis to your area of passion and field of interest."

The intensive cohort hybrid model utilized in the M.A.Ed. program allows students to focus on one seven-week class at a time, one-night per week, completing the program in just 20 months. With online studies and face-to-face classes, the hybrid model combines the best aspects of traditional and online programs. Breitbart adds, "I really like the hybrid program for its flexibility, especially with a full-time job and three kids. The hybrid format, cohort model, and professors are all great. Jessup really wants people to succeed."

Master of Arts in Teaching



Lois Harmon, Ph.D.

MAT Coordinator, SOE

Jessup's MAT program offers teacher candidates the opportunity to learn about the needs of students and the complex processes of pedagogy, curricula development, and research. The Master of Arts in teaching is skillfully designed for students seeking to complete educational research and earn a multiple subject or single subject teaching credential for use in public or private school. Taught by scholar-practitioners who possess both academic and practical experience, this one-evening-per-week program efficiently covers 45 units of teaching preparation courses. Built around a cohort model, candidates in the program quickly bond and grow as they learn together.

In our MAT program, we train and mentor teacher candidates through in-person and online coursework toward their future careers as scholars and practitioners. The MAT program is a hybrid instructional delivery program that provides on campus, online, and off campus assignments and field experiences. This program focuses on character development and is divided into two phases:

1. Thirty four units, completion of coursework leading to a California preliminary teaching credential, and 50 hours of supervised field experience.
2. Eleven units supported by direct, collaborative, and mentor supported instruction culminating in a research project and symposium.

So why choose Jessup...

The Master's of Arts in Teaching is a rigorous and well-established Christ-centered teacher education program for learning to teach. Few programs provide the kinds of experiences, small environment, and close collaborations among teacher candidates within a cohort model. The program at Jessup is one of the most reputable programs in the region, with high-quality research-based practices and strong collaborative relations with partner schools, a commitment to character development for teaching and supporting students holistically, and faculty with established records of success. Our exceptional graduates are exemplary teacher leaders in high demand for their skills, dispositions, and standard of excellence for teaching students equitably.

With fourteen years of offering a teaching credential at William Jessup University and a liberal studies degree, we are proud of our employment rate. In fact, over 50 percent are hired immediately following their student teaching experience before they complete our program. More specifically, our alumni data and surveys show that over the last five years, 248 of 250 former students are teaching in some capacity.

100 percent of the SP18 cohort earned a credential.

95 percent or more of our credentialed teachers actively seeking teaching positions are employed within the first year of earning their credential.

MAT candidates contribute to approximately **51% of the student population** within the School of Education.

The MAT program has experienced **144% growth in four years** from 50 candidates in 2014 to 122 candidates in 2018.

Since 2015, **135 graduates have successfully completed the program.**



Preparing Students for 21st Century Careers



Aisha N. Lowe, Ph.D.

Associate Dean, Office of
Academic Research
Coordinator of Research and
Educational Effectiveness, SOE

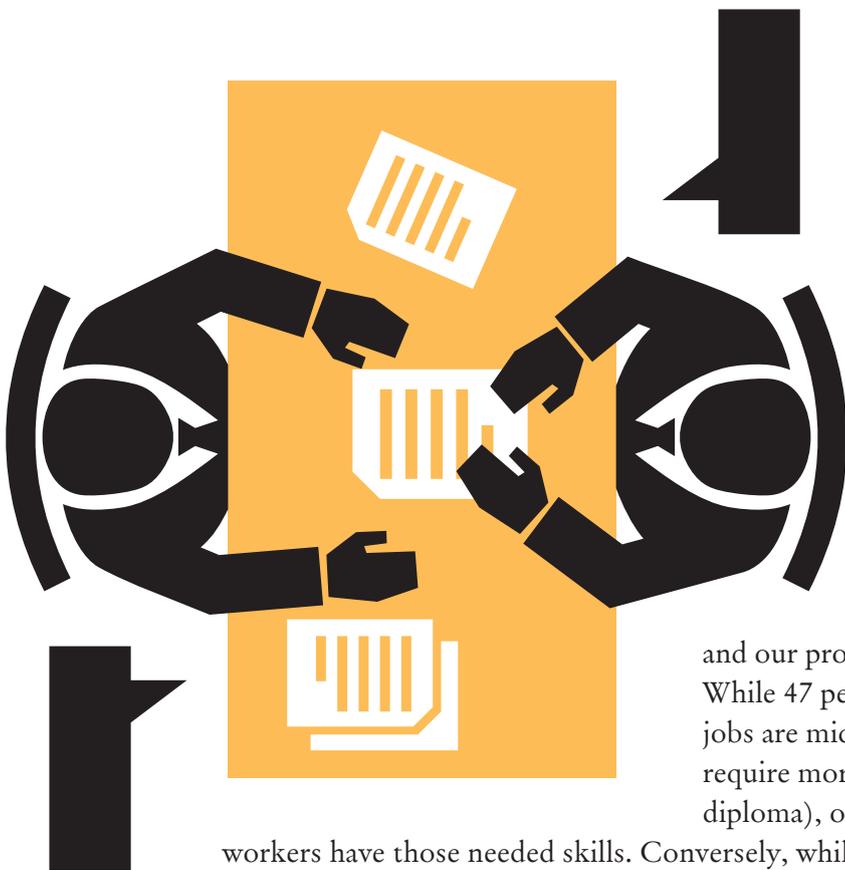
Whether you are intimately connected with education or not, you have likely heard of the Common Core State Standards (CCSS), a national effort to reform our K-12 grade student learning standards that started in 2009 and was implemented in California in 2012. Hosted and maintained by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center), these mathematics and English language arts/literacy (ELA) academic standards were created to better prepare American youth for college and career by focusing on developing students' higher-order thinking skills and preparing them for our increasingly global economy and society. Forty-one states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) voluntarily adopted Common Core.

Public reaction to the standards has varied, but there has been significant backlash. Educators took issue with the content of the standards, parents with the pedagogy used to implement the standards, and many with the politics of a national effort for unified standards across states. Just a few years after implementation, several states reversed their adoptions of the standards, and many more opted for state-designed assessments of the standards over a planned consortium test.

If you have engaged with the CCSS at any level, you may share some of these frustrations. Whatever your leanings might be and your reasons for them, the CCSS movement marked an important shift in American education, one with historical roots. As has always been the case, when society, technology and the economy shift, a focus on the quality of our educational system follows, as we seek to remain competitive as a nation. We saw similar shifts in education policy and standards as we shifted from a primarily agricultural economy to an industrial one. There were additional shifts with the Civil Rights movement, the A Nation at Risk report, and often with every new Presidential administration. These massive revisions to our educational system are not new, and yet another shift is surely to come in time.

While the needs for these transitions are often outside of our view, there are important factors that warrant this current shift we should be aware of. The U.S. has declined in international academic comparisons, ranking 38th in math and 24th in science (out of 71 countries). Domestically, 20 percent of college students require remediation (70 percent of community college students), and only 59 percent graduate within six years.

Furthermore, surveys of employers cite dissatisfaction with the math and literacy skills of young job applicants and 52 percent say they face difficulty filling positions due to lack of skill. In California, there is a mismatch between our need for skilled-workers



and our production of them. While 47 percent of California jobs are middle-skilled (i.e. they require more than a high-school diploma), only 38 percent of workers have those needed skills. Conversely, while 27 percent of workers are low-skilled, there are only 20 percent of such jobs. With jobs in the STEM (science, technology, engineering, and math) fields growing faster than any others (jobs that require a B.S. or higher), and experts predicting there will be a workforce shortage of one million college graduates by 2025, making improvements to how we do teaching and learning in our nation is essential.

Whether or not Common Core is the solution we need, the national effort to improve academic outcomes is warranted and signals a global transition in how we produce, what we produce and the skills needed to be a productive society. As we continue to chart a course toward educational excellence for all students, 21st Century skills preparation is essential. We live in an increasingly diverse, global world for which our students need transferable skills that prepare them beyond a specific field or trade, but instead prepares them for industries not yet imagined.

This necessitates an effective education in core academic content (reading, writing, math, science), communication and technology, as well as those skills that allow students to access and develop expertise in diverse areas of content—critical thinking, problem solving, teamwork, planning and organization, etc. (i.e. 21st century skills). Only time will tell if the Common Core State Standards help close these skills gaps and guide us on a path to greater academic excellence and skill development. Whatever the fate of Common Core, we will continue to see efforts in our state, and others across the nation, to attain these essential goals and maintain (and improve) our position as a nation in the global marketplace.

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The Fruit Bearing Impact of Social Emotional Learning



Christy Cooper, Ed.D.

SOE Coordinator,
Undergrad Studies

In a world where social media and virtual interaction seem to take precedence over human interaction, concern for the emotional and physical wellness of children is an ongoing discussion in the realm of K-12 education. Turn on the news, or scroll through your newsfeed and you might see a barrage of headlines depicting another school shooting, an endless inventory of bullying and mental health related episodes, stories of socioeconomic and racial inequities hinting at an ever present achievement gap—and the list goes on.

It can become overwhelming, and tempting to move to a corner of the room when thinking about any of these nuanced issues, rather than pausing to respond with consideration to the complexity of human need behind them. In American public school settings over the last few decades, one form of engagement and response to such issues has been a shift in philosophical approach that focuses on teaching to the whole child. While 19th century educational pioneers such as Maria Montessori and John Dewey undoubtedly paved a way for the idea of teaching beyond academic outcomes with care for a child’s developmental and social wellbeing, a new wave of ideology is re-emerging in this vein again. At present, this can be seen through state policy initiatives integrating Social Emotional Learning (SEL) standards, curriculum and pedagogy into our schools, and is emerging as a vital part of the learning experience.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [1] The nature of this process focuses on a movement from self to others—an inward to outward shift that is centered on giving one the skills to take ownership for their own feelings and emotions, and being able to recognize how those emotions might impact decision making for self and others. CASEL identifies five core competencies as central to their framework for teaching SEL in the classroom, and beyond—self awareness, self management, social awareness, relationship skills, and responsible decision making.

What might this look like in the classroom? Instructional practices could range from discussions based on how a specific social emotional theme connects to the classroom



reading, to opportunities for students to write about an instance where they felt angry and how they responded, or even the demonstration of problem solving tasks through role play in front of the class. [2]

When taught and received with intentionality and consistency, SEL holds the promise of fruit bearing impact. If children can become aware of their emotions and begin to manage themselves, effective learning can happen, and student academic success will increase. Additionally, when a child can learn to self-regulate, it paves a way for positive interactions with their peers and the adults around them. [3] While acquiring these skills is central to the learning productivity that occurs in the classroom, these skills are transferable beyond the walls of the K-12 system and into future professional and workplace settings.

Though SEL is primarily discussed in the K-12 context, this is not just a K-12 conversation. In its most fruitful version, SEL is meant to extend beyond the walls of the classroom to permeate our homes and communities. SEL is about modeling what it looks like to see ourselves before we react, respond, and engage with others to create environments for growth wherever we are.

Footnotes:

(1) CASEL. Core SEL Competencies.

(2) Bouffard, S., Parkinson, J., Jacob, R., & Jones, S.M. (2009). Designing SECURE: A summary of literature and SEL programs reviewed in preparation for the development of SECURE. Harvard Graduate School of Education, Harvard University, Cambridge MA.

(3) Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). Navigating SEL from the inside out: Looking inside & across 25 leading SEL programs--A practical resource for schools and OST providers. Cambridge, MA: Harvard Graduate School of Education.

Teaching English in Diverse



Lois Harmon, Ph.D.

MAT Coordinator, SOE

"Unless we start looking at how to educate English learners as a systemic issue....we will become an illiterate nation soon." - Aida Walqui



English Learners Communities

English Learners (ELs), or students whose initial language is not English, make up the fastest-growing segment of the K-12 market, and most of these students are enrolled in California public schools. Unfortunately, 70 percent of existing in-service teachers with ELs have not received training specifically geared toward teaching these students. However, it is highly probable that all teachers will be required to teach these students at some point. What is needed to prepare teachers to effectively teach ELs is a valid concern.

Teacher education, as defined by Faltis and Valdes (2016), is a “set of social phenomena deliberately intended to prepare new teachers through established curricula–coursework and apprenticeship in practice—with the knowledge, skills, and inclinations for entering the profession of teaching with a repertoire of practices appropriate for addressing the learning needs of all students” (p.1). Unfortunately, multiple studies have concluded that teachers graduating from teacher education programs are not equipped with the competencies to clearly identify the linguistic needs of ELs nor do they have the techniques needed to help these students learn English and content concurrently.

Teacher preparation at Jessup

At Jessup, our candidates develop knowledge and skills to support learning for students with a range of cultural and linguistic needs. Candidates are taught how to recognize and embrace students’ varying differences, abilities, and community values as assets to maximize their learning as they develop deeper understandings of their own frames of reference (e.g. culture, gender, language, abilities, ways of knowing) and potential biases that affect their teaching. Throughout their coursework, MAT candidates learn how to design and implement effective pedagogy that looks to ensure that every learner attains high academic achievement.

An essential component of the MAT program is its emphasis on research in which teacher candidates explore social science perspectives and theories involving children, youth and adults in educational contexts. Beginning in the first semester, candidates



develop and explore substantive questions to examine the ways in which the broader contexts of education can affect and be affected by policies and practices of institutions directly involving and impacting pupils.

Through research, candidates receive comprehensive and rigorous training in inquiry development which incorporates a wide range of topics including inclusive education, teacher professional development, culturally relevant pedagogy and curriculum, and the link between motivation and achievement. Substantively, candidates combine pedagogy and inquiry to undertake increasingly complex and challenging assignments to learn, apply, and reflect on their teaching practices for providing supportive learning environments for students.

In alignment with our university's learning goals, Jessup's MAT program prepares exemplary teacher leaders to demonstrate transformational leadership through the integration of their faith, critical thought, communication, and professional competence. This occurs as candidates work independently and collaboratively to design instruction, reflect on feedback, and engage in ongoing self-assessment to reach diverse needs of learners. Throughout their coursework and student teaching, MAT candidates learn to adapt content to support the acquisition and use of academic language within learning activities to promote disciplinary knowledge of all students, including the full range of English learners and students with other learning needs in the least restrictive environment.

K-12 education is a primary weapon against illiteracy and the academic foundation upon which all other formal learning is built. Education at this level is the training ground for children and their first step toward success in developing academic and life skills. At Jessup, we eminently value this level of education because it is the stepping stone on which youth pursue more advanced academic and career goals. We also value training every teacher candidate to develop the requisite knowledge, skills, dispositions, and professional competencies for supporting all students, especially those from underrepresented backgrounds.

Given that today's learners need both the academic and global skills to navigate the world, our candidates are encouraged to develop global awareness at the commencement of the MAT program to promote this desideratum among pupils. This awareness includes attributes and dispositions such as ethics, creativity, communication, and interpersonal skills, which develop simultaneously within the university and the field as they conduct clinical hours through observation, assisting, and student teaching.

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Jared Fujishn
Class of 2014

STAR Conversations

My hands shook as I stepped out of the car. The sun was setting as vibrant reds and yellows reflected off the surrounding buildings' stainless-steel walls that ushered me toward my first dorm room. I had no idea what the next four years at WJU would hold, or how the relational experiences there would help lay the foundation for the company I founded.

During my four years at Jessup there were a handful of relational experiences that stood out to me as extraordinary. Professors like Tom Ruscica who invited me to his house to barbecue during finals, Dr. Dennis Nichols who would invite me out on a motorcycle ride, or Dr. Daniel Gluck who set aside many afternoons to sit on the campus lawn and talk about life. And it didn't stop when I left Jessup either—even today I still feel loved by and connected to staff. I recently received an email from President Jackson and a phone call from Professor Jim Crain in the same week, just to check in on me and hear about my life.

These experiences with the Jessup staff played a big part in my creation of STAR Conversations, an online course that teaches people how to connect with others through conversation.

What I learned from these experiences is the power of a conversation. I may not remember every study guide from every test, but I'll never forget teachers going out of their way to encourage me, talking with friends around a lunch table, and conversations over coffee after class.

Conversations are powerful because they serve as the gateway to connection, and at the end of the day, connection with others is what we all desire.



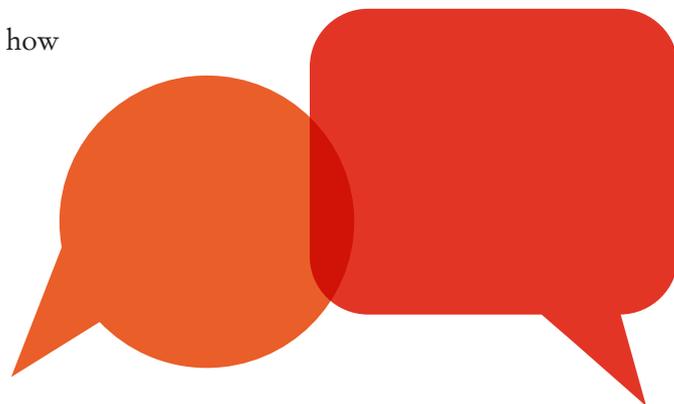
And beyond just satisfying our own desires of community and affection, I believe the ability to connect with others through conversation may also be one of our biggest ministry tools. How can we lovingly tell our neighbors, coworkers or classmates about Jesus if we do not possess the ability to connect with them? Or how will this next generation show the world the light of Jesus if they have feelings of social anxiety and choose to look down at their phone rather than engage with new people around them?

With all of these thoughts in mind, I created the online course, STAR Conversations. I wanted a curriculum that could come alongside those who are soon to meet new people (transitioning to a new school, starting a new job, joining a new gym, etc.) and teach them how to build quick connections with everyone they meet during their transition. My time at Jessup taught me just how powerful these skills are and how conversations can build connections, lead to community, and even help us minister to those around us.

STAR has opened doors for me to work with many people; from workshops with students transitioning into their next season of schooling, to senior management at a Fortune 500 company in the Silicon Valley. I am thankful to my alma mater, Jessup, for inspiring me with their staff, giving me a Christ-centered education, and for continuing to connect and engage in conversations with me.

If you are interested in learning more or want to learn how to connect with everyone you meet, join me at

www.STARConversations.com.



Students Light the Way in Public Schools



**Michael
Granchukoff, Ph.D.**

M.A. Ed. Program Coordinator

As a student who had never been to the high school vice principal’s office before, being called out of class one afternoon during my junior year sent a rush of emotions—anxiety, fear, excitement, but mostly curiosity. I thought perhaps I received an award or scholarship. At that thought, I was ushered in and stood before a short stoic middle-age man wearing a bright blue tie reclining in his office chair. He cracked a brief half-smile as he offered me a seat. Skipping the pleasantries, he asked if I was the one “running” the prayer meeting on campus. I never considered myself the “leader.” We were simply a group of friends that gathered together in the quad on Thursdays during our morning break to pray for our teachers, administrators, community, and country. I told him as much. He retorted that we could not meet anymore. I was dumbstruck. Almost immediately, his next appointment arrived and I was rushed out before I could formulate a coherent response.

After some thought and prayer, I told the group what had happened and explained that I would continue to pray in the quad, alone if necessary. Over the next two weeks, our group doubled to nearly thirty students. I began to pray and research. The next time I was summoned to the office, I would be ready.

At first, my study led me to several court rulings separating God from public schools. In *Engel v. Vitale*, 370 U.S. 421 (1962), nondenominational public school-sponsored prayer was found unconstitutional. One year later, in *Abington School District v. Schempp*, 374 U.S. 203 (1963), school-sponsored Bible reading before class was found to also violate the Establishment Clause of the First Amendment.

Although these (and countless other) court cases seemed to support the vice principal’s position, in each case, the religious activities were in some way school-sponsored. I discovered, however, that this does not overshadow students’ First Amendment rights as multiple rulings agree. For instance, *Westside Community Schools v. Mergers*, 496 U.S. 226 (1990) states that it is a violation of The Equal Access Act (1984) for public schools to prohibit student religious groups from meeting on school grounds. “Neutrality” rather than “hostility” towards religion is mandated by The First Amendment.

Moreover, The First Amendment protects students’ right to pray, read the Bible, hand out literature/fliers (if other clubs can), and host religious groups on campus (where clubs are allowed). These rights apply to all schools that receive Federal funds.

About two weeks later, I was brought into the vice principal’s office and again I was admonished, even more harshly, to dissolve the group. Firmly but respectfully I explained that while school-sponsored prayer may have been struck down, student-led expression of faith had repeatedly been affirmed by the courts. His next tactic was to

say that the 10-minute break between second and third period was counted as instructional time by the state and, therefore, he had the right to restrict groups meeting during instructional time. I patiently waited then responded by asking a series of questions:

“Can we stand around with our friends during break?”

“Of course.”

“Can students hold hands during that time?”

“I don’t see why not.”

“Can we close our eyes?”

His eye widened with realization, *“I see what you’re doing.”*

Ignoring the objection, I continued,

“Can we talk with our eyes closed and heads bowed while holding hands?”

He grew visibly frustrated and blurted that he would not allow a “hate group” to form on campus (yes, a “hate group” because we only prayed to “the Christian God”). I assured him of three things: that we pray for our peers and teachers in love, we can logically hold hands while talking, and the law upheld student-initiated expressions of faith which is protected by The First Amendment.

I walked out of the meeting with confidence. Over the remainder of my junior and senior years, the group continued strong. In the years to come, various students took turns leading the group (others had started the group before I “led” it and others continued to lead it after I graduated.) I learned three important lessons from that experience. The first was to be educated and know my rights as a student. The second was that trusting in God gives us the boldness to face any trial. The third was that the opportunities for student believers to be a light to their peers, teachers, and communities has never been greater or more crucial.

We need to be educated on our rights and stand boldly for the truth. If we don’t, who will? As President Abraham Lincoln stated, “the philosophy of the schoolroom in one generation will be the philosophy of government in the next.”

Connecting with Kids

DIGITAL

I remember signing up for my first email in 1996. During the registration process I was able to use my first initial and last name to create a hotmail email account. Today, one would have trouble using any combination of a name to use for an initial email account without some additional arbitrary symbols. The demand for technology has exponentially increased over the last thirty years and has developed into both a blessing and challenge in society.

These changes have resulted in a shift in both how we teach students and future educators. It would be mind boggling to have a student graduate from college without any email experience. In essence, email skills have become a requirement of graduates prior to entering the workforce. It is important that education both learn and adapt to the current employment landscape. At William Jessup University we prepare future educators with 21st century skills essential for tomorrow's classrooms.

"Technology is the means not the mission"

- Harvard Graduate School of Education

Technology is a tool. At William Jessup University we help educators understand the importance of utilizing technology to further learning. In today's classroom, teachers must be equipped with relevant tools that can be used to further learning. With a focus on learning, students practice with a variety of technological tools that are currently being utilized in classrooms. Smart boards, document cameras, scenario based simulations, and real-time collaborative networking are just a few of the skills practiced in our programs. Many of our partner districts invite our students to engage in district and county level technology training on a regular basis. We want our candidates to enter the profession with a deep understanding and experience with using today's technology tools.

At times, our society is so connected that we are also disconnected. Students are connected to the virtual world so often that they are disconnected with others in reality. This disconnection is evident when we walk around the mall, amusement parks, restaurants or schools. While some individuals abuse the opportunity to connect virtually, many use virtual connection for appropriate reasons within education. At the opportune time, virtual connection is helpful for the learning process.

I recently observed a class where students were engaged and communicating effectively through technology with other students in India. Technology allowed for this communication and innovative learning to enhance the educational experience for students. When tools are used in the right way they can be a blessing to education.

On the other hand, I was also visiting a class where students in the back were playing video games and communicating with other gamers through the internet. These students were disengaged from the learning experience. Students that are connected to the virtual and disconnected from reality can pose a real threat to our educational environments.



in a AGE

By: Nathan Herzog, Ph.D. Dean, School of Education

How do we train educators to appropriately use technology in educational settings?

These are some of the principles we teach our future educators:

Utilize technology with self control and professionalism

The skill to resist technology is just as important as the ability to use a technology. There are many educational experiences that should be “unplugged.” We help our students think about the art of discernment and appropriate pedagogy when engaging with technology.

Is it appropriate to check social media during class? Surprisingly, both teachers and students abuse the use of social media on a regular basis. Teachers must model professionalism by resisting the temptation to access non-educational related distractions. Similarly, teachers should expect, communicate and enforce a classroom technology contract with their students to maintain professionalism in educational settings.

Use technology to engage students

There are times when social media can be an effective tool used in the classroom to enhance learning. One of the best examples I observed was a Romeo and Juliet lesson where students posted #hashtags on Twitter to interpret and analyze the literature. This lesson was well managed and incredibly engaging for the students.

Combine technology with critical thinking

How do we prepare students to determine the most accurate and appropriate information to use at the right time in the classroom? I was recently in a classroom and witnessed a student challenge a teacher by accessing Wikipedia to defend a thought. This lack of understanding in regards to credible sources and reliable information is dangerous in education. If students choose to believe unreliable sources and trust information that is not valid, problems arise. At Jessup we prepare our future teachers to build essential critical thinking skills to help them teach their students to navigate information online to find reliable references.

Using technology in a variety of settings

How will teaching look in the future? With a growing trend toward online education, we prepare future educators with the skills to teach in face-to-face, hybrid, and online settings. Each one of these settings will use technology tools to enhance learning for the students. For example, there are many k-12 educational institutions that are completely online. Our teachers are prepared to teach in each one of these environments.

With all the changes that have occurred over the years, future educators prepared at WJU are well suited to teach in tomorrow's classroom with essential 21st century skills. Educators that use technology with self control, professionalism, engagement in mind, and critical thinking that is prepared for a variety of settings are highly effective in education.



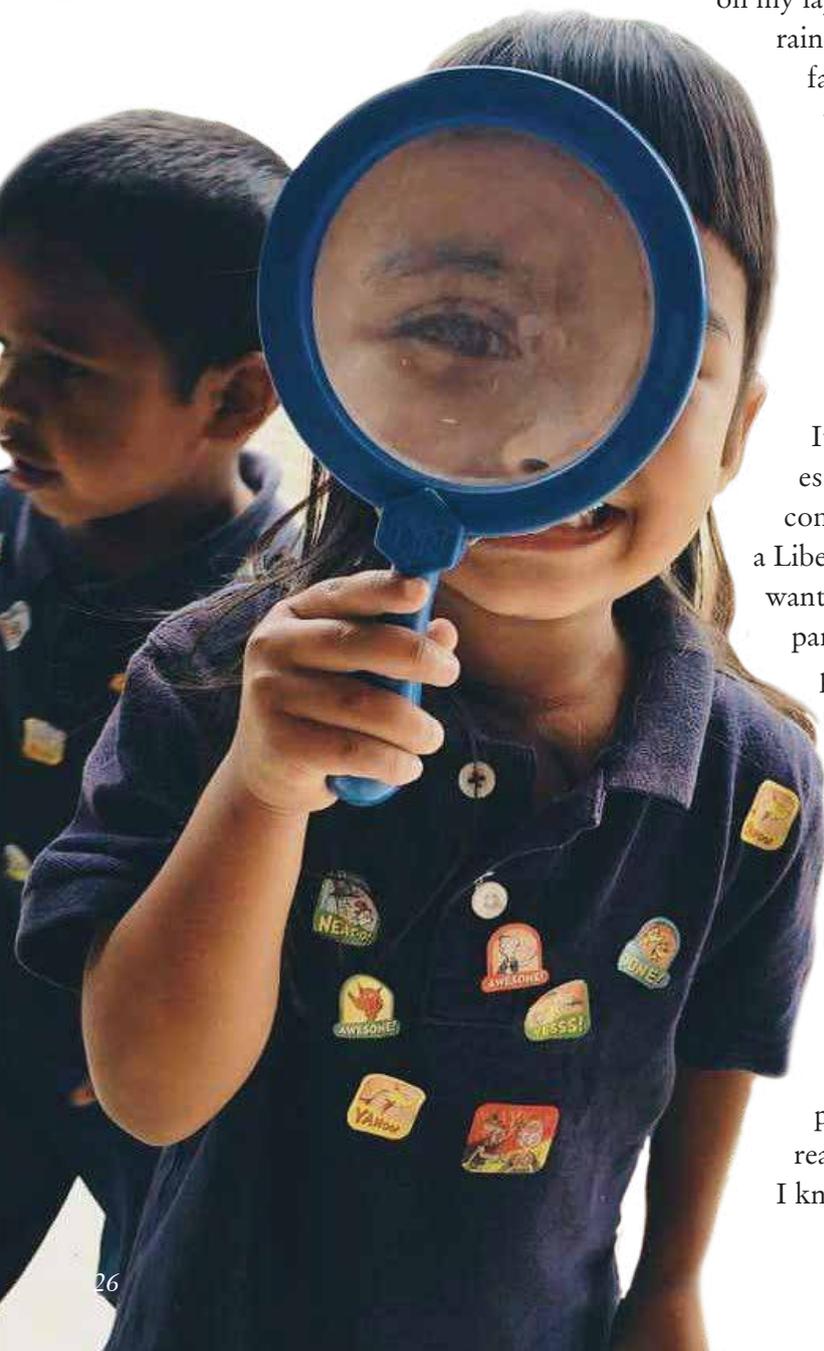
World Global Outreach

Honduras

By: Kristin Avila
Class of 2008, Liberal Studies

It's the beginning of rainy season in Central America. I sit atop a lush green mountain in a subtropical rainforest of Honduras, tapping away on my laptop. Under the shelter of my screened porch, rain pounding upon my corrugated metal roof and falling down in thin streams in front of me, I reflect upon just how I came to be here. Not just here, in Honduras, but here in life. My thoughts gently drift me away to a sunny place. A place I call home...California. A place where God prepared me for this life I now live. Oddly enough, a place with a good amount of corrugated metal as well...William Jessup University!

It was 2003 and the buzz on the street (in churches, rather) was that a new Christian University was coming to the area. I had heard WJU was developing a Liberal Arts Degree Program in Education and I wanted in! The course plan was well rounded and up to par with freshly tweaked state requirements. The professors were experienced, approachable, and available for their students. The richness of spiritual formation and mentorship opportunities was palpable. The real world exposure to the education field was built right into the curriculum. I was in the classroom setting observing, applying, and analyzing from day one and I soaked it all in. I had thrived, in fact. In May 2008, I walked the stage (with the first graduating class of WJU to complete all four years on the Rocklin campus) feeling 100 percent prepared to enter the classroom. I was ready, I felt I had something to offer this world, and I knew God was with me.





Fast forward 10 years later, and I find myself here, a vice principal at a little bilingual Christian school in Honduras, using everything I learned at WJU. I am a missionary with World Gospel Outreach, working at Rancho Ebenezer, a children's home for orphaned, abandoned, and neglected children. At our on site K-6 grade school, I serve alongside a Honduran principal to manage, mentor, and train the teaching staff in their efforts to serve Christ and the children well.

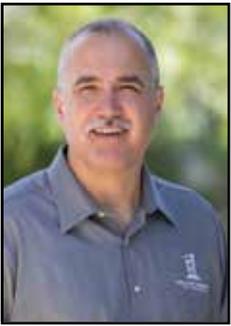
The 40 children who have been placed in our care have come from traumatizing experiences with a great deal of emotional and physical pain. It is the kind of pain that shows up as an invisible brick wall in the mind of a child, preventing them from learning. It is our job to disassemble that wall, brick by brick. Tenderly, skillfully, and intuitively we take a brick away and watch in wonder as children begin to cautiously peek out from the mental fog and see clearly or steadily regulate their emotions or bravely raise a hand in participation. We grieve with their hurts and we champion their victories. We raise the bar high and help them reach it. We show them a Jesus who cares, knows them each by name, and desires to have a relationship with them. We lead them to The One who will make them soar (Isaiah 40:31).

Everyday, I wake up and revel in the fact that I live and serve in the place where my dreams and the perfect will of God meet. This is living the dream and I am so grateful that William Jessup University showed me the way.

The Avila family pictured from left to right: Ken, Levi, Leora, Kristin and Micah.



A Church Closed, but a Legacy was Left!



Jim Jessup

In the fall of 2016, as I met with David Wilson and Bob Crowder, elders of the Placerville First Christian Church (PFCC) I offered encouragement to them and their congregation. Students, alumni and I preached for their congregation almost every Sunday after the passing of their long time pastor Gary Washburn who went on to be with the Lord on Sunday morning August 14, 2016 in his sleep.

The congregation was aging and the people were tired. As I met with the elders, they came to realize they could be better stewards of the property and assets that God had given them and their people could be better shepherded and served at another church that was growing and had vision for the future.

After many years of assisting PFCC in ministry with student preachers and worship leaders, the remnant of PFCC members and the elders made a tough decision that the time had come to close their doors in July 2017. We began the work of finding another church that wanted to purchase the building. By selling the building to Vantage Point Church well under appraised value, PFCC was able to bless a young and growing church plant with a good deal on a great building.

Vantage Point was so excited to receive the building! The sale of the property could then be used to bless all of the ministries that PFCC had been supporting for many years enabling PFCC to leave legacy gifts so that their memory would be kept alive. William Jessup University is one of 13 ministries that were recipients of PFCC's legacy gift. At Jessup, some of the funds will be used to establish an endowed scholarship for students who are called into full time ministry.





Left to right: Jim Jessup, Tim Thompson, David Wilson, Bob Crowder and Steve Wright.



Left to right: Jim Jessup, John and Eilene Richardson, David Wilson and Bob Crowder.

This decision by the elders of PFCC was one that blessed so many ministry organizations while preserving the property and buildings for Christ-centered purposes. This truly was a win-win. At its core, the church relations office of WJU exists to help the Church thrive, but if a church should decide to close their doors, I pray they will choose to do it this way. This truly was one church's way of continuing to glorify God with the assets that belong to God!

I believe this process and the result has honored the founding families and all members of PFCC. This decision also helped a young congregation acquire a new home, and it has blessed many ministries to help change the very landscape of eternity for the cause of Christ.

If you have any questions about this process of leaving a church legacy, please contact Jim Jessup, Director of Church Relations: jjessup@jessup.edu

Ministries that received legacy gifts from the sale of PFCC:

Stadia - for church planting

Heavenly Hills Christian Camp - for greatest need and future growth in camping ministry

International Disaster Emergency Services - for greatest need in emergency relief

Sierra Law Enforcement Chaplaincy - for greatest need

Open Door Libraries - in honor of Dale and Barbara Mallory for evangelism

Philippine College of Ministry - in honor of Steve and Lenae Hong for education

Atascadero Christian Home - for greatest need in elder care

American Indian Christian Mission - for education and evangelism

Kulphar Children's Home - to be given in honor of McFarland, Chitwood & McClure

Christ to the Nations - in honor of Eldon Potts for Philippines Missions

Share Food Closet - for greatest need

Commit Ministries - in memory of Elmo Black for Short Term Missionary Trips

Did you know?

William Jessup University Endowed Scholarship Fund has more awards available to students interested in full time ministry than any other endowed scholarship. Thousands of dollars each year are awarded to students who desire to serve the Lord full time as a pastor, missionary, para church ministry leader, or other servant in ministry.

Check out our many endowed scholarships:

<http://www.jessup.edu/18-19-list-of-named-scholarships/>

PROGRAMS

AT - A - GLANCE

The Faculty of Theology & the School of Christian Leadership

Biblical Studies (BA)

Archaeology

Christian Leadership (BA)

Family & Children's Ministry

Intercultural Studies

Pastoral Ministry

Youth Ministry

Theology (BA)

Youth Ministry (BA)

Counseling Youth

Ministering to Families

School of Natural & Applied Sciences

Biology (BS)

Health & the Environment

Human Biology (pre-med)

Computer Science (BS)

Web Systems & Applications

Environmental Science (BA)

Environmental Science (BS)

Ecology & Field Biology

Ecological Research

Kinesiology (BS)

Exercise Science

Health & Wellness

Sports Management

Mathematics (BA)

School of Education

American Sign Language

Child Development

English

Family & Children's Ministry

History

Liberal Studies (BA)

Multiple Subject Credential

Science

TESOL

TESOL (Minor)

School of Business

Business (BS)

Accounting

Entrepreneurship

Finance

Management

Marketing

Non-Profit

Division of Humanities & Social Sciences

English (BA)

Creative Writing

Literature

Professional Writing

Teaching

History (BA)

Psychology (BA)

Addiction Studies

Community

Counseling

Developmental

International

Mental Health

Public Policy (BA)

Criminal Justice

Government & Politics

Public Administration

Public Policy

Division of Visual & Performing Arts

Music (BA)

Commercial

Composition

Education

Performance

Worship

Theatre (BA)

Design/Technical Theatre

Musical Theatre

Performance

Theatre Management

Visual & Fine Arts (BA)

Cinematography

Fine Arts

Graphic Design

Photography

Graduate Offerings

Master of Arts in Business Administration

Master of Arts in Counseling Psychology

Master of Arts in Education

Master of Arts in Leadership

Master of Arts in Sports Management

Master of Arts in Teaching

School of Professional Studies

Addiction Studies

Business Administration

Christian Leadership

Criminal Justice

Organizational Leadership

Psychology

844-JESSUP-U

Online Offerings:

Bachelor of Science Business Accounting

Bachelor of Science Business Management

Bachelor of Science Criminal Justice

Bachelor of Arts Psychology

Master of Business Administration

Master of Arts in Leadership

Master of Arts in Sports Management

*Air Force ROTC is available



COMMUNITY OUTREACH EXPO

JESSUP WEEKEND

FRIDAY & SATURDAY
OCTOBER 12-13, 2018

In the Jessup community, *we are family*. This October, we want to take an opportunity to invite our family and the surrounding community to come together for a weekend of entertainment, dynamic speakers, great food, and time with cherished classmates, professors, friends, and neighbors!

FEATURED EVENTS

- Warrior Golf Classic • Special Guest Chapel Speaker
- Community Outreach Expo: Standing Up for Kids & Families
 - Outdoor Concert • Food Truck Fest
 - Veterans Honor Run • The Jessup Gala



VETERANS HONOR RUN



THE JESSUP GALA



Class of 2017 grads, Bethany (Grebel) and Jay Bennett, became the Bennetts on March 25, 2018.



In late June Daniel ('10) and Stephanie (Morrow '12) Nelson officially adopted their son, Elijah Ralph Walter Nelson. The happy couple reside in Sacramento, Calif.



Aubrey (Bunch, '08) and Aaron Lemire were married on October 1, 2016 and currently live in Sacramento, Calif. with their toy poodle, Spencer.



Jade (Franz, '08) celebrates five years since her completion of her MBA from Mid-America Christian University and recent one year anniversary as a marketing manager for Sysco Foods in Oklahoma.



Kasey (Kellogg, '14) and Tyler Story ('15) welcomed baby Adam Colman Story to the world on February 21, 2018.



Emily (Landstrom, '14) and Cody Laliberte tied the knot on May 14, 2017 in Moorpark, Calif.

Alumni updates

Taylor ('15) and Haley (Tedesco, '13) Hansen were married on November 1, 2015. Taylor manages a support team at the tech startup, Riskalyze, in Auburn, Calif. and Haley teaches special education.



Russell ('78) and Anita Saito serve their community through R.O.C.K. (Reaching to Community Kids) which is currently operating as YoungLife. The couple has been taking WyldLife kids to camp annually and celebrates one year of facilitating Celebrate Recovery ministry at their church.



After pastoring students for 14 years, Chris Miller ('02) recently accepted the position of small groups pastor at CrossPoint Community Church in Modesto, Calif. Chris expressed his gratitude both for the friends and family of his previous home church and the calling God has placed on him with new church family in Modesto.



Dave ('06) and Ellen Jacobs have five adult children and 12 grandkids and are enjoying life in Southern Oregon. Dave has been a full-time pastoral coach and church consultant for more than 10 years. Ellen serves as the personal assistant to the deans of instruction at Rogue Community College.

After just one year in his position, Danny Contreras ('17) was awarded the Santa Cruz County Gold Employee of the Year award for 2017. Danny is active in sharing his faith, including publicly with the county Board of Supervisors during his award ceremony. Danny is also launching his own non-profit, KEYS 2 LIFE, which aids youths involved in and affected by gang affiliation and incarceration. To learn more about Danny's nonprofit you can visit their Facebook page or keys2life.net.

Steve Hammer ('82), lead pastor at Impact Christian Church in Pittsburgh, Pa., and his wife Jill recently moved with their church family to a new facility. The new building serves as a community center during the week- featuring ice rinks, a soccer field, basketball court, a cafe and an 800-capacity worship center.



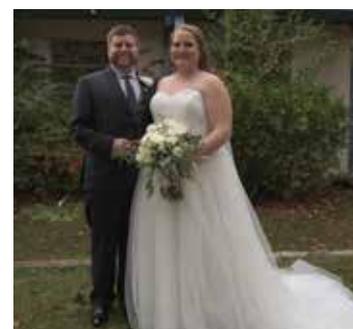
Joyce (Weatherfield, '59) and Dave Bladorn ('60) are active in their church, New Beginnings Fellowship in Chico, Calif. sharing from the pulpit on some occasions. (No Photo)

Robert Velarde ('12) and his wife Rebecka had their second child, Joseph Mikah in June. (No Photo)



Kiersti (Hougue, '14) and Chris Torok ('14) recently moved to Utah for Chris' new position as a senior financial analyst for a large mortgage company. Kiersti recently started an online business, Beyond Infinity Apparel, selling handmade children's clothing. The two celebrated six years of marriage on June 7 and have two children; Bradley (3) and Briar (1).

Elyse (Byrum, '16) and Evan Polis were married in Orangevale, Calif. on November 4, 2017. The couple is overjoyed to report that as of January 2018, Elyse is a cancer survivor! Elyse and Evan express their gratitude for the prayers of former Jessup classmates and staff.



ALUMNI HIGHLIGHT

Tim Sheley

Major: Liberal Studies Graduating Class: 2016

Before attending Jessup, I knew that I wanted to attend a university that had a strong sense of community and one where I was not just a number but someone who was known and cared about.

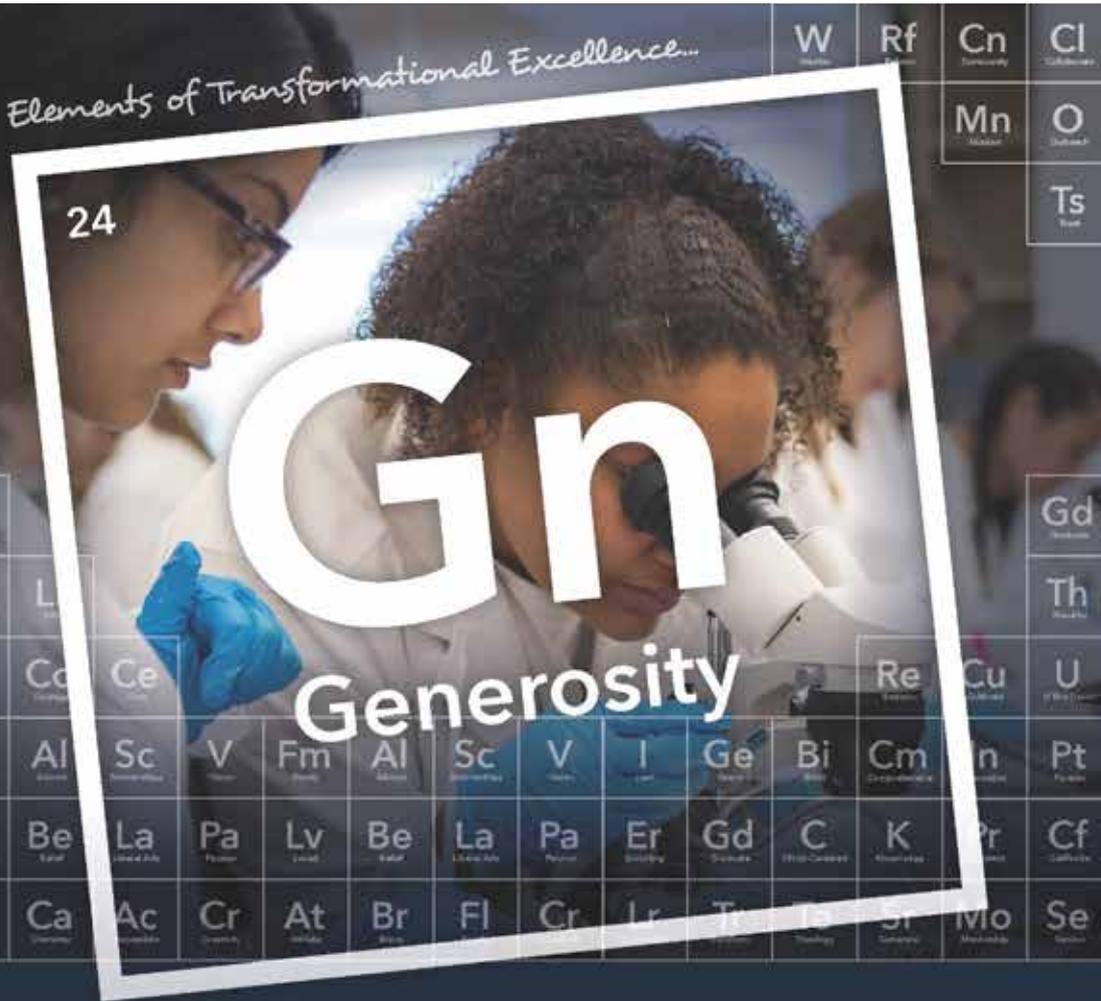
That is exactly what I was about to get when I started my education at WJU. Throughout my years at Jessup in the School of Education, I was given the opportunity to gain pivotal experience directly from the classroom practically every semester. Before I stepped foot into a classroom to begin my student teaching, I had already spent time in every single grade level because of my other coursework.

When I got my first job as a fourth grade teacher just after graduation, I felt very prepared for the coming year. This last year I went out of my comfort zone and taught at two schools and had more than 280 students as I taught seventh grade English and American Sign Language to multiple grades, which because of the School of Education and the new American Sign Language department at Jessup, I was able to impact even more students than I did my first year of teaching!

As I gear up to begin the 2018-19 academic year, I am taking another step of faith and moving to Napa to teach at a primary school with students who need just a little bit of help getting back to grade level in reading, writing, and math. I am thrilled to have this opportunity entrusted to me.

If it had not been for Jessup and all the love and support of my professors, fellow classmates, and the student leadership team I was a part of, I do not think I would have had the courage to take each step of the journey I've had since graduation. For that, I am incredibly grateful.





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AUGUST 24TH, 2018

Give24.jessup.edu



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GOAL: 240 PARTNERS

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Academic Excellence

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Student Discipleship

Providing spaces of spiritual growth and transformation