



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

Telephone (310) 532-3670 or 1-866-ELCAMINO

January 13, 2010

Board of Trustees
El Camino Community
College District

Dear Members of the Board:

Happy new year! I trust your holidays were relaxing and rewarding and that your new year's resolutions are still intact and/or accomplished.

Although the first part of the holiday break seemed like a series of torrential downpours, this week we have a balmy 70's in anticipation of our Tuesday, January 18, 2011, 4 p.m. Board meeting.

The open section of the January Board meeting is relatively straight forward, however, you may wish to schedule extra time for the Committee of the Whole discussion on redistricting Board Areas and the closed session maybe complicated and lengthy.

The Board meeting starts with Foundation President George Nakano's presentation of the Foundation's Annual Report. Your information packet includes the Foundation's annual audit which the public will be able to view through <http://www.elcamino.edu/foundation/docs/ECC-Foundation-Audited-Financial-Statements-2009-2010.pdf>. This presentation is followed by a Basic Skills report from Dr. Francisco Arce.

There are no Academic Affairs action items and only one action item from Student and Community Advancement.

The Administrative Services General and Measure E reports are routine. Please note, however, there is a recommendation to lower the non-resident tuition rate and to receive the annual financial audit. Board members have audits and the public can view the audit through a hyperlink listed on the Board agenda.

Human Resources includes routine actions and classification descriptions which have gone through the consultation process with the El Camino Classified Employees (ECCE) representatives.

The Committee of the Whole is dedicated to the Board of Trustees redistricting proposal which is on the agenda. The following documents enclosed for your information.

- a. California Elections Code Section 14025-14032;
- b. Lawsuit against Madera Unified School District;

- c. "Compton Lawsuit Challenges At-Large Voting in City," *Wave Newspapers*
"Three Compton Residents Sue City Over Voting Rights," *Los Angeles Times*;
- d. Changing from At Large to District Election of Trustees in Two California Community College Districts, A study of Contrasts, from Lapkoff & Gobalet Demographics Research, Inc.

As mentioned previously, the Closed Session could be longer than usual.

Monday's announcement of the Governor's budget includes significant changes for higher education. Best case scenario presented by Governor Brown impacts community colleges. State Chancellor Jack Scott's early analysis is provided in attachment A.

Our winter session is well underway at both locations.

The following information is enclosed for your review:

1. Memo from Mr. Bob Gann to Ms. Jo Ann Higdon, January 7, 2011, regarding the Soils Change Order – Math Business Health Sciences Building project;
2. Memo from Dr. Jeanie Nishime to President Fallo, January 12, 2011, giving more details on the Greenside LLC Contract on the January 18, 2011, Board agenda;
3. Outline for orientation meeting with Trustee Ken Brown, Dr. Arce, Ms. Higdon, Dr. Nishiime, Ms. Solomita, Ms. Perez and Ms. Garten on January 7, 2011;
4. Memo from Ms. Ann Garten to President Fallo, January 12, 2011, regarding Assembly Bill 1234, regarding ethics training for elected members of local agencies;
5. Memo from Ms. Ann Garten to President Fallo, January 12, 2011, regarding the Trustee Area 1 Appointment Process;
6. Question from Trustee Gen regarding registration of high school students along with Dr. Jeanie Nishime's response, January 6, 2010;
7. Memo from Dr. Regina Smith to Dr. Francisco Arce, October 25, 2010, regarding Elaine Moore's Sabbatical;
8. Trustee Election Process-2009 from the Community College League of California;
9. Memo from Dr. Gloria Miranda to Dr. Francisco Arce, December 14, 2010, regarding the Study Abroad program 2008 through 2010;
10. Memo from the Los Angeles County Office of Education, December 8, 2010, outlining Oath of Office Governing Board information;
11. *Warrior Life*, student publication, Winter 2011

12. Sabbatical Leave reports from:

Ms. Alicia Class, Fall 2009

Mr. Sean Donnell, Fall 2009

Dr. Massoud Ghyam, Full Year 2009-2010

Mr. Joseph Holiday Spring 2010

Mr. Kevin Huben, Full Year 2009-2010

Ms. Elaine Moore, Spring 2010

Ms. Charleen Zartman, Spring 2010

Dr. Jeff Jung, Fall 2009

As we start this new year, I am sure we all feel fortunate to have Trustee Brown join us for his first full meeting and look forward to a successful year for our Board, students, and our community.

I will be in my office at 3 p.m. on Tuesday, at 3 p.m., if you would like to visit. In the meantime, please feel free to contact Kathy or me with any questions, comments or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "T. Fallo", with a large, sweeping flourish above the name.

Thomas M. Fallo
Superintendent/President

TMF/kao

Cc: Vice Presidents, Director of Community Relations



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Date: January 12, 2011
To: President Fallo
From: Ann M. Garten
Community Relations Director
Re: Redistricting Information

Attached are several articles and references relevant to redistricting and voting at-large versus by trustee area. In my conversations with the LA County Office of Education staff, they have shared their intent to encourage all districts to review their current voting process to determine if it is representative of the constituents of the district.

LA County Education staff noted a lawsuit filed against the Madera County Education Department (complaint attached). In that case the County won the suit, however the lawyers group who filed the claim has appealed the decision. LA County is preparing a bulletin to local education agencies advising them of the potential for a lawsuit if at-large voting continues.

LA County Education staff also recommends participating in the January 20, 2011 workshop on redistricting which is being sponsored by the Registrar of Voters Office. As you know, I plan to attend that workshop.

California Voting Rights Act of 2001

On July 9, 2002, Governor Gray Davis approved the California Voting Rights Act of 2001. This bill expands on voting rights granted under the federal Voting Rights Act by, among other things, granting standing to groups who are too geographically dispersed to elect their candidate of choice from a single member district. This eases the path for proportional voting systems to be used as remedies for minority vote dilution.

CALIFORNIA ELECTIONS CODE SECTION 14025-14032

14025. This act shall be known and may be cited as the California Voting Rights Act of 2001.

14026. As used in this chapter:

(a) "At-large method of election" means any of the following methods of electing members to the governing body of a political subdivision:

- (1) One in which the voters of the entire jurisdiction elect the members to the governing body.
- (2) One in which the candidates are required to reside within given areas of the jurisdiction and the voters of the entire jurisdiction elect the members to the governing body.
- (3) One which combines at-large elections with district-based elections.

(b) "District-based elections" means a method of electing members to the governing body of a political subdivision in which the candidate must reside within an election district that is a divisible part of the political subdivision and is elected only by voters residing within that election district.

(c) "Political subdivision" means a geographic area of representation created for the provision of government services, including, but not limited to, a city, a school district, a community college district, or other district organized pursuant to state law.

(d) "Protected class" means a class of voters who are members of a race, color or language minority group, as this class is referenced and defined in the federal Voting Rights Act (42 U.S.C. Sec. 1973 et seq.).

(e) "Racially polarized voting" means voting in which there is a difference, as defined in case law regarding enforcement of the federal Voting Rights Act (42 U.S.C. Sec. 1973 et seq.), in the choice of candidates or other electoral choices that are preferred by voters in a protected class, and in the choice of candidates and electoral choices that are preferred by voters in the rest of the electorate. The methodologies for

estimating group voting behavior as approved in applicable federal cases to enforce the federal Voting Rights Act (42 U.S.C. Sec. 1973 et seq.) to establish racially polarized voting may be used for purposes of this section to prove that elections are characterized by racially polarized voting.

14027. An at-large method of election may not be imposed or applied in a manner that impairs the ability of a protected class to elect candidates of its choice or its ability to influence the outcome of an election, as a result of the dilution or the abridgment of the rights of voters who are members of a protected class, as defined pursuant to Section 14026.

14028. (a) A violation of Section 14027 is established if it is shown that racially polarized voting occurs in elections for members of the governing body of the political subdivision or in elections incorporating other electoral choices by the voters of the political subdivision.

Elections conducted prior to the filing of an action

pursuant to Section 14027 and this section are more probative to establish the existence of racially polarized voting than elections conducted after the filing of the action.

(b) The occurrence of racially polarized voting shall be determined from examining results of elections in which at least one candidate is a member of a protected class or elections involving ballot measures, or other electoral choices that affect the rights and privileges of members of a protected class. One circumstance that may be considered in determining a violation of Section 14027 and this section is the extent to which candidates who are members of a protected class and who are preferred by voters of the protected class, as determined by an analysis of voting behavior, have been elected to the governing body of a political subdivision that is the subject of an action based on Section 14027 and this section. In multiseat at-large election districts, where the number of candidates who are members of a protected class is fewer than the number of seats available, the relative groupwide support received by candidates from members of a protected class shall be the basis for the racial polarization analysis.

(c) The fact that members of a protected class are not geographically compact or concentrated may not preclude a finding of racially polarized voting, or a violation of Section 14027 and this section, but may be a factor in determining an appropriate remedy.

(d) Proof of an intent on the part of the voters or elected officials to discriminate against a protected class is not required.

(e) Other factors such as the history of discrimination, the use of electoral devices or other voting practices or procedures that may enhance the dilutive effects of at-large elections, denial of access to those processes determining which groups of candidates will receive financial or other support in a given election, the extent to which members of a protected class bear the effects of

past discrimination in areas such as education, employment, and health, which hinder their ability to participate effectively in the political process, and the use of overt or subtle racial appeals in political campaigns are probative, but not necessary factors to establish a violation of Section 14027 and this section.

14029. Upon a finding of a violation of Section 14027 and Section 14028, the court shall implement appropriate remedies, including the imposition of district-based elections, that are tailored to remedy the violation.

14030. In any action to enforce Section 14027 and Section 14028, the court shall allow the prevailing plaintiff party, other than the state or political subdivision thereof, a reasonable attorney's fee consistent with the standards established in *Serrano v. Priest* (1977) 20 Cal.3d 25, 48-49, and litigation expenses including, but not limited to, expert witness fees and expenses as part of the costs. Prevailing defendant parties shall not recover any costs, unless the court finds the action to be frivolous, unreasonable, or without foundation.

14031. This chapter is enacted to implement the guarantees of Section 7 of Article I and of Section 2 of Article II of the California Constitution.

14032. Any voter who is a member of a protected class and who resides in a political subdivision where a violation of Sections 14027 and 14028 is alleged may file an action pursuant to those sections in the superior court of the county in which the political subdivision is located.

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MARIA ESTHER REY, JESSE LOPEZ, and

CARLOS URANGA

SUPERIOR COURT OF CALIFORNIA

COUNTY OF MADERA

MARIA ESTHER REY, JESSE LOPEZ, and
CARLOS URANGA,

Plaintiffs,

v.

MADERA UNIFIED SCHOOL DISTRICT,
MADERA COUNTY BOARD OF
EDUCATION, MADERA UNIFIED
GOVERNING BOARD OF TRUSTEES, and
REBECCA MARTINEZ,

Defendants.

CASE NO.:

**COMPLAINT FOR VIOLATION
OF THE CALIFORNIA VOTING
RIGHTS ACT OF 2001**

1 Plaintiffs MARIA ESTHER REY, JESSE LOPEZ, and CARLOS URANGA ("Plaintiffs")
2 allege as follows:

3 **BACKGROUND**

4 1. The at-large method of elections used to select the Madera Unified Governing Board
5 of Trustees violates the California Voting Rights Act of 2001. Because of the racially polarized
6 voting that has plagued numerous recent elections within the Madera Unified School District, this
7 method unlawfully deprives Latino voters of the ability to meaningfully voice their preferences. The
8 law requires this Court to impose an alternative election system, such as a district-based process, in
9 which Latinos would be able to elect candidates of their choice or to influence the outcome of
10 elections.
11

12 2. The use of "at-large" electoral systems, which serve to perpetuate an entrenched
13 majority in power, is pervasive among school districts in the State of California. A recent study
14 conducted of 693 of California's approximately 988 elementary, high and unified school districts
15 revealed that 92% of them maintain at-large methods of electing school boards. Madera Unified
16 School District ("MUSD") is one such district. These systems can serve to disempower non-majority
17 voters – many of whom have children in the district's schools – where there is (1) a significant non-
18 majority population of voters routinely ignored and marginalized by the majority, and (2) racially
19 polarized voting.
20

21 3. The impact of at-large school board elections on Latino populations is revealed by the
22 severe disparities caused by at-large elections. Latino students make up approximately 47% of the
23 student population in California public schools, and are the largest ethnic or racial group within
24 California public schools. White not Hispanic is the second largest, with just 29% of the population.
25 And yet a recent study found that Latinos occupy only 14% of the seats on school boards that are
26 elected by at-large electoral systems.
27
28

1 4. In California's Northern Central Valley, where MUSD is located, the problem is
2 particularly acute. Within this region's 162 school districts, Latinos comprise more than one-third of
3 the population as a whole, and more than half of the public school student population. And yet
4 Latinos hold as low as 16% of all school board seats in the Northern Central Valley – where
5 approximately 93% of school boards are elected by at-large elections.
6

7 5. The California Voting Rights Act (the "Act") was passed to remedy this kind of vote
8 dilution, and its impact will soon be felt statewide. Following the California Court of Appeals'
9 landmark decision in *Sanchez v. Modesto*, 145 Cal. App. 4th 660, 51 Cal. Rptr. 3d 821 (2006),
10 California's at-large school districts will no longer be able to maintain their discriminatory electoral
11 systems. This lawsuit against MUSD is the second lawsuit against a California school district under
12 the Act.
13

14 6. MUSD's at-large electoral system unlawfully dilutes the votes of Latinos who live
15 within MUSD, and for years has precluded Latinos from effectively participating in MUSD's school
16 board, the Madera Unified Governing Board of Trustees (the "Governing Board"). MUSD's
17 electorate votes in an extremely racially polarized manner, with the numerical superiority of the rest
18 of the registered electorate consistently defeating the collective will of Latino voters. MUSD's at-
19 large method of election, together with racially polarized voting, impairs the ability of Latino citizens
20 to elect candidates of their choice or even to influence the outcome of Governing Board elections.
21

22 7. The effect of MUSD's at-large method of election on Latino access to the political
23 process is apparent from the current Governing Board. Latinos comprise approximately 44% of the
24 citizen voting-age population in MUSD, yet only one Latino occupies a seat on the seven-member
25 Governing Board. This vote dilution, caused by the system of at-large elections, has been perpetrated
26 against MUSD's Latino voters for decades: aside from the one Latino who currently sits on the
27
28

1 Governing Board, no more than one other Latino has served on the Governing Board in the past 25
2 years.

3 8. The at-large electoral system used to elect the Governing Board violates the California
4 Voting Rights Act of 2001. Plaintiffs bring this action to enjoin the continued abridgment of Latino
5 voting rights. Specifically, Plaintiffs seek a judgment from this Court that the at-large method of
6 election currently in place violates the Act. Plaintiffs also seek preliminary and permanent injunctive
7 relief (1) enjoining Defendants from further imposing or applying the current at-large method of
8 election and (2) following a full evidentiary hearing, requiring Defendants to design and implement a
9 new system of elections appropriate to remedy Defendants' violation of the Act.
10

11 JURISDICTION AND VENUE

12 9. All parties hereto are within the unlimited jurisdiction of this Court.

13 10. Venue in this Court is proper because this is an action against agencies of Madera
14 County. Cal. Code Civ. Pro. § 394. Venue also is proper in this Court because all Defendants are
15 situated in the County of Madera, and the injuries suffered by Plaintiffs have and, unless enjoined,
16 will continue to occur in the County of Madera. Cal. Code Civ. Pro. § 395.
17

18 PARTIES

19 11. Plaintiffs Maria Esther Rey, Jesse Lopez, and Carlos Uranga all reside within MUSD.
20 Plaintiffs are Latinos and are members of a protected class of voters under the Act. Plaintiffs are over
21 the age of 18 and are eligible to vote in MUSD's elections.
22

23 12. Defendant Madera Unified School District is situated in the County of Madera and is a
24 political subdivision within the State of California. MUSD includes most of the City of Madera.
25 MUSD oversees 27 schools from the kindergarten through high school levels.
26

27 13. Defendant Madera County Board of Education (the "Board of Education") is situated
28 in the County of Madera, and serves as the Madera County Committee on School District

1 Organization ("County Committee"). The Board of Education is sued in its capacity as the County
2 Committee. Among other things, the Board of Education oversees the reorganization of school
3 districts and district boundaries through territory transfers, consolidations or unifications as well as
4 the establishment or rearrangement of governing board trustee areas as required. The Board of
5 Education also approves and confirms changes in school district boundaries.

7 14. Defendant Madera Unified Governing Board of Trustees is situated in the County of
8 Madera. Among other things, the Governing Board is responsible for setting a direction for MUSD;
9 providing a basic organizational structure for MUSD by establishing policies; ensuring academic,
10 fiscal and operational accountability; and providing community leadership on behalf of MUSD and
11 public education.

12 15. Defendant Rebecca Martinez is the County Clerk-Recorder for the County of Madera.
13 Among other duties, she oversees all federal, state, and local elections in the County (including
14 Governing Board elections) and is responsible for all duties relating to elections. She is sued in her
15 official capacity only.

17 DIVERSITY AND LATINO POPULATION IN MUSD

18 16. MUSD has a very diverse population. The majority of MUSD's approximately 68,000
19 residents belong to a variety of racial and ethnic minority groups. However, although MUSD is
20 diverse, it is also segregated along racial and ethnic lines.

22 17. Latinos comprise approximately 44% of MUSD's citizen voting-age population.
23 Latinos make up approximately 81% of the total MUSD student body.

25 MUSD'S AT-LARGE METHOD OF ELECTIONS

26 18. The Governing Board is elected by an at-large method of election identical to that
27 described in Section 14026(a)(1) of the Act, that is, one in which the voters of the entire jurisdiction
28 elect the members to the governing body.

1 19. Governing Board elections are conducted as "winner-take-all" contests, and members'
2 terms are staggered so that every two years either three or four members are elected. In years in
3 which three members are elected, voters can vote for as many as three candidates. The three leading
4 vote-getters are elected. Likewise, in years in which four members are elected, voters can vote for as
5 many as four candidates. The four leading vote-getters are elected.
6

7 20. Governing Board elections are conducted on a MUSD-wide basis. That is, candidates
8 do not run for a member position responsible for representing, or accountable to, a particular district
9 or trustee area in which the candidate lives.

10 21. Thus, under its current design, MUSD's at-large method of election allows voters of
11 the entire jurisdiction to elect members to all seven seats of the Governing Board, which then governs
12 MUSD.
13

14 22. In contrast, a district-based electoral process would operate in a much different
15 fashion. A district-based election is a method of electing members to the governing body of a
16 political subdivision in which the candidate must reside within an election district that is a divisible
17 part of the political subdivision and is elected only by voters residing within that election district.
18 This system results in a voter being represented by a person for whom the majority of the people in
19 his or her particular area voted.
20

21 23. Courts are specifically authorized by California Elections Code Section 14029 to order
22 district-based elections to remedy violations of the Act.

23 **EFFECT OF AT-LARGE ELECTIONS ON LATINOS WITHIN MUSD**

24 24. The Latino voters within MUSD, including Plaintiffs, constitute a protected class of
25 voters who are members of a race, color or language minority group, as referenced and defined in the
26 federal Voting Rights Act.
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1 25. MUSD's at-large electoral system impairs the ability of Latino voters to elect
2 candidates of their choice to the Governing Board, or even to influence the outcome of elections. The
3 at-large method of election, together with a racially polarized electorate, has for years diluted the
4 voting rights of Latinos within MUSD.

5 26. Only one of the current Governing Board members, Robert Garibay, is Latino. Aside
6 from Mr. Garibay, no more than one Latino has occupied a Governing Board seat in at least the past
7 25 years.

8 27. This imbalance cannot be explained by a lack of Latino candidates for office. Latino
9 candidates have run for the Governing Board on numerous occasions, including in the 1996, 1998,
10 2000 and 2004 elections.

11 28. Despite the numerous occasions in which a Latino candidate has run, only Robert
12 Garibay has been elected in the past 19 years. Moreover, in a recent Governing Board election where
13 another Latino candidate ran against Mr. Garibay, this candidate not only received a majority of
14 MUSD's Latino votes, but also received significantly more votes from Latinos than did Mr. Garibay.

15 29. The Governing Board has a history of being governed by a limited voice, often
16 concentrated in a small geographic area of MUSD. For the past 25 years, nearly every member
17 elected to the Governing Board has resided in the non-Latino portions of MUSD.

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21 **RACIALLY POLARIZED VOTING IN PAST ELECTIONS**

22 30. Analysis of elections with Latino candidates and relevant ballot propositions within
23 the boundaries of MUSD demonstrates a clear and consistent pattern of racially polarized voting
24 between Latino and non-Latino voters.

25 31. In the context of at-large elections, this racially polarized voting creates the
26 paradigmatic violation contemplated by the Act: there is a difference in the choice of candidates or
27 other electoral choices that are preferred by Latino voters, and in the choice of candidates or electoral
28

1 choices that are preferred by voters in the rest of the electorate. In other words, members of the
2 Latino population tend to vote the same way, while also voting differently from the rest of MUSD
3 voters.

4 32. As a result of this racially polarized voting, non-Latino voters have dictated every
5 outcome of at-large Governing Board elections in MUSD for at least the past 12 years, with Latino
6 voters having no influence on election outcomes.

7 33. Without limitation, instances of racially polarized voting in MUSD include the
8 following.

9 34. **Proposition 187 (1994).** Proposition 187 was a ballot initiative designed to deny
10 illegal immigrants social services, health care, and public education. Racially polarized voting
11 occurred in MUSD in this election. Latino voters in MUSD overwhelmingly rejected Proposition
12 187, while more than 70 percent of non-Latino voters supported it.

13 35. **Proposition 209 (1996).** Proposition 209 sought to eliminate certain state and local
14 government affirmative action programs to the extent these programs involved preferential treatment
15 based on race, sex, color, ethnicity, or national origin. Racially polarized voting occurred in MUSD
16 in this election. Latino voters in MUSD overwhelmingly rejected Proposition 209, while more than
17 70 percent of non-Latino voters supported it.

18 36. **Proposition 227 (1998).** With certain exceptions, Proposition 227 required that all
19 public school instruction be in English. In general, it provided for "limited English proficient"
20 students to be placed in "sheltered immersion" classes in which all classroom instruction would be in
21 English. The program would mainly affect minority students who spoke English as a second
22 language. Campaign literature was directed at Spanish-speaking Latino students and their families.
23 In fact, implementation of Proposition 227 would adversely affect the rights and privileges of this
24 protected class. Racially polarized voting occurred in MUSD in this election. More than 70 percent
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1 of non-Latino MUSD voters supported this Proposition, while MUSD's Latino voters
2 overwhelmingly voted against it.

3 **37. MUSD Governing Board Election (1998).** Out of a field of ten candidates, two
4 Latinos ran for the four open seats on the Governing Board. Neither candidate won election.
5 Racially polarized voting occurred in this election. The top four choices of the non-Latino voters, all
6 of which candidates were non-Latino, won all four seats on the Governing Board, even though three
7 of these four candidates received essentially no support from Latino voters. By contrast, Latino
8 candidate Ruben Coronado did not win a seat, despite receiving the highest number of Latino votes
9 among all ten candidates.
10

11 **38. MUSD Governing Board Election (2004).** Out of a field of six candidates, two
12 Latinos, Robert Garibay and Maria Velarde-Garcia, ran for the three open seats on the Governing
13 Board. Racially polarized voting occurred in this election. The top three choices of the non-Latino
14 voters won all three seats on the Governing Board, even though all three of these candidates together
15 received a much lower percentage of Latino votes than Ms. Velarde-Garcia won alone. Indeed, 42%
16 of Latino voters cast ballots for Ms. Velarde-Garcia – and yet she failed to win a seat. Only 15.6% of
17 non-Latino voters supported Ms. Velarde-Garcia. By contrast, Mr. Garibay won a seat, despite
18 receiving only 12% of votes cast by Latinos, in part because he was the second-ranked choice of non-
19 Latino voters and received 48.7% of non-Latino votes.
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22 **THE DISENFRANCHISEMENT AND VOTE DILUTION OF LATINO VOTERS**

23 **39.** The at-large method of election and racial polarization described above have
24 repeatedly caused Latino vote dilution in MUSD. In elections where Latinos and the rest of the
25 electorate express different choices on candidates or initiatives, non-Latino voters, by virtue of their
26 overall numerical superiority, regularly defeat the preferred choices of Latino voters.
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1 40. Even when a majority of Latino voters supports one candidate or issue, vote dilution
2 caused by the at-large method of election prevents their votes from being aggregated in a manner that
3 would successfully lead to the election of the Latino-preferred candidate or issue. The above
4 elections plainly show how the collective will of Latino voters is defeated in MUSD.

5 41. The obstacle posed by MUSD's at-large method of election, together with racially
6 polarized voting, explains why Latino citizens cannot, and will not, have a meaningful impact on the
7 composition of the Governing Board, absent relief from this Court. These factors impair the ability
8 of Latino citizens to elect candidates of their choice or even to influence the outcome of Governing
9 Board elections. In an alternative election system, such as a district-based process, Latinos would be
10 able to elect or influence the outcome of the election of at least three members of the Governing
11 Board.
12

13 42. MUSD has been advised that its at-large method of election violates the Act.
14 However, MUSD has refused to take steps to ensure that its elections conform with the mandates of
15 the Act.
16

17 **FIRST CAUSE OF ACTION**

18 **(Violation of California Voting Rights Act of 2001, Cal. Elec. Code § 14025 *et seq.*)**

19 43. Plaintiffs refer to and incorporate paragraphs 1 to 42 as though fully set forth herein.
20

21 44. Defendants employ an at-large method of election, as that term is defined in California
22 Elections Code Section 14026(a), for elections of the Governing Board, whereby all voters within the
23 jurisdiction together elect all members to the MUSD Governing Board.

24 45. Racially polarized voting has occurred, and continues to occur, in elections for
25 members of the Governing Board and in elections incorporating other electoral choices by voters of
26 MUSD.
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46. The at-large method of election for the MUSD Governing Board is imposed and applied by Defendants in a manner that impairs the ability of Plaintiffs to elect candidates of their choice or influence the outcome of elections, as a result of the dilution and abridgement of Plaintiffs' rights described above.

47. Defendants, collectively and individually, are responsible for imposing, applying, maintaining, and/or failing to take any steps to prevent the at-large system of elections for the Governing Board.

48. An actual controversy has arisen and now exists between the parties relating to the legal rights and duties of all Plaintiffs and all Defendants for which all Plaintiffs desire a declaration of rights.

49. Defendants' wrongful conduct has caused, is causing, and, unless enjoined by this Court, will continue to cause irreparable injury to Plaintiffs.

50. Plaintiffs have no adequate remedy at law for the injuries they currently suffer and will otherwise continue to suffer.

PRAYER FOR RELIEF

Wherefore, Plaintiffs ask this Court to:

1. Declare that the current at-large method of election used to elect the members of the Madera Unified Governing Board of Trustees violates the California Voting Rights Act of 2001;

2. Grant preliminary injunctive relief enjoining Defendants from imposing or applying the current at-large method of election;

3. Grant permanent injunctive relief, following a full evidentiary hearing, mandating a new system of elections that complies with the Act, and which is tailored to remedy Defendants' violation of the Act;

1 4. Order Defendants to pay Plaintiffs' attorneys' fees, costs, and prejudgment interest
2 pursuant to California Elections Code Section 14030 and other applicable law; and

3 5. Grant Plaintiffs such further relief as the Court deems just and proper.
4

5
6
7 DATED: August 21, 2008

Respectfully submitted,

8 GIBSON, DUNN & CRUTCHER LLP

9
10 By _____
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COMPTON LAWSUIT CHALLENGES AT-LARGE VOTING IN CITY

By WIRE SERVICES

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Three Compton residents filed a civil rights suit against the city Thursday, saying the at-large election system discriminates against Latinos even though they make up the majority of residents in the community.

Felicitas Gonzalez, Karmen Grimaldi and Flora Ruiz filed their case in Los Angeles Superior Court, alleging the city's election system violates the state's Voting Rights Act of 2001.

That law expanded on the federal voting rights act by granting standing to groups that are too geographically dispersed to elect their candidate of choice from a single-member district.

Also named in the lawsuit was City Clerk Alita Goodwin. The suit asks for a court order ending at-large elections in the city and replacing them with district-based votes.

City Attorney Craig Cornwell could not be immediately reached for comment. City Hall is closed Friday.

According to the complaint, more than 63,400 of Compton's 93,955 residents, or 67.6 percent, are Latino. But from 1999 to the present, no Latino has been elected to the City Council and no member of the ethnic group has ever won the office of city clerk, the suit states.

The suit states that elections within the city are "characterized by racially polarized voting" that works against the interests of Latinos.

"Such polarized voting is legally significant in Compton's City Council elections because it dilutes the opportunity of Latino voters to elect candidates of their choice," according to the suit.

Although multiple Latinos ran for election in Compton in 2001, 2005 and 2009, none were elected, the complaint states.

<http://articles.latimes.com/2010/dec/04/local/la-me-1204-compton-20101204>

3 Compton residents sue city over voting rights

The complaint alleges that local elections are stacked against Latino candidates.

December 04, 2010 | By Abby Sewell, Los Angeles Times

Three Compton residents are suing the city under the California Voting Rights Act, contending that the city's elections are stacked against Latino candidates.

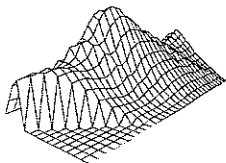
The complaint filed Thursday in Los Angeles County Superior Court alleges that the at-large elections for City Council seats have the effect of diluting the Latino vote. Three Compton voters — Felicitas Gonzalez, Karmen Grimaldi and Flora Ruiz — filed the suit against the city and City Clerk Alita Godwin.

City Atty. Craig Cornwell declined to comment.

The mayor and the four members of Compton's City Council are African American. Compton was long seen as a primarily black community, but Latino residents now make up about two-thirds of the city's population. The suit alleges that although Latino candidates have run for council seats in a number of elections, no Latino candidate has been elected since at least 1999.

Compton council members represent specific geographic districts within the city, but voting for each seat is not restricted to residents of the district. The suit alleges that the at-large elections violate the California Voting Rights Act of 2001.

A previous Times analysis of voting patterns in the cities of southeast Los Angeles County found that Compton was one of a number of cities with large immigrant populations and a pattern of extremely low voter participation. In at least three municipal elections since 2005, less than 10% of the voting-age population cast ballots, the analysis found.



**Changing from At Large to District Election of Trustees
in Two California Community College Districts
A Study of Contrasts¹**

by

Jeanne G. Gobalet and Shelley Lapkoff

Abstract

One of the primary ways Latino groups are attempting to gain political power in the west is by pressing for modification of election procedures. They urge change from at large election of officials to election from single member districts. This paper contrasts the political processes and demographic methods used in two California community college districts when local Latinos called for trustee election reform. Though these two college districts are only 50 miles apart, they differ radically in population size, dominant economic base and community involvement in the colleges. These differences gave rise to very different political processes in drawing boundaries for district election of trustees. In the larger, urban college district, there was very little public involvement in the project and Latino political power was maximized in the districting plan. In the smaller, partly rural district, a task force of community leaders was formed to develop a plan for the new trustee districts. This resulted in negotiation between the community's white leaders and Latino leaders and a compromise districting plan which did not maximize Latino political power. The different political patterns in the two college districts highlighted differences in the way district boundaries can be drawn. One philosophy (which we label "political affirmative action") that could guide the drawing of district boundaries leads to maximization of minority power. An alternative philosophy ("proportional representation") leads to less political power for minorities.

The authors recently provided demographic consulting services in two California school districts: San Jose/Evergreen Community College District in the Santa Clara Valley of Santa Clara County and Hartnell Community College District in the Salinas Valley of Monterey County. The incumbent Board of Trustees in each district decided in 1989 to change the method of electing members. Similar community pressures prompted both Boards to change from at large election of trustees to election from single member districts.

¹ Presented at the Annual Meeting of the Population Association of America, March 22, 1991, Washington, D.C. Also published in the Fall 1991 issue of *Applied Demography*.

Though the process began at about the same time in both districts, it proceeded at very different rates. In the fall of 1989 the San Jose/Evergreen District began the change from at large election of five trustees to election of seven trustees from single member districts. At the same time, the Hartnell District began the change from at large election of seven trustees who lived in and represented their six districts² to election of seven trustees from single member districts. Ultimately, Hartnell lagged a year behind San Jose/Evergreen in the process.

These college districts are only about 50 miles apart, but they are worlds apart in some respects. They differ in population size, degree of urbanization, and economic base. The political and administrative processes used in developing trustee areas for the two college districts were very different. The demographic techniques also differed greatly. The two cases illustrate disparate procedural approaches to the task of political redistricting. They evoke questions about the philosophy behind districting and redistricting efforts. In this paper, we describe the political, legal, and practical demographic issues and contrast the processes and outcomes of changing election methods in the two community college districts. Table 1 summarizes some of the important contrasts.

Contrasts: Two Communities

In both districts, the decision to change from at large election of trustees to election from single member districts resulted from pressure from Latino (Mexican American) community groups aided by attorneys from Latino political organizations. In the San Jose/Evergreen District there was little general community interest or involvement in the process. In the Hartnell District the opposite was true. As a result, very different districting procedures were followed in the two college districts.

Differences resulted in part from the fact that the Hartnell District is a mostly rural agricultural area with a small population³ while the San Jose/Evergreen District is an almost entirely urban area with a diversified economy and a much larger population.⁴ The San Jose/Evergreen District has a population three times that of the Hartnell District (1980 populations of 550,000 and 148,000, respectively).

² Two trustees were elected from the same city of Salinas district. Trustee districts had unequal populations and were based on the boundaries of feeder school districts.

³ Monterey County's 1980 population was 290,444. Official 1990 Census results indicated a Monterey County population of 355,660. We estimated the Hartnell Community College District's 1990 population to be about 185,500. Its only community of substantial size is the city of Salinas, with a 1990 population of 108,777.

⁴ Santa Clara County's 1980 population was 1,295,071. The 1990 Census showed a County population of 1,497,577. The San Jose/Evergreen District's 1990 population was at least 600,000 (Gobalet, 1985). The city of San Jose, some of which is in another community college district, had a 1990 population of 782,248.

In the Salinas Valley, Hartnell College has been the preeminent institution of higher education for decades and is frequently mentioned by the local media. In the Santa Clara Valley, the San Jose/Evergreen District is nearly invisible to the public and is rarely mentioned by the media. There are three four-year universities and seven community colleges in Santa Clara County;⁵ in the larger urban area there are many more of each. The difference between the Hartnell and San Jose/Evergreen districts' community importance results primarily from differences in population.

Table 1: Summary of Contrasts

	San Jose/Evergreen District	Hartnell District
1980 District population	550,000	148,000
1980 percent Latino	26 %	40 %
Pressure to change elections	Latino political groups	
Community involvement	minimal	substantial
Old election method	five trustees elected at large	seven trustees elected at large to represent six districts
New election method	seven trustees elected from single member districts	
Districting overseen by	College District Board	Monterey County Committee
Plan drawn by	consultant (attorney)	Task Force plus consultants (demographers)
Voter input	November 1990 ballot	election waiver (no vote)
Data for districting	1980 census data	update of population to 1990
Eligible Voter Estimate	Overall citizenship rates by ethnicity applied to tract-level population aged 18 and over	Tract- and age-specific citizenship rates by ethnicity (special tabulation of 1980 Census)
Results	One Latino majority district	Three Latino majority districts
Districting philosophy	political affirmative action	proportional representation

⁵ One of the universities (San Jose State University) is public; two are private. One of the private universities, Stanford University, is world-renowned. Nearby DeAnza College is considered to be among the best community colleges in the United States.

Histories of relations between majority group members (mostly white) and minority group members (mostly Mexican American) differ in the Salinas Valley and the Santa Clara Valley. In part this is because agriculture has continued to be the mainstay of the former area's economy, whereas the Santa Clara Valley ("Silicon Valley") has become economically diversified. Salinas Valley agriculture today (primarily row crops) is labor-intensive, reliant on manual labor provided mostly by Mexicans and Mexican Americans. Though the Latino population comprises a much larger proportion of the Hartnell District's population than is the case in the San Jose/Evergreen District (40 percent versus 26 percent in 1980), the political economy and social atmosphere of the Hartnell District has until recently precluded Latino political participation.

Contrasts: Political Procedures

Efforts to change the board election systems in the San Jose/Evergreen and Hartnell Districts were part of a larger strategy. Expansion of political opportunities for Latinos is occurring simultaneously in the two areas because of concerted efforts by multistate organizations like the Mexican American Legal Defense and Education Fund (MALDEF), the Southwest Voter Registration and Education Project, and the Mexican American Political Association (MAPA). These groups and local ones like them have begun to identify jurisdictions in California which are suitable targets for efforts to increase Latino political influence (Weiss, 1991).⁶

Latino political activists have focused on several means for increasing Latino political power. One is voter registration drives. Another is evident in widespread Latino efforts to encourage post-1990 Census political redistricting which would increase Latino representation in the California state legislature and in local political jurisdictions (Farragher, 1991). Pressing for election of officials from single member districts is a third means (Torres, 1990; Weiss, 1990). Litigation has been a part of this strategy. Voting rights lawsuits have been used successfully by Latinos in the city of Watsonville near the Hartnell District (*Gomez v. City of Watsonville*, decided in 1988) and the county of Los Angeles (*Garza v. County of Los Angeles*, decided in 1990). Late in September 1990, a voting rights lawsuit was filed against the city of Oxnard in southern California. It charged illegal dilution of Latino voting strength in Oxnard's at large City Council election system. A similar lawsuit was threatened against the city of Salinas, but was settled out of court.

The process of changing board election procedures, part of a larger political plan, was initiated simultaneously in the two college districts, but thereafter the events and chronology were markedly different. In the San Jose/Evergreen District there was little community involvement and events proceeded rapidly; in the Hartnell District there was

⁶ In the San Jose/Evergreen District, the Latino Issues Forum led Latino efforts to reform board election methods. In the Hartnell District, the League of United Latin American Citizens (LULAC) was the instrumental group.

extensive community involvement and much slower progress, in part because of the community involvement.

Santa Clara County Latino organizations and a Latino attorney approached the San Jose/Evergreen Board in the summer of 1989 with the suggestion that the district change to single member trustee areas. The Board decided in early November to begin the process of changing from at large election of five board members to single member district election of seven board members. One of the authors (Gobalet) was demographic consultant to the college district's Board and administration. Two employees of the Santa Clara County Office of Education's Center for Educational Planning (which provides support for Santa Clara County's Committee on School District Organization) also provided guidance during the process. The San Jose/Evergreen Board dealt directly with its consultant, who was hired in December 1989. (The consultant was the Latino attorney who had initially approached the Board with the suggestion that the District change its method of electing trustees.)

Three sets of proposals were developed by the consultant. Early in March 1990 the Board approved a plan recommended by the consultant. One public hearing was held at the end of May. No member of the public attended. After the hearing, the Santa Clara County Committee on School District Organization approved the plan to present two measures to the public in the November 1990 elections. These two measures proposed to increase the number of trustees from five to seven and to establish that trustees must live within a trustee area and be elected by registered voters from that trustee area. No ballot arguments were offered in support of or in opposition to either measure, a further indication of community indifference. Both measures passed and two individuals were appointed by the Board to fill the new seats in February 1991 (one Latina and one African-American).

In Monterey County, local Latino community members requested in August 1989 that the Hartnell Board change its method of election. In December 1989 the Board passed a resolution. The resolution recommended

that the Monterey County Committee on School District Organization establish a process as set forth by the Education Code to create seven equipopulation trustee areas based on current State Department of Finance demographic data and that voting be area-based.

The County Committee (a subcommittee of the Monterey County Board of Education, with membership identical to the Board of Education) established a Task Force of community leaders. The County Committee charged the Task Force with recommending boundaries for seven new single member trustee areas consistent with requirements of the Voting Rights Act. The Task Force included representatives from the Hartnell Board, the Hartnell Administration, three Latino organizations (the League of United Latin American Citizens, Alisal Betterment Committee, and Chicano Alumni of Hartnell Community College), the League of Women Voters, the Filipino Community, and the County Committee on School District Organization.

The Monterey County Committee issued a Request for Proposals, and in June 1990 hired the authors to provide technical demographic assistance and an attorney to serve as legal advisor. We developed a series of districting plans and worked with the Task Force and a subcommittee of the Task Force on modifications of the plans.

The Task Force reviewed eleven different districting plans. After several rounds of negotiations between Latinos and whites, a compromise plan recommended by the Task Force subcommittee was accepted by the Task Force. Prominent white community members met with the subcommittee and negotiated the compromise with Latino Task Force members. The compromise involved Latinos accepting less than the Voting Rights Act may permit. The Latinos supported the compromise plan and settled for district boundaries in the city of Salinas which gave them less - than - maximum power politically in exchange for white leaders' support for the plan. Early in October the Task Force approved the compromise plan.

The Hartnell District's electoral reforms faced additional complications which somewhat delayed the process. Four public hearings were held to provide public opportunity for discussion of the plan. Because part of the District is located in a lightly populated portion of adjacent San Benito County, the approval of that county's Committee on School District Organization was required. The Hartnell District also needed to obtain preclearance from the U.S. Attorney General for its changes (see page 11).

It was decided to attempt to obtain a waiver of election from the California State Board of Education to bypass a vote on the change to single member districts.⁷ The Hartnell College Board, after some consideration, voted to support the request for a waiver. The State Board of Education granted the waiver. Federal preclearance was received in February 1991.

The Hartnell districting plan, like the San Jose/Evergreen plan, will be reevaluated following the Public Law 94-171 redistricting data release.⁸ The Hartnell plan will operate for one election in November 1991, when four Hartnell trustee terms expire. The original San Jose/Evergreen plan will not be used in an election because the next Board election will occur in 1992.

Contrasts: Demographic Procedures

In both districts, political pressures precluded postponing the change in election method until 1990 Census results became available. Very different decisions were made about how to satisfy one person, one vote requirements. In the San Jose/Evergreen District, two of the finalists in the bidding for the districting job, an experienced professional

⁷ This was both an economy measure to save an estimated \$60,000 to \$90,000 and an effort to avoid possible public rejection and costly consequent litigation by Latinos to obtain single member district elections.

⁸ Section 5019 of the California Education Code requires that school districts complete redistricting by March 1, 1992.

demographer and the Latino attorney who received the contract, argued that an updating of the 1980 Census might not withstand court challenge. Despite indications that the District's population growth had been uneven in the 1980s, the final districting plan was based on 1980 Census data. There apparently was no legal precedent for updating until a federal court allowed such a procedure in the Los Angeles County supervisorial district case (*Garza v. County of Los Angeles*) in its June 1990 ruling.

It was evident that in the Hartnell District, 1980s population growth was considerable and that it was geographically uneven.⁹ California State Department of Finance (DOF) estimates indicated that 1980s city population growth in the Hartnell District ranged from 18 to 73 percent (Table 2). The city of Salinas grew by an estimated 29 percent and this growth was geographically uneven. A single housing development was responsible for the addition of 5,000 people (20 percent of the city's growth). Thus, an important part of the demographers' work was to update population figures for census tracts and in some cases for block groups and blocks. We felt there was an implicit legal mandate to update the 1980 Census figures. We also hoped that updating would mean that minimal adjustment of trustee area boundaries would be necessary following release of 1990 Census data. (The plan based on the estimated population figures was to be used for only one election, and would be revised using 1990 Census figures.)

Table 2: Estimated Population Change of Cities Within the Hartnell Community College District

City	1980 Census Population	1990 Population Estimate (DOF)	Percent Change
Gonzales	2,891	4,233	46%
Greenfield	4,181	7,250	73%
King	5,495	7,739	41%
Salinas	80,479	104,102	29%
Soledad	5,928	7,103	18%

Updating Procedure

The update of 1980 Census data was based on the housing method of projection. This procedure was used in developing single member districts for Palm Beach County, Florida (Serow, et al., 1990). The method bases population estimates on the number of housing units multiplied by the average number of persons per household.

⁹ The Hartnell Board recognized in its December 1989 resolution that it would be inappropriate to base trustee areas on 1980 population figures (see page 5).

Data on housing growth are available in California annually. All jurisdictions are required to report completed building permits (by type of housing unit) to the State Department of Finance (DOF), which publishes the data. In addition, many cities and counties can provide housing data for small geographical areas. In Salinas, housing data (by type of housing) for each census tract and for traffic zones within tracts are updated annually. These data were used to estimate the population of tracts and smaller geographical units. For rural parts of the Hartnell District, population estimates were based on housing growth data by census tract from the Monterey County Planning Department.

Population estimates were developed by multiplying typical numbers of person per household (by type of housing unit) by the number of each type of housing unit. Household size varied significantly by type of unit within the city of Salinas and in the rural parts of the Hartnell District. Minority areas had much larger household sizes than predominantly white areas. Tract-specific data showed these differences. Use of tract-specific average household sizes helped prevent underestimation of the minority population.

To estimate Salinas' population, we used average household size (by type of unit) multipliers for each census tract. These were obtained from a special DOF computer run using 1980 Census data (see Appendix). Because household size had increased over the decade, we controlled to the DOF population estimate for Salinas as a whole.

The DOF uses housing growth to estimate the population of cities and counties but also uses more detailed data, including changes in drivers licenses, postal drops, and school enrollments. We believed that DOF estimates would be more accurate than our own (which used only housing counts). Therefore, we controlled our population estimates to those provided by the DOF. It was assumed that the increase in household size was distributed proportionately across all households. For example, in the city of Salinas, controlling to the DOF estimate meant that we increased each census tract estimate by 3.4 percent to match the DOF aggregate estimate for the city as a whole. This type of adjustment is commonly used when population estimates for a larger geographical area are deemed more accurate than those for a smaller geographical area. Better data are often available for larger areas than for smaller ones.¹⁰

Task Force members were very interested in how the population's ethnic composition had changed in the 1980s, and had different ideas about how to use information about ethnicity. Some thought that the overall percent minority should be used to determine the proportion of districts which should have a minority majority. Others wanted updated ethnic figures so that districts which maximized minority political power could be devised.

¹⁰ For example, the DOF has better data for counties than it does for cities. Therefore, its demographers first estimate the population of counties. If initial city estimates do not equal the county-wide estimate, they adjust or "control" city population estimates to conform to the county estimate.

Unfortunately, little information was available on 1980s ethnic changes. The only official data available by ethnicity were for school enrollment.¹¹ There were significant increases in Latino percentages in almost all the school districts. An estimate of ethnic composition of the entire population based on student ethnicity information would require estimating age distributions for the white and minority populations. Small errors in the assumed age distributions could produce large errors in the projected percent minority. We did not feel we could make a reasonable estimate of the change in age distributions. Thus, we discussed probable ethnic composition changes with the Task Force, but did not provide estimates of each census tract's 1990 ethnic distribution. When ethnic data were required, 1980 Census proportions were used.

Criteria for Drawing Jurisdictional Boundaries

We found there to be two major legal criteria important in drawing jurisdictional boundaries. The first results from one person, one vote court decisions. It requires that trustee areas be equal in population. The courts have preferred deviations¹² of less than 10 percent in this sort of jurisdiction (O'Hare, 1989). Population is defined as the *total population, including children and non-citizens*. The theory is that all people are represented, although only some of them are able to vote. This was an important definition in the Hartnell districting because many Latino residents were not citizens. A special Census Bureau tabulation using 1980 census data revealed that less than 40 percent of the Latinos aged 18 and older were citizens in some census block groups. This Census Bureau tabulation was useful in estimating numbers of eligible voters in each trustee district, and showed that the proportions of Latinos aged 18 and over who were citizens varied greatly from one census block group to another. See Clark and Morrison (1990) for a discussion of this subject.¹³

A second legal criterion in districting results from the Voting Rights Act of 1965, its amendments (1970, 1975, 1982), and related court decisions. These were intended, among other things, to facilitate political empowerment of blacks and other minorities. They have tended to encourage replacing at large systems with district election, because minorities may not be numerous enough to elect representatives of their choice in at large elections. A minority group may be a majority in certain neighborhoods but not in the community as a whole. Court interpretations of the Fourteenth Amendment and the

¹¹ Data by ethnicity for births and deaths are collected, but the Monterey County Health Department did not have the data computerized in a usable form. By matching Spanish surnames to changes in drivers licenses one could estimate the migration of Latinos in and out of the area. However, this procedure was beyond our resources.

¹² The deviation is calculated by dividing the difference between the largest and smallest district populations by the ideal district population (one-seventh of the total population in these community college districts).

¹³ Interestingly, the San Jose/Evergreen districting consultant estimated voter eligibility by applying Latino citizenship rates for all age groups to the Latino population aged 18 and over. This procedure overestimates the number of Latinos eligible to vote because children are more likely to be citizens.

Voting Rights Act (Sections 2 and 5) indicate that in constructing districts, minorities are not to be overly concentrated or overly diluted. There are some legal guidelines on how to avoid over concentration and dilution (or fragmentation), but their practical implementation is open to interpretation.

Some courts have held that to guarantee that minorities have an effective voting majority, districts need to have a total population which is more than 50 percent minority. In a 50 percent minority district, minority group members may not be able to elect the candidate of their choice because they constitute less than 50 percent of voters. The younger age distributions of minority groups, their lower citizenship rates, and their lower rates of registering to vote can reduce minority voting power. One court recommended a total population which is 65 percent minority to compensate for these factors (Fontana, 1989).

In the Hartnell District, citizenship rates were so low among the Latinos in some areas that trustee areas which were 65 percent Latino might not permit Latinos to have an effective political majority. However, the Latino population of the Hartnell District is not sufficiently concentrated to permit drawing of districts which are more than about 69 percent minority (62 percent Latino). The low Latino citizenship rates resulted in minority groups having a voting majority in *none* of the seven new districts (using eligible voter estimates from the Census Bureau special tabulation of 1980 census data).

Another legal and demographic question we faced in the Hartnell project was how to treat the large number of convicted felons (incarcerated in Soledad Prison in central Hartnell District) in calculating estimates of the eligible voter population. They are ineligible to vote, and represent a significant proportion of one trustee area's eligible voter population. These prisoners are also more likely to be minority group members than the general voting-age population.

Yet another Voting Rights Act requirement (Section 5) is that certain jurisdictions, including those in Monterey County, California, obtain preclearance from the U.S. Attorney General or the Federal District Court for the District of Columbia for all changes in voting laws or practices.¹⁴ This slowed the implementation of the new election system in the Hartnell District.

Philosophical Differences

In addition to the legal, political, and practical questions that arose in the construction of trustee districts, a significant difference in philosophical orientation became evident in the Hartnell District. We observed a philosophical or ideological confrontation between majority and minority group members. We characterize the dichotomous ideologies as "political affirmative action" and "proportional representation." The minorities favored the political affirmative action philosophy, under which districts would be constructed to

¹⁴ This requirement applies to nine states (Alabama, Georgia, Louisiana, Mississippi, South Carolina, Virginia, Alaska, Texas, and Arizona) and certain counties in seven other states (Congressional Quarterly, 1985).

maximize minorities' political power. Others wanted districting to give minorities proportional representation. They reasoned that if the minorities comprised 40 percent of the population, a system should be devised to enable them to have a population majority in 40 percent of the districts. In politics, this represents an incrementalist approach. As far as we know, interpretations of the Voting Rights Act have not addressed this issue.

In the Hartnell District, the compromise districting plan implemented the proportional representation philosophy. The Task Force subcommittee discussion focused on avoiding an awkwardly-shaped trustee area in central Salinas but the true dispute appeared to be over a difference of a few percentage points in the minority population of that district.

We speculate that Hartnell District Latinos may have been willing to settle for slightly less political power than the law allows for several reasons. First, white leaders promised to support publicly the compromise districting plan through all stages of its adoption. Second, the whites essentially assured that if Latinos accepted the compromise, the Hartnell Board would support the County Committee's request for an election waiver. Finally, the Latinos undoubtedly wished to maintain a working agreement with local white leaders, anticipating future quests for political empowerment. Latinos agreed to a districting plan based on the proportional representation philosophy for practical political reasons.

In the San Jose/Evergreen District, differences among community members did not manifest themselves, and districting was guided by the political affirmative action philosophy. Community apathy led the District's Board to adopt the plan recommended by the consultant. This plan tended to maximize Latino voting power. According to the consultant's estimates, one of the seven new trustee areas had a potential majority of minority group voters (51 percent minority, 41 percent Latino).

Conclusion

Our work in the San Jose/Evergreen and Hartnell Community College Districts has revealed a series of fascinating contrasts in the procedures followed in changing trustee election methods. The differences resulted from a variety of demographic and political conditions. The sequence of events in the two districts was different, as was the speed with which districting was accomplished. Demographic procedures differed. The result of the process will undoubtedly be greater political power for Latinos in choosing college trustees in both districts, though the differences in philosophy guiding districting has resulted so far in proportionately greater power for Latinos in the San Jose/Evergreen District. As of February 1991 the San Jose/ Evergreen District board had two Latino members and the Hartnell District board had one. It will be years before it is clear whether the electoral reforms have resulted in permanent Latino political empowerment.

Appendix

Average Number of Persons Per Household by Census Tract and Type of Dwelling Unit
1980 Census Data

Census Tract	SFU-D	SFU-A	2-4 Units	5+ Units	Mobile Homes
1	3.61	4.04	3.36	2.38	2.92
2	3.38	3.24	3.09	2.06	2.92
3	2.97	3.24	2.96	2.13	2.92
4	3.10	3.24	2.03	1.90	2.92
5	3.50	3.24	3.13	3.19	2.45
6	3.02	3.24	3.72	3.71	2.92
7	3.78	3.96	3.16	3.22	1.65
8	2.95	3.24	2.82	4.03	2.92
9	3.57	3.24	2.83	2.73	2.92
10	2.17	3.24	1.39	2.85	2.92
11	2.75	3.24	1.58	1.57	2.92
12	2.52	3.24	1.98	1.81	2.92
13	2.56	3.24	3.25	2.16	2.92
14	2.45	3.24	1.63	2.29	2.92
15	3.05	2.10	2.27	1.83	2.92
16	2.96	3.24	1.94	2.06	2.92
17	2.68	3.24	2.67	2.59	2.92
18	3.42	3.62	2.65	2.92	2.51
105	3.35	2.71	2.87	2.48	2.31
106	3.81	3.65	4.28	3.80	4.80
County Average	3.26	3.24	3.13	2.85	2.92

Source: California State Department of Finance. Cells under 100 housing units were set equal to the County average. SFU-D = single family unit, detached, and SFU-A = single family unit, attached.

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Just the Facts



January 10, 2011

California Community Colleges Impact of Gov. Brown's 2011-12 Proposed State Budget (January 2011)

Impact to the California Community Colleges:

- **6.8% budget reduction (\$400 million).** This cut translates into approximately 400,000 students losing access to classes (200,000 students already in the system for which the colleges are receiving no state remuneration and roughly 200,000 additional students).
- **The proposed \$10 per unit fee increase would generate \$110 million for the colleges to support an additional 50,000 students.**
- **With the fee increase as many as 350,000 students could lose access to a community college education.**
- **\$10 fee increase would raise student fees from \$26 per credit unit to \$36 (38.5% increase).**

Impact of proposed budget cuts to community college students

- When implementing budget cuts in prior years, community college CEOs were directed by state chancellor Jack Scott to retain courses that lead to job retraining, degrees, certificates, transfer, and that help increase basic English and math skills.

Total proposed cuts to three segments of higher education

- University of California \$500 million
- California State University \$500 million
- California Community Colleges \$400 million
\$1.4 billion

Priorities and efficiencies

- The California Community Colleges is the most cost-effective system of education in California. While the state revenue needed to support one community college full-time student is slightly more than \$5,000 per year, that same student costs approximately \$7,500 in the K-12 system and \$20,000 and \$11,000, respectively, at UC and CSU.

- The community colleges have looked at every corner of the system to come up with efficiencies. Tactics implemented include course reductions, debt restructuring, administrative consolidations, energy savings programs, IT efficiencies, increased class sizes, reduced student services programs, furloughs, additional online instruction, increased industry partnerships and transfer coordination with the UCs and CSUs. The system is exhausting all options to free up additional funds and many college reserves are low.

California has been divesting in higher education in the past 15 years

- Enrollment at the California Community Colleges has grown 44% in the last 15 years, yet per student funding in 2009-10 (adjusted for inflation) was lower than it was in 1995-96.
- The demand for a community college education is continuing to outstrip resources. The California Community Colleges would have naturally grown by at least 5.5% in 2009-10. But instead, decreased funding caused the system to shrink by 4.8%.
- In the 2009-10 academic year, the system sustained \$520 million in budget cuts which equated to 8% of its overall budget. It is estimated that approximately 140,000 students were turned away from community college campuses in 2009-10 due to course reductions.
- The California Community Colleges are serving 200,000 students for which the system is receiving no state remuneration.
- For fall 2009, course sections were cut by 6.3% and enrollment dropped by 0.2% over fall 2008. While total headcount declined by only 0.2%, the system's first-time community college student enrollments decreased by 12% indicating that the hardest hit by budget reductions are recent high school graduates and displaced workers because they do not have priority registration.

Economic benefits of higher education

- If just 2% more of Californians earned associate degrees and 1% more earned a bachelor's degree, our state's economy would grow by \$20 billion, state and local tax revenue would increase by \$1.2 billion a year and 174,000 new jobs would be created.
- The economic return on investment in California's higher education infrastructure is a win-win for the state and its taxpayers. For every \$1 California spends on higher education, it receives \$3 in return.
- The California Community Colleges is the largest provider of workforce training in the state and nation.

Workforce skills gap

- Undergraduate demand for the three public systems of higher education in California is expected to

grow by 387,000 students by 2019. To accommodate the increase it will take \$1.5 billion more in revenue.

- If current funding trends persist, the Public Policy Institute of California estimates by 2025 California will face a shortage of 1 million college degree and certificate holders needed to fuel its workforce.
- Approximately 55% of CSU and 30% of UC bachelor's degree recipients started at the California Community Colleges.
- With baby boomers retiring as the best educated and most skilled workforce in U.S. history, labor experts are concerned that California will lack workers with the critical aptitude needed to replace them.

Estimated financial impact of fee increase to students

- Under the current \$26 per credit unit fee, full-time students enrolled in 15 units pay approximately \$780 per academic year.
 - With the proposed fee increase to \$36 per credit unit, full-time students would pay 38.5% more or roughly \$1,080 per academic year.

Fee history

<u>Fiscal Year</u>	<u>Fee (per unit)</u>
➤ 1984-85	\$5*
➤ 1991-92	\$6
➤ 1993-94	\$10
➤ 1994-95	\$13
➤ 1998-99	\$12
➤ 1999-00	\$11
➤ 2003-04	\$18
➤ 2004-05	\$26
➤ 2006-07	\$20
➤ 2009-10	\$26
➤ 2011-12	\$36 (proposed amount in Gov. Brown's Jan. 2011 budget)

*Prior to 1984, community colleges charged no fee



EL CAMINO COLLEGE

Facilities Planning and Services

Inter-Office Memorandum

To: Jo Ann Higdon
From: Bob Gann
Date: January 7, 2011
Subject: Soils Change Order - Math Business Health Sciences Building Project

The purpose of this report is twofold, (1) provide information contained in a peer review report on of the accuracy of the geotechnical services performed, and (2) examine the potential of the College to recover any additional cost associated with the change order.

The peer review report was prepared by MACTEC Engineering and Consulting, Inc.

BACKGROUND - The four-level Math Business Health Sciences Building is being constructed on the site of the old Business Building. The design of the foundation system was based in part on a soils report prepared by Koury Engineering in June 2008. During excavation, testing indicated the soil's expansion potential differed substantially from the low to medium description in Koury's report. Rather the soil was found to be highly expansive. Additional work was necessary to provide soil meeting the specified requirements, leading to a change order in the amount of \$410,801, and an extension of the contract time of ten days.

PEER REVIEW REPORT FINDINGS – The peer review found the Koury report data indicates the upper soils were likely to have a high expansion potential but were incorrectly reported to be low to medium.

COST RECOVERY – The potential to recover a portion of the change order cost from Koury involves, (1) determining the additional cost the College paid to have the work performed by change order versus the cost if the work had been included in the bid documents, and (2) Koury's contractual liability limitation.

ADDITIONAL COST - The construction contract contains a provision defining calculation of change order cost. Contractor direct costs are allowable along with a 15% subcontractor mark-up and 5% general contractor mark-up. The College's Program Manager, Bovis Lend Lease, closely monitored the quantity and cost of the additional work. This oversight effort lends credibility that the College received fair value from the contractor.

The cost of the work, if included in the bid documents, can only be estimated. The contract does not contain a unit cost for soil import or export. It is important to note, at the time of bidding, a contractor

likely will include a specific dollar amount to cover the risk associated with the possibility of higher costs at the time of actual work performance. Again, this amount can only be estimated.

CONTRACTUAL LIABILITY LIMITATION – The College's contract with Koury contains a provision limiting Koury's liability to the contract fee of \$9,950.

CONCLUSION – Koury's report contained an inaccurate description of the building site soils expansion potential. Based upon the inaccurate description, the scope of work included in the bid documents was insufficient to provide suitable conditions for the designed foundation system necessitating the need for the additional change order work.

Key to recovering money from Koury will be the College's ability to demonstrate the cost it incurred by acquiring the additional work by change order versus the bid process. This would be a subjective process and subject to numerous interpretations. Additional costs will be incurred to advance this process.

Based upon the above information, it may well be the College's best alternative is to seek recovery in the amount of \$9,950, which is Koury's original fee for the work.

Bob Gann
Director
Facilities Planning and Services



engineering and constructing a better tomorrow

December 15, 2010

Mr. Bob Gann, Director
Facilities Planning & Services
El Camino Community College District
16007 Crenshaw Boulevard
Torrance, California 90506

Subject: **Report of Geotechnical Consultation
Third-Party Review of Geotechnical Documents
Proposed Math Business Allied Health Building
El Camino College
16007 Crenshaw Boulevard
Torrance, California
MACTEC Project 4953-10-1571**

Dear Mr. Gann:

As requested, we have reviewed the documents listed below to evaluate the geotechnical recommendations presented by Koury Geotechnical Services, Inc. (Koury) and Converse Consultants (Converse) for the subject project:

- Revised Preliminary Geotechnical Engineering and Engineering Geology Investigation, dated June 24, 2008, prepared by Koury (Koury Report).
- Supplemental Geotechnical Engineering and Engineering Geology Investigation Report, dated November 7, 2008, prepared by Koury.
- Supplemental Geotechnical Engineering Report, dated April 14, 2009, prepared by Koury.
- Supplemental Geotechnical Engineering Recommendations, dated November 24, 2009, prepared by Koury.
- Summary of Geotechnical Recommendations, dated September 24, 2010, prepared by Converse.

Using the data presented in the above listed documents, we have performed independent analyses to provide comments regarding the geotechnical recommendations given by both Koury and Converse. Although we have reviewed the above documents, our comments and findings

presented herein are focused primarily on the foundation and grading recommendations provided in the above documents, based on our understanding of your needs for this project. Our services were provided in general accordance with our proposal dated September 27, 2010, which was authorized on November 4, 2010.

The professional opinions presented in this letter have been developed using that degree of care and skill ordinarily exercised, under similar circumstances, by reputable geotechnical consultants practicing in this or similar localities. No other warranty, express or implied, is made as to the professional advice included in this letter.

BACKGROUND

The proposed project, which is currently under construction, consists of a new Math Business Allied Health Building which is approximately 20,000 square feet in plan area, four stories high, with no subterranean construction. The original geotechnical investigation for the project was performed by Koury; geotechnical inspection and testing services during construction were provided by Converse, with Converse therefore having taken over the project as geotechnical engineer of record. We understand that the grading and foundation construction portion of the project has been substantially completed.

FINDINGS AND COMMENTS

GRADING RECOMMENDATIONS

The Koury Report recommended that all engineered fill, including the engineered fill that was recommended to be placed up to 8 feet below foundations, have an Expansion Index (EI) of less than 35. On Page 21 of the Koury Report, it is reported that EI testing was performed (although results are not presented) and the upper on-site soils were determined to have a low to medium expansion potential. Therefore, Koury recommended that the on-site soils be mixed with sandy soil to bring the EI below 35 prior to being allowed as engineered fill material. However, subsequent testing by the Converse during the construction phase of the project indicated that the on-site soils were highly expansive (Expansion Indices of 91 and 112) and mixing to bring the EI below 35 was deemed not feasible due in part to the lack of sufficient space available to conduct the mixing operation and the relatively high EIs of the on-site material, which would have

necessitated the importing of large quantities of sandy soil for mixing and the exporting of large quantities of the on-site soils in order to lower the EI of the mixture.

Based on the data presented in the Koury Report, it is apparent that the upper soils are likely to have a high expansion potential. The description of the soil types and consistency shown on the borings logs and the swelling observed after water was added during the consolidation tests (which would not likely have been impacted by any sample disturbance) indicate that there could be a high expansion potential for the upper on-site soils. The EI tests that reportedly indicated low to medium expansion potential could have been performed on samples that were disproportionately sandy and were therefore not representative of the upper natural soils.

While the data contained in the Koury Report indicates that the upper soils are likely to have a high expansion potential and the EI testing performed by Converse confirms this, in our opinion, the on-site soils could have been used in the lower portion of the engineered fill layer recommended beneath foundations without detrimental effects on the building. In our opinion, only approximately the upper 2 feet beneath floor slabs and exterior slabs on grade would need to consist of soil with an EI of less than 35. This 2-foot thick layer combined with adequate site grading and surface drainage surrounding the building would be considered to provide adequate protection against adverse effects from expansive soils. Furthermore, the foundations of the four-story Math Business Allied Health Building will be less impacted by expansive soils than those of the previously existing one-story building at the site because of the heavier loads of the new building.

SEISMIC DESIGN PARAMETERS

The Koury Report provided both code-mapped and site-specific seismic design parameters, as required by the 2007 California Building Code (CBC) for a school site located within 10 kilometers of a known active fault. However, based on the faults described on Pages 6 and 8 and the faults and parameters presented in Appendix G, it appears that Koury relied upon an older fault database for their analyses, which has been updated. The Compton Blind Thrust Fault, which the Koury Report states is the closest fault to the site, was last included in the statewide fault database in 1996 and was removed in a 2002 update. The statewide fault database was again updated in 2007.

Koury's use of the 1996 fault database does not reflect the current understanding of the seismic setting of the site. Furthermore, our independent probabilistic and deterministic seismic hazard analyses for the site indicate spectral accelerations significantly lower than those reported by Koury, most likely primarily due to their inclusion of the Compton Blind Thrust Fault in their analyses, which is reported to be at a distance of approximately 1 kilometer from the site. Additionally, the maximum magnitudes and slip rates of the faults in the database have been modified (significantly in some cases) since the 1996 version, which would further change the results of the seismic analyses.

Our independent analyses using methods similar to those described by Koury indicate an S_{DS} value (the parameter most likely to have controlled the seismic design forces in the building) approximately 75% of the S_{DS} value reported by Koury. We attribute this difference primarily to Koury's use of an out-dated fault database.

LIQUEFACTION EVALUATION

The Koury Report indicates that liquefaction is not a potential hazard at the site since the site does not lie within a State of California designated Liquefaction Hazard Zone and the subsurface soils consist of fine grained deposits with more than about 20% clay. While, based on our experience in the generally vicinity of the project site, Koury's conclusion regarding the liquefaction potential at the site is likely to be correct, their report does not contain sufficient site-specific soil data to arrive at such a conclusion, as described below.

The boring logs contained in the Koury Report indicate that the soils below the historic-high ground-water level of 20 feet below the existing grade consist of silt with "little to some" clay. Grain-size analyses (including some hydrometer testing) were performed on selected samples from this silt layer; however, no Atterberg Limits tests were performed. Based on the testing performed, Koury appears to have relied upon the percent clay fines portion of the "Modified Chinese Criteria" to determine the susceptibility of the silt layer to liquefaction. However, the percent clay fines portion of the Modified Chinese Criteria has been found to be flawed and unconservative (Bray et al. 2001; Sancio et al., 2002, 2003; Seed et al. 2003) and there are numerous cases of liquefaction of soils with more than 10 to 15% clay-sized fines (Seed et al.

2003). Therefore, the relatively large number of grain-size analyses performed by Koury were not useful in determining the liquefaction susceptibility of the silt layer below the historic-high ground-water level. Furthermore, based on the data presented in the Koury Report, which included low Standard Penetration Test (SPT) blowcounts below the historic-high ground-water level (which would be indicative of liquefaction potential given a susceptible soil type), the liquefaction potential evaluation of the soils beneath the site is considered incomplete, and a conclusion cannot be drawn based on the data presented.

FOUNDATION RECOMMENDATIONS

The Koury Report recommends that the proposed Math Business Allied Health Building be supported on conventional spread footings, at least 2 feet deep and underlain by 5 feet of engineered fill compacted to 92% of the maximum dry density obtainable by ASTM Designation D1557. A bearing value of 2,500 pounds per square foot was recommended with an estimated settlement of about 1½ inches for footings at least 2 feet wide based on assumed column and wall loads of 200 kips and 8 kips per linear foot, respectively. However, in their November 7, 2008 supplemental report, based on actual maximum column and wall loads of approximately 500 kips and 30 kips per linear foot, respectively, Koury revised their recommendations to include 8 feet of engineered fill compacted to 95% underlying conventional footings or 5 feet of engineered fill compacted to 95% underlying a mat foundation. The recommended bearing values were revised to 2,000 pounds per square foot for spread footings, 2,400 pounds per square foot for strip footings, and 1,500 pounds per square foot for a mat foundation. These revised bearing values were associated with estimated settlements of about 1½ inches for the spread and strip footings and about 2½ to 3 inches for the mat foundation.

The foundation recommendations were made by Koury, in part, based on three consolidation tests performed to determine the compressibility of the natural soils. The results of two of these tests (Boring 1 at 6 feet and Boring 2 at 8 feet) are not consistent with our knowledge of the compressibility of the upper soils in the general vicinity of the site. The anomalous results of these two consolidation tests could be due to the presence of locally saturated soil conditions or due to the testing of disturbed soil samples. In either case, we do not believe that these test results are representative of the overall natural soil profile beneath the site. Thus, while the above-summarized bearing values appear to be reasonable, in our opinion, the natural soils would

December 15, 2010

provide adequate support for the building on conventional footings and over-excavation beneath the footings would not be necessary. If locally saturated soil conditions were encountered during construction, footings in these areas may have needed to be deepened slightly to reach satisfactory soils. In addition, some footings would have needed to be deepened in order for all of the footings to extend into the natural soils, which were found by Koury to be up to 6 feet deep.



It has been a pleasure to be of professional service to you. Please contact us if you have any questions or if we can be of further assistance.

Sincerely,

MACTEC Engineering and Consulting, Inc.

Mark A. Murphy
Senior Engineer
Project Manager



Laura Chacon
Martin B. Hudson, Ph.D.
for Chief Engineer
with permission

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El Camino College
Office of the Vice President – Student & Community Advancement
Jeanie Nishime, Vice President


January 12, 2011

TO: President Thomas M. Fallo

SUBJECT: Board Agenda – January 18, 2011
GREENSIDE LLC CONTRACT

The Workplace Learning Resource Center at El Camino College received a grant from the Chancellor's Office to act as the Career and Technical Education Hub for the Statewide Workplace Learning Resource Center Initiative. One of the activities as the CTE Hub, centered on developing a not-for-credit, modular "Introduction to Sustainability" curriculum. The curriculum teaches the core principles of sustainability with separate modules on energy, water, the built environment, transportation, waste management, agriculture and land use. Karen Hess, Coordinator of the El Camino College Tech Prep program, communicated with Catherine Klein who coordinates the Environmental Careers Academy at Leuzinger High School. They were interested in piloting the sustainability curriculum with high school students at Leuzinger as part of the Academy's offerings and integrating the sustainability modules into the core subjects of English, Math, Social Studies and Science during Spring term 2011. Forty-four hours of instruction will be provided to sophomores and juniors in the Environmental Careers Academy in preparation for the credit bearing Environmental Tech I course that is being offered by the ECC Industry and Technology Division as a co-enrollment option for Leuzinger seniors.

Robert Gileskie and Barbara Fanning, authors of the "Introduction to Sustainability" curriculum, recommended Greenside LLC to deliver the Introduction to Sustainability curriculum. The program will be offered during the normal school day. Greenside LLC is a member of the Los Angeles chapter of the U.S. Green Building Council and provides Leadership in Energy and Environmental Design (LEED) training to contractors and real-estate developers. Greenside LLC recently provided training for Long Beach City College in support of a Clean Energy and Workforce Training Partnership program. They were chosen because of their experience, green industry contacts in the area, and their ability to connect with students.

/mre 



EL CAMINO COLLEGE

January 5, 2011 (Revised)

Meeting with Trustee Brown

Ken Brown orientation list of topics

1. VP/AA Talking Points
 - Organization structure
 - Overview of academic and occupational programs
 - 8 divisions + CCenter + library + LRC
 - FTES projections/sections report
 - Certificates & Degrees
 - # of FT faculty – 339; # of PT faculty – 500
 - Compton 83 – FT faculty & 200 – PT faculty; 1600 sections / year
 - MESA newsletter
2. VP/SCA Talking Points
 - Organization structure
 - Online student services
 - Title V Grant – graduation initiative
 - Fact book overview
 - BTC/Inglewood Center
 - Planning
 - Accreditation
3. VP/AS Talking Points – both sites
 - Fiscal/budget
 - Facilities – Bond Program
 - Technology
 - Police Services
4. VP/CC Talking Points
 - Relationship between Center & Campus
 - Special Trustee role
 - Board role
 - Other issues AB 318; MOU; status
 - Accreditation Timeline (process paper)
 - BRIC
5. VP/HR Talking Points
 - Overall HR Programs
 - Bargaining units
 - Negotiations status
 - Board role in negotiations
6. Community Relations Director Talking Points – both sites
 - Community Relations
 - Public Relations and Marketing
 - Media Relations
 - Government Relations



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

Telephone (310) 532-3670 or 1-866-ELCAMINO

Date: January 12, 2011
To: President Fallo
From: Ann M. Garten
Community Relations Director
Re: Assembly Bill 1234

Assembly Bill 1234 (attached) requires that all elected members of a local agency that receive any type of compensation, salary, stipend, or reimbursement of expenses receive ethics training.

The Fair Political Practices Commission (FPPC) provides online training that meets the requirements of AB 1234. The training takes approximately 2 hours and may be completed on an individual basis. Once the training is completed, participants are able to print out a certificate which the FPPC requires the local agency keep on file.

Printed versions of the online training are also available from the FPPC.



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

Telephone (310) 532-3670 or 1-866-ELCAMINO

Date: January 12, 2011

To: President Fallo

From: Ann M. Garten
Community Relations Director

Re: Trustee Area One Appointment Process

The 30-day provisional appointment period for Trustee Area One ends on Wednesday, January 12, 2011. According to CA Ed Code, the Board's appointment becomes permanent 30 days after the appointment, unless there is a petition with the required amount of signatures to challenge the appointment. (See attached)

If no petition is received prior to the close of business today, I would like to remove the application packets for the Trustee Area One position from the ECC web page, as they contain personal information on each candidate.

The attached document also includes the Ed Code timeline for the appointment process, El Camino College's related actions and the ad that ran in the Daily Breeze.

EL CAMINO COMMUNITY COLLEGE DISTRICT TRUSTEE AREA ONE APPOINTMENT

November 17, 2010	Vacancy Announced and Publicized
December 6, 2010	Special Board Meeting: Candidates applications reviewed
December 13, 2010	Board Meeting: Candidate interviews and Kenneth Brown appointed
December 14, 2010	News Release announcing appointment; appointment posted on ECC Web and noticed on campus
December 16, 2010	Notice sent to LACOE, County Elections & CCLC
December 22, 2010	Appointment advertised in <i>Daily Breeze</i>
December 23, 2010	Deadline to publish & announce appointment
January 12, 2011	30 th Calendar Day from date of provisional appointment; deadline for filing petition Challenging appointment

EL CAMINO COMMUNITY COLLEGE DISTRICT TRUSTEE APPOINTMENT

On December 13, 2010, the governing board of the El Camino Community College District appointed Kenneth A. Brown to serve as a trustee for Area One until the next regularly scheduled election for governing board members, which is November 8, 2011.

Mr. Brown will serve the remainder of the term vacated by Dr. Nathaniel Jackson on November 15, 2010.

Mr. Brown's appointment becomes permanent 30 days from December 13, 2010, unless a petition calling for a special election containing a sufficient number of signatures is filed in the Office of the County Superintendent of Schools within that time frame.

[Ad from Wednesday, December 22, 2010 *Daily Breeze*]

Announcing the Appointment

The law (Ed Code 5091, Gov Code 6061) requires that notices of the provisional appointment are posted within 10 days in three public places in the district of the actual vacancy or the filing of a deferred resignation and the provisional appointment. Notice of the appointment shall also be published in a newspaper of general circulation.

The notice shall state the fact of the vacancy or resignation and the date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation. It shall also contain the full name of the provisional appointee to the board, the date of appointment, and a statement that unless a petition calling for a special election, containing a sufficient number of signatures, is filed in the office of county superintendent of schools within 30 days of the date of the provisional appointment, it shall become an effective appointment. (If a petition is filed, then a special election must be held.)

In addition, the announcement of the appointment should be sent to the county superintendent of schools/office of education, the county elections office, the Community College League of California and other agencies that maintain lists of elected officials. Additional publicity may include press releases to all newspapers in the region, other news media, and local governing bodies.

From: Nishime, Jeanie **Sent:** Thursday, January 06, 2011 4:54 PM
To: Fallo, Thomas; Ray Gen
Subject: RE: El Camino Registration

Dear Ray,

We did cut all outreach counseling services to high schools last year but expanded our student ambassador program. The counseling services were cut as part of the \$5m we cut from our overall budget in response to the State's workload reduction. However, assessment services are still provided to all of our District and larger feeder high schools who request onsite testing. Below is Robin Dreizler's response to your inquiry.

Regarding administration of the English and math placement tests – Outreach works to accommodate all requests for onsite placement testing at the local high schools. El Segundo submitted an assessment/testing request form, however the requested dates to test were for January 4, 5, and 6. Students would not be able to test on those dates because it is before we accept applications and therefore the students would not have ECC ID numbers. Julieta left a message for Counselor Tiffani Traina to select alternate dates after January 10, 2011 but has not heard back to date. El Segundo will receive two testing dates onsite as in years past. This should accommodate about 50 to 60 El Segundo students. El Segundo campus visits by our Student Ambassadors are also being finalized.

The Student Ambassador program, in spite of the budget cuts, continues in many ways to surpass the levels of outreach once provided by the Outreach Counselors. The ambassadors provide valuable personal-insight into the matriculation processes as well as assisting with the transition process from high school to ECC. Compared with the outreach counselors, the Ambassadors provide a greater number of outreach hours at the high schools and still keep the high standards of our Outreach personnel. So even though there have been cuts, Outreach has maintained relationships with the high schools.

Finally, a clarification regarding Ms. Burns' email, the online applications are accepted beginning January 10, 2011. Registration into classes will begin roughly June 1, 2011 for new students.

Robin Dreizler, Director
Outreach and School Relations

On Jan 6, 2011, at 8:32 AM, "Ray Gen" <rgen@esUSD.k12.ca.us> wrote:

Hi Tom,

1. Has ECC pulled all counselors from visiting all high schools or just targeted high schools?
2. If targeted – how were the school selected? By what criteria?
3. Can high school administer the timed English and math placements test since the counselors are not coming?
4. If yes – what are the procedures? If no – why not?
5. Did we (the Board) directly cut this budget?

Thanks, Ray

Dear Teachers,

Please invite them to come to our offices and see us with any questions. We will announce and address this again on **Thursday**, January 13, 2011 when we are in the senior classes for **spring registration** – but if they know **before Monday, January 10th** – that is most advantageous to them.

Your Counselors




El Camino College
Division of Counseling & Student Services
October 25, 2010

EL CAMINO COLLEGE
OFFICE OF THE

10 OCT 27 A8:14

VICE PRESIDENT
ACADEMIC AFFAIRS

TO: Dr. Francisco Arce, Vice President
Academic Affairs

FROM: Dr. Regina R. Smith, Dean 
Division of Counseling and Student Services

SUBJECT: Sabbatical Critique for Elaine Moore

Elaine Moore completed her Sabbatical leave in Spring, 2010. Her main objective was to develop and update guide sheets, Transfer Admission Guarantee (TAG) Agreements and partnerships with several Historically Black Colleges. Elaine made sixteen visits to Historically Black Colleges and Universities in the South and on the East Coast. It was reported that six of the eight colleges and universities that were visited were very interested in TAG agreements. However, Spelman College and Howard University are interested in Transfer Admissions Priority Consideration (TAP) agreements.

Participating in this sabbatical project increased Ms. Moore's knowledge of the transfer process and enabled her to develop an expertise in transfer curricula among several historically Black colleges and Universities. On October 2008, I submitted a letter of support to approve Elaine Moore's sabbatical leave. I wrote "Our College will enhance its reputation as the leader among community colleges who transfer students to historically Black colleges and those who transfer African-American students to other institutions as well." I am pleased to report that my vision was correct. In May 2010, upon Dr. Arce's request, I applied on behalf of the District and received the Dr. John Rice Equity award. The purpose was to acknowledge Elaine Moore's leadership with Project Success and the great work of El Camino College to support equity and diversity. As a result of the District support, El Camino transferred more African Americans (165) to the University of California and California State University combined than any other community college in the state. El Camino College is also among the top-ranked leaders in AA degrees. El Camino is ranked number six among California Community Colleges that graduate African Americans with AA degrees. (California Postsecondary Education Commission)

As a result of Ms. Elaine Moore's work with historically Black Colleges and other institutions, we are achieving our goal as a division of updating and developing advisement sheets, Transfer Admission Guarantee (TAG) Agreements and Transfer Admissions Priority Consideration (TAP) agreements.



	# OF TRUSTEES	ELECTION METHOD	ELECTION YRS	MONTH SELECTED	1ST PAY CANDIDATE STATEMENTS	COMPENSATION	HEALTH BENEFITS PROVIDED
Allan Hancock	5	2	EVEN	NOVEMBER	NO	MAX ALLOWED	YES
Antelope Valley	5	5	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Barstow							
Butte-Glenn	7	1	EVEN	NOVEMBER	NO	TRAVEL/MILEAGE ONLY	YES
Cabrillo	7	2	EVEN	NOVEMBER	NO	NONE	NO
Cerritos	7	3	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Chabot-Las Positas	7	2	EVEN	NOVEMBER	NO	MAX ALLOWED	YES
Chaffey							
Citrus	5	2	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Coast	5	3	EVEN	NOVEMBER	NO	MAX ALLOWED & AUTO	YES
College of the Canyons	5	5	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Compton							
Contra Costa	5	2	EVEN	NOVEMBER	NO	MAX ALLOWED	YES
Copper Mountain	5	3	EVEN	NOVEMBER	NO	LESS THAN MAX	YES
Desert	5	1	EVEN	NOVEMBER	NO	MAX ALLOWED	YES
El Camino							
Feather River	5	2	EVEN	NOVEMBER	YES	LESS THAN MAX	NO
Foothill-DeAnza	5	3	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Gavilan	7	1	EVEN	NOVEMBER	NO	YES	YES
Glendale	5	1	ODD	APRIL	NO	MAX ALLOWED	YES
Grossmont-Cuyamaca	5	2	EVEN	NOVEMBER	NO	LESS THAN MAX	YES
Hartnell	7	2	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Imperial	7	1	EVEN	NOVEMBER	NO	NONE	YES
Kern							
Lake Tahoe	5	3	ODD	NOVEMBER	NO	NONE	YES
Lassen	7	1	EVEN	NOVEMBER	NO	MAX ALLOWED	YES
Long Beach	5	1	EVEN	APRIL	NO	MAX ALLOWED	YES
*1=Trustee must live in a specific area, however, the trustee is elected at large							
2=Trustee must live in a specific area and is elected only by voters residing in that area							
3=Trustee may live anywhere in the district and is elected at large							
4=Trustee is elected to represent a specific area in a primary then the winners run in an at-large election							
5=Trustee runs at large for a designated seat							
6=Trustee runs at large for a designated seat in a primary and general							

	# OF TRUSTEES	ELECTION METHOD	ELECTION YRS	MONTH SELECTED	DIST PAY CANDIDATE STATEMENTS	COMPENSATION	HEALTH BENEFITS PROVIDED
Los Angeles	7	6	ODD	MAY	YES	MAX ALLOWED	DND
Los Rios	7	2	EVEN	NOVEMBER	NO	LESS THAN MAX	YES
Mendocino-Lake							
Merced	7	1	EVEN	NOVEMBER	NO	LESS THAN MAX	YES
Mira Costa	7	1	ODD	NOVEMBER	NO	LESS THAN MAX	YES
Monterey Peninsula							
Mt. San Antonio	5	3	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Mt. San Jacinto	5	2	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Napa Valley							
North Orange County							
Ohlone							
Palo Verde	7	DND	EVEN	NOVEMBER	NO	LESS THAN MAX	YES
Palomar	5	3	EVEN	NOVEMBER	NO	MAX ALLOWED	YES
Pasadena Area	7	2	ODD	NOVEMBER	NO	LESS THAN MAX	YES
Peralta	7	2	EVEN	NOVEMBER	NO	MAX ALLOWED	YES
Rancho Santiago	7	DND	EVEN	NOVEMBER	NO	MAX ALLOWED	YES
Redwoods							
Rio Hondo							
Riverside							
San Bernardino	7	DND	EVEN	NOVEMBER	NO	MAX ALLOWED	YES
San Diego	5	2	EVEN	JUNE/NOVEMBER	NO	MAX ALLOWED	YES
San Francisco							
San Joaquin Delta							
San Jose-Evergreen	7	DND	EVEN	NOVEMBER	YES	MAX ALLOWED	YES
San Luis Obispo County							
San Mateo	5	3	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Santa Barbara							
Santa Clarita	5	5	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Santa Monica	7	3	ODD	NOVEMBER	YES	MAX ALLOWED	YES
Shasta Tehama Trinity	7	2	ODD	NOVEMBER	NO	MAX ALLOWED	YES
Siskiyou							
Solano							
Sonoma County	7	2	EVEN	NOVEMBER	NO	NONE	YES
South Orange County	7	1	EVEN	NOVEMBER	NO	LESS THAN MAX	YES
Southwestern	5	5	EVEN	NOVEMBER	NO	LESS THAN MAX	YES
State Center							
*1=Trustee must live in a specific area, however, the trustee is elected at large							
2=Trustee must live in a specific area and is elected only by voters residing in that area							
3=Trustee may live anywhere in the district and is elected at large							
4=Trustee is elected to represent a specific area in a primary then the winners run in an at-large election							
5=Trustee runs at large for a designated seat							
6=Trustee runs at large for a designated seat in a primary and general							

[illegible]



EL CAMINO COLLEGE

Division of Behavioral & Social Sciences

December 14, 2010

TO: Dr. Francisco Arce

FROM: Gloria E. Miranda

SUBJECT: **Study Abroad, 2008, 2009, 2010**

Per your request I am attaching information on the last three years of winter and summer study abroad programs, locations, faculty on-site directors, course offerings, and enrollments.

Enrollment Requirements

Historically since the inception of this program at ECC, programs are approved based on the total number of student participants and not on a minimum course size. In many instances, students who sign up to join a winter or summer program may have already taken one of the courses being offered, so they enroll in the alternative class offering which explains the range in enrollment totals. This has been the standard operation here at ECC since 1990.

Furthermore, the range for minimum student participants has fluctuated from 15 to 20. The Guadalajara program required 15 whereas the rest in the list for the years documented was at 20. In the Guadalajara case, the university had small classrooms which held a maximum number of students. That was the agreed to arrangement.

Also, please know that languages classes are combined (i.e., French 21ab-22ab, Spanish 21ab-Spanish 22ab) on some of the programs but occasionally one will see 2 in one section but 18 in another 21ab-22ab series.

Faculty Role and Salary

Study abroad faculty are paid the winter and summer salary rate which is based on their place on the salary scale. There are no additional stipends granted to them in spite of the fact they assume greater responsibility as on-site program coordinators. This aspect is not monetarily compensated but it is a requirement for being selected to lead a program. In effect, the faculty member serves as an ECC designee in matters of discipline, business deals and the like with travel contractors, etc.

As a rule faculty are usually assigned two courses and only rarely do they teach only one class. The one exception was the summer South Africa assignment for Matt Ebiner whose geography field class was paid for by the Natural Science division.

ECC Trips & Program Leaders

<u>Season</u>	<u>Year</u>	<u>Location</u>	<u>Leader(s)</u>	<u>Note(s):</u>
Fall	1992	Paris, France	Anne Cummings	
Fall	1993	Australia	Stanley Fitch	
Spring	1993	Stratford, England	Maria Brown	
Summer	1993	Salzburg, Austria	Arthur Verge & Bill Doyle	
Fall	1994	Madrid, Spain	Carmen Calica	
Spring	1994	Florence, Italy	Kathy Murphy	
Summer	1994	Salzburg, Austria	Arthur Verge & Bill Doyle	
Summer	1994	Nice, France	Ellen Antoine & Dan Gregory	Trip was cancelled
Spring	1995	Stratford, England	Ann Kesslen	Trip was cancelled
Summer	1995	Salzburg, Austria	Arthur Verge & Bill Doyle	
Spring	1996	Florence, Italy	Andrew Fagan	
Summer	1996	Salzburg Institute	Arthur Verge & Bill Doyle	
Spring	1997	London, England	Rosemary Swade	
Summer	1997	Aus / NZ	Joe Holliday	Trip was cancelled
Summer	1997	Guadalajara, Mexico	Elizabeth Oberstein	
Spring	1998	Florence, Italy	Andrew Fagan	
Summer	1998	Shanaghai, China	David Shan	
Summer	1998	Salamanca, Spain	Carmen Hunt	
Summer	1998	Salzburg Institute	Arthur Verge & Bill Doyle	
Spring	1999	Oxford, England	Karen Burchett	
Summer	1999	Costa Rica	Rick Chacon	
Summer	1999	Ireland	Lollie Ragana	Trip was cancelled
Spring	2000	Florence, Italy	Rosemary Swade	
Summer	2000	Dublin, Ireland	Matt Ebner	
Summer	2000	Santander, Spain	Carmen Hunt	
Summer	2000	Aus / NZ	Arthur Verge & Bill Doyle	
Fall	2001	Paris, France	Ellen Antoine	
Spring	2001	London, England	Ron Scarlata	
Summer	2001	Costa Rica	Chuck Herzig	
Spring	2002	Florence, Italy	Mike Stallings & Rosemary Swade	
Summer	2002	Dublin, Ireland	Matt Ebner	
Spring	2003	Spain	Pete Marcoux	
Summer	2003	Costa Rica	Chuck Herzig	
Summer	2004	Italy	Mike Stallings & Rosemary Swade	
Summer	2005	New Zealand	Matt Ebner	
Winter	2006	Aus / NZ	Arthur Verge & Bill Doyle	
Summer	2006	Spain	Ellen Antoine & Pete Marcoux	
Winter	2007	Australia	Arthur Verge & Bill Doyle	
Winter	2007	New Zealand	Matt Ebner	
Summer	2007	Italy	Anne Cummings & Mike Stallings	
Winter	2008	Ghana, West Africa	Kofi Yankey & Elaine Moore.	
Winter	2008	Aus/NZ	Arthur Verge & Bill Doyle	
Summer	2008	Eastern Europe	Matt Ebner	
Summer	2008	Italy/Austria/Germany	Chuck Herzig & Connie Fitzsimons	
Winter	2009	Guadalajara, Mexico	Nitza Llado	
Winter	2009	Aus/NZ	Arthur Verge	
Summer	2009	China	Florence Baker & Joy Zhao	
Summer	2009	South Africa	Matt Ebner	

Winter	2010	Costa Rica	Peter Marcoux	
Winter	2010	Aus/NZ	Ebner and Rosemary Swade	Trip was cancelled
Summer	2010	France	Mike Stallings & Anne Cummings	
Summer	2010	Japan	Ellen Antoine & Chuck Herzig	Trip was cancelled
Summer	2011	Spain	Nitza Llado	
Summer	2011	Italy	Carmen Hunt & O Rossella Pescatori	
Summer	2011	Ireland	Rosemary Swade	

STUDY ABROAD PROGRAMS, 2008, 2009, 2010

<u>Year</u>	<u>Faculty Leader(s)</u>	<u>Course Offerings</u>	<u>Course Enrollments</u>	<u>Total Participants*</u>
<u>Winter 2010</u>				
Ghana	Kofi Yankey	Economics 5	8	20
		History 12A	9	
<u>Summer 2010</u>				
Italy/Austria/Germany	Charles Herzig	Geology 1	22	30
		Geology 3	22	
	Connie Fitzsimons	Art 2	22	
		Art 3	21	
Eastern Europe	Matt Ebner	Geography 1	14	36
		Geography 2	18	
<u>Winter 2009</u>				
Guadalajara	Nitza Llado	Spanish 1	12	17
		Spanish 24	5	
	Mexican Instructor	Art 7	12	
<u>Winter 2009</u>				
Australia/New Zealand	Arthur Verge	History 4	22	22
		Political Science 2	22	
<u>Summer 2009</u>				
South Africa	Matt Ebner	Geography 1	11	34
		Geography 2	18	
		Geography 20abacd*	24	
<u>Summer 2009</u>				
China	Joy Zhao	English 1C & 25A	21	30*

Winter 2010

Costa Rica	Peter Marcoux	English 1C	13	24
	Costa Rican Instructor	Spanish 22ab, 21ab	11	

Summer 2010

France	Anne Cummings	French 21, 22, 24	19, 26	33
	Mike Stallings	Architecture 100, 104	23, 8	

* In some programs there are repeat participants who only audited courses

** A few participants only joined the cultural excursions

*** Dr. Baker did not join the program but offered courses as part of her online assignment

Cancelled Programs:

Australia New Zealand Winter 2010

Japan Summer 2010



**Los Angeles County
Office of Education**

**INFORMATIONAL
BULLETIN # 133**

9300 Imperial Highway, Downey, California 90242-2890 • (562) 922-6111

Jon R. Gundry, *Interim Superintendent*

December 8, 2010

TO: Superintendents and Presidents
Members of Governing Boards
Los Angeles County School and Community College Districts

FROM: Melvin Iizuka, Director
Division of Business Advisory Services

SUBJECT: Oath of Office/Governing Board Information

The California Government Code requires that all governing board members execute an oath of office at the beginning of each new term. Government Code (GC) §1360 specifies:

"Unless otherwise provided, before any officer enters on the duties of his office, he shall take and subscribe the oath or affirmation set forth in Section 3 of Article XX of the Constitution of California."

Further, GC §1367 provides as follows:

"No compensation nor reimbursement for expenses incurred shall be paid to any officer by any public agency unless he has taken and subscribed to the oath or affirmation required by this chapter."

In compliance with the above requirements, the Los Angeles County Office of Education (LACOE) requests that you complete the following attached documents in order to maintain accurate and complete records regarding your district's governing board. **Please note that these documents are required to be completed each year by all districts whether or not a governing board election is held.**

Oath of Office (Attachment 1)

- Complete this form for newly elected, newly appointed (either to fill vacancy or in lieu of election), or re-elected (incumbents) governing board members only. **All incumbents elected to a new term must execute a new Oath of Office form.**
- See sample form (Attachment 1A) and step-by-step instructions (Attachment 1B).

2010-11 Governing Board Information (Attachment 2)

- Complete the requested information for each of your district's governing board members, including identification of board officers and new terms of office. **Please note that the name and residence address for all governing board members is required in this section. This information will only be used to confirm residency within the school district, and will not be provided to the public.**
- Indicate present term of office **only**. For re-elected governing board members (incumbents), indicate only re-elected term dates, **not** dates for all years of service.
- Identify your district's voting representative to elect members to the Los Angeles County Committee on School District Organization.
- Provide the date of your district's annual organizational meeting and the day and time of your regular governing board meetings.
- See sample form (Attachment 2A) and step-by-step instructions (Attachment 2B).

Note: Education Code §35143 requires that the annual organizational meeting be held within 15 calendar days of the first Friday in December (no later than **December 18, 2010**). Districts that are governed by a city charter will hold their annual organizational meeting on the date specified in the charter.

If your district's annual organizational meeting is held in December, the original documents are due by January 21, 2011. If your district is governed by a city charter, the original documents are due 30 days after the annual election or annual organizational meeting (as specified by the city charter), whichever occurs later.

Please sign and return the completed original documents to:

Ms. Mary Bracamontes
Los Angeles County Office of Education
Division of Business Advisory Services
9300 Imperial Highway
Downey, CA 90242-2890

This bulletin and its attachments are posted on the LACOE Web site at the following address:

www.lacoe.edu/bas

Select "Bulletins" on the left side of the screen under the heading "BAS Resources," and then use the "Find" function to locate a specific bulletin by number or keyword.

Oath of Office/Governing Board Information
December 8, 2010
Page 3

Should you have any questions concerning this bulletin, please call Mr. Matthew Spies at (562) 922-6336 or Ms. Allison Deegan at (562) 922-6270.

MI/AD:mb
Attachments

Info. Bul. No. 133
BAS-66-2010-11


State of California
County of Los Angeles

I, Dean C. Logan Registrar Recorder/County Clerk of said County, do hereby certify that

_____ was duly ☐ Elected ☐ Appointed

_____ of Los Angeles County, at the ☐ Primary ☐ General election held on _____, 20____

WITNESS my hand this _____ day of _____, 20____.


DEAN C. LOGAN
Registrar Recorder/County Clerk

By _____
Deputy Registrar Recorder/County Clerk
Melvin Iizuka

-OATH OF OFFICE-

FOR THE OFFICE OF _____

I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and I will well and faithfully discharge the duties upon which I am about to enter.

Signature

Subscribed and sworn to before me this

Address: _____

_____ day of _____, 20____

Telephone: _____

Bus: _____

(SIGNATURE AND TITLE OF PERSON ADMINISTERING OATH)

State of California
County of Los Angeles

I, Dean C. Logan, Registrar-Recorder/County Clerk of said County, do hereby certify that

George Smith ① _____ was duly ☒ elected ☐ appointed

Governing Board Member of the Famous School District

of Los Angeles County, at the ☐ primary ☒ general election held on November 2, ② _____, 2010

WITNESS my hand this 15th day of December _____, 2010 . ③

④ Dean C. Logan
DEAN C. LOGAN
Registrar-Recorder/County Clerk

By ⑤ _____
Deputy Registrar-Recorder/County Clerk
Melvin Iizuka

-OATH OF OFFICE-

FOR THE OFFICE OF Governing Board Member of the Famous School District

I, George Smith ⑥ _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

⑦ George Smith

Signature

Subscribed and sworn to before me this

⑧ 15 day of December _____ 2010

Address: ⑩ 4611 Spirit Avenue

Downey, CA 90242

Telephone: (562) 868-2121

⑨ Dr. Paul Jones

(SIGNATURE AND TITLE OF PERSON ADMINISTERING OATH)

Dr. Paul Jones - Superintendent

Bus: None

****SAMPLE FORM FOR INSTRUCTIONAL PURPOSES ONLY****

**Los Angeles County Office of Education
Division of Business Advisory Services**

OATH OF OFFICE*
Step-By-Step Instructions for Filling Out Form
(per circled numbers on sample form)

NOTE: Please type all requested information on form. DO NOT HAND PRINT.

- ① **First and last name as he/she will be sworn in for newly elected, newly appointed (either to fill vacancy or in lieu of election), or re-elected (incumbents) governing board members only.** Place an ☒ to indicate whether the board member was elected or appointed to the position. Indicate whether the member is a governing board or trustee member of said district.
- ② Place an ☒ to indicate whether he/she became a member at the "primary" or "general election" held and the date of the election. If the member is appointed at the district's board meeting, line through "~~primary/general election~~" and type "Board Meeting" above the line then indicate the date that the meeting was held.
- ③ Date that the member is sworn into his/her position.
- ④ Original forms from the Los Angeles County Registrar-Recorder/County Clerk's (Registrar-Recorder) office have Mr. Dean Logan's signature already preprinted on the form. **(No information required on this line.)**
- ⑤ Mr. Melvin Iizuka, as the designated Deputy Registrar-Recorder/County Clerk, will sign the Oath of Office form after it is returned from your district. **(No information required on this line.)**
- ⑥ **First and last name (no nicknames) as he/she will be sworn in is required on this line. Should be same as ①.**
- ⑦ After oath has been administered, board member will sign his/her name **exactly** as it appears on line ⑥. **NOTE: Registrar-Recorder's office will not accept/record forms without the original signature and if the original signature is not identical to the typed name in line ⑥. They also will not accept/record xerox copies of signed forms.**
- ⑧ Indicate date the oath is administered.
- ⑨ Original signature of the person administering the oath is required on this line. Also type the name and title of the person administering the oath below the signature line.
- ⑩ Board member's **residence** address, personal telephone number, and business telephone number (if available) are required on these lines.

Return form to: Ms. Mary Bracamontes
Los Angeles County Office of Education
Division of Business Advisory Services
9300 Imperial Highway
Downey, CA 90242-2890

* Form will be submitted to the Registrar-Recorder's office for recording and no information will be provided to the public.

Attachment 1B to:
Info. Bul. No. 133
BAS-66-2010-11

2010-11 GOVERNING BOARD INFORMATION

BOARD MEMBERSHIP - District: _____

Please type names, residence address, residence/business telephone numbers, and present terms of office for officers and members of the governing board of your district which are effective as a result of your annual organizational meeting. If your board is elected on a trustee area basis, please indicate the trustee area number for each board member (*).

<u>Name and Residence Address</u>		<u>Telephone Numbers</u>	<u>Present Term</u>	
			<u>Began</u>	<u>End</u>
Pres.		Res:		
Name				
Residence Address		Bus:		
City, State			*Trustee Area No. _____	
Zip Code				
Clerk		Res:		
Name				
Residence Address		Bus:		
City, State			*Trustee Area No. _____	
Zip Code				
		Res:		
Name				
Residence Address		Bus:		
City, State			*Trustee Area No. _____	
Zip Code				
		Res:		
Name				
Residence Address		Bus:		
City, State			*Trustee Area No. _____	
Zip Code				
		Res:		
Name				
Residence Address		Bus:		
City, State			*Trustee Area No. _____	
Zip Code				
		Res:		
Name				
Residence Address		Bus:		
City, State			*Trustee Area No. _____	
Zip Code				
		Res:		
Name				
Residence Address		Bus:		
City, State			*Trustee Area No. _____	
Zip Code				

Representative to elect members to the Los Angeles County Committee on School District Organization (Education Code §§35023/72403).

NAME _____ was elected at the annual organizational meeting as this governing board's voting representative to elect members to the Los Angeles County Committee on School District Organization in October/November 2011.

GOVERNING BOARD MEETING INFORMATION:

Date of Annual Organizational Meeting in 2010-11: _____

Board Meeting Day: _____ Time: _____

Signature of Superintendent/Secretary to the Governing Board

Return form to: Ms. Mary Bracamontes
Los Angeles County Office of Education
Division of Business Advisory Services
9300 Imperial Highway
Downey, CA 90242-2890

Attachment 2 to:
Info. Bul. No. 133
BAS-66-2010-11

2010-11 GOVERNING BOARD INFORMATION

BOARD MEMBERSHIP - District: Famous School District ①

Please type names, residence address, residence/business telephone numbers, and present terms of office for officers and members of the governing board of your district which are effective as a result of your annual organizational meeting. If your board is elected on a trustee area basis, please indicate the area number for each board member (*).

Name and Residence Address ②		Telephone Numbers ③	Present Term ④	
			Began	End
Ms. Carmen Stay Name 4444 Cornerstone Avenue Residence Address Downey, CA City, State 90242 Zip Code	Pres.	Res: (562) 333-6111 Bus: (562) 666-3444	12/09	12/13
Mr. George Carlin Name 3677 Hello Avenue Residence Address Downey, CA City, State 90242 Zip Code	Clerk	Res: (562) 555-3111 Bus: None	12/09	12/13
Mr. Joe Cass Name 4446 Cornerstone Avenue Residence Address Downey, CA City, State 90242 Zip Code		Res: (562) 788-3232 Bus: None	12/07	12/11
Ms. Lucy Jones Name 3445 Oakdale Avenue Residence Address Downey, CA City, State 90242 Zip Code		Res: (562) 338-6221 Bus: (562) 556-3434	12/07	12/11
Ms. Deborah Smith Name 4566 Duarte Avenue Residence Address Downey, CA City, State 90242 Zip Code		Res: (562) 788-3636 Bus: None	12/09	12/13
Name Residence Address City, State Zip Code		Res: Bus:		
Name Residence Address City, State Zip Code		Res: Bus:		
Name Residence Address City, State Zip Code		Res: Bus:		

Representative to elect members to the Los Angeles County Committee on School District Organization (Education Code §§35023/72403).

NAME Ms. Lucy Jones ⑤ was elected at the annual organizational meeting as this governing board's voting representative to elect members to the Los Angeles County Committee on School District Organization in October/November 2011.

GOVERNING BOARD MEETING INFORMATION:

Date of Annual Organizational Meeting in 2010-11: December 15, 2010 ⑥

Board Meeting Day: 2nd & 4th Tuesday ⑦ Time: 7:00 p.m.

Stanley Ventura ⑧

Signature of Superintendent/Secretary to the Governing Board

Return form to: Ms. Mary Bracamontes ⑨
Los Angeles County Office of Education
Division of Business Advisory Services
9300 Imperial Highway
Downey, CA 90242-2890

****SAMPLE FORM FOR INSTRUCTIONAL PURPOSES ONLY****

Attachment 2A to:
Info. Bul. No. 133
BAS-66-2010-11

**Los Angeles County Office of Education
Division of Business Advisory Services**

2010-11 GOVERNING BOARD INFORMATION*
Step-By-Step Instructions for Filling Out Form
(per circled numbers on sample form)

NOTE: Please type all requested information on form. DO NOT HAND PRINT.

- ① Name of school district.
- ② Name and **residence** address for all governing board members is required in this section. The officers for president and clerk should be listed first followed by other board members.
- ③ Residence and business telephone numbers are required in this section. If the member does not have a residential or business telephone number, please indicate this by typing the word "none."
- ④ Indicate present term of office only. If the governing board member is elected/appointed on a trustee area basis, indicate the trustee area number. **NOTE: For re-elected governing board members (incumbents), only indicate re-elected term dates not all years of service dates.**
- ⑤ Indicate the name of the governing board member elected as the board's voting representative to elect members to the Los Angeles County Committee on School District Organization at the annual election in October/November 2011.
- ⑥ Indicate the date of the district's annual organizational meeting in 2010-11. **NOTE: Most districts will hold this meeting in December 2010. Districts that are governed by a city charter will hold their annual organizational meeting on the date specified by the city charter.**
- ⑦ Indicate the day and time the district holds their regular board meetings.
- ⑧ Original signature of the district's superintendent/governing board secretary.
- ⑨ Form is to be returned to the Los Angeles County Office of Education immediately following the district's annual organizational meeting.

*** Information on this form will be used to only confirm residency within the school district and will not be provided to the public. Any public requests for this information will be referred to the district superintendent's office.**

Oswald, Kathy

From: Constantino, Cindy
Sent: Monday, November 17, 2008 10:17 AM
To: ECC Faculty
Cc: ECC Managers; ECC Admin Assistants
Subject: Sabbatical Leaves 2009-2010

Sent on behalf of Dr. Arce.

The Sabbatical Leave Committee is pleased to report that the following faculty members will be recommended by the committee to the Board of Trustees for approval for sabbatical leaves during 2009-2010:

Traditional Sabbatical

Alicia Class	Fall 2009
Sean Donnell	Fall 2009
Massoud Ghyam	Full Year 2009-2010
Joseph Holliday	Spring 2010
Kevin Huben	Full Year 2009-2010
Elaine Moore	Spring 2010
Charleen Zartman	Spring 2010

Half-Pay Sabbatical

Jeff Jung	Fall 2009
-----------	-----------

An alternate list for 2009-2010 has also been established and is as follows:

Jeff Jung	Fall 2009
Linda Ho	Spring 2010
Cynthia Silverman	Spring 2010

The alternate list will be administered as follows:

When a vacancy occurs, the first person on the alternate list will be notified. If the sabbatical is refused, the next person on the list will be notified until the sabbatical is filled.

Please contact any member of the Sabbatical Leave Committee if further information is desired. The committee has done its work based on the provisions of the current contract.

SABBATICAL LEAVE COMMITTEE MEMBERSHIP

Francisco Arce, Administration	Virginia Rapp, Administration
Tom Fonte, Humanities	Stephanie Rodriguez, Administration
Emily Rader, Behavioral/Social Sciences	Corey Stanbury, Health Sciences/Athletics

EL CAMINO COLLEGE
SUMMARY ACTIVITIES FOR SABBATICAL LEAVE--FALL 2009

NAME: **Alicia Class**
DIVISION: Humanities Division
SUBJECT: Hispanic Films and Literature

The idea for my sabbatical project began several years ago when I began to use films to enhance foreign or second language proficiency, as well as cultural awareness in my Spanish, French and/or ESL classes. In 1999, at the ECCTYC Statewide Conference, I illustrated this important part of our teaching repertoire, along with my colleague, Dr. Nitza Lladó, in a presentation titled, "Using Movies as Prompts for ESL Reading and Writing Classes." Ever since this presentation, I have been very interested in developing a personal film library which would allow me to freely choose movies that would tie in with a particular cultural lesson or theme. In addition, I wanted to use movies that would complement readings done in the classroom. I knew from past experience that this filmic-literary combination worked extremely well to present cultural similarities and differences between and among Spanish-speaking countries and to dispel cultural myths regarding Hispanics. In my teaching experience, this particular type of cultural presentation has sparked student interest and provoked conversation even at a beginning level course. The interest created undoubtedly improved retention of the subject matter.

The first target group for my project were my students in Spanish IV and Spanish 52A and 52B (Spanish for Native Speakers). Students at this level are obviously more proficient in speaking, reading, and writing in Spanish than those of the lower levels, so the need to offer intriguing material to stimulate conversation and writing for these

students can sometimes pose a greater challenge.

The sabbatical leave awarded to me during the fall semester of 2009 allowed me the time to research the films and appropriate literature for my purposes. Ms. Marilyn Anderson was my advisor in this independent study. Ms. Anderson has done extensive research in film history for her English 41A and 41B courses, which are the Survey of Film History, Part I and Part II. I also consulted Ms. Claudia Strieppe, our bibliographic instruction librarian, to compile a comprehensive list of Hispanic movies from 1985 to the present, as well as a list of books and websites dealing with Hispanics in the film industry. I also did my own research of films already familiar to me, and of others that although perhaps more obscure, nonetheless were recipients of numerous awards and highly valuable for my objectives.

In order to have a deeper understanding of the Hispanic film industry, I read books on Latin American, Mexican, and Spanish cinema in preparation for my study. These readings, along with many film articles, gave me the socioeconomic, political, and cultural influences of the cinemas of Spain and Spanish-speaking Latin America, as well as the obstacles (financial and otherwise) the Hispanic film industry faces today in the highly competitive world of international filmmaking. The list of books used as reference are listed on the bibliography page at the end of this summary.

As mentioned earlier, the first target group for my project was my Spanish IV (Intermediate Spanish II) and Spanish 52A & 52B (Spanish for Native Speakers) students. Due to my interest in connecting Hispanic films with Spanish-language literature, I decided to search for themes that were reflected both in film and in writing

and could include movies from several Spanish-speaking countries. I have included a detailed list of the themes I chose to focus on, as well as the films I used to illustrate these themes, along with their country of origin. Also listed are the readings that complement the films. The themes are not in alphabetical order, but rather in the order in which I worked on them. I decided to include four movies for the first theme of “Politics, War, and Repression” because it is a topic that has been extensively illustrated in all Spanish-speaking countries. As a matter of fact, this year’s Oscar winner for Best Foreign Film is an Argentinian movie titled The Secret in Their Eyes (El secreto de sus ojos), which has as an underlying theme the judicial corruption of the country’s courts during the rule of the military junta during the early 1970s. Because political repression is so widely represented in Spanish-speaking films, I also thought it important to reflect the interpretation of this particular type of political climate from the point of view of different countries (cinematically speaking) in order to give students a variety of cases. For the rest of the themes, I chose two films due to time constraints. There are many other films to choose from, and I plan to provide a much more comprehensive list to my students. In the final theme listed “Biculturalism,” I used two movies that use both Spanish and English. Although the films were made in the United States, they still reflect the concerns of Hispanics in this country. Please note that I included the titles of the readings in Spanish, for that is the target language.

Finally, I tried to have as many countries as possible represented in my study. However, I chose a number of films from Argentina, Colombia, Mexico, and Spain because these countries have well-established film industries along with wider distributions. Consequently, they were easier for me to purchase. Nevertheless, I will

continue to expand my collection; therefore, I plan to present films from Cuba, Puerto Rico and Chile, the latter country presently having a burgeoning film industry. For example, the 2009 Chilean film titled The Maid (La nana) was nominated for a Golden Globe this year for Best Foreign Language Film.

While viewing the sixteen films I chose for my study, I prepared a variety of questions and divided my writing/conversation prompts into several sections. First, I gave at least one reading title to be read and discussed before or after viewing the movie. Second, I included a vocabulary section in several movies that would reflect words and/or idiomatic expressions original to a particular country. Third, I offered a summary of the plot and a list of characters. Next, I added a previewing questions section, followed by a number of comprehension questions (of main scenes), ending with a critical thinking writing section where students must answer in composition form. I have included two samples of my work (both in Spanish and English) of the film Pan's Labyrinth. These samples illustrate the pattern I followed for all the movies studied.

I am delighted that I was able to analyze sixteen films during my sabbatical leave. Quite frankly, I am surprised that I was able to work on so many movies. The work done in these films will offer me a variety of possible assignments for several of my Spanish classes. I am anxious to begin using them this semester. In order to further utilize my film projects, I have already begun translating all of my movie projects into English so that I can also use this material in my beginning Spanish classes. Because students in basic Spanish would be entirely dependent on English subtitles, I will not necessarily include the reading and/or vocabulary sections in my English adaptations. However,

beginning students would nevertheless greatly benefit from exposure to the Hispanic culture, the variety of regional accents heard, the different locations, and the cinematic styles of each of these films.

The student outcome for each of these movie assignments is that students will be able to discuss the themes presented in the movies viewed and the literature read in or outside of class. Part of their discussion will include observations of the culture presented (including family values, gender issues, sociopolitical concerns, and even music, spoken accents and regionalisms), as well as the ability to write a 5 to 6 paragraph composition on most of the writing questions included.

During the forthcoming semesters I will be sharing my experiences with my foreign language colleagues at faculty meetings and present at FLEX and other professional conferences. In addition, I am considering writing a text with the material I have already collected, and/or proposing a Spanish film course.

FILM AND READING THEMES

THEME: *Politics, War, and Repression*

Films:

1. ***El juego de Arcibel (Arcibel's Game)*** Argentina 2003

Readings: *El as de espadas*, by Hugo Rodríguez Alcalá (Paraguay: 1917-2007);
Un día de estos, by Gabriel García Márquez (Colombia: 1928-)

2. ***Voces inocentes (Innocent Voices)*** Mexico 2005

Readings: Lecturas: *Una carta de familia*, by Álvaro Menén Desleal (El Salvador: 1931-2000); *"Canto de esperanza,"* by Daisy Zamora (Nicaragua: 1950-)

3. ***La historia oficial (The Official Story)*** Argentina (1985)

Reading: *"Los mejor calzados,"* by Luisa Valenzuela (Argentina: 1938-)

Song: *"En el país de Nomeacuerdo"* by María Elena Walsh (Argentina: 1930-)

4. **La lengua de las mariposas (Butterfly)** Spain (1999)
Readings: *Los chicos*, by Ana María Matute (España 1926-); *“Recuerdo infantil,”* by Antonio Machado (España 1875-1939)

THEME: *Faith, Religion, and Superstition*

Films:

1. **Madeinusa (Madeinusa)** (Peru, Spain 2005)
Readings: *“El eclipse,”* by Augusto Monterroso (Guatemala: 1921-2003); *Tres hombres junto al río*, by René Marqués (Puerto Rico: 1919-1979); *El forastero y el candelabro de plata*, by Gastón Suárez (Bolivia: 1928-1984)
2. **Milagro en Roma (Miracle in Rome)** (Colombia, Spain 1988)
Reading: *La santa*, by Gabriel García Márquez (Colombia: 1928-)

THEME: *Lives at a Crossroads*

Films:

1. **Diarios de motocicleta (Motorcycle Diaries)** (Argentina, U.S. 2004)
Reading: *“Pena tan grande,”* by Bertalicia Peralta (Panamá: 1939-)
2. **Mar adentro (The Sea Inside)** (Spain 2004)
Readings: *“El viaje definitivo,”* by Juan Ramón Jiménez (España: 1881-1958); *“En paz,”* by Amado Nervo (México: 1870-1919)

THEME: *The World of “Telenovelas”*

Films:

1. **El destino no tiene favoritos (Destiny Has No Favorites)** (Peru 2003)
Reading: *El delantal blanco*, by Sergio Vodanovic (Chile: 1926-2001)
2. **Bolívar, soy yo (Bolivar I Am)** (Colombia 2002)
Readings: *El general en su laberinto*, by Gabriel García Márquez (Colombia: 1928-); *Los tres cuervos*, by José Antonio Campos (Ecuador: 1869-1939); *“El rayo de*

tus furiosas libertades,” by Rafael Gutiérrez (Colombia: ¿?-¿?)

THEME: *Fantasy and Magical Realism*

Films:

1. *El laberinto del fauno* (*Pan's Labyrinth*) (Spain 2006)

Readings: “*Poema a Margarita Debayle*,” by Rubén Darío; Venezuelan legend: *La cascada de Salto de Ángel*

2. *Como agua para chocolate* (*Like Water For Chocolate*) (Mexico 1992)

Readings: *Un señor muy viejo con unas alas enormes*, by Gabriel García Márquez (Colombia: 1928-); “*Nacha Ceniceros*,” by Nellie Campobello (México: 1909-1986)

Song: “*Jesusita en Chihuahua*,” by Quirino Mendoza

THEME: *Expatriation*

Films:

1. *El norte* (*El norte*) (U.S., Great Britain 1983)

Readings: *El pueblo de los seres taciturnos*, by Isabel Garma (Guatemala: 1940-); *Me llamo Rigoberta Menchú y así me nació la conciencia*, by Elizabeth Burgos (Venezuela: ?-); “*Esperanza muere en a Los Ángeles*,” by Jorge Argueta (El Salvador: ?-)

2. *María eres llena de gracia* (*Maria Full of Grace*) (Colombia, U.S., 2004)

Readings: “*Esperanza muere en Los Ángeles*,” by Jorge Argueta (El Salvador: ?-)

THEME: *Biculturalism*

Films:

1. *Real Women Have Curves* (U.S. 2002)

Readings: *Mareo escolar*, by José Antonio Burciaga (Estados Unidos: 1940-1996); *The House on Mango Street*, by Sandra Cisneros, (Estados Unidos: 1954-)

2. *Casi una mujer (Almost a Woman)*

(U.S. 2001)

Readings: *Casi una mujer* and Introduction to *Cuando era puertorriqueña*, by Esmeralda Santiago (Puerto Rico: 1948-); “*A Julia de Burgos*,” by Julia de Burgos (Puerto Rico: 1914-1953); “*Oh, sey can yu sí baí de don-serly laí . . .*” first chapter of *Raquelito tiene un mensaje*, by Jaime Carrero García (Puerto Rico: 1931-); “*Los Estados Unidos por dos lenguas*,” by Carlos Fuentes (México: 1928-)

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Pan's Labyrinth (Spain 2006)

Plot Summary:

Pan's Labyrinth is the touching and fantasy-filled story of a young girl, Ofelia (Ivana Banquero), who uses her imagination as a means to find happiness in two entirely opposing worlds. Ofelia leads a sad and cruel life following Spain's Civil War. Her despotic stepfather, a military officer (Sergi López), rules his home with an iron fist. Ofelia shares this world with her beloved but ailing pregnant mother (Ariadna Gil), who, in a way, is as much a victim of the military officer as Ofelia. Slowly this cruel environment intertwines with a magical "reality" of fauns and fairies that also poses its own dangers to the child's already precarious life. (Director: Guillermo del Toro)

Characters: Ofelia/Princess Moanna (the protagonist), Carmen (Ofelia's mother), Capitán Vidal (Ofelia's stepfather), Mercedes (Vidal's housekeeper), Dr. Ferreiro (Vidal's personal doctor), Pedro (Mercedes' brother), Serrano y Garcés (Vidal's soldiers)

Previewing Questions:

1. Do you enjoy reading or watching fairy tales? Why or why not? Do you believe that this type of literary genre or type of film is exclusively for children? Explain.
2. What was your favorite fairy tale as a child? Why? Do you still enjoy this tale?
3. What were some of your childhood fears?
4. Do you believe that reality can sometimes be "magical"? Why? If you believe this to be true, how and when is this possible?

Viewing Questions: For Reflection and Discussion

1. When and where does the story take place?
2. What is happening in the country at this moment?
3. What do we see in the first scene?
4. Who speaks shortly thereafter?
5. What does this voice tell us?
6. What is nonexistent in the Underground Realm?
7. What did the Princess of that realm dream about?
8. What did the Princess do one day?
9. What happened to the girl once she saw sunlight?
10. What did the king think about his daughter's disappearance?
11. What would the king wait for? For how long?
12. What scene "interrupts" the narration of the Princess' life?
13. What types of books does Ofelia like to read?
14. How is Ofelia's mother's health?
15. To whom is Ofelia's mother married?
16. When the mother and Ofelia exit the car, what does the girl find?
17. What does Ofelia do with the object she finds ?
18. What comes out of the stone figure?
19. What does Ofelia believe the insect really is?
20. Of whom does Ofelia's mother speak to the child?
21. What does the mother want Ofelia to call Capitan Vidal?
22. Where do Ofelia and her mother head?
23. What does the insect do?
24. How does Captain Vidal welcome his wife?
25. What happens during Ofelia's first meeting with her stepfather ?
26. What does Ofelia do when she sees the wooden insect?
27. Who interrupts her? What does Mercedes tell Ofelia of the place where they had been standing?
28. What does Ofelia vehemently tell Mercedes?

29. Of whom does Captain Vidal speak to his soldiers?
30. What is Vidal's strategy to force these men to succumb to him and his soldiers?
31. What does Vidal ask his men to do?
32. Who visits Carmen, Ofelia's mother? What does he give her?
33. What do Mercedes and Dr. Ferreiro secretly speak of in the hallway? What does the doctor give Mercedes?
34. For what does Ofelia reproach her mother? What does Carmen answer?
35. What does Carmen ask Ofelia to do to calm her brother down?
36. Briefly, what's the story about?
37. What does Dr. Ferreiro tell Captain Vidal about his wife and unborn child?
38. What is Vidal sure of?
39. Why do Vidal's men come for him? Whom have they captured?
40. What type of political propaganda does Vidal believe the men intend to distribute?
On what does he base his opinion?
41. What do the man and his son say the father was doing in the hills?
42. What happens to the men?
43. What does Vidal discover of the two men? Is he remorseful for his act of cruelty?
44. What enters the bedroom while Ofelia and Carmen are asleep?
45. Into what does it transform itself?
46. Where do Ofelia and her companion go?
47. Whom does Ofelia meet?
48. What does he tell her about her identity?
49. How can it be proven that the Princess' essence has remained intact and that she has not become a mortal?
50. What does the faun give Ofelia?
51. What is the first task the Princess has to complete?
52. While Ofelia is inside the tree, what do Vidal and his men discover?
53. What happens between Princess Moanna and the giant toad?
54. What do Vidal and his guests speak of?
55. How does Vidal treat Carmen while they dine with his guests?
56. What does one of Vidal's guests tell him about Vidal's father?

57. What is Vidal's response?
58. Where does Ofelia want the faun to take her?
59. What does the faun tell her about the key she retrieved from the toad's belly? What does the faun give the girl? What are Vidal and his soldiers giving the townspeople? What do the soldiers cry out while the people wait in line for their food?
61. What happens to Carmen?
62. Ofelia tells Mercedes that she knows that Mercedes is helping the men from the hills. However, why does Ofelia say she will keep Mercedes' secret?
63. Where do Mercedes and Dr. Ferreiro head?
64. Why is the faun not happy with the Princess?
65. When the Princess tells the faun that her mother is ill, what kind of potion does he give her?
66. What is the Princess' second task?
67. What serious error does the Princess commit during this second task?
68. How does the Princess manage to escape?
69. What does Mercedes give to her brother, Pedro?
70. Why has Carmen's condition improved?
71. What does Ofelia hear Vidal say to Dr. Ferreiro?
72. What does Ofelia promise her brother?
73. Meanwhile, what is happening to the rebels, Vidal, and his soldiers?
74. What happens when the faun discovers that the Princess broke the rules and ate from the Pale Man's table?
75. What does Dr. Ferreiro do with the stuttering man that Vidal captured?
76. How and why does Carmen die?
77. What does Vidal discover about Mercedes and Ofelia?
78. What does Mercedes do to Vidal?
79. How does Mercedes escape being killed by Serrano and the rest of Vidal's men?
80. What does the faun tell the Princess? What does he ask her to do as a third task?
81. What does Ofelia pour into Vidal's drink?
82. What bad news does Serrano tell Vidal?
83. What happens when Vidal discovers that Ofelia wishes to take the baby?

84. Where do Ofelia and Vidal run?
85. When Princess Moanna meets the faun, what does he ask her to do as her final task?
86. Why does the Princess renounce her “royal blood”?
87. According to the faun’s words, is he sympathetic to the baby boy’s needs?
88. What does Vidal do upon discovering Ofelia and the baby in the labyrinth?
89. Whom does Vidal encounter upon exiting the labyrinth?
90. What does Vidal do immediately after?
91. What does Mercedes answer Vidal?
92. What does Mercedes find?
93. Where does Princess Moanna awake?
94. Who welcomes her?
95. What does the King tell the Princess of her final task?
96. How does Ofelia die?
97. How and for how long did the Princess reign?
98. What did she leave behind?

Writing Questions:

1. Compare and contrast the World of Humans with the Underground Realm. Do they have anything in common? What makes them different? Do you feel that one of the two worlds is a perfect one? Why or why not? In which of the two worlds would you rather live? Why? Give details.
2. Compare and contrast Captain Vidal’s world and the lives of Mercedes, Pedro, and the other rebels. Explain the differences between their thoughts, beliefs and lives. Basing your answer on what you saw in the movie, what are their struggles? Who has control of the situation? How? Explain.
3. Carmen insists that Ofelia love her stepfather, Captain Vidal. In your opinion, do you believe this is a good idea? Why or why not? Give several reasons that Carmen would want this and the possible consequences of this forced relationship.
4. The following is the tale of the rose of immortality that Ofelia tells her baby brother:

Many, many, many years ago in a sad faraway land, there was an enormous mountain made of rough, black stone. At sunset, at top of that mountain, a magic rose

blossomed every night that made whoever plucked it immortal. But no one dared go near it because its thorns were full of poison. Men talked amongst themselves about their fear of death, and pain, but never about the promise of eternal life. And every day, the rose wilted unable to bequeath its gift to anyone. Forgotten and lost at the top of that cold, dark mountain, forever alone, until the end of time.

Now, compare and contrast the lives of Ofelia, Princess Moanna, and that of the rose of immortality. Although these three characters are very different, what do the three have in common? Do you think there is a parallel between the three stories? Why or why not? If you think they share something in common, what exactly is it that they share? Do you think that Ofelia was somehow predicting what was to happen to her in telling this story? Explain basing your answer in specific scenes from the movie.

5. Of all of the movie's characters, which one understands Ofelia/Princess Moanna the most? On what do you base your answer? Use specific scenes to support your answer.
6. Throughout the entire movie Captain Vidal's name is never mentioned. He is always addressed or referred to as "Sir," "Captain," or "Vidal," even by his wife, Carmen. Why do you think that his first name is never revealed? Give details and explain if you think that giving Vidal a first name would have changed anything in his character and/or in the movie.
7. What do you think of the faun? Is he good or evil? On what do you base your opinion? What do you make of the fact that although he concocted a remedy for Ofelia's mother, he nevertheless seems indifferent to Carmen's illness and the plight of Ofelia's baby brother? What does this indifference reveal about the faun?
8. Write about Vidal's obsession with time, clocks and watches. Why does he always look at his watch when he's facing danger? Why is it so important to him that the exact hour of his death be known? Imagine how he must have felt when Mercedes told him that she would not tell his son, not only the hour of his death, but even his name. Give details to support your answer.
9. Moments before her death, Carmen tells Ofelia that the world is cruel and that magic does not exist for anyone. According to the events in Ofelia's young life, is it true that magic does not exist for her specifically? Why or why not? How can you support your answer?

10. During Carmen's funeral the priest declares that: "Far away is the soul in its eternal glory. Because it is in pain that we find the meaning of life." Describe how these same words can apply to Ofelia's life. How did Ofelia suffer? How was it that she found the meaning of life surrounded by so much pain and sorrow? Would you believe that Ofelia is in an eternal glory judging by the last scenes of the movie? Why or why not? Explain, giving details to support your answer.

11. Supposing that fairy tales were possible, is the story of the Underground Realm, the faun, and the fairies "real" or is it more a product of Ofelia's imagination as an escape mechanism to her troubled life? What "proof" do you have for your answer? Depending on your response, is the movie's ending a happy or a sad one? Would you have changed something in the story's resolution? Why or why not? If you were to have changed something, what would it have been?

El laberinto del fauno

(España 2006)

Lecturas: "*Poema a Margarita Debayle*," por Rubén Darío; Leyenda venezolana: *La cascada de Salto de Ángel*

Vocabulario: tarantajas (tonterías); salir escopeteados (salir de prisa); cuenco (plato hondo)

Sinopsis:

El laberinto del fauno es la conmovedora y fantástica historia de una niña tierna y soñadora, Ofelia (Ivana Banquero), que lucha por la felicidad y una identidad definida en dos mundos totalmente opuestos. Por un lado existe el mundo real y cruel de una

España tras la Guerra Civil, en donde Ofelia comparte su vida con su madre embarazada y enferma (Ariadna Gil), y un padrastro déspota y despiadado, capitán de la falange española (Sergi López). Poco a poco ese mundo se entrelaza con un mundo mágico de realeza, faunos y hadas que también le presenta peligros y amenazas a la pequeña.

(Director: Guillermo del Toro)

Personajes: Ofelia/la Princesa Moanna (la protagonista), Carmen (la madre de Ofelia), el capitán Vidal (padrastro de Ofelia), Mercedes (ama de llaves de Vidal), el Dr. Ferreiro (médico contratado por el capitán Vidal), Pedro (hermano de Mercedes), Serrano y Garcés (soldados, hombres de Vidal)

Para crear ambiente:

1. ¿Le gusta leer libros o ver películas de cuentos de hadas? ¿Por qué? ¿Piensa que este género es sólo para niños? Explique.
2. De chico(a), ¿cuál fue su cuento favorito? ¿Por qué? ¿Le gusta aún ese cuento?
3. ¿A qué le temía cuando era niño(a)?
4. ¿Cree Ud. que el mundo de la realidad a veces puede ser “mágico”? ¿Por qué? Si piensa que sí, ¿cómo y cuándo?

Para reflexionar y discutir:

1. ¿En que año y en que lugar la historia?
2. ¿Qué es lo que esta pasando en el país en ese momento?
3. ¿Cuál es la primera escena que se ve?
4. ¿Quién habla poco después?
5. ¿Qué nos cuenta esta persona?
6. ¿Qué no existía en el Reino Subterráneo?
7. ¿Con que soñaba la princesa que vivía ahí?
8. ¿Qué hizo la princesa un día?
9. ¿Qué le pasó la niña al ver la luz del sol?
10. ¿Qué sabía el rey, el padre de la niña?
11. ¿Por quien esperaría el rey? ¿Por cuánto tiempo?

12. ¿Qué escena “interrumpe” la narración de la vida de la princesa?
13. ¿Qué tipos de libros trae Ofelia?
14. ¿En que estado está la mamá de Ofelia?
15. ¿Con quién está casada la mamá de Ofelia? Cuando salen del coche, ¿qué encuentra Ofelia?
17. ¿Qué hace con lo que encontró?
18. ¿Qué salió de la figura de piedra?
19. ¿Qué piensa Ofelia que es el insecto?
20. ¿De quién le habla la madre de Ofelia a la niña?
21. ¿Cómo quiere la madre, que Ofelia le llame al Capitán Vidal?
22. ¿Adónde van Ofelia y su madre?
23. ¿Qué hace el insecto?
24. ¿Cómo recibe el Capitán Vidal a su esposa?
25. ¿Cuál es el primer contacto que tienen Ofelia y el Capitán Vidal?
26. ¿Qué hace Ofelia cuando ve el insecto de madera?
27. ¿Quién la interrumpe? ¿Qué le dice Mercedes a la niña del lugar en dónde estaban?
28. ¿Qué le dice Ofelia apasionadamente a Mercedes sobre el Capitán Vidal?
29. ¿De quiénes habla Vidal con sus soldados?
30. ¿Qué piensa hacer Vidal para que éstos lleguen a él?
31. ¿Qué les pide Vidal a sus oficiales?
32. ¿Quién visita a Carmen? ¿Qué le da?
33. ¿De que hablan Mercedes y el Dr. Ferreiro al encontrarse en el pasillo? ¿Qué le da el doctor a Mercedes?
34. ¿Qué le reprocha Ofelia a su madre? ¿Qué le contesta Carmen?
35. ¿Qué le pide Carmen que haga Ofelia para que su hermano se calme?
36. Brevemente, ¿cuál es el cuento?
37. ¿Qué le dice el Dr. Ferreiro al Capitán de Carmen y el bebé?
38. ¿De qué está seguro Vidal de su bebé?
39. ¿Por qué vienen los hombres de Vidal a buscarle? ¿A quiénes han capturado?
40. ¿Qué tipo de propaganda cree Vidal haberles encontrado a los hombres? ¿En que basa su opinión?

41. ¿Qué dicen el padre y el hijo que el padre hacía en los montes?
42. ¿Qué pasa con los dos hombres?
43. ¿Qué descubre Vidal de ellos? ¿Se siente culpable por su acto despiadado?
44. ¿Qué entra en el cuarto mientras Ofelia y Carmen duermen?
45. ¿En qué se transforma?
46. ¿Adónde van Ofelia y su compañero?
47. ¿A quién conoce Ofelia ahí?
48. ¿Qué le dice él sobre su identidad?
49. ¿Cómo se puede comprobar de que la esencia de la Princesa permanece intacta y que no se ha vuelto mortal?
50. ¿Qué le da el fauno a Ofelia?
51. ¿Cuál es la primera prueba que tiene que pasar la Princesa?
52. Mientras Ofelia esta dentro del árbol, ¿qué descubren Vidal y sus hombres?
53. ¿Qué pasa entre la Princesa Moanna y el sapo?
54. ¿De que hablan Vidal y sus invitados?
55. ¿Cómo es que Vidal trata a su esposa Carmen mientras cenan con sus invitados?
56. ¿Que le cuenta un soldado a Vidal sobre el padre de éste?
57. ¿Qué le comenta Vidal al soldado?
58. ¿Adónde pide Ofelia que el hada la lleve?
59. ¿Qué le dice el fauno de la llave que ella tomó del sapo? ¿Qué le da el fauno a la niña?
60. ¿Qué están dándole a la gente del pueblo Vidal y sus soldados? ¿Qué gritan los soldados mientras la gente hace fila?
61. ¿Qué le pasa a Carmen?
62. Ofelia le dice a Mercedes que sabe que Mercedes les está ayudando a los hombres del monte. Sin embargo, ¿por qué no se lo dirá a nadie?
63. ¿Adónde van Mercedes y el Dr. Ferreiro?
64. ¿Por qué no está contento el fauno con la princesa?
65. Cuando la Princesa le díselo fauno que su madre está enferma, ¿cuál es el remedio que le da él para Carmen?
66. ¿Cuál es la segunda prueba de la Princesa?

67. ¿Cuál es el grave error que comete la princesa en esta segunda prueba?
68. ¿Cómo logra escaparse la Princesa?
69. ¿Qué es lo que Mercedes le da a su hermano Pedro?
70. ¿Por qué ha mejorado Carmen?
71. ¿Qué es lo que Ofelia escucha que Vidal le dice al Dr. Ferreiro?
72. ¿Qué es lo que Ofelia le promete a su hermanito?
73. Mientras tanto ¿qué está pasando con los rebeldes y Vidal y sus soldados?
74. ¿Qué pasa cuando el fauno se entera de que la Princesa rompió las reglas y comió de la comida del hombre pálido?
75. ¿Qué hace el Dr. Ferreiro con el muchacho tartamudo que capturó Vidal?
76. ¿Cómo y por qué muere Carmen?
77. ¿Qué descubre Vidal de Mercedes y Ofelia?
78. ¿Qué le hace Mercedes a Vidal?
79. ¿Cómo es que se salva Mercedes de Serrano y los demás soldados de Vidal?
80. ¿Qué es lo que el fauno le dice a la princesa? ¿Qué le pide él a ella que haga como tercera prueba?
81. ¿Qué le echa Ofelia a la bebida de Vidal?
82. ¿Qué mala noticia le informa Serrano a Vidal?
83. ¿Qué pasa cuando Vidal descubre que Ofelia se quiere llevar al niño?
84. ¿Adónde corren Ofelia y Vidal?
85. Al llegar la princesa Moanna con el fauno, ¿qué quiere que ella haga como última prueba?
86. ¿Por qué es que la princesa reniega de su “cuna sagrada”?
87. Según las palabras del fauno, ¿considera él al bebé?
88. ¿Qué hace Vidal al descubrir a Ofelia y al bebé en el laberinto?
89. ¿Con quiénes se encuentra Vidal al salir del laberinto con su hijo en brazos?
90. ¿Qué hace Vidal inmediatamente después?
91. ¿Qué le responde Mercedes a Vidal?
92. ¿Qué encuentra Mercedes?
93. ¿En dónde despierta la princesa Moanna?
94. ¿Quiénes la reciben?

95. ¿Qué le dice el rey a la princesa sobre su última prueba?
96. ¿Cómo muere Ofelia?
97. ¿De qué manera y por cuánto tiempo reinó la Princesa?
98. ¿Qué dejó ella?

Para escribir:

1. Compare y contraste el Mundo de los Humanos con el Reino Subterráneo. ¿Tienen algo en común? ¿Qué los hace tan diferentes? ¿Piensa Ud. que uno de los dos mundos es perfecto? ¿Por qué? ¿En cual mundo preferiría vivir Ud.? ¿Por qué? Dé detalles.
2. Compare y contraste el mundo del Capitán Vidal y el mundo de Mercedes, Pedro y los demás rebeldes. Describa la diferencia entre ambos. Basándose en lo que vio en la película, ¿por qué luchan? ¿Quién tiene el control y de que manera lo tiene?
3. Carmen trata de forzarle a Ofelia que quiera a su padrastro, el Capitán Vidal. En su opinión, ¿piensa Ud. que esto es una buena idea? ¿Por qué? Mencione varias razones y consecuencias de tratar de forzar ese cariño.
4. Recuerde el cuento de la rosa de la inmortalidad que Ofelia le contó a su hermanito:

Había un país lejano y triste que tenía una montaña negra y áspera. En la cima de ésta había una rosa que florecía en el atardecer, y que ofrecía la inmortalidad a aquél que la tocara. Sin embargo, nadie atrevía a acercársele por sus numerosas espinas venenosas. Los hombres de la región sólo hablaban del miedo a la muerte y del dolor, pero nunca a la promesa de la inmortalidad. Ya que nadie se acercaba a la rosa, ésta se marchitaba cada noche al no poder otorgarle a nadie sus dones a la inmortalidad. La rosa se quedó sola hasta el fin de los tiempos.

Ahora, compare y contraste la vida de Ofelia, la Princesa Moanna, y la del cuento de la rosa de la inmortalidad. Aunque las tres vidas son distintas, ¿en que se parecen? ¿Piensa que hay un paralelismo entre las tres historias? ¿Por qué? Si piensa que si, ¿cuál es este paralelismo? De alguna manera, Ofelia estaba prediciendo lo que le iba a pasar a ella y/o a la Princesa Moanna al contar esta cuento? Explique basándose en escenas específicas de la película.

5. ¿Cuál es el personaje que más entiende a Ofelia/la Princesa Moanna? ¿En qué se basa? Use escenas específicas de la película para apoyar su respuesta.

6. En toda la película nunca se pronuncia el primer nombre del Capitán Vidal. Siempre le dicen o Señor, o Capitán, o Vidal, incluyendo Carmen, su esposa. ¿Por qué piensa Ud. que éste es el caso? Dé detalles, y explique si es que dándole un primer nombre hubiera hecho alguna diferencia en su personaje y/o en la película.
7. ¿Qué opina del fauno? ¿Es bueno o malo? ¿En qué se basa Ud.? ¿Qué piensa Ud. de que a pesar que le da a Ofelia un remedio para su madre, al fauno no parece importarle la enfermedad de Carmen y más tarde la vida del hermano de Ofelia? ¿Qué nos indica esa indiferencia?
8. Explique la obsesión que tiene Vidal con el tiempo y el reloj. ¿Por qué lo mira cada vez que está en peligro? ¿Qué significa para él el que se sepa la hora exacta de su muerte? Imagínese como se habrá sentido cuando Mercedes le dijo que no le diría al hijo de él, no sólo la hora de su muerte, pero ni siquiera su nombre. Dé detalles.
9. Antes de morir, Carmen le dice a Ofelia que el mundo es cruel y que la magia no existe ni para ella (Ofelia) ni para nadie. De acuerdo con lo que le pasa a Ofelia, ¿es cierto que para la niña no existe la magia? ¿Por qué? ¿Cómo lo puede explicar Ud.?
10. Durante el funeral de Carmen, el sacerdote dice que: “Lejana ya está el alma en la gloria eterna. Porque es en el dolor donde encontramos el sentido de la vida.” (“Far away is the soul in its eternal glory. Because it is in pain that we find the meaning of life.”) Describa como estas mismas palabras pueden aplicarse a la vida de Ofelia. ¿De qué manera sufrió ella? ¿Cómo fue que ella encontró el sentido de su vida rodeada de tanto dolor? ¿Consideraría Ud. que Ofelia está en una gloria eterna juzgando por las últimas escenas de la película? ¿Por qué? Explique dando detalles.
11. Suponiendo que los cuentos de hadas fueran posibles, ¿es “real” la historia del Reino Subterráneo, junto con el fauno, las hadas, etc.? O es más bien producto de la imaginación de Ofelia como mecanismo de escape de su dolorosa vida? ¿Qué “pruebas” tiene para basar su opinión? Dependiendo de su respuesta, ¿es feliz o triste el final de la película? ¿Habría Ud. cambiado algo del final? ¿Por qué sí o por qué no? Si hubiera cambiado algo, ¿qué habría sido?

Fall 2009 Sabbatical Leave Report

Sean M. Donnell

El Camino College

25 May 2010

Per Article 13, Section 10 of the Agreement, I submit my Sabbatical Leave Report for your review.

According to my approved Sabbatical Leave Plan, I was to take two graduate-level classes at California State University, Long Beach (CSULB). The purpose of these classes was to offer me further academic training in Romantic and Victorian literature, the effect of which was to impact directly my teaching methodologies for English 15B (Survey of British Literature from the Romantic Period to the Present). As was stated in my Sabbatical Leave Application, while I have sufficient academic training in Modern and Postmodern British literature, I have never taken any graduate-level courses in either Romantic or Victorian literature. To these ends, I enrolled, via CSULB University Extension Services, in two graduate-level courses for the fall 2009 semester: English 558 (English Poetry & Prose of the Victorian Age) and English 656 (Seminar in Romantic Literature). English 558 was a proseminar taught by Dr. Neil Hultgren; English 656 was a seminar taught by Dr. Beth Lau. The duration of both classes was fifteen weeks.

Dr. Hultgren's English 558 class comprised an in-depth examination of several novels and books of poetry from the Victorian Age of British literature (roughly 1830-1900). The required readings for the course included Elizabeth Gaskell's *Cranford*; Alfred, Lord Tennyson's *In Memoriam*; Robert Browning's *Poetry*; Mary Seacole's memoir *Wonderful Adventures of Mrs. Seacole in Many Lands*; Wilkie Collins's "Sensation" novel *The Woman in White*; the *Collected Works* of Michael Field; and Matthew Sweet's *Inventing the Victorians*. Additionally, various critical essays were assigned on Victorian literature in general, as well as on the previously aforementioned texts in particular. Before every scheduled class meeting, Dr. Hultgren would email

students two or three discussion questions for the day's assigned readings. As part of our participation requirement, we students were expected to be ready to respond critically to these questions. Invariably, Dr. Hultgren's questions were topical and thought-provoking. Assigned readings and discussion questions definitely aided students in grasping many of the concepts that are central to Victorian literature.

During the course of the semester, Dr. Hultgren implemented numerous assignments designed to familiarize us students with the major issues and themes prevalent in the Victorian Age. Moreover, assignments were crafted in order to facilitate students in developing writing skills, research methodologies, and public speaking techniques. One such assignment was a report on an academic journal that is important to Victorian Studies. The journal on which I chose to report was one issued by Cambridge University Press—Victorian Literature and Culture. The assignment called for me to find an issue of the journal from the last five years, to describe the overall contents of that particular issue, to provide evaluations for three specific articles in that issue, and to describe the overall scope of the journal from its inception up to its most recent issues. While the assignment was supposed to be only five pages, the feasibility of adequately fulfilling the project, given its scope, was challenging. Consequently, rather than the assigned five pages, my report topped nine. Much to my (and, truth be told, probably Dr. Hultgren's) consternation, exceeding the page requirements on assignments became a familiar trope for me in English 558.

Another major assignment for English 558 was the discussion-leading exercise, where I was asked to formulate three discussion questions and to lead the class in the examination of these three questions. I chose to lead a discussion on Wilkie Collins's

novel, *The Woman in White*. Considering that I have been creating and implementing discussion questions in my classes for better than fifteen years, I was surprised to find that I was nervous when I had to lead the discussion in Dr. Hultgren's class. For one thing, I was not as familiar with the subject matter as I am in classes that I teach more regularly. For another, I was unused to leading discussion groups for graduate-level students. Hence, instead of feeling like the seasoned veteran of many an educational campaign, I felt rather the teaching novice in that situation. It was a refreshingly uncomfortable position in which I found myself, and I loved every minute of it!

The "major" undertaking for this class was, naturally, the research paper we were assigned on some aspect of Victorian literature. Coming into the class, I had always been intrigued by the way in which British writers and poets depicted Italian characters as unsavory, unscrupulous, and unremittingly amoral in their texts. The Victorian Age was certainly no exception in this respect. For my research project, I decided to examine the depiction of Italians in Victorian literature. In short, I wanted to tackle the question of *why* British authors and poets were so unkind in their depictions of Italian characters. At first, I wanted to examine several poems by Robert Browning in addition to the Wilkie Collins novel, *The Woman in White*. After a cursory examination of Collins's novel, I realized that, in order to examine this topic in sufficient depth, I needed to focus solely on how Italians were represented in *The Woman in White*. Moreover, because Collins exhibited an astonishingly personal attachment to Italy, especially in the context of the country's struggle for independence and unification during the *Risorgimento*, the focus of my topic shifted so that I found myself focusing on how Collins's Italian characters exemplified the tension between how Collins saw Italians and how his Victorian

contemporaries saw them. In short, I argue that Collins looked favorably upon *Il Risorgimento* and the Italian figures spearheading Italy's struggle for a unified nation. Further, since British society had looked down on Italians ever since the first English publication of Machiavelli's *The Prince*, Collins's depictions of Italians, given his favorable sentiments toward them, must necessarily embody the conflicts and contradictions that the author manifested between his private conceptualization of Italians and the cultural imperatives regarding them that his Victorian society imposed upon him. And indeed, by carefully examining both Count Fosco (the "villain" of the novel) and Professor Pesca (ostensibly the "good" Italian in the novel), I attempt to reveal how both men are complex and conflicted characters who reflect, while simultaneously criticizing, the British worldview of Italy and its people. Ultimately, I was pleased to discover that, more than a decade's hiatus from earnest scholarship notwithstanding, I still possessed the gift of scholarly acumen. The seventeen-page research paper that I wrote for Dr. Hultgren's class was, in short, a welcome opportunity for me to reinvigorate my capacity for academic inquiry.

Far from being the coda for my English 558 class, my research paper was merely one more assignment in what was clearly a rigorous investigation of the Victorian Age. In addition to the works described above, Dr. Hultgren also assigned several other writing projects in the class. Some of them were short assignments, either summarizing and critiquing an assigned scholarly article, like those of Margaret Croskery and Jeff Nunokawa, or drafting discussion questions on assigned readings, like Browning's poem, "Andrea del Sarto". The class culminated in a final in-class examination that was intended to mirror the MA Comprehensive Examinations that all Master's students

advanced to candidacy must take before being granted a degree. While it was somewhat frustrating that I had, fourteen years earlier, already taken (and passed with flying colors, I might add) my Comprehensive Examinations, I asked for no special dispensations from Dr. Hultgren. Instead, I felt that it was yet another chance for me to develop my academic wherewithal in regards to Victorian literature. By the end of the semester, after tallying up all of the various assignments in the class, I had written better than fifty pages of analysis on the Victorian Age for Dr. Hultgren, and I earned an "A" grade for the course.

I found Dr. Hultgren's English 558 class to be one of the finest courses I have ever taken. While still a relatively "new" professor, earning his doctorate from University of Virginia in 2000, Neil Hultgren is an accomplished professor who exhibits not only an encyclopedic understanding of Victorian literature, but also a gift for teaching that far surpasses many professors who have taught for far longer. If given the opportunity, I would definitely take another class from him, and I will most certainly recommend him highly to any students of mine who plan on transferring to CSULB and studying English while there.

Dr. Lau's English 656 seminar was, like Dr. Hultgren's class, a superb graduate-level examination of the Romantic period. We examined several poets and novelists of the Romantic Era (roughly 1790-1830). The required readings for the course comprised an examination of the major works of several Romantic poets and authors: William Wordsworth's poetry and prose; Dorothy Wordsworth's journals; Samuel Taylor Coleridge's poetry; the first four cantos of George Gordon, Lord Byron's *Don Juan*; Mary Shelley's *Frankenstein*; and Jane Austen's last complete novel, *Persuasion*. In

addition to these works, we also had several critical essays to read that focused on these assigned texts. As with Dr. Hultgren's class, we had several discussion questions sent to us by Dr. Lau before each class period for which we were expected to prepare. Between the assigned readings and the discussion questions, Dr. Lau provided the environment whereby the graduate students might create a seminar that was not only aware of the critical conversations surrounding these texts, but that was also able to contribute constructively to these discussions. Moreover, as Graduate Coordinator, Dr. Lau often offered common-sense strategies for succeeding in the CSULB Master's program. Clearly, she was vested in her students' success, and towards this end she often contributed insightfully during class discussions.

Dr. Lau implemented numerous assignments that were designed to familiarize students with the current literary trends associated with Romantic literature. Hence, assignments were crafted in order to facilitate students in developing writing skills, research methodologies, and public speaking techniques. Dr. Lau assigned a five to seven page preliminary paper that was designed to get us thinking of potential research topics for the final paper. I chose to examine how representations of sexuality in Coleridge's *Christabel* and "Kubla Khan" formulate what is essentially a revolutionary moment in the text. As with Dr. Hultgren's class, I often found it difficult to stay within the page length requirements for these assignments. Consequently, my preliminary paper spanned a full seventeen pages. While I often surpassed the length requirements for writing projects, frequently submitting more than twice the number of pages necessary, Dr. Lau never complained once about my exceedingly verbose writing style. No matter

how long my paper was, Dr. Lau always managed to provide copious advice for how I could improve my scholarship.

In addition to this preliminary paper, students also had to evaluate one of the critical essays assigned, which was supposed to be five to six pages in length. As with other assignments, I went over the page requirements on this assignment as well, chalking up ten pages for this assignment. Like Dr. Hultgren's class, we students also had to lead a class discussion on one of the assigned readings. I let the discussion on one of my favorite poems—William Wordsworth's *Ode: Intimations of Immortality*. Even though it was a discussion leading exercise, we were expected to write, and answer, five question regarding the given text. Once again, I managed to shoot out another ten pages of writing for what should have otherwise been a relatively uncomplicated assignment. Finally, before we decided on our final research topics we were supposed to write a preliminary paper for our final research project. If we were going to develop the idea we began in our first preliminary paper, then we needed to complete this second one so that we were writing on something from both the first and second halves of the class. For my second preliminary paper, I chose to examine how the concept of birth order might impact an understanding of Jane Austen's novel, *Persuasion*. I tallied up another eleven pages on this assignment.

Ultimately, this is the topic I chose to develop for my final research project in English 656. I started by establishing a critical framework relating to sibling relationships and the influence of birth order on the behavioral development of children. I used Frank J. Sulloway's *Born to Rebel: Birth Order, Family Dynamics, and Creative Lives*, Peter Graham's *Jane Austen & Charles Darwin: Naturalists and Novelists*, and

Glenda Hudson's *Sibling Love and Incest in Jane Austen's Fiction* to construct a solid platform from which I could examine Austen's novel, *Persuasion*. One of the central questions I wanted to examine was, if later-born children (like our protagonist, Anne Elliot) are naturally "rebels", why does Anne not initially rebel against her father's prohibition of her marriage to Wentworth. Furthermore, I wanted to explain why Anne is later able to rebel after she had seemed to lack the wherewithal for rebellion initially. Upon a closer examination of the text, I argue that Anne clings to her family because any family, even one as obviously dysfunctional as hers, is preferable to no family. If Anne had chosen to break with her family and marry Wentworth before he went away to war, then she would have been left not only without a husband (while Wentworth was at war), but also without a family. However, when Wentworth returns from war a prominent figure in the "brotherhood" of the British navy, Anne is able to divest herself of her family and cling to the new family into which she will be married when she joins with Wentworth. Hence, as soon as Anne finds a suitable surrogate family, she rebels against her birth family at the earliest opportunity. Once the greater imperative to belong to a family is nullified, the imperative of her birth order reinstates itself, and she rebels against her family, true to her later-born status in the birth order. Despite calling for a twelve to fifteen page research paper, I needed twenty-five in order to develop my ideas in this research paper fully. By the end of the semester, I had rattled off more than seventy-three pages for Dr. Lau in her English 656 class.

Whereas in Dr. Hultgren's class, I discovered a reinvigorated sense of scholarly acumen, I found myself exploring some very unfamiliar territory in Dr. Lau's class. To put it plainly, Dr. Lau and I oftentimes found ourselves at theoretical loggerheads. While

I was quite fond of my first paper topic on Coleridge and the revolutionary aspects of his depictions of sexuality, Dr. Lau was not. Whereas I found it to be self-evident that the depiction of sexuality in a society that forbade such depictions could not help but be revolutionary, Dr. Lau did not. I ended up abandoning what I felt was quite a credible avenue for academic exploration because Dr. Lau did not see it as such, or, more rightly, she forced me to see that my line of reasoning was incapable of withstanding the rigor of her academic inquiry. After experiencing similarly unfavorable sentiments from Dr. Lau on my evaluation of an article on Byron's *Don Juan*, I found myself at a crossroads. I could either abandon every theoretical underpinning, upon which I had built my critical worldview in the past decade and a half, or I could stick to my guns, damn the torpedoes, and go full speed ahead. Unquestionably, Dr. Lau was, by far, one of the best scholars I have ever encountered. Reading one of her articles is basically a tour de force of literary argumentation. Hence, breaking myself down and relearning my critical repertoire under her could only serve to create in me a more rigorous academic sensibility. However, as the saying goes, it is monumentally difficult to add new feats into the aging canine's routine. In short, I decided to write the paper that I wanted to write, rather than attempting to construct a paper that might be more felicitous with Dr. Lau's critical worldview. Anyone who knows me well understands that some of my worst traits are definitely my pride and my steadfastly stubborn intractability once I have dug in my heels. If pride goes before a fall, I certainly set myself up for a fall in Dr. Lau's English 656 class. Indeed, earning what is only my second "B" from the CSULB English department does sting quite a bit. No matter the grade, I can state unequivocally that I

learned more in Dr. Lau's seminar on Romantic literature than I have ever learned in a graduate seminar—even at the doctoral level.

Ultimately, the purpose of my Sabbatical was not to earn straight "A" grades in the classes I took; rather, it was to learn, to grow in my understanding of literature, and to benefit my students by implementing my newly acquired knowledge in the El Camino College classroom. Already in this current winter session, the knowledge that I acquired on my sabbatical is paying dividends in my English 15B class. Dr. Lau's insights into the Romantic ambivalence prevalent in Wordsworth, Coleridge, and Mary Shelley have proved invaluable to me in edifying many of the poems I regularly discuss in that class. Furthermore, I have adopted Mary Seacole's *Wonderful Adventures of Mrs. Seacole in Many Lands* as my primary text in my Victorian unit. Undoubtedly, what I have learned in Dr. Hultgren's English 558 and Dr. Lau's English 656 classes will not only benefit me; it will also certainly benefit the students whom I teach.

I am grateful to the Sabbatical Leave Committee for allowing me the opportunity to develop my knowledge base in Romantic and Victorian literature. I return to El Camino College well-rested, reinvigorated, and hungry to teach. Without my Sabbatical, I do not think that this would be the case. For that, you have my thanks.

Tutoring System

Sabbatical Project Report (2009-2010)

Grantee: Massoud Ghyam, Ed.D.

Division of Mathematical Sciences

Computer Science Department

October 7, 2010

Tutoring System:

Executive Summary

The tutoring system sabbatical project met its goal “to create an online program to help students who need help in better understanding the course material.” During my sabbatical leave I worked on a software package to help students who are taking Computer Science 1 at Computer Science department. The project was chosen to help improve instruction for Problem Solving and Program Design with C++ (Computer Science 1). This course (CS1) is an introduction to problem solving and program design using structured, top-down algorithmic development techniques. These techniques are applied to the solution of numeric and nonnumeric problems. Laboratory work is done using the C++ computer language implementing the solution that was developed. Many students have difficulty with this course due to lack of preparation and unfamiliarity with computer programming. To help these students the department added some tutoring hours for students to get one-on-one help, but there is never enough time to accommodate everyone who needs help. The software is a web based design where students can register to get access to it and be able to review class material on their own at any time or location as long as they have Internet access.

The Process:

To control access to the software and tracking purposes, the students have to sign up on the web site to be given access to the software. The software is designed to provide easy access to different topics associated with the course. Once the student is logged in they can choose the topic they have difficulty with and choose to take a practice quiz or review the material that they are having difficulties with. If they are able to pass the quiz they will be allowed to continue on to the next section. If the student fails the quiz, they need to review the section again and take a new quiz. This process will continue till they successfully have mastered the material. The process allows the student to go at their own speed and repeat the lessons as many times as necessary, and it provides feedback to the student and instructor so they can adjust to the needs of students.

This software will be available to other faculty members, but at this point it is not ready, I need to spend some time to streamline the package to make it easy to install and manage. I will allow students who are registered in another section of the course to sign up and use the software, but I need to manage it myself. I also plan to expand the software so it can be used for other courses as well. It will approximately take 1 year to upgrade the software to accommodate other courses.

Setting up the Software

To set up the software a server is needed and the following steps are required to deploy the website on to the server:

1. Go the Windows toolbar and in the windows option, select Copy Website option.
2. It opens up an FTP interface using which you can connect to the server you want to deploy the site on.
3. Select the Connect button on top.
4. This will open up the deployment tool with the following options: Local IIS server, Ftp Server, Remote Site.
5. Depending upon the requirement and choice of host server you can select either one of these options.
6. For deploying on an ftp server, you must know the server admin username and password.
7. Connect to the server using the username and password.
8. On Connecting you will see two windows; on the left is the document folder of your computer which contains all the files of the website and database.
9. On the Right side you can see the server side folder on which the site is going to be deployed.
10. Select all the files of the project and using the send arrow key in between the two windows, send all the selected files over to the server side window.
11. This process may take some time and depends upon your internet connection speed.
12. Once the files have been transferred, select the starting page i.e home.aspx in this case and put it at the end of the URL of the site, this will be the URL of the ftp site in this case.
13. Open up a web browser and add home.aspx at end of the URL of your server, this will open up the hom.aspx page of the tutorials website.
14. The Tutorial is build in .net platforms so while loading the site for the first time you may observe a small lag time , this happens as all the C# code written behind the WebPages is compiled into a .net directory . Once all the code is complied, the subsequent pages are going to open up really quickly.

Design:

The software has 3 main components, the Graphical User Interface (GUI), and the backend database program. 1) The GUI provides interaction with users. 2) Backend program keeps track of user information and administration data. 3) The data base keep maintains user, quiz questions, and review material tables. This project was developed

using Microsoft Visual Studio 2008. The design component of the software is briefly described below:

1. Components: the website is made up in the .NET platform, the web pages are made in ASP.NET and the website is data bounded using a SQL server 2005 database.
2. The Tutorial has Home.aspx as its main starting page and has been set to do that every time the website loads up.
3. The main look and feel of the project is maintained using the masterpage.master page, any changes to be made into the project has to be made to the master pages as all the pages inherit the User Interface components using these master pages. Changes made into the master page will reflect the changes in the complete project.
4. Sitemap functionality: on the left of the home.aspx web page you can see the site navigation system using hierarchical interface which is made using web. Sitemap file included in the project .This web. Sitemap is an XML Document which contains the xml formatted structure of the site using hierarchy information. If needed to add more pages into the website has to be included in the web. Sitemap document as well.
5. The site can be broken down in 3 tables, the top header table, which contains the logo and website header. Followed by the content placeholder which contains all the web pages and the site navigation table on the left.
6. Web.Config file is present in the tutorial folder this file contains the information of the website in an xml data format and can be changed easily every time a change is been made in to the database connectivity of the website .make sure to make valid connections and specify the connection strings nodes in this particular file.
7. There are two databases attached to the website, the first is the ASPNETDB.mdf which contains the information of all the users that have logged into the systems using the login control and the create user control feature. This folder can be referred if a particular user has forgotten his password .This database is self generated and do not user made or is changed by the user. Only the Administrators have the access to this database, so that they can retrieve the user information.
8. The tutorial folder contains an images folder which contains all the images used inside the project , to add new images into your project you can right click on the

folder and select the add new or add existing items to the images folder . The newly added image could then be dragged and dropped into the web page from the solution explorer.

9. The Second Database in the project is the websitedata.mdf file, which is the database from which the site is extracting data in a dynamic manner from. The Database has a two tables as of now, which are the variables table and the inheritance table. The variables table contains the data which is shown in a grid format in the variable.aspx page and similarly the inheritance table contains the data stored in the grid table for the inheritance.aspx page.
10. The login and Create New Account pages contains the functionality to add new user to the project , this is done by taking user information and putting the data in a database , the form containing the questionnaire for creating new user can be modified using the add customs control functionality represented by a right triangle on the top of it .When a user successfully logs into the system, the system takes the user to the default.aspx page , which further contains the functionality of taking the user back to home page , change the user's password and provide the user with link to the starting page .

Benefits to students:

I believe educational goals can be better and more efficiently served by smart use of computer technology and by taking advantage of the wide availability of the Internet one can help students learn the material easier and more effectively. I had been thinking about a computerized way to help students who have many constraints and needs. The sabbatical leave provided me with the time I needed to work on this idea and be able to design and implement the package. I believe my students will benefit from using this package. I plan to follow up with them and if there are any shortcomings or improvements suggested by users to make the software even better in the future.

Proficiency Improvements to Faculty:

Since I had to design and implement the software it gave me a chance to program again in a professional level and helped me become more proficient. In the process I became a better instructor since I had to face many practical issues that are normally not present in an educational setting and I can share these points with my students. This project helped me to sharpen my existing skills and learn a few new skills to be able to complete the project and based on the things I learned I plan to implement and offer a web development course.

In conclusion this author would like to thank El Camino College and the sabbatical committee for approving my project that allowed me to work on my vision and implementing my design.



EL CAMINO COLLEGE
DIVISION OF NATURAL SCIENCES

EL CAMINO COLLEGE
OFFICE OF THE

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VICE PRESIDENT
ACADEMIC AFFAIRS

June 23, 2010

TO: Francisco M. Arce
FROM: Jean Shankweiler *JMS*
CC: Joe Holliday
SUBJECT: Sabbatical Leave Report – Joe Holliday

Joe Holliday has submitted the required report for his Spring 2010 sabbatical leave. Joe's sabbatical proposal was to study the effects of global warming in Antarctica, South America, Mexico, U.S. Pacific Northwest, Europe and the Arctic Ocean near Svalbard (an island near Norway). He also visited all these locations to observe and catalog the effects of global warming. Joe was able to visit Antarctica as a participant in a National Geographic expedition. He is currently on a second National Geographic expedition to the Arctic Ocean. He visited all the other locations during the spring semester to fulfill his sabbatical requirements. His report provides a summary of the worldwide effects of global warming as well as a report of his observations on each of the locations he was able to visit.

As part of his sabbatical report, I will ask Joe to give a presentation about his observations to the El Camino College community. It will be offered as an HTP seminar and also as a brown bag presentation, providing flex credit to faculty attendees. This will be completed during the Fall 2010 semester.

Date: June, 2010

To: Dr. Francisco Arce, Other Members of Sabbatical Committee

From: Joseph Holliday

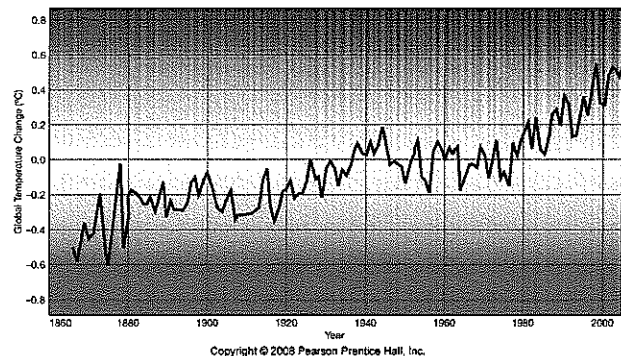
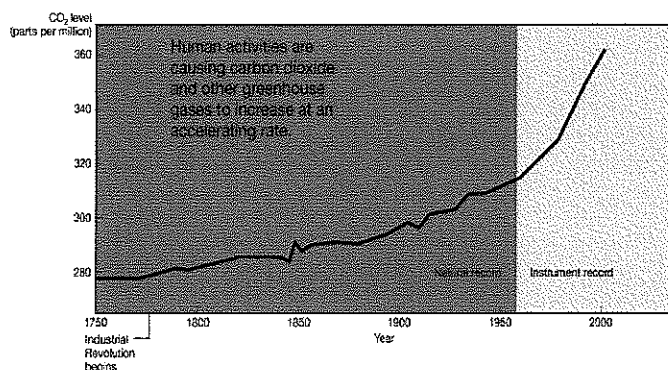
Re: Sabbatical Report

Introduction

I have spent the spring 2010 semester on sabbatical, studying the effects of global warming around the world. During the course of this sabbatical, I have visited Antarctica, South America, Mexico, the U.S. Pacific Northwest, and Europe this semester. I also will be visiting the Arctic Ocean near Svalbard next month with National Geographic Society on the same ship as I traveled to Antarctica.



Worldwide temperatures have been increasing 1 degree F (.55° C per decade). According to NOAA and the UN Intergovernmental Panel on Climate Change, temperatures will increase approximately 5 degrees F (2.7° C) by 2050. This increase in temperature is causing sea level to rise due to two reasons: the better-known cause is the melting of glaciers and ice caps, whereas the lesser known cause is the expansion of the ocean due to temperature increase. Sea level is rising .13 inches (.3 cm) per year, which translates to one inch every eight years. Even more alarming is the fact is that this rate is 50% faster than the one inch per 12 year rate of the 20th century. Many aspects of this global warming create positive feedback loops where the result of global warming makes the earth warm up even faster. This report will mention several such occurrences. The temperature increase, melting ice and rising sea level are having tremendous negative effects on animal and plant species around the world.



Antarctica

I visited the Antarctic peninsula in January, which is the southern hemisphere summer. In addition to landing on several penguin-occupied beaches and ice features, I visited the Palmer Research Station.



Palmer Research Station



Adele Penguin



Antarctic Glacier

- There is a measurable decrease in snow in Antarctica every summer. For instance, the frequently visited Deception Island no longer has snow on the landing area (site of an old whaling station). This is a marked change from only ten years ago, when snow covered the entire area. As more soil is exposed every summer, this darker surface absorbs more solar energy, thus heating the area even more. This is the most common positive feedback loop that is occurring in the polar regions of the world.
- There is measurably less sea ice every summer in Antarctica. For example, the bay at the popular Port Lockroy is now entirely water, but was entirely frozen in January throughout the twentieth century. Here again, the darker water absorbs more solar energy than the white ice, thus absorbing more solar energy, which in turn, warms the environment even more.
- The increase in environmental temperature has lead to a climate change in the Antarctic peninsula from a polar to a semi-polar climate. As a result, Adele penguins are becoming extinct. They are being “replaced” by Gentoo penguins, which are better adapted to this semi-polar climate.
- Global warming has warmed the oceans around Antarctica, which is negatively impacting upwelling in the area. Upwelling is the rise in ocean water that brings nutrients up from the sea floor, which in turn fertilizes the ocean. The food web is a very simple where these nutrients allow algae to grow, which is then eaten by krill, which in turn is eaten by penguins, seals, and whales. Thus, the decreased upwelling is leading to a decrease in populations in all species of animals in the Antarctic oceans.
- The ice shelves of Antarctica are beginning to break up due to climate change. An ice shelf is a floating extension of ice caps that are up to 1,000 feet thick. Between 1998 and 2009, the 50-mile wide Larson B ice shelf broke up. When an ice shelf breaks up it creates thousands of tabular icebergs, each over a mile across. These gigantic icebergs are pushed by currents northward, where they eventually melt. Although this process does not increase sea level, the fear is that it will allow ice to flow faster from the Antarctic ice cap (which is above sea level), which would increase sea level as it broke up and melted.

Mexico

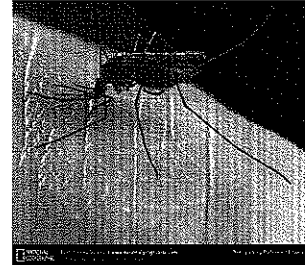
Global climate change is affecting all places in the world, not just polar areas. More importantly, these changes are occurring in developing countries that cannot afford the remediation measures that wealthy countries can. The effects of global warming in these countries could be disastrous.



Mangrove Estuary in Baja

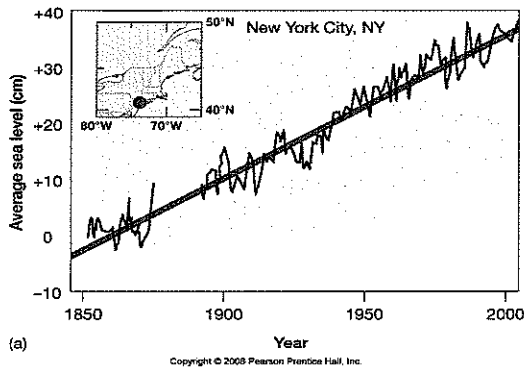


Gray Whale Baby

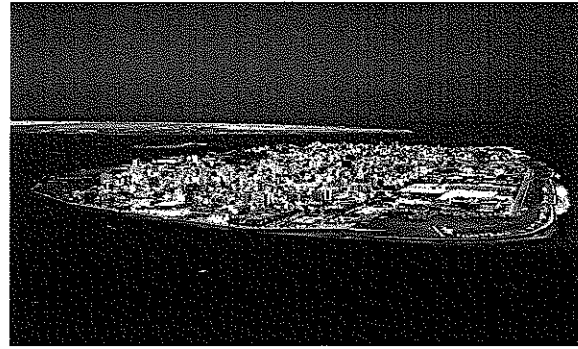


Malaria Mosquito

- The increase in sea level is slowly flooding the coast of Mexico, as in all areas, but it is particularly evident in mangrove wetlands. Since mangroves grow on tropical and subtropical shorelines, there are also hurricanes. As global warming continues, hurricanes are predicted to be stronger and possibly more numerous. The increased sea level, combined with more destructive hurricanes, is devastating. For example, Magdalena Bay in Baja, California, had tremendous damage to the mangroves and villages during the 2009 hurricane.
- The increase in ocean temperature will affect the abundant marine life off the west coast of the Americas. The affects will be similar to what occurs every few years during an El Nino event, which I witnessed this year. Whales changed their migration and gave birth to their calves in the ocean instead of the protective bays. The coastal upwelling was decreased resulting in less fertilizer, less algae, and less fish, which in turn lead to starving sea lions and bankrupt fishermen. This El Nino was fascinating microcosm of a run-away global warming scenario.
- An increase in sea level due to global warming moves the salt water inland. The delineation between fresh and salt water migrates upstream in every coastal river in the world. Because this affects the water supply from streams and whales, it has greater impact in poorer countries that are less likely to have expensive aqueducts to bring water from distant mountains. This is particularly true in dry areas of the developing world such as Baja.
- As the earth warms up, there are more areas that can host disease-causing mosquitoes. Two particularly deadly diseases, malaria and yellow fever, kill over five million people every year. The death toll is expected to rise as climates warm up. Here again, this will affect developing countries, such as Mexico, much more than rich countries that can afford insecticides and medicines to combat these diseases.
- The sea level rise is expected to create millions of “environmental refugees” throughout this century. For example, all the residents of Carteret Islands will have to move to Bouganville Island by the year 2015. According to the International Organization for Migration, there will be 50-200 million environmental refugees by 2050. Two countries are expected to be particularly hard hit. All 400,000 citizens of the Maldives (average elevation 5 feet, see photo below) will have to move to another country by 2100. Bangladesh has 140 million people, almost all of whom are living just above sea-level on a highly flood-prone delta. There is no place for them to move, given one of the highest population densities in the world.



Graph of Sea levels Rising Consistently



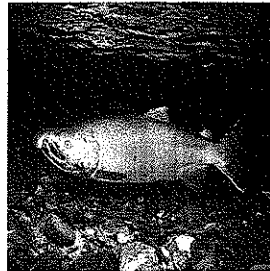
The Endangered Country of Maldives

Pacific Northwest

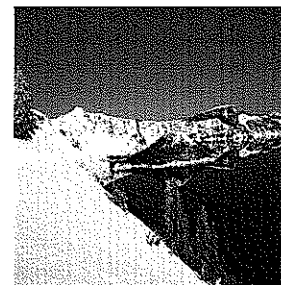
This region of the world is not as prone to global warming as other regions because it has a mild maritime climate and is located in a rich country. However, it is still going to suffer as a result of global warming.



Pika on Mountaintop



Migrating Salmon



Snowpack in Cascades

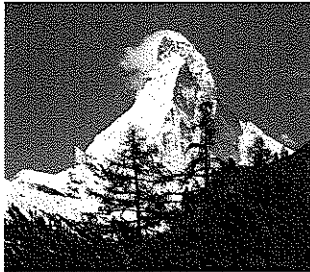
- As the earth warms, the snow pack is less every summer. The snow pack of the Sierra Nevada, Cascade, and Rocky mountains supply water to most of the people in western United States. Without this snowpack, there is less water released during the summer months when Americans need to water their lawns and farms. There will have to be more water restrictions (similar to last year's in Los Angeles) as there is less water available each summer and the population continues to grow in western United States. This problem is much more serious in Asia, since half its population gets its water from the Himalaya mountain complex.
- Animal and plant species must migrate slowing uphill as the global temperature increases. This is particularly difficult for plants, since they can only propagate by seeds. It is also threatening extinction to species that already live on the tops of mountains such as Pikas and alpine plants.
- The temperature increase will also affect animals and rivers, including the economically valuable salmon. The salmon fishery is one of the most valuable fisheries in the world, but salmon depend on cold water to live. As water temperature increases, the timing of the fish migration will change to adjust to warmer water. This different timing may not coincide with the growth cycle of aquatic insects that the baby salmon must eat when they hatch.
- The other big industry in the Pacific Northwest is logging of trees. There may have to be future restrictions on logging because deforestation lessens CO₂ uptake, thus increasing global warming. This is much more significant in tropical rain forests, but the temperate rain forest of the North America have a significant impact on CO₂ removal from the atmosphere.

Europe

Europe is particularly vulnerable to global climate change because of its extensive shoreline and highly populated lowlands. As a result, Europe has taken the lead in combating global climate change by reducing CO₂ output through extensive construction of windmills. For instance, Denmark gets 20% of their electrical power from modern windmills.



Storm Surge Barrier (Holland)



Ice Glaciers in Alps



Venice in a Flood

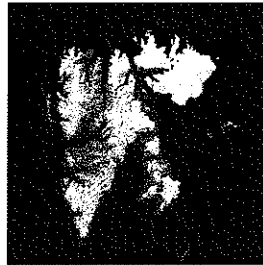
- The Netherlands (Holland) created the first flood control barrier in the world capable of withstanding 100-year storms. Since half of the country lies below sea level on the Rhine River delta, it was necessary to build this expensive barrier against storm surges. This country has proven to the world that these barriers are technically possible, but are very expensive.
- In Germany, there has been a lot of research about the changes in bird migration due to global warming. The birds are arriving later every spring and leaving later every fall. This is similar to eastern United States, where the bird populations have been migrating approximately one mile farther north every year.
- In France there is considerable fear that the wine grapes that are unique for each region will not be able to grow in these regions as the earth warms. For instance, by 2050, it is possible that Champagne grapes will no longer be able to grow in the Champagne region. To the great consternation of the French, the British are starting to grow vineyards.
- In the Alps, the glaciers are melting rapidly. There are several places where a receding glacier front is labeled so you can see how fast the ice has melted. The Alps, like the Himalayas, are the source of the biggest rivers in the continent. The rivers that start in the snow and ice of these mountain ranges, supply water to almost half of the people on earth. With the snow pack and ice decreasing in the summer time, the water supply is becoming problematic. Even more harmful are the warmer conditions in the winter resulting in more flooding in these highly populated river valleys.
- In Switzerland, there is a growing concern that global warming is decreasing the snow pack, which in turn is affecting the skiing industry. There are many places in the developed world that depend on natural snow and/or cold weather to have ski areas, snowmobiling, and other winter sports in a post industrial society. This is not a problem that a society can build a structure to stop it.
- Austria has a lot of rivers starting in the Alps. A major concern related to global warming is the phenomena of more precipitation falling as rain and less as snow. This additional rain increases the chance of flooding in any mountain source river, such as Western United States and southern Asia.
- World famous Venice, Italy floods over 20 times per year, which causes great harm to their only industry: tourism. The floods are a portent of things to come as all the great coastal cities of the world suffer more floods in the coming century. Venice is currently building a storm surge barrier to similar to Holland's, which is costing billions of dollars. It took relatively rich Italy 40 years to finally build this structure, which is a good indication that poor countries like Bangladesh will take centuries, if ever, to afford such expensive barriers.

Svalbard/Arctic Ocean

I will be visiting Svalbard and the Arctic ocean during July in order to observe the affects of global climate change in the northern polar regions. I have researched these phenomena in preparation for this trip with National Geographic. Note that almost every one of these phenomena create a postive feedback loop that exacerbates global warming.



Polar Bear on Sea Ice



Svalbard from Space



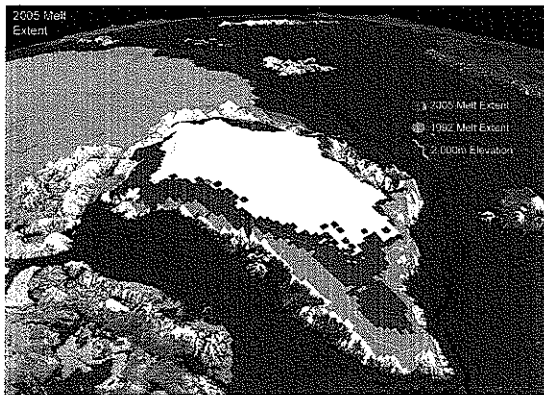
Thermokarst in Tundra

- The increase in global temperature is famously melting the Arctic ice cap. 50 % more ice (18,000 square miles per day) is melting every day this summer than melted in the summers during 1980-2000. This in turn is having a major effect in the animals of the Arctic, particularly polar bears. There are prediction that the polar bear will go extinct when the polar sea ice entirely melts, because they rely on the sea ice to hunt their primary food source – seals. It is also affecting shrimp, cod, and seals, as mentioned in the June 2010 National Geographic article on global warming in Greenland.
- As the polar ice on land (Greenland, Iceland, Svalbard) melt, this fresh water floods the surface of the north Atlantic Ocean. However, between Iceland and Greenland is the major downwelling source of all deep ocean water in the world. There is major concern that this fresh water flood will probably decrease the downwelling necessary for this ocean current, thus changing the climate of the whole world.
- The permafrost (permanently frozen ground) in the polar regions is melting at an alarming rate. This melting of underground ice creates thermokarst, which is a disorganized surface of sinkholes and gullies. This not only destroys man-made structures, but it also leads to more soil erosion, particularly since there is more days of the year that the ground is thawed and precipitation falls as rain.
- As the permafrost melts, bacterial action can decompose the organic matter that has built up in the tundra for thousands of years. As a result, much more of the greenhouse gas carbon dioxide can be released. It is estimated there are 1,400 gigatons of carbon held in the tundra, which is at least two times more than all the CO₂ released by humans!
- As the climate warms in the tundra regions, more shrubs can grow. These larger plants absorb more sun light than the miniature tundra plants. As a result they trap more solar radiation in summer, and trap more insulating snow in the winter time, thus further increasing the warming.
- It is hard to imagine, but there is now fire danger in the Arctic tundra, which creates black soot that is an extremely effective absorber of solar radiation. It is estimated there is 20 times more occurrence in the north slope of Alaska, which has the same climate as Svalbard and Iceland.
- The warming of the ocean is feared to increase the release of gas hydrates, which is frozen methane and water in a solid crystalline form. The melting of the hydrates will release methane gas, which is 25 times more effective as a greenhouse gas than the more famous CO₂. This would create another disastrous positive feedback loop, where the more gas released the warmer the climate, which results in more gas release.

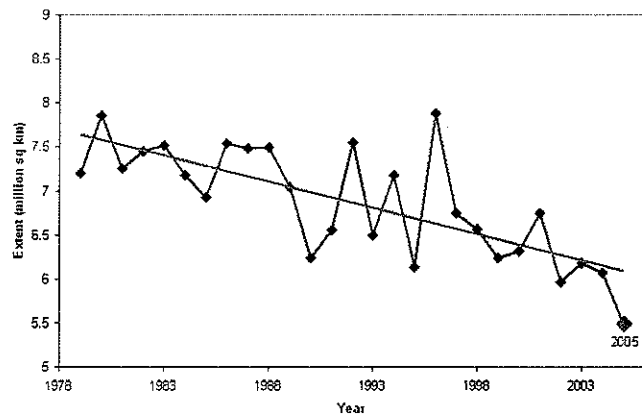
Conclusion

The global warming, or global climate change, has been proven beyond a shadow of a doubt. It is no longer debated in the earth sciences, and much information about it is found in text books and lab manuals. Most scientists, especially all the earth scientists I know, believe the research that shows global warming is due to increased CO_2 , particularly from internal combustion engines, power plants and deforestation. This additional CO_2 increases the already existing greenhouse effect of CO_2 (and to a lesser extent methane), which traps solar radiation heat in the atmosphere.

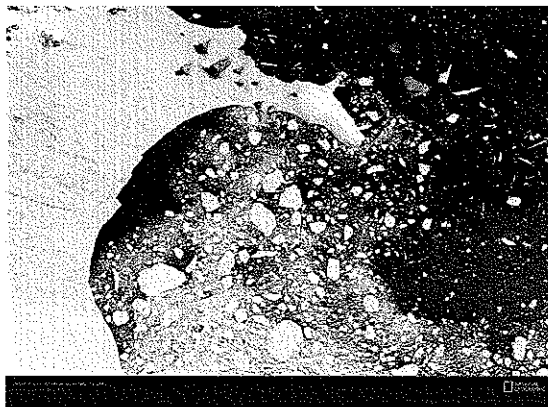
However, the cause of global warming is controversial, since it has been politicized in the last several years, especially in the United States. This is particularly true now, as evidenced by recent polls that have shown the public belief in climate change has decreased in the last few years. Europe and other developed countries have accepted the fact the main cause is CO_2 released by humans and are trying to limit their CO_2 production. It is up to educators and scientists to separate science from politics, and to encourage our leaders to do the same. If not, our children and future generations of people all over the world will suffer for centuries to come.



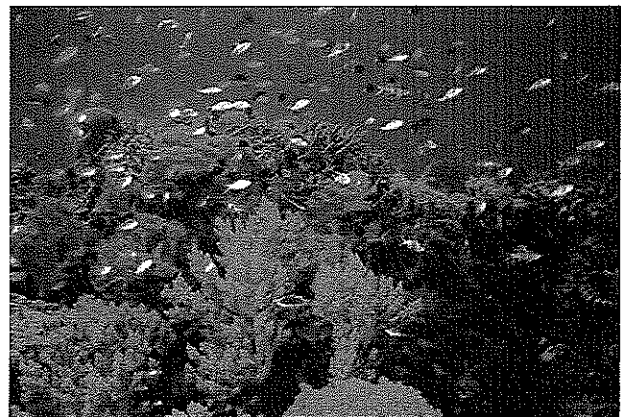
Greenland Ice Cap Melting More Each Year



Arctic Ocean Ice Cap Melting More Each Year



Antarctic Ice Shelf Breaking Up and Melting



Coral Reefs Suffer from Warming and Sea Acidification

SABBATICAL LEAVE NARRATIVE REPORT

Professor Kevin M. Huben

Fire & Emergency Technology Department

Division of Industry & Technology

2009-2010

EL CAMINO COLLEGE

FIRE & EMERGENCY TECHNOLOGY DEPARTMENT

2009 – 2010 SABBATICAL NARRATIVE

During the Fall 2009 semester, I spent a great deal of time working on several aspects of my sabbatical leave. One of the aspects was establishing the parameters of what I actually would be able to accomplish during my leave. Given the broad nature of the construction industry, it would be easy to stray into areas that may be of interest but may not be of much use to the students in classroom setting.

Another aspect was my decision to establish a 'Sabbatical Leave Committee'. After careful consideration I felt that independent, third-party colleagues would be useful in overseeing what I was doing. Numerous discussions took place with respected colleagues in the academic environment and it was decided to establish a three person panel to assist me. Those persons were approached and agreed to participate. Because of the fact that we all have extremely busy schedules, it was decided that a minimum number of actual meetings would take place and that most communication could be accomplished via either telephone or e-mail.

A considerable amount of time was spent researching current building construction methods and practices, along with materials that are currently being used and issues that are current in the industry. A variety of methods were used to perform this. They ranged from telephone interviews, job-site visits / interviews, review of current

(and earlier) construction trade publications, along with extensive internet research. In addition, I performed reviews of other related-industry publications such as law journals and looked into the building construction aspect from a city building official's point-of-view.

All of the above-mentioned aspects took on different meanings when applied to the difference between residential and commercial projects. The variations were interesting to note.

RESIDENTIAL PROJECTS:

For example, when considering a residential project there are several aspects that do not apply to commercial projects. Some average garden-variety residences may not run into many municipal regulations other than a 'percentage of lot coverage' or some other easy to mitigate requirement. However, when that project becomes one of the so-called 'McMansions' that we see being built, often times there is community opposition to this. If you live in an area such as Palos Verdes where there are view restriction ordinances, you may be required to place temporary poles with flags on your property to delineate what the finished roof height will be in order to satisfy your neighbors. Nobody who has an existing view wants theirs blocked by someone else's house.

Other cities require the owner to obtain permission from a certain percentage of their surrounding neighbors in order to obtain approval to build. In some areas, the municipality requires you to obtain approval from the local homeowners association. Within the Palos Verdes area, there are numerous so-called 'Art Juries' that are in essence non-governmental boards that regulate what size / type / style of residence you can build within their area. You must obtain approval from them prior to receiving approval from the municipality.

Some cities, such as Palos Verdes Estates have a requirement that all homes in a certain area have red tile roofs. If you have driven through that area, you may or may not have noticed this. Whatever style of home you desire to build, its design must be conducive to having a red tile roof. The tile roof requirement affects the cost of construction also in that tile roofs weigh considerably more than asphalt shingle roofs. This weight differential translates into a more extensive (and expensive) load bearing wall and foundation system in order to be able to support the extra weight.

Other geographical areas, predominately those that adjoin the so-called 'urban-interface' regions have issues as well. If you are building in a location that either adjoins or is near an area that has a wildland / brush / forest component, you will have substantially more requirements to comply with. Those locations locally include Malibu, Palos Verdes, LaCanada-Flintridge and a large portion of the foothill areas where residences either are up against or actually in the forest areas.

These 'urban-interface' may include a fire resistive roof. Again, the design of your home has to be of a design that is conducive to a fire-resistive roof of some type. Access roads to these areas (predominately private driveways) have to meet requirements as to steepness and thickness in order to facilitate fire apparatus and emergency vehicle access to the residence(s). Water supply is another issue. Most of these homes that are remotely located may have water storage tanks that are fed off of underground wells. In some areas of the Angeles National Forest, the water supply is so poor that water must be trucked in. These properties have water storage tanks with capacities ranging anywhere from 5000 gallons and up depending upon the size of the house. Residences in these areas also face additional requirements such as exterior stucco walls (no wood siding), roof eaves that are boxed-in, chimney spark arrestors, ground clearance of combustible vegetation for several hundred feet (think landscaping, soil retention and water diversion issues), dual-paned windows (to slow the radiated heat down) along with other requirements.

Hillside stabilization and water-related (diversion) issues have been recently seen at the forefront here in the Southern California area. After the massive 'Station Fire' wildfire in August of 2009, hillside area residents are seeing firsthand the results of planning (or lack thereof) in how their area fares when subjected to such extremes.

As you can see, the actual overall cost of construction may vary widely depending upon numerous factors. If you are paying the mortgage on either a vacant piece of land or a home you intend to tear down and rebuild, the time it takes you to successfully navigate the numerous requirements may add significantly to your overall construction costs.

Some owners have taken years (after deciding on a design) to eventually obtain approval from all the necessary parties prior to even beginning moving dirt and pouring concrete. The carrying costs alone can be substantial.

When we discuss multi-residential properties such as apartment, townhome or condominium buildings, they begin to take on some of the issues that affect commercial development. Although the buildings act as 'residences' for the occupants, where they are located, the traffic and parking issues they generate along with compatibility to the surrounding area all come into play.

COMMERCIAL PROJECTS:

Commercial building projects are in some respects similar yet different than their residential counterpart. Although some of the basic construction materials used in both are the same, their usage varies widely.

One area of note is the permit / approval processes that commercial developers must go through. Unlike a residential project, where the owner will typically live in the building after completion, commercial projects are often looked at in a different light. Commercial projects are quite often owned by corporations or entities that have no 'vested interest' in the community. The developers chose the area based on factors that may not be in the best interest of the community. Often these projects create traffic, pollution, noise, parking or other issues that residential projects do not.

Developers are often times subjected to more stringent regulations and a more lengthy review of their project. Sometimes these issues cross jurisdictional boundaries between municipalities. For example, the Plaza El Segundo shopping center project was built a few years ago in one of our local cities, El Segundo. Although the project was near the southern border of the city, the developer was required to pay over \$ 4 million dollars in 'mitigation fees' to the neighboring city of Manhattan Beach to help offset the issues that the shopping center may possible create. This several million dollar fee added to the cost of developing the project.

Commercial projects may now also include mixed-use aspects that were common back in the early 1900's, but became less-popular as urban sprawl began. Now, a lot of projects such as the massive 'Playa Vista' project in West L.A .incorporate the 'live, work, play' concept. Playa Vista is a large mixed-use project consisting of mid-rise and high-rise buildings with commercial occupancies on the ground floor and

residential occupancies above. Inter-mixed with the residential / commercial aspects are recreational areas, thus the 'live, work, play' concept.

These type of mixed-use occupancies combine the fire & life-safety risks that are inherent with both residential and commercial occupancies. Sometimes the design standards and hazards they are meant to protect against are at opposite ends of the spectrum. At times, it is a challenge for the developer to incorporate building designs and materials that are acceptable to both. Some materials are approved for use in a commercial building but not in a residential one. Other times, commercial building products are unsightly (but very functional) and meet resistance from the architects or owners regarding placement in residential occupancies (when in a mixed-use environment).

Larger commercial buildings bring with them a series of challenges from a construction standpoint. Large, open spans that are desired in warehouse applications create issues with trusses spanning the openings. Fire & smoke control become difficult. Lightweight, panelized roofs are utilized to save on weight, therefore reducing the need for thicker, heavier walls and therefore reducing the size of the required foundation. Emergency exiting requirements in large retail buildings often clash with security concerns.

Newer materials that are used in commercial buildings projects are often not favorable for firefighters under adverse firefighting conditions. Although the products

are approved for use by the code writing and jurisdictional agencies, they often lack a serious fire-related component. The materials may meet standards for structural loading, earthquake resistance, hurricane-force winds or some other standard, but fare poorly under fire conditions. For example, some roofing components used in modern warehouses in what is known as a 'lightweight panelized design' may withstand a moderate earthquake but often fail in as little as 5-7 minutes under fire conditions.

'GOING GREEN'

In the course of doing extensive research for my sabbatical leave project. I was surprised as to how much information was out there relative to what is commonly called 'going green'. The push to be environmentally conscious in the methods / ways that buildings are built is truly substantial. These initiatives are often referred to as either 'going green', 'green initiatives' or 'environmentally-friendly' developments. These initiatives cross over between residential and commercial projects. They affect not only new construction, but also when a building is either torn down or gone under a major renovation.

Not that long ago, those wishing to design, build or own a structure that was 'green' or environmentally friendly did not have a lot of information or direction to start from. In 1996, the U.S. Department of Energy launched the 'Energy Star for Homes' program. The program focused more on energy consumption rather than building practices.

In recent years, two national programs have come about and have begun issuing green-built certifications. One program was implemented by the U.S. Green Building Council (USGBC). The other similar program is called the National Green Building Standard (NGBS) which was initiated by the National Association of Home Builders (NAHB). The U.S. Green Building Council appears to have taken the early lead. However, the National Green Building Standards are being re-written so they can easily be adopted into codes by local or state government agencies.

The standard that most builders strive to comply with is sponsored by the U.S. Green Building Council and is known as 'LEED'. This certification system (LEED) is a voluntary, national rating system for high-performing, sustainable buildings. The goal was to develop and manage an internationally-recognized, third-party independent rating system that focuses on various designs and construction categories that reduce a given building's environmental footprint while enhancing occupant health.

LEED stands for 'Leadership in Energy and Environmental Design'. The system measures and rates a building in six basic areas. They are;

1. Sustainable site development
2. Water savings
3. Energy efficiency
4. Materials and resources selection
5. Indoor environmental quality
6. Innovation and design

A rather complicated system awards a number of points in each category, with a maximum of 69 overall points. A basic LEED certification is awarded to buildings that earn between 26 and 32 points. Higher levels include LEED Silver (33-38 points), LEED Gold (39-51 points) and the ultimate LEED level which is Platinum (52+ points).

Locally, the City of El Segundo Fire Departments new Fire Station # 2 earned a Gold rating. The U.S. Military's new Los Angeles Military Entrance Processing Station (also located in El Segundo) earned a Gold rating. The Whole Foods Market in the new Plaza El Segundo shopping center received a Certified rating.

In Sacramento, the new CalSTRS building earned a Platinum rating. That building received points for such items as proximity to public transportation, water-saving fixtures and landscaping, control of heat and airflow at individual work stations, recycling of construction waste, efficient diffusion of natural sunlight and efficient lighting along with proper east-west orientation of the building itself to capture natural light.

A review of several articles of interest revealed the following findings:

1. In June of 2010, the *Coast Newspaper* in San Louis Obispo reported Cuesta College had partnered with the Shoreline Business and Career One-Stop in S.L.O. County to create the Clean Energy Workforce

Training Program. The federally-funded program aims to train workers in green-technology.

2. An article in *Smart Money* magazine this past June spoke of eco-friendly designs being embraced by the prefab housing industry. This resulted in a California manufacturer of prefab homes, *LivingHomes* achieving the coveted Platinum LEED certification.
3. *Fine Homebuilding* magazine ran several articles within the last year that discussed the reduction of job-site waste through what they termed 'smarter framing' which reduces the amount of framing necessary and increases the 'R-value' for insulation.
4. An area local newspaper, *The Beach Reporter* ran a series of articles titled 'Cities Going Green' back in April of 2010 discussing what measures the local beach cities are doing to promote green initiatives. Included were the cities of Torrance, Redondo Beach, Hermosa Beach, Manhattan Beach and El Segundo.
5. The industry trade journal for the *Apartment Owners Association* published an article in January of 2010 discussing legislation in the State assembly that will affect conservation / efficiency issues in future buildings. The article discussed ordinances that are already in effect in cities such as Santa Monica, Pasadena, Napa and Santa Rosa.
6. *The Daily Breeze* newspaper ran a story in March of 2010 highlighting the grand opening of the Miyako Hybrid Hotel in the city of Torrance. The hotel received a Silver LEED certification. The article states that the hotel

is the second one in California and only the 10th one in the nation to receive that rating. Through the use of a variety of technologies including rooftop solar panels and tankless water heaters, the hotel is 18% more energy efficient than a comparable hotel.

7. A builder's trade publication published an article this past April that discussed what is being called 'The Passive House'. The Passive House standard was developed in Germany in 1996 by a physicist named Wolfgang Feist. It is a performance-based building design standard that results in a typical house using as little as 10% of the total energy compared to a house built as recently as 2006.
8. *The Daily Breeze* newspaper ran a story in February of this year about a concept known as 'Regreen'. This concept was developed together by the American Society of Interior Designers in cooperation with the U.S. Green Building Council. They developed practical guidelines for re-use of existing building materials in residential remodel projects.

As you can see, the wealth of information out there regarding green, energy-saving and environmentally friendly building products and processes is substantial. The purpose of this portion of the narrative was to just touch on the information that is available out there and to show current applicability to both residential and commercial construction projects.

CONSTRUCTION MATERIALS:

Generally speaking, the construction materials that are currently used in both residential buildings and commercial buildings are practically the same. There is very little variation as to the specific types of materials that are used. The concrete, wood tile, roofing materials, paint, flooring and the like are basically the same substances. The variations come in where and how the material is used. For example, the flooring in a commercial building may be concrete, just polished and sealed for durability. A residential building may have a concrete floor but may be covered with a high-end carpet or wood-floor product for aesthetic purposes.

The 'Our Lady of the Angels' cathedral that was built in downtown Los Angeles a few years ago was built to last a reported 500 years. The materials that were chosen by the developer included a large amount of marble, granite, tile, stone and concrete in the structure. Even so, the structure appears warm & inviting to those who enter it.

The larger commercial projects invariably use bigger, longer or heavier items in the construction project. Often times you will see large cranes, forklifts, 'cherry pickers' and other large heavy-material handling equipment on a commercial jobsite that you may not see on a residential project.

I found that the usage of lightweight building materials, whether it be a large beam with plastic components or steel studs used to frame the walls, to be widespread in

both residential and commercial building construction. With both types of structures, from the outside one must look closely at the building to figure out what type of materials were used within. The developers are very good at hiding the structural components. Often times the visible components are there for aesthetic reasons and may conceal the underlying structural components.

VARIATIONS OF THE STRUCTURES:

During the course of my sabbatical leave, I had the opportunity to visit a wide variety of projects. On the residential side, they ranged from a hillside home in the Beverly Hills area to a home just steps from the sand in the Venice Beach area known to local real estate agents as the 'Platinum Triangle' to a 12,000 square foot house in Manhattan Beach that had an elevator.

On the commercial side, I was able to observe a range of projects such as the construction of a Walgreens drug store here locally to the construction of a high-rise residential dormitory on the campus at the University of California, San Diego. I also was able to visit a variety of projects in Southern California that were in various stages of development.

The current economic situation has really dealt a blow to the commercial development industry. I was pleasantly surprised to find the amount of commercial projects that I did.

I was able to develop a 'list of questions' checklist for both residential and commercial development. This allowed me to ask the same pertinent questions at each project I visited. The questions ranged from length of time to construct, to total approximate cost (both complete and per-square-foot), materials used to specific difficulties encountered. The answers varied widely depending upon the project. The residential home in Manhattan Beach I mentioned earlier cost over \$ 2000.00 dollars per-square-foot to build. The builder told me of projects he has done that were upwards of \$ 7500.00 per-square-foot

On both the residential and commercial side I found common themes of how developers are required to address certain issues when they are discovered. For example, if asbestos is found in the structure before demolition begins, it must be abated according to stringent federal guidelines which are costly. If the project is built in a hillside area or area with soils-related issues, stringent excavation and shoring rules must be adhered to which again, are costly. One of the hillside homes in Beverly Hills that I visited was merely in the foundation stage. The builder already was over \$ 1 million dollars into the project.

Most municipalities have rules regarding what is known as 'deconstruction'. Deconstruction requires that in certain instances, you must dismantle the structure carefully, with the intent of re-using the material elsewhere. Some jurisdictions allow the re-use of wood, etc. and others don't.

The idea is to reduce the amount of construction-related debris going into landfills.

Often the amount you must deconstruct the existing structure is 51% or more.

CONCLUSION:

My sabbatical leave project was very interesting in a variety of ways. From assembling a 'Sabbatical Leave Committee' to developing the project questionnaires to researching all the 'Going Green' information it was truly a learning experience. I took nearly 1000 photographs at various construction sites with my digital camera. A portion of them may be unusable due to certain factors (such as poor lighting or reflections), but a large portion of them I will be able to incorporate into Powerpoint presentations.

Having the time to follow several types of construction projects has increased my knowledge base in the field along with increasing my proficiency. There is constant change and improvement in the construction field, from local municipal regulations to newly approved materials to increasingly efficient methods of actually putting the building together. My future students will benefit from the knowledge I gained during my sabbatical leave.

SABBATICAL REPORT

October 5, 2010

E. Elaine Moore

During my spring sabbatical, I made two visits to eight Historically Black Colleges and University in the South and on the East Coast. The schools visited included Morehouse College, Clark Atlanta University, Spelman College, Paine College, Johnson C. Smith University, North Carolina A & T University, Hampton University and Howard University. The goal of this sabbatical was to meet and connect with key administrators for the purpose of developing partnerships in the way of Transfer Admissions Guarantee (TAG) Agreements. Now more than ever it is important to develop options for the California Community College transfer student especially because of the reduction in transfer spaces and class availability at the California State and University of California systems. Six of the eight colleges and universities that were visited were very interested in TAG agreements and Spelman and Howard University expressed interest in Transfer Admissions Priority Consideration (TAP) agreements. As of this date, El Camino College has entered into TAG agreements with Morehouse College and Clark Atlanta University. A signed Transfer Admissions Priority MOU was received from Howard University last week. This is the first time these types of agreements have been established between Historically Black Colleges and Universities and a community college outside of the HBCU area.

This report includes the TAG/TAP status as of this date, the agreed upon documents for signatures from administrators and the agreements that eligible students will need to sign. A copy of the student agreement, after it is signed, is sent to the appropriate institution prior to the application period so that the student may be targeted and their application pulled for early acceptance.

All of the Universities visited expressed a strong interest in increasing the number of students they serve in terms of the diversity of race, age and international status. Some Universities such as North Carolina A and T, Johnson C. Smith and Howard have a strong interest in recruiting Math, Science and Engineering student and Johnson C. Smith and Hampton will offer scholarship incentives.

El Camino College has an articulation agreement with Howard University that was developed several years ago and because of the huge interest and the number of students who transfer each year, the course by course equivalents were updated as well as guide sheets for the

Schools of Arts and Sciences, Communications, Business, Nursing and Engineering, Architecture, and Computer Science.

It was also noted that Howard's school of Nursing does not have a waiting list and recently received an ECC transfer student.

I will continue to pursue signed agreements from all of the colleges and universities that I visited. In addition, I have been working with the El Camino articulation officer to develop course by course general education equivalent courses. Updated guide sheets have already been approved for Morehouse, Clark Atlanta and Howard Universities and will soon be available for student use.

STATUS OF HBCU TAGS

As of October 6, 2010

COLLEGE OR UNIVERSITY

TAG/TAP STATUS

- | | |
|----------------------------|---|
| 1. MOREHOUSE COLLEGE | Signed |
| 2. CLARK ATLANTA UNIVESITY | Signed |
| 3. SPELMAN COLLEGE | TAP verbally approved and waiting for a signature |
| 4. Paine College | Will need to revisit after their Oct. accreditation |
| 5. Johnson C. Smith | Verbally approved – waiting for a signature |
| 6. North Carolina A & T | NCA & T will not enter into a TAG agreement |
| 7. Hampton University | Verbally approved waiting for signature |
| 8. Howard University | Transfer Admissions Priority MOU signed |

Morehouse College



Address: 830 Westview Drive SW Atlanta, GA 30314

Web site: www.morehouse.edu

Founded: 1867

Student Body: 2,600

Tuition and Fees: \$22,444

Notable Alumni: Dr. Martin Luther King, Jr., Julian Bond,
Edwin Moses, Spike Lee, Samuel L. Jackson

TRANSFER ADMISSIONS GUARANTEE AGREEMENT (TAG)

Between

MOREHOUSE COLLEGE

and

EL CAMINO COMMUNITY COLLEGE DISTRICT

MOREHOUSE
JUL 26 2010
ACADEMIC AFFAIRS

Morehouse College and El Camino College District (herein referred as ECC) enter into the following agreement governing the matriculation at Morehouse. Beginning Fall Semester 2010 and continuing until either party decides to dissolve the agreement.

During the period of this agreement, Morehouse College will:

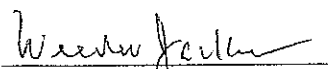
1. Accept students who have completed a minimum of 26 transferable semester units with an overall 2.5 or higher grade point average.
 - a. Only transfer credit which includes courses in which a grade of "C" or better was earned will be accepted.
 - b. Student has completed the agreed upon program of courses that are deemed to be equivalent to Morehouse courses
 - c. Student understands that he/she may need to complete additional prerequisites as required by the programs in which he enrolls at Morehouse College.
2. Provide priority consideration for scholarships if student's grade point average is a 3.3 or higher.
3. Provide priority consideration for housing if enrollment fees are paid by the housing application deadline.

During the period of this agreement, ECC will:

1. Publicize the agreement among its students and faculty and identify potential students who would benefit from this transfer agreement;
2. Make available to prospective transfer students, through early advisement sessions, information and requirements for admission to Morehouse and a list of Morehouse general education courses and the equivalent courses at ECC.

Both Morehouse College and ECC will:

1. Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to facilitate the seamless transfer of students between Morehouse and ECC and
2. Notify each other of any curricular changes relevant to this agreement in a timely manner.



Dr. Weldon Jackson
Senior Vice President
Morehouse College
830 Westview Drive S.W.
Atlanta, Ga 30314-3773



Dr. Francisco Arce
Vice President Academic
El Camino College
16007 Crenshaw Blvd.
Torrance, Ca. 90506



MOREHOUSE AND EL CAMINO COLLEGE

Morehouse College
830 Westview Drive S.W.
Atlanta, GA 30314

Course Equivalents General Education Core Curriculum

English Composition

ENG 101	English Composition	English 1A
ENG 102	English Composition	English 1B or 1C
ENG 103	English Composition	N.E.

Literature

ENG 251	World Literature I	English 35
ENG 252	World Literature II	English 36

History

HIS 111	World History	History 140
HIS 112	World History	History 141

Mathematics

Students must complete two courses from the following list:

MAT 100	College Algebra	Math 130
MAT 140	Finite Mathematics	Math 140
MAT 142	Applied Infinite Mathematics	N.E.
MAT 161	Calculus	Math 190

Modern Foreign Language

(6 hours Intermediate Level)

French, Spanish, German,

Fr/Sp/Jpn/Ger. 3 and 4 level

Humanities

Students must take three courses from the following list. Not more than one course may be taken from any one department.

REL 201	Introduction to Religion	Phil 7
PHI 261	Introduction to Philosophy	Phil 2
PHI 364	Introduction to Philosophical Ethics	N.E.
MUS 111	Masterpieces of Music	Music 11/12/13/15A/15B
MUS 114	African American Music	N.E.
MUS 116	The Oral Tradition	N.E.
MUS 203	Introduction to Church Music	N.E.
MUS 310	History of Jazz	Music 13
MUS 404	Survey of African American Music	N.E.
ART 110	Survey of Visual Arts	Art 1/2/4/5/6

N.E. = No Equivalent Units

Social Sciences

Students must complete two courses from among those listed below:

Econ 201	Principles of Econ (Macro)	Econ 1
Econ 202	Principles of Econ (Micro)	Econ 2
PSC 228	Comparative Politics	Pol. Sc. 2
PSC 285	Intro. To Intern. Relations	Pol. Sc. 10
PSC 251	National Government	N.E.
PSC 252	State and Local Govt.	N.E.
UST 261	Intro to Urban Studies	N.E.
UST 262	Intro to Urban Studies	N.E.
Soc 101	Intro to Soc	Soc 101
Soc 103	Social Problems	Soc 104
Soc 202	Cultural Anthropology	Anthro. 2
Soc 215	Criminology	Soc 112
Soc 255	The Family	Soc 102.
Soc 256	Men in Society	N.E.
Soc 259	Women In Society	N.E.
Psy 101	Psychology as a Social Science	Psy 5
Psy 260	Psy of Af Amer Experience	Psy. 10.
Psy 287	Developmental Psy	Psy. 16

Science

Students pursuing a B.S. degree must complete two introductory courses from two different Science Departments. Students in Mathematics, Biology, Chemistry, Physics, Computer Science, or Engineering must select two courses from departments other than their major department.

Bio 101	Biological Science	Bio 10/12/14/16/1A
Phy Sc. 102	Physical Science	Astronomy 9 or 10
		Geol 1& 3/2 & (4 or 30A or 30B)

Health and Physical Education

Students must complete two of the courses listed below. Students must have the chairperson's approval to enroll in HPED or HPED 156.

HPED 150	Golf and Fitness	P.E. 224 abcd
HPED 151	Aquatics and Fitness	P.E. 241 abcd
HPED 152	Badminton and Fitness	P.E. 204 abcd
HPED 153	Basketball and Fitness	P.E. 4abcd
HPED 154	Tennis and Fitness	P.E. 251 abcd
HPED 155	Fitness for the Non-Traditional	P.E. 400 abcd
HPED 156	Individualized Fitness for the Non-Traditional Student	N.E.
HPED 157	Weight Training and Fitness	P.E. 54abcd

Computer Literacy and Information Fluency

Incoming students must demonstrate the ability to use technology as a tool to define, access, manage and evaluate and communicate information efficiently and effectively by passing the standardized Information and Communication Technology (ICT) Test. Students who do not pass the ICT Test will be required to take the Computer Science course, CSC 101 and to make a grade of "C" or above in the course

TRANSFER ADMISSIONS GUARANTEE (TAG) AGREEMENT
Between
MOREHOUSE COLLEGE
And
EL CAMINO COLLEGE

Student Name _____ SS# _____
Address _____
City _____ State _____ Zip _____
Phone: Cell (____) _____ Home (____) _____ email: _____
Proposed Entry Term: Fall _____ Spring _____ Summer _____
Proposed Major: _____

Morehouse College guarantees to admit you as a transfer student in the term noted above provided you complete the following requirements by no later than the term preceding Morehouse College entry:

1. Complete a minimum of 26 transferable semester units with an overall 2.5 grade point average on a 4.0 scale.
2. Submit a complete Morehouse application while the campus is still accepting applications. The easiest way to apply is to click on the web site at www.morehouse.edu
3. Submit official transcripts from all colleges attended for verification of eligibility. Only grades of "C" are transferrable.

CONDITIONS TO SIGN A MOREHOUSE COLLEGE TAG AGREEMENT

- The TAG deadline for the fall semester is January 15th (the fall Morehouse application deadline is February 15th) and the TAG deadline for the spring semester is September 15th (the spring Morehouse application deadline is OCT. 15th).
- Tag agreements may be made for Morehouse College only after the student has completed twelve transferrable units and completed or are currently enrolled in a transferrable Math class or one level below College Level Math (example Math 73 or 80) and have completed or are currently enrolled in transferrable English or one level below the college level English (example English A and 84).
- To enter into a tag agreement make a counseling appointment at the counseling front counter with Ms. E. Moore or call E. Elaine Moore at 310-660-3593 x 3632 and be sure to mention that you would like to enter into a TAG agreement.
- Please note that students may need to complete additional prerequisites as required by the programs in which he enrolls at Morehouse College.

This agreement is valid only for the term checked above. If a later term of entry is desired, a new TAG must be completed.

Signed: Student

Date

Signed: Morehouse Director of Admissions/Danny Bellinger

Date

Signed: El Camino College Counselor/E. Elaine Moore

Date

Clark Atlanta University



Address: 223 James P. Brawley Drive SW Atlanta, GA
30314

Web site: www.cau.edu

Founded: 1988

Student Body: 4,100

Tuition and Fees: \$17,954

Notable Alumni: Henry O. Flipper, James Weldon
Johnson, Ralph Abernathy, W.E.B. Du Bois

TRANSFER ADMISSIONS GUARANTEE (TAG) AGREEMENT

Between

CLARK ATLANTA UNIVERSITY

and

EL CAMINO COMMUNITY COLLEGE DISTRICT

Clark Atlanta University (hereinafter referred to as CAU) and El Camino College District (herein referred as ECC) enter into the following agreement governing the matriculation at CAU. Beginning Fall Semester 2010 and continuing until either party decides to dissolve the agreement.

During the period of this agreement, CAU will:

Accept students who have completed a minimum of 15 transferable semester units (credits) with an overall 2.5 or higher grade point average. The maximum number of units (credits) that students can transfer is 56.

- a. Only transfer credit which includes courses in which a grade of "C" or better was earned will be accepted (courses taken eight or more years prior to transfer will not be included in accepted transfer work).
- b. Student has completed the agreed upon courses that are deemed to be equivalent to CAU courses.
- c. Student understands that he/she may need to complete additional prerequisites as required by the programs in which he/she enrolls at CAU.

During the period of this agreement, ECC will:

1. Publicize the agreement among its students and faculty and identify potential students who would benefit from this transfer agreement;
2. Make available to prospective transfer students, through early advisement sessions, information and requirements for admission to CAU, a list of general education CAU courses and the equivalent courses at ECC.

Both CAU and ECC will:

1. Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to facilitate the seamless transfer of students between CAU and ECC and
2. Notify each other of any curricular changes relevant to this agreement in a timely manner.

Dr. Jason DeSousa
Vice President Enrollment Management and Student Affairs
Clark Atlanta University
223 James P. Brawley Drive, SW
Atlanta, Ga. 30314

for M. DeSousa

Francisco Arce

Dr. Francisco Arce
Vice President Academic Affairs
El Camino College
16007 Crenshaw Blvd.
Torrance, Ca. 90506

TRANSFER ADMISSIONS GUARANTEE (TAG) AGREEMENT

Between

CLARK ATLANTA UNIVERSITY

and

EL CAMINO COMMUNITY COLLEGE DISTRICT

Clark Atlanta University (hereinafter referred to as CAU) and El Camino College District (herein referred as ECC) enter into the following agreement governing the matriculation at CAU. Beginning Fall Semester 2010 and continuing until either party decides to dissolve the agreement.

During the period of this agreement, CAU will:

Accept students who have completed a minimum of 15 transferable semester units (credits) with an overall 2.5 or higher grade point average. The maximum number of units (credits) that students can transfer is 56.

- a. Only transfer credit which includes courses in which a grade of "C" or better was earned will be accepted (courses taken eight or more years previous to transfer will not be included in accepted transfer work).
- b. Student has completed the agreed upon courses that are deemed to be equivalent to CAU courses.
- c. Student understands that he/she may need to complete additional prerequisites as required by the programs in which he/she enrolls at CAU.

During the period of this agreement, ECC will:

1. Publicize the agreement among its students and faculty and identify potential students who would benefit from this agreement;
2. Make available to prospective transfer students, through early advisement sessions, information and requirements for admission to CAU, a list of general education CAU courses and the equivalent courses at ECC.

Both CAU and ECC will:

1. Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to facilitate the seamless transfer of students between CAU and ECC and
2. Notify each other of any curricular changes relevant to this agreement in a timely manner.

Dr. Jason DeSousa
Vice President Enrollment Management and Student Affairs
Clark Atlanta University
223 James P. Brawley Drive, SW
Atlanta, Ga. 30314

Dr. Francisco Arce
Vice President Academic Affairs
El Camino College
16007 Crenshaw Blvd.
Torrance, Ca. 90506

CLARK ATLANTA UNIVERSITY AND EL CAMINO COLLEGE

223 James P. Brawley S.W.
Atlanta, Ga. 30314

CORE CURRICULUM

Admissions requirements for Transfer Students: Students must meet minimum admissions standards with 12 semester units and a 2.5 grade point average.

CLARK ATLANTA UNIVERSITY

EL CAMINO COLLEGE

ENGLISH

CENG 101 Eng Comp I
CENG 106 Eng Comp II

English 1A
English 1B or 1C

FIRST YEAR STUDENT SEMINAR

CGED 100 First Year Seminar I
CGED 101 First Year Seminar II

Human Development 10
N.E.

FOREIGN LANGUAGE

(Must take two from the same language)
Foreign Language two semester of intermediate levels (III and IV).

French, Spanish, German
at the 3rd and 4th level

HISTORY

CHIS 201 The United States, Africa and World I History 140
CHIS 202 The United States, Africa and World II History 141
or
CHIS 211 History of the U.S. before 1865 History 101
CHIS 212 History of the U.S. since 1865 History 102

HUMANITIES (select one)

CART 150 Art Appreciation Art 1,2,3,4,5A,
CHUM 228 The Early Period: 1500-1914/Interdisciplinary Hum.I Humanities 1
CHUM 230 Modern Period: World War I - Present/Interp. Hum.II N.E.
CMUS 120 Music Appreciation Music 11,12,13,15A,15B
CSTA 252 Theatre Appreciation Theatre Arts 1,4

COMPUTER LITERACY

CCIS 100 Infor. Tech. and Comp. Applications CIS 13

LITERATURE (select one)

CENG 201 World Literature I English 35
CENG 202 World Literature II English 36

N.E.= No Equivalent

CLARK ATLANTA UNIVERSITY**EL CAMINO COLLEGE****MATHEMATICS**

(Refer to your major Dept. for specific requirement)

CMAT 103	College Algebra I	N.E.
CMAT 104	College Algebra II	Math 130/140/150/120
CMAT 105	Pre-Calculus I	Math 170
CMAT 106	Pre-Calculus II	Math 180
CMAT 107	Calculus I	Math 190
CMAT 108	Calculus II	Math 191
CMAT 209	Calculus & Anal. Geom I (Bus Majors)	Math 160
CMAT 210	Calculus & Anal. Geom II (Bus Majors)	Math 161

RELIGION/ PHILOSOPHY (Select One)

CPHI 105	Critical Thinking	Phil 5
CPHI 221	Intro. To Phil.	Phil. 2
CPHI 231	Ethnics and Human Values	Phil 3
CREL 211	Introduction to Religious Studies	Phil 7

PHYSICAL EDUCATION

One of the following is required

CPED 1 Any CPED 101 Course

P.E. activity

Basketball, badminton, volleyball, swimming, dance,

PSYCHOLOGY

(REFER TO YOUR MAJOR DEPT. FOR SPECIFIC REQUIREMENT)

CPSY 211	General Psychology	Psy. 5
CPSY 218	Human Growth and Dev.	Psy. 16

SCIENCE

(REFER TO YOUR MAJOR DEPT. FOR SPECIFIC REQUIREMENT)

CBIO 101	Biological Science	Bio 10
CPHY 102	Physical Science	Astronomy 20, 25 and 12 (lab) Geo 1 /Geol 1(Must take lab)
CBIO 111	General Biology	Biology 101
CBIO 112	General Biology	Biology 102
CHEM 111	General Chemistry	Chem 1A, 21A
CHEM 112	General Chemistry	Chem 1B, 21B
CPHY 111	General and Modern Phy	Physics 2A, 11 & 12
CPHY 112	General and Modern Phy.	Physics 2B

SOCIAL SCIENCE (select one)

CSOC 105	Culture and Society	Soc 101/ 104
CPCS 106	Politics and Global Issues	Pol Sc.2/3/10
CECO 107	Intro to Econ	Econ 5

Speech

CSTA 101 Fundamentals of Speech

Communications Studies 1/3/4

TRANSFER ADMISSIONS GUARANTEE (TAG) Agreement
Between
CLARK ATLANTA UNIVERSITY
And
EI CAMINO COLLEGE

Student Name _____ SS# _____
Address: _____
City: _____ State: _____ Zip _____
Phone: (c) _____ (H) _____ email address: _____
Proposed Entry Term: Fall _____ Spring _____ Other _____
Proposed Major: _____

Clark Atlanta University (CAU) guarantees to admit you in the term noted above provided you complete the following requirements no later than the term preceding Clark Atlanta entry:

1. Complete a minimum of 15 transferable semester units as outlined in the Clark Atlanta guide sheet with an overall 2.5 or higher grade point average. Courses taken eight or more years prior to transfer will not be included in accepted transfer work. Students may not transfer more than 56 transferable units.
2. Complete and submit a Clark Atlanta University application by the posted deadline found on the website- www.cau.edu
3. Submit official transcripts from all colleges attended for verification of eligibility for the term indicated.

CONDITIONS TO SIGN A CAU TAG

- The TAG deadline for the fall semester is January 30th (fall CAU application deadline is March 1st) and the TAG deadline for the spring semester is September 1st (the spring CAU application deadline is OCT. 1st).
- Tag agreements may be made for Clark Atlanta University (CAU) only after the student has completed six transferrable units and completed or are currently enrolled in a transferrable Math class or one level below College level Math (example Math 73 or 80) and have completed or are currently enrolled in transferrable English or one level below the college level English (example English A and 84).
- To enter into a tag agreement make a counseling appointment at the counseling front counter with Ms. E. Moore or contact E. Elaine Moore at 310-660-3593 x 3632 and be sure to mention that you would like to enter into a TAG agreement.
- Please note that students may need to complete additional prerequisites as required by the programs in which he/she enrolls at CAU.

This agreement is valid only for the term checked above. If a later term of entry is desired, a new TAG must be completed.

Signed: Student

Date:

Signed: El Camino College Counselor/E. Elaine Moore

Date:

Signed: CAU Interim Director/ Michelle Davis

Date:

White copy-CAU

Yellow copy-ECC

Pink Copy- Student

Paine College



Address: 1235 Fifteenth Street Augusta, GA 30901

Web site: www.paine.edu

Founded: 1882

Student Body: 850+

Tuition: \$15,000-\$20,000

Notable Alumni: Dr. Mack Gipson, Jr., Frank Yerby,
Shirley McBay, Nathaniel Linsey

TRANSFER ADMISSIONS GUARANTEE (TAG) AGREEMENT

Between

PAINE COLLEGE

and

EL CAMINO COMMUNITY COLLEGE DISTRICT

Paine College and El Camino College District (herein referred as ECC) enter into the following agreement governing the matriculation at Paine College. Beginning Fall Semester 2010 and continuing until either party decides to dissolve the agreement.

During the period of this agreement, Paine will:

1. Accept students who have completed a minimum of 28 transferable semester units with an overall 2.0 or higher grade point average.
 - a. Only transfer credit which includes courses in which a grade of "C" or better was earned will be accepted. Student must be in good standing at the last institution attended with the capability to return. Transfer units are limited to maximum of 60 semester credit units.
 - b. Student has completed the agreed upon program of courses that are deemed to be equivalent to Paine courses
 - c. Student understands that he/she may need to complete additional prerequisites as required by the programs in which he/she enrolls at Paine.
2. Provide priority consideration for scholarships if student's grade point average is a 3.0 or higher.
3. Provide priority consideration for housing if enrollment fees are paid by the application deadline.
4. Waive application fee.

During the period of this agreement, ECC will:

1. Publicize the agreement among its students and faculty and identify potential students who would benefit from this TAG agreement;
2. Make available to prospective transfer students, through early advisement sessions, information requirements for admission to Paine and a list of general education Paine courses and the equivalent courses offered at ECC.

Both Paine and ECC will:

1. Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to facilitate the seamless transfer of students between Paine and ECC and
2. Notify each other of any curricular changes relevant to this agreement in a timely manner.

Dr. Marshalita Sims Peterson
Interim Vice President for Academic Affairs
Paine College
1235 Fifteenth Street
Augusta, Ga 30314

Dr. Francisco M. Arce
Vice President Academic Affairs
El Camino College
16007 Crenshaw Blvd.
Torrance, Ca. 90506

PAINE COLLEGE
1235 Fifteenth Street
Augusta, Georgia 30901-3182
COMMON CURRICULUM

Admission requirements for transfer students:

Transfer students meet admissions requirements when they complete 28 transferrable semester units at a regionally accredited post secondary institution with a minimum cumulative grade point average of a 2.0.

PAINE COLLEGE

Fundamentals (9 hours)

EDU 101 - Preparing for Excellence
ENG 101, 102 (both "C" or better)- Composition I , Composition II
PED 120,121,210 (select 2) or HED 225

Spiritual and Social Values (9 hours)

Religion:

REL 230-Essential of the Christian Faith
REL 231-Religions of the World

Philosophy:

PHIL 220-Values and Society
PHIL 230-Problems of Philosophy or
PHIL 234-History of Western Philosophy

World Citizenship (15 hours)

HIS 112-Survey of World Civiliation (Prehistoric times to present)
HIS 103-Survey of U.S. History (Precolonial times to present)
HIS 104-African American (African Origin to present)
SPA 220 & 221 or FRE 220 & 221

The Aesthetic Heritage (6 hours)

Art 120-Art Appreciation or
MUS 120-Music Appreciation
ENG 232-Introduction to Literature
ENG 332-Black Literature Since 1870
ENG 333-Black Literature 1760-1900

Mathematics, Science, and Technology (14 hours)

Mathematics and Science Majors:

MAT 126- PreCalculus
Business Majors
MAT 127 -Calculus with Business Applications
Education Majors:

MAT 122 ("C" or better)- College Algebra
Other Majors

MAT 122 ("C" or better)- College Algebra

Science Majors:

BIO 111 AND 112-(Principle of Bio. I & II) or
CHE 120 and 121 (General Chem. I & II)

Non-Science Majors:

BIO 102-Principles and Applications of Bio.Sc.
ESC 101-Environmental Science
PHS 101-Principles and Applications of Physical Sc. or
PHS 110-Introduction to Atmospheric Science

EL CAMINO COLLEGE

Human Dev. 8 or 10
Eng. 1A and 1B or 1C
P.E. activities or Cont. Health1

Phil. 7

Phil 3
Phil 2 or
Phil 10

History 3A or 3B
Hist 1A or 1B
Hist 16A or 16B
Span. I & II or Fren I & II

Art 1 or
Music 11
No Equivalent
English 43
No Equivalent

Math 180

Math 160

Math 130

Math 130

Bio 1A & 1B
Chem 101 & 102

Bio. 10
Bio 15
Physical Science 25
Geography 9

All Majors:

CSC 100 Computer Applications and Programming

CIS 13

The Individual and Society (3 hours)

(Select One)

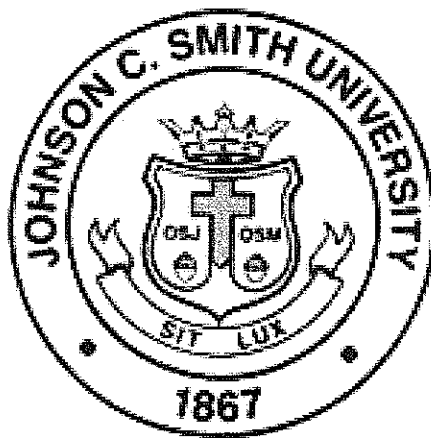
Sociology 201- Intro to Sociology

Sociology 101

Psychology 201- Intro. To Psy.

Psychology 5

Johnson C. Smith University



Address: 100 Beatties Ford Road Charlotte, NC 28216

Web site: www.jcsu.edu

Founded: 1867

Student Body: 1,400

Tuition: \$21,886 (Does not include optional room and board charges)

Notable Alumni: Freddie "Curly" Neal, Eva Clayton

TRANSFER ADMISSION GUARANTEE (TAG) AGREEMENT

Between

Johnson C. Smith

and

El Camino College

Johnson C. Smith University and El Camino College District (herein referred as ECC) enter into the following agreement governing the matriculation at Johnson C. Smith. Beginning Fall Semester 2010 and continuing until either party decides to dissolve the agreement.

During the period of this agreement, Johnson C. Smith University will:

1. Accept students who have completed a minimum of 12 transferable semester units with an overall 2.0 or higher grade point average.
 - a. Only transfer credit which includes courses in which a grade of "C" or better was earned will be accepted. Transfer students must submit a transfer clearance form from El Camino College.
 - b. Student has completed the agreed upon program of courses that are deemed to be equivalent to Johnson C. Smith University courses.
 - c. Student understands that he/she may need to complete additional prerequisites as required by the programs in which he/she enrolls at Johnson C. Smith University.
2. Provide priority consideration for scholarships if student's grade point average is a 3.0 or higher.
3. Provide priority consideration for housing if enrollment fees are paid by the application deadline of May 15th for the fall and November 1st for the spring admits.
4. Waive application fee.

During the period of this agreement, ECC will:

1. Publicize the agreement among its students and faculty and identify potential students who would benefit from this articulation agreement;
2. Make available to prospective transfer students, through early advisement sessions, information and requirements for admission to Johnson C. Smith University and a list of general education courses that are equivalent to courses at ECC;

Both Johnson C. Smith and ECC will:

1. Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to facilitate the seamless transfer of students between Johnson C. Smith and ECC and
2. Notify each other of any curricular changes relevant to this agreement in a timely manner.

Dr. Ronald L. Carter
President
Johnson C. Smith University
100 Beatties Ford Road
Charlotte, North Carolina 28216

Dr. Francisco M. Arce
Vice President Academic Affairs
El Camino College
16007 Crenshaw Blvd
Torrance, Ca. 90056

JOHNSON C. SMITH UNIVERSITY
100 Beatties Ford Road
Charlotte, North Carolina 28216
GENERAL EDUCATION CORE COURSES

JOHNSON C. SMITH

ORT 111: Orientation
ORT 112: Orientation
English 131: Composition
English 132: Introduction to Lit. Appreciation
Foreign Language
Foreign Language
Comp 130 - Fundamentals of Speech
Mathematics (select two based on major)
 Math 131 College Algebra
 Math 132 Finite Math
 Math 136 Introductory Statistics
 Math 137 Precalculus I
 Math 138 Precalculus II
 Math 231 Calculus I
 Math 232 Calculus II

CSC 131: Computer in Society
HED 121 Personal Health
Physical Activities
Physical Activities
English 232 Studies in World Literature
Liberal Studies 238: World Civilization I
Liberal Studies 239: World Civilization II

Select One:

 Music 131: Intro. to Music Literature
 Phil 131: Intro. to Phil
 Rel 131: Survey of Great Living Religions
 Art 231: Art Appreciation
LS 230: Identify: African American and other Cultures
LS 135: Science, Technology, Ethnicity (Select one)
LS 235: Studies in Society (Select One)

EL CAMINO COLLEGE

Human Development 10
Human Development 5 or 8
English 1A
English 1B or 1C
French/Spanish/ Chinese I
French/ Spanish/Chinese II
Speech 1/3/4

Math 130
Math 140
Math 150
Math 170
Math 180
Math 190
Math 191

CIS 13
Contemp. Health 1 or 3
P.E. activity
P.E. activity
English 15A or 15B
History 140
History 141

Select One:

Music 11
Phil 2
Phil 7
Art 1
Humanities 1
Bio 8/10/11/ Chem. 4/1A/ Geol 1/2
Pol Sc. 1/2/3/6/10 Soc 101 Psy 5/10
Econ 1/5

JOHNSON C. SMITH UNIVERSITY TRANSFER ADMISSIONS GUARANTEE AGREEMENT WITH EL CAMINO COLLEGE

Student Name _____ SS# _____
Address _____
City _____ State _____ Zip _____
Phone: (____) _____ Cell (____) _____ email: _____
Proposed Entry Term: Fall _____ Spring _____ Summer _____
Proposed Major: _____

Johnson C. Smith University guarantees to admit you as a transfer student in the term noted above provided you complete the following requirements by no later than the term preceeding Johnson C. Smith University entry:

1. Complete a minimum of 12 transferable semester units with an overall 2.0 grade point average.
2. Submit a complete Johnson C. Smith University application while the campus is still accepting applications. The easiest way to apply is to click on the web site at www.jcsu.edu.
3. Submit official transcripts from all colleges attended for verification of eligibility.

CONDITIONS TO SIGN A (CAU) TAG AGREEMENT

- The TAG deadline for the fall semester is April 15th (the fall JCS application is May 15th) and the TAG deadline for the spring semester is October 1ST (the spring application deadline is Nov. 1st).
- TAG agreements may be made for JCS only after the student has completed six transferrable units and completed or are currently enrolled in a transferrable Math class or one level below transferrable Math (example Math 73 or 80) and completed or are currently enrolled in transferrable English or are currently in one level below college level English (example English A and 84).
- To enter into a TAG agreement make a counseling appointment at the counseling front counter with Ms. E. Moore or contact Ms Moore at 310-660-3593 x3632 and be sure to mention that you would like to enter into a TAG agreement.
- Please note that students may need to complete additional prerequisites as required by the programs which he/she enrolls at JCS.

This agreement is valid only for the term checked above. If a later term of entry is desired, a new TAG must be completed.

Signed: Student

Date

Signed: Johnson C. Smith/Dr. Lisa Montgomery

Date

Signed: El Camino College Counselor/E. Elaine Moore

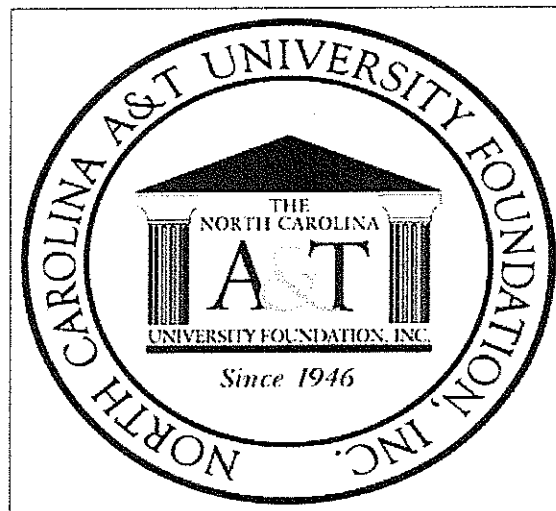
Date

White Copy – JCS

Yellow Copy – El Camino

Pink - Student

North Carolina A&T University



Address: 1601 East Market Street Greensboro, NC 27411

Web site: www.ncat.edu

Founded: 1891

Student Body: 10,385

Tuition: \$11,436

Notables: Rev. Jesse Jackson, Sr., Jesse Jackson, Jr.,
Edolphus Towns, Ronald McNair

TRANSFER ADMISSIONS GUARANTEE (TAG) AGREEMENT

Between

North Carolina A & T University

and

El Camino College

North Carolina A & T University and El Camino College District (herein referred as ECC) enter into the following agreement governing the matriculation at North Carolina A & T University. Beginning Fall Semester 2010 and continuing until either party decides to dissolve the agreement.

During the period of this agreement North Carolina A & T University will:

1. Accept students who have completed a minimum of 30 transferable semester units with an overall 2.5 or higher grade point average.
 - a. Only transfer credit which includes courses in which a grade of "C" or better was earned will be accepted. A 3.0 is required for engineering majors. Only students who have been honorably dismissed from prior colleges will be considered.
 - b. Student has completed the agreed upon program of courses that are deemed to be equivalent to North Carolina A & T courses.
 - c. Student understands that he/she may need to complete additional prerequisites as required by the programs in which he/she enrolls at North Carolina A & T University.
2. Provide priority consideration for scholarships if student's grade point average is a 3.0 or higher.
3. Provide priority consideration for housing if enrollment fees are paid by the application deadlines.

During the period of this agreement, ECC will:

1. Publicize the agreement among its students and faculty and identify potential students who would benefit from this articulation agreement;
2. Make available to prospective transfer students, through early advisement sessions, information and requirements for admission to North Carolina A&T University and a list of general education courses that equate to courses at ECC.

Both North Carolina A & T and ECC will:

1. Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to facilitate the seamless transfer of students between North Carolina A & T and ECC and
2. Notify each other of any curricular changes relevant to this agreement in a timely manner.

Dr. Yvette Underdue Murph
Associate Vice Chancellor for Academic Affairs
North Carolina A & T University
1601 East Market Street
Greensboro, North Carolina 27411

Dr. Francisco M. Arce
Vice President Academic Affairs
El Camino College
16007 Crenshaw Blvd.
Torrance, California

NORTH CAROLINA A & T UNIVERSITY

1601 East MARKET Street
Greensboro, North Carolina 27411

GENERAL EDUCATION CORE COURSES

North Carolina A & T

First Semester

English Composition I
College Algebra/Trigonometry I
Principles of Biology
History of Western Civilization I
Foreign Language

EL CAMINO COLLEGE

English 1A
Math 170
Biology 10/101
History 140
French/Spanish/ German I

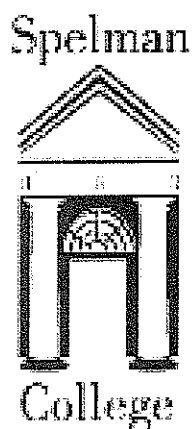
Second Semester

English Composition II
College Algebra/Trigonometry II(select one)
General Chemistry/Physical Science

History of Western Civilization II
Foreign Language (Select One)

English 1B or 1C
Math 30/150/120/140
(Select one below)
Chem4/21/1A/
Geol 1/ Geog 1
Phy. Sc. 25
History 141
French/Spanish/German II

Spelman College



Address: 350 Spelman Lane SW Atlanta, GA 30314

Web site: www.spelman.edu

Founded: 1881

Student Body: 2,100

Tuition: \$30,988 on campus/\$20,926 off campus

Notable Alumni: Marian Wright Edelman, Bernice Johnson Reagon, Jerri DeVard, Keisha Knight Pullen

TRANSFER ADMISSIONS PRIORITY CONSIDERATION (TAP) AGREEMENT

Between

SPELMAN COLLEGE

and

EL CAMINO COMMUNITY COLLEGE DISTRICT

Spelman College and El Camino College District (herein referred as ECC) enter into the following agreement governing the matriculation at Spelman. Beginning Fall Semester 2010 and continuing until either party decides to dissolve the agreement.

During the period of this agreement, Spelman College will:

1. Give priority for acceptance of ECC students who have completed a minimum of 30 transferable semester units with an overall GPA in those courses of 3.0 or higher.
 - a. Only transfer credit which includes courses in which a grade of "C" or better was earned will be accepted for transfer credit.
 - b. Student has completed the agreed upon program of courses that are deemed to be equivalent to Spelman courses.
 - c. Student understands that she may need to complete additional criteria and prerequisites for some majors programs in which she enrolls at Spelman.
2. Provide priority consideration for housing if enrollment fees are paid by the application deadline.

During the period of this agreement, ECC will:

1. Publicize the agreement among its students and faculty and identify potential students who would benefit from this agreement;
2. Make available to prospective transfer students, through early advisement sessions, information and requirements for admission to Spelman and a list of Spelman general education courses and the equivalent courses at ECC.

Both SPELMAN COLLEGE and ECC will:

1. Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to facilitate the seamless transfer of students between SPELMAN and ECC and
2. Notify each other of any curricular changes relevant to this agreement in a timely manner.

Ms. Arlene Wesley Cash
Vice President for Enrollment Managements
Spelman College
350 Spelman Lane, S.W. Box277
Atlanta, Ga. 30314-5201

Dr. Francisco Arce
Vice President Academic
El Camino College
16007 Crenshaw Blvd.
Torrance, Ca. 90506



SPELMAN COLLEGE AND EL CAMINO COLLEGE

Course Equivalents

General Education Core Requirements: 45 units

SPELMAN COLLEGE

Complete All of the Following (30 units)

African Diaspora and the World
Computer Literacy
English Composition
Foreign Language
Math (107 or above)
Health and PE
International or Woman's Studies

N.E.
Computer Information Systems 13
English 1A & 1B or 1C
French/Spanish 3 & 4
Math 120/140/150/170/180
Contemporary Health & two PE courses
History 18A or 18B

DIVISIONAL REQUIREMENTS (15 units)

HUMANITIES (select one)

History
Philosophy
Literature
Religious Studies
Modern Language

History 1A/1B/3/4/16A/16B
Philosophy 2/3/8
English 35/36/43/28/15A/15B
Phil. 7
Language above level IV

FINE ARTS (select one)

Survey of Visual Arts
Basic Drawing
Painting I
Sculpture I
Intro. to African Art
History of Art I or II
History of Modern Art
Music 120 Music Hist & Appr
Dan 105 Dance Appreciation
Dra 101 Theatre Insight

Art 1
Art 10ab
Art 22ab
Art 81
Art 9
Art 2 or 3
Art 4
Music 11/12
Dance 1
Theatre 1

SOCIAL SCIENCES (select one)

Economic 241- Principles of Macr Econ
Economic 242- Principles of Micro Econ
Political Sci 201- National Govt in the U.S.
Psychology 201/202- General Psychology
Sociology 201- Intro to Soc
Anthrop 203-Intro to Anthropol

Economics 1
Economics 2
Political Science 3
Psychology 5
Sociology 101
Anthropology 2

N.E. = NO EQUALIVENT

SPELMAN COLLEGE

EL CAMINO COLLEGE

NATURAL SCIENCE (SELECT ONE)

Biology
Chemestry
Physics
Environmental Science

Bio 10/12/16/101
Chemistry 4/20/21A/1A
Physics 2A/2B/11 & 12
Biology 15

**SPELMAN COLLEGE TRANSFER ADMISSIONS PRIORITY
CONSIDERATION (TAP) AGREEMENT WITH EL CAMINO COLLEGE**

Student Name _____ SS# _____

Address _____

City _____ State _____ Zip _____

Phone: (____) _____ Cell (____) _____ email: _____

Proposed Entry Term: Fall _____ Spring _____ Summer _____

Proposed Major: _____

Spelman College will provide priority admissions consideration to a transfer student in the terms noted above provided you complete the following requirements by no later than the term preceeding Spelman College entry:

1. Complete a minimum of 30 transferable semester units with an overall 3.0 grade point average on a 4.0 scale.
2. Submit a complete Spelman application while the campus is still accepting applications. The easiest way to apply is to click on the web site at www.spelman.edu
3. Submit official transcripts from all colleges attended for verification of eligibility. Only grades of "C" are transferrable.

CONDITIONS TO SIGN A SPELMAN COLLEGE TAP AGREEMENT

- The TAP deadline for the fall semester is January 30th (the fall Spelman application is March 1st) and the TAP deadline for the spring semester is November 1st (the spring application deadline is Oct 1st).
- TAP agreements may be made for Spelman only after the student has completed six transferrable units and completed or are currently enrolled in a transferrable Math class or one level below transferrable Math (example Math 73 or 80) and completed or are currently enrolled in transferrable English or are currently in one level below college level English (example English A and 84).
- To enter into a TAP agreement make a counseling appointment at the counseling front counter with Ms. E. Moore or contact Ms Moore at 310-660-3593 x3632 and be sure to mention that you would like to enter into a TAP agreement.
- Please note that students may need to complete additional prerequisites as required by the programs which he/she enrolls at Spelman.

This agreement is valid only for the term checked above. If a later term of entry is desired, a new TAG must be completed.

Signed: Student

Date

Signed: Spelman Admissions Representative

Date

Signed: El Camino College Counselor/E. Elaine Moore

Date

White copy – Spelman College

Yellow copy – El Camino

Pink copy – Student

Hampton University



Address: 530 East Queen Street Hampton, VA 23668

Web site: www.hampton.edu

Founded: 1868

Student Body: 5,700

Tuition and Fees: \$18,074

Notable Alumni: Booker T. Washington, Charles Phillips,
Wanda Sykes, Angela Burt, Derrick Mahorn

TRANSFER ADMISSIONS GUARANTEE (TAG) AGREEMENT

Between

Hampton University

and

El Camino College

Hampton University and El Camino College District (herein referred to as ECC) enter into the following agreement governing the matriculation at Hampton University. Beginning Fall Semester 2010 and continuing until either party decides to dissolve the agreement.

During the period of this agreement, Hampton University will:

1. Accept students who have completed a minimum of 30 transferable semester units with an overall 2.5 or higher grade point average. Transferable English and Math must also be completed with grades of "C" or higher.
 - a. Only transfer credit which includes courses in which a grade of "C" or better was earned will be accepted. Only students who have been honorably dismissed from prior colleges will be considered.
 - b. Student has completed the agreed upon program of courses that are deemed to be equivalent to Hampton University courses.
 - c. Student understands that he/she may need to complete additional prerequisites as required by the programs in which he/she enrolls at Hampton University.
2. Provide priority consideration for scholarships if student's grade point average is a 3.0 or higher.
3. Provide priority consideration for housing if enrollment fees are paid by the application deadline of March 1st for the fall and November 1st for the spring admits.
4. Waive the student application fee.

During the period of this agreement, ECC will:

1. Publicize the agreement among its students and faculty and identify potential students who would benefit from this articulation agreement;
2. Make available to prospective transfer students, through early advisement sessions, information and requirements for admission to Hampton University and a list of Hampton general education courses and the equivalent courses at ECC.

Both Hampton and ECC will:

1. Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to facilitate the seamless transfer of students between Hampton and ECC and
2. Notify each other of any curricular changes relevant to this agreement in a timely manner.

Dr. Pamela Hammond
Provost
Hampton University
Hampton, Va. 23668

Dr. Francisco M. Arce
Vice President Academic Affairs
El Camino College
16007 Crenshaw Blvd.
Torrance, Ca. 90506

HAMPTON UNIVERSITY AND EL CAMINO COLLEGE

Hampton Virginia 23668

GENERAL EDUCATION CORE

Admission requirements for transfer students:

Transfer students meet admissions requirements when they complete 30 transferrable semester units at a regionally accredited post secondary institution with a minimum cumulative grade point average of a 2.5 G.P.A.

HAMPTON UNIVERSITY

Cultures and Civilization

History 106: World Civilization II

Select one from:

History 105: World Civilization I

or

History 107: Survey of African American History:

Humanities 201 Humanities I

Humanities 202 Humanities II

English 101-102 Written Communication I-II

ENG 101, 102 (both "C" or better)

Foreign Language

French/Spanish/German I – IV

(check major for foreign lang. requirement)

Freshman Orientation

University 101

Concepts of Mathematics

Mathematics 109: College Mathematics I

Mathematics 110: College Mathematics II

Science and Technology

Life Science (select one)

Biology 101 The Nature of Life

Biology 103 General Biology

Biology 105 Introduction to Biology

Biology 106: Introduction to Biology

Environmental Science 204

Physical Science (select one)

Chem. 150: General Chemistry Problem Solving

Chem. 201-202: General Chemistry and Qualitative Analysis

Environmental Science 202: Physical Geology

Environmental Science 204: Introduction to Environmental Sc.

Physics 201 with lab

Physics 203 with lab

Science 102: Intro. To Physical Science

Science 104: Intro to Physical Science

SEA 105: Elements of Astronomy

SEA 106: Astronomy of Stars and Galaxy

EL CAMINO COLLEGE

12 Units

History 141

History 140

History 110 or History 111

Humanities 1

No Equivalent

6 Units

Eng. 1A and 1B or 1C

0-12 units

Fr/Sp/Germ. I – IV

1 unit

Human Dev. 8 or 10

6 units

Math 170/130

Math 120/150

6 to 8 units

Biology 10

no equivalent

Biology 101

Biology 102

Biology 15

no equivalent

Chemistry 1A

Geology 1 & 3

No Equivalent

Physics 2A or Physics 11 & 12

Physics 1A

Physical Sc. 25

No Equivalent

Astron 20

Astron 25

Social Science (select two)

Economics 201: Principles of Macroeconomics
Economics 202: Principles of Microeconomics
Geography 201: World Regional Geography
Political Science 201: Intro to Pol. Sc.
Political Science 203: American National Politics
Psychology 203: Intro to Psychology
Psychology 205: Social Psychology
Sociology 205: Intro to Sociology
Sociology 210: Social Problems

Oral Communication

COM 103

Health and Physical Education

Health Education 200

Physical Education Activities

6 units

Economics 1
Economics 2
Geography 5
Political Science 2
Political Science 3
Psychology 5
Psychology 8
Sociology 101
Sociology 104

3 units

Comm Studies 1/3/4/12

4 units

Cont. Health 1
two P.E. activities

HAMPTON UNIVERSITY TRANSFER ADMISSIONS GUARANTEE AGREEMENT WITH EL CAMINO COLLEGE

Student Name _____ SS# _____
Address _____
City _____ State _____ Zip _____
Phone: (____) _____ Cell (____) _____ email : _____
Proposed Entry Term: Fall _____ Spring _____ Summer _____
Proposed Major: _____

Hampton University guarantees to admit you as a transfer student in the term noted above provided you complete the following requirements by no later than the term preceeding Hampton University entry:

1. Complete a minimum of 30 transferable semester units with an overall 2.5 grade point average. Transferrable English and Math classes must be included in the 30 transferable units. Student must have an honorable dismissal from previous college(s).
2. Submit a complete Hampton University application while the campus is still accepting applications. The easiest way to apply is to click on the web site at www.hampton.edu/admissforms.html.
3. Submit official transcripts from all colleges attended for verification of eligibility.

CONDITIONS TO SIGN A HAMPTON TAG AGREEMENT

- The TAG deadline for the fall semester is January 30th (the fall Hampton application is March 1st) and the TAG deadline for the spring semester is November 1st (the spring application deadline is December 1st)
- TAG agreements may be made for Hampton University only after the student has completed twelve transferrable units and completed or are currently enrolled in a transferrable Math class or one level below transferrable Math (example Math 73 or 80) and have completed or are currently enrolled in transferrable English or are currently in one level below college level English (example English A and 84).
- To enter into a TAG agreement make a counseling appointment at the counseling front counter with Ms. E. Moore or contact Ms Moore at 310-660-3593 x3632 and be sure to mention that you would like to enter into a TAG agreement.
- Please note that students may need to complete additional prerequisites as required by the programs which he/she enrolls at Hampton.

This agreement is valid only for the term checked above. If a later term of entry is desired, a new TAG must be completed.

Signed: Student

Date

Signed: Hampton Director of Admissions/Angela Boyd

Date

Signed: El Camino College Counselor/E. Elaine Moore

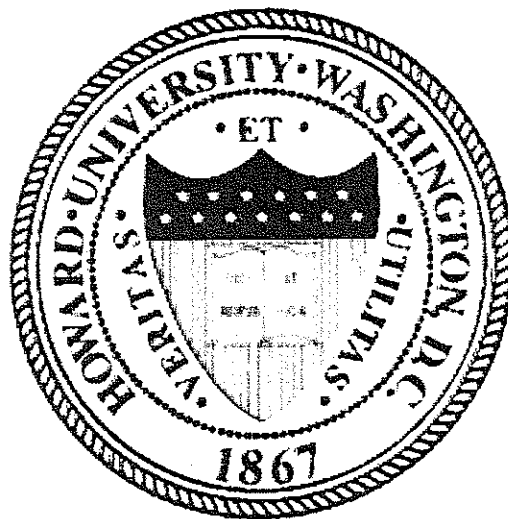
Date

White copy – Hampton University

Yellow copy – El Camino

Pink copy - Student

Howard University



Address: 2400 Sixth Street NW Washington, DC 20059

Web site: www.howard.edu

Founded: 1867

Student Body: 10,100

Tuition and Fees: \$16,075

Notable Alumni: Thurgood Marshall, L. Douglas Wilder,
Toni Morrison, Dr. LaSalle Leffall

HOWARD TRANSFER ADMISSIONS PRIORITY (TAP) MEMORANDUM OF UNDERSTANDING WITH EL CAMINO COLLEGE

Howard University and El Camino College District (herein referred as ECC) enter into the following agreement governing the matriculation at Howard University. Beginning Fall Semester 2010 and continuing until either party decides to dissolve the agreement with express written notice to the other party.

1. During the period of this agreement, Howard University will guarantee priority consideration to transfer students who:
 - a. Complete a minimum of 15 transferable semester units with an overall 2.5 grade point average. A 2.8 grade point average is required for Communication majors. Thirty transferable semester units with an overall 3.0 grade point average are required for the Business majors. Additional admissions criteria are needed for advanced standing Nursing majors which includes a 2.8 grade point average and 61 transferrable units.
 - b. Complete approved college-level English and college-level math courses with passing grades of C or better in both.
 - c. Submit a complete Howard University application while the campus is still accepting applications. The easiest way to apply is to click on the web site at www.howard.edu.
 - d. Submit official transcripts from all colleges attended for verification of eligibility.

Howard University Core Requirements:

Howard University	El Camino College Courses	Date Completed/Grade
English 002	English 1A	
Math 012/006/026/EC 180	Math 120/130/190/150 (at least one)	

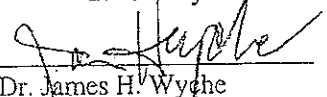
2. Provide priority consideration for scholarships if student's grade point average is a 3.3 or higher.
3. Provide priority consideration for housing if enrollment fees are paid by the application deadline.

During the period of this agreement, ECC will:

1. Publicize the agreement among its student and faculty and identify potential students who would benefit from this agreement;
2. Make available to prospective transfer students, through early advisement, information and requirements for admission to Howard University, a description of all required Howard University curriculum courses and the equivalent courses at ECC

Both Howard and ECC will:

1. Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to facilitate the seamless transfer of students between Howard and ECC and
2. Notify each other of any curricular changes relevant to this agreement in a timely manner.


Dr. James H. Wyche
Provost and Chief Academic Officer
Howard University

Dr. Francisco M. Arce
Vice President Academic Affairs
El Camino College



HOWARD UNIVERSITY

2400 SIXTH STREET N.W.
WASHINGTON, D.C. 20059

2010-2011 General Education Requirements College of Arts and Sciences (Advising tool for students)

DEPARTMENTS IN EACH DIVISION OF ARTS AND SCIENCES

HUMANITIES

Classics
English
Modern Language and Literature
Philosophy

SOCIAL SCIENCE

African Studies
Afro-American Studies
Anthropology/ Sociology/Administration of Justice
Economics
History
Political Science

NATURAL SCIENCE

Biology
Chemistry
Mathematics
Physical Education
Physics/Astronomy
Psychology

A) GENERAL EDUCATION REQUIREMENTS: 23-29 Units

English Composition: English 1A and 1B or 1C

Principles of Speech: Communication Studies 1 or 3 or 4

Foreign Language: German 1-4 or Spanish 1-4 or French 1-4 or Russian 1-4

Health, Human Performance, Activity, and Leisure Studies: Contemporary Health 1 or 3 or 4; a swimming course and two additional physical education courses

Philosophy: One of the following: Philosophy 2, 3, 5, 8, 23 or Psychology 3

Mathematics: two semesters of College Level Math: Math 130, Math 150, Math 160, or Math 190

The University-wide African-American Cluster Requirement: English 43 or African American Cluster at Howard University.

B) DIVISIONAL REQUIREMENTS:

Students majoring in the following areas must complete the designated divisional course requirements.

HUMANITIES

A	2
B	2
C	2
D	4
	—
	10

SOCIAL SCIENCES

A	4
B	2
C	—
D	4
	—
	10

NATURAL SCIENCE

A	4
B	2
C	2
D	2
	—
	10

DIVISION STUDIES A - HUMANITIES

Art 1 or 6; English 15A, 23, 24A, 25A, 28, 31, 35, 39, 40A, 40B, 43; Music 11; Theater 1

DIVISION STUDIES B: - SOCIAL SCIENCES

Geography 5; History 3, 4; Sociology 101

DIVISION STUDIES C - SOCIAL SCIENCES

Economics 1, 2; Political Science 2.3; History 101, 102, 162, 183, 184, 175; Anthropology 1, 2

DIVISION STUDIES D - NATURAL SCIENCES

Biology 10, 15; 101, 102; Astronomy 20, 25; Chemistry 1A; Math 130, 150, 190; 170, 180, 120
Physics 2A, 2B; 1A, 1C; Psychology 5; Computer Information Systems 13

GENERAL EDUCATION ELECTIVES

NATURAL SCIENCE AND COMPREHENSIVE SCIENCE

- A) Comprehensive Science: Biology 10
- B) Chemistry: Chemistry 20
- C) Physics: Physics 2A
- D) Astronomy: Astronomy 20 or 25

HISTORY

History 101, 102, 183, 184, 175, 176, 111, 112

HUMANITIES

- A) Classics: English 31
- B) English: English 15A, 15B, 40A & 40B, 43
- C) Humanities: English 35, 36
- D) Afro- American Studies: English 43
- E) Drama: Theater 1

PHILOSOPHY

Philosophy 2, 3, 8, 10, 11

PHYSICAL EDUCATION

Contemporary Health 1, 3; Nutrition and Foods 11

**HOWARD TRANSFER ADMISSIONS PRIORITY (TAP)
MEMORANDUM OF UNDERSTANDING WITH EL CAMINO COLLEGE**

Howard University and El Camino College District (herein referred as ECC) enter into the following agreement governing the matriculation at Howard University. Beginning Fall Semester 2010 and continuing until either party decides to dissolve the agreement with express written notice to the other party.

1. During the period of this agreement, Howard University will guarantee priority consideration to transfer students who:
 - a. Complete a minimum of 15 transferable semester units with an overall 2.5 grade point average. A 2.8 grade point average is required for Communication majors. Thirty transferable semester units with an overall 3.0 grade point average are required for the Business majors. Additional admissions criteria are needed for advanced standing Nursing majors which includes a 2.8 grade point average and 61 transferrable units.
 - b. Complete approved college-level English and college-level math courses with passing grades of C or better in both.
 - c. Submit a complete Howard University application while the campus is still accepting applications. The easiest way to apply is to click on the web site at www.howard.edu.
 - d. Submit official transcripts from all colleges attended for verification of eligibility.

Howard University Core Requirements:

Howard University	El Camino College Courses	Date Completed/Grade
English 002	English 1A	
Math 012/006/026/EC 180	Math 120/130/190/150 (at least one)	

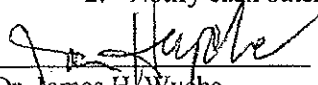
2. Provide priority consideration for scholarships if student's grade point average is a 3.3 or higher.
3. Provide priority consideration for housing if enrollment fees are paid by the application deadline.

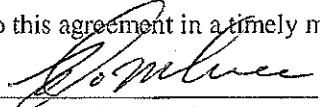
During the period of this agreement, ECC will:

1. Publicize the agreement among its student and faculty and identify potential students who would benefit from this agreement;
2. Make available to prospective transfer students, through early advisement, information and requirements for admission to Howard University, a description of all required Howard University curriculum courses and the equivalent courses at ECC

Both Howard and ECC will:

1. Monitor the academic performance of students enrolling under this agreement, identify problems, and work cooperatively to facilitate the seamless transfer of students between Howard and ECC and
2. Notify each other of any curricular changes relevant to this agreement in a timely manner.


Dr. James H. Wyche
Provost and Chief Academic Officer
Howard University


Dr. Francisco M. Arce
Vice President Academic Affairs
El Camino College

HOWARD TRANSFER ADMISSIONS PRIORITY (TAP) MOU AGREEMENT WITH EL CAMINO COLLEGE Student

Student Name _____ SS# _____
Address _____
City _____ State _____ Zip _____
Phone: (____) _____ Cell (____) _____
Proposed Entry Term: Fall _____ Spring _____ Summer _____
E mail: _____
Proposed Major: _____

Howard University guarantees to provide transfer admissions priority consideration to transfer students in the term noted below provided you complete the following requirements by no later than the term preceeding Howard University entry:

1. Complete a minimum of 15 transferable semester units with an overall 2.5 grade point average. A 2.8 grade point average is required for Communication majors. Thirty transferable semester units with an overall 3.0 grade point average are required for Business majors. Additional admissions criteria are needed for advanced standing Nursing majors which includes a 2.8 grade point average and 61 transferrable units.
2. Complete college-level English and college-level math courses with passing grades of C or better in both.

Howard Univiersity Core Requirements:

Howard University	El Camino College Courses	Date Completed/Grade
English 002	English 1A	
Math 006/ 007/009/010//120/026	Math 130/180/150/170/120/190 (at least one)	

CONDITIONS TO SIGN A (Howard University) TAP MOU AGREEMENT

- The TAP MOU deadline for the fall semester is January 15th (the fall Howard application deadline is February 15th) and the TAG deadline for the spring semester is September 15ST (the spring application deadline is November 1st).
- TAP MOU agreements may be made for Howard University only after the student has completed twelve transferrable units and completed or are currently enrolled in a transferrable Math class or one level below transferrable Math (example Math 73 or 80) and completed or are currently enrolled in transferrable English or are currently in one level below college level English (example English A and 84).
- To enter into a TAP MOU agreement make a counseling appointment at the counseling front counter with Ms. E. Moore or contact Ms Moore at 310-660-3593 x3632 and be sure to mention that you would like to enter into this agreement.
- Please note that students will need to complete additional prerequisites as required by the programs which he enrolls at Howard.

This agreement is valid only for the term checked above. If a later term of entry is desired, a new TAP MOU must be completed.

Signed: Student

Date

Signed: Howard University Articulation Coordinator/ Dr. Annette Davis

Date

Signed: El Camino College Counselor/E. Elaine Moore

Date

White copy – HU

Yellow copy – ECC

Pink copy - student



HOWARD UNIVERSITY

SCHOOL OF BUSINESS

(Advising tool for students)

El Camino College

Freshman Year

First Semester

English 1A
Math 130
Foreign Language 1
Computer Information Systems 3
Afro-American Elective (take at H.U.)
No Equivalent
Take at H.U.

Second Semester

English 1B or 1C
Math 160 Applied Calculus
Foreign Language II.
*History (see back of sheet) or Political Science 8
Psychology 5
No Equivalent

Sophomore

First Semester

Business 1A
CIS 13
*Science w/Lab (see back of sheet)
Communication Studies 1
Economics 1
Contemporary Health 1 or 3

Second Semester

Business 1B
P.E. Activity
Economics 2
Math 150
Philosophy 2 or 3
English 15A or 28 or 31 or 35 or 39 or 43

Howard University

First Semester

English 002 Freshman Composition
Math 010 College Algebra II
Foreign Language I
Info-202-Computer Introduction
Afro-American Elective
MGMT Business Orientation
BLAW 305

Second Semester

English 003 Freshman Composition
Math 026 Applied Calculus
Foreign Language II
History or Political Science Elective
Psc.-050-Intro to Psychology
MGMT 200-Career Counseling

First Semester

Acct. 201-Accounting Principles I
Info 204 Management Systems
Science Elective
HUCO 101 Principles of Speech
Econ 001 (Macro) Principles II
Physical Education/Health

Second Semester

Account 202-Accounting Principles II
Physical Ed. Activity
Econ 002 Prin. II (Micro)
Econ 180-Statistics I
Philosophy Elective
English Literature Elective

Admission to the School of Business requires a minimum of a 3.0 GPA and 30 transferable units.
Students must also complete transferable English and transferable Math with a grade of C or better.
Students must take a math competency exam to obtain math credit.
Accounting majors must take an accounting competency exam.

General Education Electives

Natural Science and Comprehensive Science

- a) Comprehensive Sciences: Biology 10
- b) Chemistry: Chemistry 20A
- c) Physics: Physics 2A
- d) Astronomy: Astronomy 20 or 25 and 12 (lab)

History

History 101, 102, 183, 184, 175, 176, 110, 111,

HOWARD UNIVERSITY SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARCHITECTURE

Admissions to the School of Engineering, Computer Science and Architecture require a minimum of a 2.5 grade point average which includes the completion of transferrable English and transferrable Math. For advance standing please see the additional requirements.

REQUIRED MAJOR PREPARATION FOR ADVANCE STANDING

ALL MAJORS

Howard Courses

English 002
English 003
Physical Education
(see g.e. sheet)
Math 156
Math 157
Math 158
Math 159
Physics 013
Physics 014
Hum/Soc. Sc.

El Camino Courses

English 1A
English 1B or 1C
Physical Education

Math 190
Math 191
Math 220
Math 270
Physics 1A
Physics 1C
Hum/Soc. Sc.(see g.e. sheet)

ADDITIONAL REQUIREMENTS BY MAJOR:

Chemical Engineering

Chemistry 003 and 005
Chemistry 004
Chemistry 141 & 142
EGPP 101
SYCS 164

Chemistry 1A
Chemistry 1B
Chemistry 7A
Engineering 1
Computer Science 1

Civil Engineering

Chemistry 003 and 005
EGPP 101

Chemistry 1A
Engineering 1

Computer Engineering

Econ 001
EECE 102
EECE 211
EGPP 101

Economics 5
ECHT 62
ECHT 130
Engineering 1

Electrical Engineering

Econ 001
EGPP 102
EECE 211
EECE 217
EGPP 101
SYSC 135

Econ 5
ECHT 62
ECHT 130
ECHT 11
Engineering 1
Comp. Sc. 4 or 30 or 23

Mechanical Engineering

Chem 003
Econ 001
EGPP 101

Chemistry 1A
Economics 1
Engineering 1

Systems & Computer Science

Biol 101
Comc 101
EECE 102
EECE 211
EGPP 101
SYSC 135
SYCS 211
SYCS 164

Biology 101
Speech Comm. 1
ECHT 62
ECHT 130
Engineering 1
Computer Science 4
Computer Science 40
Computer Science 1

HOWARD UNIVERSITY SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARCHITECTURE

Admissions to the School of Engineering, Computer Science and Architecture require a minimum of a 2.5 grade point average which includes the completion of transferrable English and transferrable Math. For advance standing please see the additional requirements.

REQUIRED MAJOR PREPARATION FOR ADVANCE STANDING

ARCHITECTURE MAJOR

Howard Courses

English 002
English 003
Physical Education
Math 006
Math 007
Architecture 301
Architecture 401
Hum/Soc. Sc.

El Camino Courses

English 1A
English 1B or 1C
Physical Education (see g.e. sheet)
Math 170
Math 180
Architecture 104
Architecture 158
Hum/Soc. Sc. (see G.E. sheet)

HOWARD University
COLLEGE OF PHARMACY, NURSING AND ALLIED HEALTH SCIENCES
DIVISION OF NURSING

BSN Program Pre-Requisite Course Requirements

A minimum of 61 semester units are required for upper division admission to the nursing program.

HOWARD UNIVERSITY COURSES

General Chemistry I (with Lab)
 General Biology (with lab)
 Human Anatomy and Physiology I
 Human Anatomy and Physiology II
 Microbiology (with lab)
 College Algebra or a Higher Level of Math
 Elementary Statistics
 Nutrition for Health Science Majors
 Introduction to Psychology
 Introduction to Sociology
 The Family
 Human Growth and Development across the
 Life Span
 Elective (Cultural Anthropology, Abnormal
 Psychology, Sociology of Poverty)
 Freshman Composition (two classes required)
 Principles of Speech
 Literature

 Afro American Studies
 Fine Arts (Art, Music, Dance, and Theater)
 Freshman Seminar

Admissions Requirements

- A 2.8 grade point average (GPA) and 15 transferable units to include transferrable Math and English.
- For advance standing a 2.8 GPA in general education and science classes.

Science classes must be completed within ten years.

Advance standing students should apply for summer in order to complete the following classes:

Pathophysiology and Health Assessment Across the Lifespan. Both are required to start nursing clinicals in the fall. April 1st is the deadline for the summer sessions. Students must have a 2.5 grade point average to advance to junior level.

The nursing board passage rate stands at 86%.

EL CAMINO COLLEGE COURSES

Chemistry 21 ^A
 Biology 101
 Anatomy and Physiology 34A
 Anatomy and Physiology 34B
 Microbiology 33
 Math 130/180/190
 Math 150/Soc 109/Psy 9A
 Nutrition and Foods 11
 Psychology 5
 Sociology 101
 Sociology 102

 Psychology 16

 Anthropology 2
 English 1A and 1B or 1C
 Communication Studies 1/3/4
 English 15A/15B/20/23/24A/25A/28
 30/35/36/43
 Take at Howard University
 Art 1/6/Music 11/Theatre Art I
 Not required for transfer students

HOWARD UNIVERSITY
Department of Radio, TV and Film
FILM

Effective Fall 1992 (revised 09/06)

FRESHMAN YEAR

Howard University

FALL SEMESTER

El Camino College Units

SCOM 100	Orientation	1	N.E.	
Engl 002	Freshman Composition 1	3	English 1A	4
PHED...	Physical Ed.	1	P.E. activity	1
RTVF 111	Intro to Mass Comm	3	Journalism 12	3
....	Social Science Course	3	(See G.E. sheet)	3
....	General Elective	3	(See G.E. sheet)	3
....	General Elective	3	(See G.E. sheet)	3

SPRING SEMESTER

.....	Social Science Course	3	(See G.E. Sheet)	3
ENGL 003	English	3	English 1B or 1C	3
PHED	Physical Ed. Class	1	P. E. (any activity)	1
POLS 001	Intro to Political Science	3	Political Science 2	3
MATH 006	College Algebra	3	Math 130	3
....	General Elective	3	(See G.E. sheet)	3

SOPHOMORE YEAR

FALL SEMESTER

.....	Humanities Course (Arts and Sci)	3	See G.E. Sheet	3
RTVF 213	History of Broadcast & Film	3	N. E.	
RTVF 231	Intro to Media Production	3	N.E.	
PHED	Physical Ed.	1	P.E. activity	1
COMC 101	Principles of Speech	3	Comm. Studies 1 or 3	3
POLS 002	Intro to Research Poli Sci	3	N.E.	

SPRING SEMESTER

RTVF 334	Scriptwriting	3	N.E.	
COMP 004	Computer & Society	3	CIS 13	3
PHED	Physical Ed Class	1	P.E.	1
....	Afro-American Requirement	3	N.E.	
RTVF 215	Telecommunications Policy	3	N.E.	

HOWARD UNIVERSITY
Department of Radio, TV and Film
TELEVISION

Effective Fall 1992 (revised 09/06)

FRESHMAN YEAR

Howard University

FALL SEMESTER

El Camino College Units

SCOM 100	Orientation	1	N.E.	
Engl 002	Freshman Composition 1	3	English 1A	4
PHED...	Physical Ed.	1	P.E. activity	1
.....	Social Science Course	3	(See G.E. Sheet)	3
....	General Elective	3	(See G.E. sheet)	3
RTVF 111	Intro to Mass Comm	3	Journalism 12	3
.....	General Elective	3	(See G.E. sheet)	3

SPRING SEMESTER

.....	Social Science Course	3	(See G.E. sheet)	3
ENGL 003	English	3	English 1B or 1C	3
PHED	Physical Ed. Class	1	P. E. (any activity)	1
POLS 001	Intro to Political Science	3	Political Science 2	3
MATH 006	College Algebra	3	Math 130	3
....	General Elective	3	(See G.E. sheet)	3

SOPHOMORE YEAR

FALL SEMESTER

....	General Elective	3	(See G.E. sheet)	3
RTVF 213	History of Broadcast & Film	3	N. E.	
RTVF 231	Intro to Media Production	3	N.E.	
PHED	Physical Ed.	1	P.E. activity	1
COMC 101	Principles of Speech	3	Comm. Studies 1 or 3	3
POLS 002	Intro to Research Poli Sci	3	N.E.	

SPRING SEMESTER

RTVF 334	Scriptwriting	3	N.E.	
RTVF 215	Telecommunications Policy	3	N.E.	
COMP 004	Computer & Society	3	CIS 13	3
PHED	Physical Ed Class	1	P.E.	1
.....	Humanities Course	3	(See G.E. sheet)	3
.....	Afro-American Requirement	3	N.E.	

HOWARD UNIVERSITY
Department of Radio, TV and Film
TELECOMMUNICATIONS MANAGEMENT

Effective Fall 1992 (revised 09/06)

FRESHMAN YEAR

Howard University		FALL SEMESTER		El Camino College Units	
SCOM 100	Orientation	1	N.E.		
Engl 002	Freshman Composition 1	3	English 1A	4	
PHED...	Physical Ed.	1	P.E. activity	1	
.....	Social Science Course	3	(See G.E. Sheet)	3	
....	General Elective	3	(See G.E. sheet)	3	
RTVF 111	Intro to Mass Comm	3	Journalism 12	3	
.....	General Elective	3	(See G.E. sheet)	3	

SPRING SEMESTER

.....	Social Science Course	3	(See G.E. sheet)	3	
ENGL 003	English 003	3	English 1B or 1C	3	
PHED	Physical Ed. Class	1	P. E. (any activity)	1	
....	Humanities Course	3	(See G.E. sheet)	3	
MATH 006	College Algebra I	3	Math 130	3	
....	General Elective	3	(See G.E. sheet)	3	

SOPHOMORE YEAR

FALL SEMESTER

ECON 001	Economics I	3	Economics 1	3	
COMP 004	Computer & Society	3	CIS 13	3	
RTVF 213	History of Broadcast & Film	3	N. E.		
PHED	Physical Ed.	1	P.E. activity	1	
COMC 101	Principles of Speech	3	Comm. Studies 1 or 3	3	
.....	Afro-American Requirement	3	N.E.		

SPRING SEMESTER

ECON 002	Economics II	3	Economics 2	3	
RTVF 231	Intro to Media Production	3	N.E.		
....	General Elective	3	(See G.E. sheet)	3	
PHED	Physical Ed Class	1	P.E.	1	
.....	Minor				
RTVF 211	Survey of Comm Research	3	N.E.		

HOWARD UNIVERSITY
Curriculum Guide for the Department of Journalism
PUBLIC RELATIONS
Updated 03/09
FRESHMAN YEAR

Howard University	FALL SEMESTER	El Camino College Units
SCPM 100	Orientation 1	N.E.
Engl 002	Freshman Composition 1 3	English 1A 4
HHPL...	Physical Ed. 1	P.E. activity 1
COMC 101	Principles of Speech 3	Comm. Studies 1 or 3 3
HIST 009	US History to 1877 3	History 101 3
HIST...	Geography 3	Geog 2 3
.....	Foreign Lang 4	French/Sp/Germ I 4

SPRING SEMESTER

SOCI 001	Intro to Sociology 3	Sociology 101 3
ENGL 003,	English 3	English 1B or 1C 3
HHPL	Physical Ed. Class 1	P. E. (any activity) 1
HIST 010	US History since 1877 3	History 102 3
.....	Foreign Lang 4	French/Sp/Germ II 4
JOUR 111	Intro to Mass Comm 3	Journ 12 1

SOPHOMORE YEAR

FALL SEMESTER

JOUR 201	Writing for the Media 3	N.E.
MATH 006	College Algebra 3	Math 130 3
.....	Foreign Lang 4	French/Sp/Germ III 4
HHPL...	Physical Ed. 1	P.E. activity 1
PHIL 051	Princ of Reasoning 3	Phil 5 3
ENGL...	English Course (Above 003) 3	Upper Division - N.E. 3

SPRING SEMESTER

JOUR 203	Intro to Public Relations 3	N.E.
JOUR 202	Reporting & Writing 3	N.E.
.....	Foreign Lang 4	French/Sp/Germ IV 4
HHPL__	Physical Ed Class (#2) 1	Cont. Health 1/3 3
POLS 010	Nat'l Government of the US 3	Political Science 2 3
MATH 009/010/012	Stats/ Patterns of Math 3	Math 150 3

HOWARD UNIVERSITY
Curriculum Guide for the Department of Journalism
PRINT/ON-LINE
Updated 03/09
FRESHMAN YEAR

Howard University	FALL SEMESTER	El Camino College Units
SCOM 100	Orientation 1	N.E.
Engl 002	Freshman Composition 1 3	English 1A 4
HHPL...	Physical Ed. 1	P.E. activity 1
JOURN 111	Intro to Mass Com 3	Journalism 12 3
HIST 009	US History to 1877 3	History 101 3
SOCI 001	Intro to Sociology 3	Sociology 101 3
.....	Foreign Lang 4	French/Sp/Germ I 4

SPRING SEMESTER

COMC 101	Principles of Speech 3	Comm. Studies 1 or 3 3
ENGL 003	English 3	English 1B or 1C 3
HHPL	Physical Ed. Class 1	P. E. (any activity) 1
HIST 010	US History since 1877 3	History 102 3
.....	Foreign Lang 4	French/Sp/Germ II 4
POLS 001	Intro to Political Science 3	Political Science 2 3

SOPHOMORE YEAR

FALL SEMESTER

JOUR 201	Writing for the Media 3	N.E.
MATH 006	College Algebra 3	Math 130
.....	Foreign Lang 4	French/Sp/Germ III 4
HHPL...	Physical Ed. 1	P.E. activity 1
HIST...	Geography 3	Geography 2 3
ENGL...	English Course (Above 003) 3	Upper Div. (N.E.)

SPRING SEMESTER

COMC 305	Communication Law 3	N.E.
JOUR 202	Reporting & Writing 3	N.E.
.....	Foreign Lang 4	French/Sp/Germ IV 4
HHPL__	Physical Ed Class (#2) 1	Cont. Health 1/3 3
POLS 010	Nat'l Government of the US 3	Political Science 2 3
MATH 009/010/012	Stats/ Patterns of Math 3	Math 150 3

HOWARD UNIVERSITY
Curriculum Guide for the Department of Journalism
BROADCAST NEWS
Updated 03/09
FRESHMAN YEAR

Howard University	FALL SEMESTER	El Camino College Units
SCPM 100	Orientation 1	N.E.
Engl 002	Freshman Composition 1 3	English 1A 4
HHPL...	Physical Ed. 1	P.E.activity 1
PSY050	Intro to Psychology 3	Psychology 5 3
HIST 009	US History to 1877 3	History 101 3
SOCI 001	Intro to Sociology 3	Sociology 101 3
.....	Foreign Language 4	French/Sp/Germ I 4

SPRING SEMESTER

COMC 101	Principles of Speech 3	Comm. Studies 1 or 3 3
ENGL 003	English 3	English 1B or 1C 3
HHPL	Physical Ed. Class 1	P. E.(any activity) 1
HIST 010	US History since 1877 3	History 102 3
.....	Foreign Lang 4	French/Sp/Germ II 4
JOUR 111	Intro to Mass Comm 3	Journ 12 1

SOPHOMORE YEAR

FALL SEMESTER

JOUR 201	Writing for the Media 3	N.E.
MATH 006	College Algebra 3	Math 130
.....	Foreign Lang 4	French/Sp/Germ III 4
HHPL...	Physical Ed. 1	P.E.activity 1
PHIL 051	Princ of Reasoning 3	Phil 5 3
RTVF 231	Intro. To Media Production 3	N.E.

SPRING SEMESTER

JOUR 204	Intro to Broadcast News 3	N.E.
JOUR 202	Reporting & Writing 3	N.E.
.....	Foreign Lang 4	French/Sp/Germ IV 4
HHPL__	Physical Ed Class (#2) 1	Cont. Health 1/3 3
RTVF 322	Radio Production 3	N.E.
MATH 009/010/012	Stats/ Patterns of Math 3	Math 150

HOWARD UNIVERSITY
Department of Radio, TV and Film
AUDIO (former Radio)
Effective Fall 1992 (updated 10/09)

FRESHMAN YEAR

Howard University

FALL SEMESTER

El Camino College Units

SCOM 100	Orientation	1	N.E.	
Engl 002	Freshman Composition 1	3	English 1A	4
PHED...	Physical Ed.	1	P.E. activity	1
....	Social Science Course	3	(See G.E. sheet)	3
....	General Elective	3	(See G.E. sheet)	3
RTVF 111	Intro to Mass Communication	3	Journalism 12	3
....	General Elective	3	(See G.E. sheet)	3

SPRING SEMESTER

....	Social Science Course	3	(See G.E. Sheet)	3
ENGL 003	English	3	English 1B or 1C	3
PHED	Physical Ed. Class	1	P. E. (any activity)	1
POLS 001	Intro to Political Science	3	Political Science 2	3
MATH 006	College Algebra	3	Math 130	3
....	General Elective	3	(See G.E. sheet)	3

SOPHOMORE YEAR

FALL SEMESTER

....	General Elective	3	(See G.E. sheet)	3
RTVF 213	History of Broadcast & Film	3	N. E.	
RTVF 231	Intro to Media Production	3	N.E.	
PHED	Physical Ed.	1	P.E. activity	1
COMC 101	Principles of Speech	3	Comm. Studies 1 or 3	3
POLS 002	Intro to Research Poli Sci	3	N.E.	

SPRING SEMESTER

RTVF 215	Telecommunications Policy	3	N.E.	
RTVF 334	Scriptwriting	3	N.E.	
COMP 004	Computer & Society	3	CIS 13	3
PHED	Physical Ed Class	1	P.E.	1
....	Humanities Course	3	See G.E. Sheet	3
....	Afro-American Requirement	3	N.E.	

HOWARD UNIVERSITY
DEPARTMENT OF COMMUNICATION & CULTURE
Updated 03/09 Effective Fall 2008
SPEECH & APPLIED COMMUNICATIONS Major
FRESHMAN YEAR

Howard University Fall Semester El Camino College Units

SCPM 100	Orientation	1	N.E.	
Engl 002	Freshman Composition 1	3	English 1A	4
HIST 009	US History to 1877	3	History 1A	3
MATH 006	College Algebra	3	Math 130	3
PSY050	Intro to Psychology	3	Psychology 5	3
	General Elective (#1)	3	(See G.E. Sheet)	3
HHPL...	Physical Ed.	1	P.E.activity	1
	General Elective (#1)	3	See G.E. sheet	3

SPRING SEMESTER

COMC 101	Principles of Speech	3	Speech 1/3	3
ENGL 003	English	3	English 1B/1C	3
HIST 010	US History since 1877	3	History 1B	3
SOCI 001	Intro to Sociology	3	Sociology 101	
HHPL	Physical Ed. Class	1	P. E.(any activity)	1
PHIL 101/105	Intro to Phil/Prin of Reason	3	Phil 2/5	3

SOPHOMORE YEAR

FALL SEMESTER

COMC 202	Intro to Comm. Theroy	3	N.E.	
COMC 214	Elements of Persuasion	3	Speech 4	3
COMC 242	Language Issues	3	N. E.	
HHPL...	Physical Ed.	1	P.E.activity	1
	Humanities Elective (#2)	3	See G.E. sheet	3
	Social Science Eleective	3	See G.E. sheet	

SPRING SEMESTER

COMC 252	African American Comm.	3	N.E.	
COMC 262	Intercultural/Racial Comm.	3	N.E.	
COMC 292	Comm. Portfolio Development	1	N.E.	
ARTE 080	(AC Elective #1) Comp. & the Arts	3	N.E.	
	Humanities Elective (#3)	3	See G.E. sheet.	
	Minor – Requirement (#1)	3	N.E.	

HOWARD UNIVERSITY
Curriculum Guide for the Department of Communication and Culture
Effective: Fall 2008
Legal Communication Major
FRESHMAN YEAR

Howard University Fall Semester – 16 Hours			El Camino College Units	
		Hrs		
SCPM 100	Orientation	1	N.E.	
Engl 002	Freshman Composition 1	3	English 1A	4
HIST 009	US HISTORY to 1877	3	History 101	3
POLI 001	Intro to Political Sc.	3	Pol. Sc. 16	3
MATH 006	College Algebra	3	Math 130	3
	General Elective	3	(See G.E. sheet)	3
COMP 004	Computers and Society 3		CIS 13	3

SPRING SEMESTER-16 UNITS				
COMC 101	Principles of Speech	3	Communication Studies 1 or 3	
ENGL 003	Freshman Composition 2	3	English 1B/1C	3
HIST 010	US History since 1877	3	History 102	3
PSY 050	Psychology	3	Psy 5	3
HHPL	Physical Ed. Class	1	P. E. (any activity)	1
PHIL 055/051	Intro to Phil/Princ of Reasoning 3		Phil 2 or 5	3

SOPHOMORE YEAR
FALL SEMESTER

COMC 202	Intro to Comm. Theory	3	N.E.	
COMC 205	Mock Trial	3	N.E.	
COMC 214	Elements of Persuasion	3	Speech 4	3
POLI 010	National Government	3	Political Sc. 3	3
HHPL__	Physical Ed Class (#2)	1	Cont. Health 1/3	3
_____	Humanities Elective (#1)	3	(See G.E. sheet- Hum.)	3

SPRING SEMESTER

COMC 242	Language Issues	3	N.E.	
COMC 252	African American Comm.	3	N.E.	
COMC 262	Intercultural/racial Comm.	3	N.E.	
COMC 292	Comm. Portfolio Development	1	N.E.	
POLI 163	LC Elective #1 – Constit. Law	3	N.E.	
_____	Minor – Requirement (#1)	3	N.E.	

HOWARD UNIVERSITY
Curriculum Guide for the Department of Journalism
ADVERTISING
Updated 03/09
FRESHMAN YEAR

Howard University	FALL SEMESTER	El Camino College Units
SCPM 100	Orientation 1	N.E.
Engl 002	Freshman Composition 1 3	English 1A 4
HHPL...	Physical Ed. 1	P.E. activity 1
COMC 101	Principles of Speech 3	Comm. Studies 1 or 3 3
HIST 009	US History to 1877 3	History 101 3
.....	Foreign Lang 4	French/Sp/Germ I 4

	SPRING SEMESTER	
PSY050	Intro to Psychology 3	Psychology 5 3
ENGL 003	English 3	English 1B or 1C 3
HHPL...	Physical Ed. Class 1	P. E. (any activity) 1
HIST 010	US History since 1877 3	History 102 3
.....	Foreign Lang 4	French/Sp/Germ II 4
JOUR 111	Intro to Mass Comm 3	Journ 12 1

SOPHOMORE YEAR
FALL SEMESTER

JOUR 201	Writing for the Media 3	N.E.
JOUR 206	Intro to Advertising 3	N.E.
HHPL...	Physical Ed. 1	P.E. activity 1
.....	Foreign Language 4	French/Sp/Germ III 4
PHIL 051	Princ of Reasoning 3	Phil 5 3
ENGL ...	English Course (Above 003) 3	N.E. 3

SPRING SEMESTER

COMC 305	Communications Law 3	N.E.
JOUR 203	Intro to Public Relations 3	N.E.
HHPL__	Physical Ed Class (#2) 1	Cont. Health 1/3 3
.....	Foreign Language 4	French/Sp/Germ IV 4
MATH 006	College Algebra 3	Math 130 3
JOURN 320	Advertising Sales 3	N.E.

HOWARD UNIVERSITY
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
Updated 03/09 Effective Fall 2008
SPEECH-Language Pathology and Audiology Major
FRESHMAN YEAR

Howard University Fall Semester El Camino College Units

SCOM 100	Orientation	1	N.E.	
Engl 002	Freshman Composition 1	3	English 1A	4
HHPL...	Physical Ed.	1	P.E.activity	1
BIOL 010	Introductory Biology I	4	Biology 101	5
	Social Science	3	(See G.E. sheet)	
	Humanities	3	(See G.E. sheet)	

SPRING SEMESTER

ENGL 003	Freshman Composition II	3	English 1B/1C	3
HHPL	Physical Ed. Class	1	P. E.(any activity)	1
COMC 101	Principles of Speech	3	Speech 1/3	3
PSY050	Intro to Psychology	3	Psychology 5	3
MATH 006	College Algebra	3	Math 130	3
	Phonetics	3	N.E.	

SOPHOMORE YEAR

FALL SEMESTER

HHPL...	Physical Ed.	1	P.E.activity	1
	African-American Req.	3	N.E.	
	Anatomy & Physiology	4	Anatomy and Physiology 34A	4
	Language Development	3	N.E.	
	Speech & Hearing Science	3	N.E.	
Math 009/010/012	Elementary Stats with Probability	3	Math 150/Psy 9A	4

SPRING SEMESTER

HHPL	Humanities Elective	3	See G.E. sheet	3
	Physical Ed. Class	1	P. E.(any activity)	1
	Intro to Articulation & Lang Disorders	3	N.E.	
	Language Survey	3	N.E.	
	Social Science	3	(see G.E. sheet)	3

Articulation Agreement
Between
El Camino College and Howard University
2010

El Camino College

Howard University

Humanities

English 1A	Reading and Composition	ENGL 002
English 1B	Lit. and Comp	ENGL 003
English 15A	Survey of British Literature	ENGL 018
English 15B	Survey of British Literature	ENGL 119
English 20	Shakespeare's Plays	ENGL 167
English 23	Twentieth Century Literature	ENGL 142
English 24	Creative Writing: Poetry	ENGL 128
English 25A	Creative Writing: Fiction	ENGL 127
English 28	Images of Women in Literature	ENGL 107
English 30	The English Bible as Literature	ENGL 172
English 43	African American Literature	ENGL 054
English 35	World Lit. 2500 B.C. to 1650 A.D.	ENGL 013
English 36	World Lit. 1650 to Present	ENGL 015
Humanities 1	An Introduction to the Humanities	CLAS 014

FINE ARTS

Art 1	Art and Visual Culture in Modern Life	ARTH 161
Music 11	Music Appreciation Survey	Music 100
Theatre Art I	Theatre 1	THFD 010

LANGUAGES

French 1	Elementary French I	FREN 001
French 2	Elementary French II	REEN 002
French 3	Intermediate French I	FREN 003
French 4	Intermediate French II	FREN 004
French 21ab	Beginning Conversational French	FREN 050, 051
German 1	Elementary German I	GERM 001
German 2	Elementary German II	GERM 002
German 3	Intermediate German I	GERM 003

German 4	Intermediate German II	GERM 004
Spanish 1	Elementary Spanish I	SPAN 001
Spanish 2	Elementary Spanish II	SPAN 002
Spanish 3	Intermediate Spanish I	SPAN 003
Spanish 4	Intermediate Spanish II	SPAN 004
Spanish 21 ab	Beginning Conversational Spanish	SPAN 050, 051

Philosophy

Philosophy 2	Intro to Phil.	PHIL 055
Philosophy 3	Ethnics and Society	PHIL 057
Philosophy 5	Critical Thinking & Discourse	PHIL 050
Philosophy 7	Philosophy of Religion	PHIL 144
Philosophy 8	Introduction to Logic	PHIL 151
Philosophy 10	History of Ancient & Medieval Phil.	PHIL 170
Philosophy 11	History of Modern & Contemporary Phil.	PHIL 171
Philosophy 23	Ethics, Laws and Society	PHIL 155
Philosophy 50	Special Topics in Philosophy	PHIL 164

SOCIAL SCIENCE

Econ 1	Principals of Economics: Macroeconomics	ECON 001
Econ 2	Principals of Economics: Microeconomics	ECON 002
Anth 1	Introduction to Physical Anthropology	ANTH 120
Anth 2	Introduction to Cultural Anthropology	ANTH 110
History 101	US History to 1877	HIST 009
History 102	US History from 1877	HIST 010
History 140	History of Early Civilization	HIST 001
History 141	History of Modern Civilization	HIST 002
History 183	Intoduction to African History, Prehistory to 1885	HIST 030
History 184	Introduction to African History, 1885 to the Present	HIST 031
History 175	History of Asian Civilizations	HIST 060
History 176	History of Asian Civilizations	HIST 061
History 110	The African American in the US to 1877	HIST 176
History 111	The African American in the US from 1877 to the Present	HIST 177
Geography 5	World Geography	HIST 101

Political Science 2 Comparative Politics	POLS 003
Political Science 3 Introduction to Principles & Methods of PS	POLS 002
Political Science 10 Introduction to International Relations	POLS 128

Sociology 101 Introduction to Sociology	SOCI 001
Sociology 102 Marriage and Family Living	SOCI 180
Sociology 104 Social Problems	SOCI 003
Sociology 109 Introduction to Elementary Stats. Methods	SOCI 110

Administration of Justice 95/96 abcd	SOCI 079
Administration of Justice 103 Concept of Law	SOCI 175
Administration of Justice 107 Crime and Control	SOCI 074
Administration of Justice 126 Juvenile Delinquency & Legal Proc.	SOCI 071
Administration of Justice 130 Principles of the Justice Sys.	SOCI 170

NATURAL SCIENCES

Astronomy 20 The Solar System	PHYS 010
Astronomy 25 Stars and Galaxies	PHYS 011

Biology 101 Principles of Biology I	BIOL 101
Biology 102 Principles of Biology II	BIOL 102
Biology 15 Environmental Aspects of Biology	BIOL 801

Biology 10 Fundamentals of Biology	COMP 001
Computer Information Science 13	COMP 004

Chemistry 1A General Chemistry I	CHEM 003
Chemistry 1B General Chemistry II	CHEM 005
Chemistry 7A Organic Chemistry I	CHEM 141
Chemistry 7B Organic Chemistry II	CHEM 142

Math 130 College Algebra	MATH 006
Math 180 Precalculus	MATH 007
Math 150 Elementary Statistics with Probability	MATH 009
Math 170 Trigonometry	MATH 010
Math 120 Nature of Mathematics	MATH 012

Math 190 Single Variable Calculus & Analytical Geometry I	MATH 026
Math 191 Single Variable Calculus & Analytical Geometry II	MATH 157
Math 210 Introduction to Discrete Structures	MATH 158
Physics 1A Mechanics of Solids	PHYS 013/023
Physics 1B Fluids, Heat and Sound	PHYS 014/024
Physics 1C Electricity and Magnetism	PHYS 015/025
Physics 2A General Physics	PHYS 001
Physics 2B General Physics	PHYS 002
Psychology 5 General Psychology	PSYC 050
Psychology 7 Physiological Psychology	PSYC 110
Psychology 8 Social Psychology	PSYC 125
Psychology 9A Intro. To El Stas. Methods fo the Study of Behav.	PSYC 063
Psychology 9B Experimental Methods and Study of Behavior	PSYC 064
Psychology 10 African American Psychology	PSYC 161
Psychology 12 Human Sexuality	HHPL 153
Psychology 15 Abnormal Psychology	PSY 116
Psychology 16 Lifespan Development	PSYC 118
Psychology 22 Sport Psychology	HHPL 135

ARTICULATION AGREEMENT
BETWEEN
EL CAMINO COLLEGE
and
HOWARD UNIVERSITY
2010-2011

Howard University

El Camino College

Physical Education

PHED 002 Beginning Swimming

Physical Ed. 240ab

PHED 003 Advanced Beginning Swimming

Physical Ed. 240cd

PHED 006 Life Guarding

Physical Ed. 242 abcd

PHED 007 Volleyball

Physical Ed. 242 abcd

PHED 008 Restrictive Activity

Physical Ed. 400 abcd

PHED 011 Weight Training

Physical Ed. 54 abcd

PHED 021 Badminton

Physical Ed. 204 ab

PHED 025 Soccer Skills

Physical Ed. 74 abcd

PHED 026 Beginning Tennis

Physical Ed. 251 ab

PHED 027 Intermediate Tennis

Physical Ed. 251 bc

PHED 028 Beginning Golf

Physical Ed. 224

PHED 039 Badminton II

Physical Ed 204 cd

PHED 153 Human Sexuality

Psychology 12

PHED 159 Health Science

Contemporary Health 1

Sabbatical Leave Report

Charleen Zartman / Health Science and Athletics

June 6, 2010

I was granted a sabbatical leave of absence from the tenth of February until the tenth of June 2010 for the purpose of writing a textbook. This project was completed and delivered to Pearson Publishing on May 2, 2010 as evidenced by the attached agreement. The textbook is a second edition of *Yoga for Health and Fitness* that will be a required text for my yoga sections and also available for any other yoga instructors and their classes. The book is also being considered for national distribution by Pearson.

The new edition has been greatly enhanced by adding new chapters, layouts, pictures, resources, and also the addition of yoga art contributed by Paul Heustenstamm, a new age artist, who specializes in modern mandalas. I reshot most of the pictures of the poses and hired new models photographing them in natural and artistic backgrounds. I also attended four computer workshops at El Camino to learn the workings of Word 07, since I had to layout the text along with the pictures and charts. That was an education!

In order to update the book, I also researched new yoga forms at the Yoga Convention held in San Francisco in January, and Ayurveda, yoga's sister science, at Deepak Chopra's Journey into Health Workshop held in Phoenix in February. These workshops updated and expanded the material in the book, and will also enhance my teaching skills when I return in September. I was also accepted into the Teacher's Path Program at the Chopra Center, which

is an intensive path that trains participants to teach Ayurveda, an ancient healing art. I will complete this program next summer.

Since I also teach Health at El Camino, I am very interested in integrative health care, and have started my doctorate at Clayton College of Natural Health. They are currently going through the accreditation process and are optimistic that they will be approved soon. Their doctorate program is new and covers the most updated information and research in the areas of Holistic Health and Wellness. I just finished my third class in the program. I love learning while I am teaching, and always share important information with my students to help them achieve optimal health and wellness.

I have also kept active during my sabbatical, taking Bikram yoga classes at least five times a week and also participating in the Boot Camp Fitness LA program three mornings a week. Since I teach both Yoga and a new course entitled Boot Camp Fitness Training, I want to make sure I am in shape both mentally and physically when I return to my teaching schedule in the fall.

In summary, I feel I made the most of the time during my sabbatical. I even taught a yoga class at an Eating Disorder Center once a week to keep my teaching skills from getting stale. This was a challenging task, since teaching yoga to this population is a totally different challenge from teaching at ECC, and it required me to expand and fine tune my skills to help these students who are in recovery and need to focus more on internal cues rather than external ones. I appreciate the opportunity to have time to research and grow in the areas

that I teach and also write a book that I hope will be a helpful resource for yoga students everywhere.

EL CAMINO COLLEGE SABBATICAL REPORT FALL 2009

INNOVATIONS IN DISTANCE EDUCATION TECHNIQUES FOR THE COMPOSITION CLASSROOM

JEFF JUNG
PROFESSOR OF ENGLISH

Under direction of Peter Marcoux, El Camino College

When it comes time to write the history of how composition moved from the traditional classroom to the online dimension, I imagine there will be talk of (at least) two phases. In the first phase (our future historian will explain) instructors labored to replicate traditional elements of their pedagogy – assignments, resources, lectures, discussions – in a digital format. Driven by an imperative to ensure that online students were not shortchanged, the emphasis was on supplying the equivalent of every asset that the traditional student enjoyed – an equality-focused paradigm. The primary virtues of the online classroom according to this mode of thinking were its convenience, its ability to include a population otherwise cut off from educational opportunities, and of course its sheer novelty. Needless to say, the instruments by which students were judged – the college essay – remained a constant. But a second phase asked harder questions and made more radical demands of instructors. Shouldn't we be looking for modes of instruction that were inconceivable before the digital age rather than replicating the traditional? Are all traditional methods, in any case, truly replicable in a digital environment? And perhaps most troubling, striking as it does at the sacred cow of not just the English Department but of the whole university, does the college essay remain the best tool for

teaching and assessing writing ability in an age where the transmission of information has changed so much in nature?

This study, then, specifically aims to uncover new pedagogical methods that are specific to digital delivery of instruction. Although equally important investigations could be made into forms of technology, course management systems, administrative procedures, and studies of effectiveness and student satisfaction, I have chosen to filter out these considerations and maintain focus on the techniques and assignments that have only become possible when the classroom is replaced by the computer.

Many other enterprises have moved through a similar shift in orientation during their migration to the digital realm. Take as a first example, the situation of Mapquest. Originally hailed as miraculous, Mapquest remained in the same format for years (eons in terms of technology) because nobody aspired to do anything more than replicate the paginated maps of companies like Thomas Brothers. Maps appeared within rectangular limits, and one moved from one "page" to the next by clicking on arrows, much as one followed the page numbers on directional arrows in the print guide. It took years for the quantum leap into maps that superimposed satellite images, terrain, points of interest, and publicly submitted photos and that zoomed and scrolled freely across the screen, concepts that could never have been derived from any physical counterpart. As another example, the infamous Wikipedia transformed the notion of reference source from a static, authoritatively written text (obtained at a hefty price) to a communally, popularly written, "living" text that contained the coverage that readers thought it should, that was open to debate and perpetual revision, and that was freely available. In fact, we can say that sites like Wikipedia effected another sweeping change in that the first purveyors of informational texts on the Internet charged for access (a practice that still,

curiously and not coincidentally, persists primarily only among academic journals). Outside of academia (and *The New York Times*), the Internet as a place where one *buys* information – a phase one idea – has been supplanted by the Internet that gives away (lures with?) information, in the hopes you’ll eventually buy something else, of course. As a final example – a decidedly non-academic one – consider the phenomenon of online dating/socializing. Again, the earliest efforts in this direction simply reproduced the model used by telephones, allowing users to place ads and send messages to each other, albeit with better search and filtering capabilities. The phase two version of this has been the ubiquitous “social networking site,” such as Myspace where, instead of inhabiting a dark and sequestered mailbox that receives furtive messages from doleful ad-combers, the user establishes an ostentatious beacon shamelessly devoted entirely to him or herself, broadcasting habits, daily occurrences, communications, and life history to the world-at-large. Cyberdating thus evolved from being an interminable volley of back-and-forth messaging to a mega-mall where personalities can be browsed and sampled like any other commodity.

It’s often remarked that if society were divided into groups according to the order in which they cotton on to innovations in technology, computer gamers will always be at the vanguard. Conversely, the group that brings up the tail of this parade tends to be the academe. Of the various attempts to bring instruction of composition online, many have already proven ineffectual and self-defeating. Often, this is precisely because of a phase-one mentality, an attempt to translate directly, as it were, from the traditional to the digital. A few examples come to mind. For each, I’ll look at the pitfalls of transcribing too literally from the traditional to the digital, and then give some hint of what a “phase two” methodology – a technique designed for and of the digital world –might resemble.

One of the earliest tools of the trade has been what I call the “List of Links to Links” or “Death by Infinitely Regressing Links.” Kathy Livingston’s *Guide to Writing a Basic Essay* can serve as an example. Obviously descended from the “List of Useful Resources” often found in traditional syllabi, this device reflects the pleasures of the instructor who has found a bottomless well of information online, infinitely more varied, extensive, and accessible than the print list of old warhorse resources they had previously offered their students. The problem, of course, lies precisely in the word “infinitely.” Lost in a world of clicks and bereft of the guiding intelligence of a single author, students wander haplessly from site to site finding no “enclosing walls” to their text to tell them when they have finished, ending up in terrain the instructor never dreamed of including on the itinerary. Faced with a list of a billion helpful pages, the student sees that each page they read brings the finish line no closer, and a feeling of despair sets in. The bottomless well is indeed the apt image, but the student is falling down it.

A better approach categorizes and annotates the resources offered to students, but more importantly, it is monitored for its *finiteness*. Pages are only offered to students if they are, in fact, single pages. Directories that lead to directories (that lead to directories) are censored from the list. No instructor ever thought, in the traditional classroom, of guiding the students through the entries of their “useful resources” list, directing them which pages to read and to omit, but this sort of vetting is crucial in the virtual world. Unless links are given to students with a clear sense of their precise purpose and a limited scope, the list is akin to telling the students that a useful resource for the class will be “books.”

A still better idea is to avoid the model of the appended compendium altogether and link readers externally only from within the main body of the instructional text. Print text has always avoided such a tactic, presumably because incessant references to outside texts would

be intrusive and distracting, whether footnoted or otherwise. However, hypertext allows “on-the-fly” referencing in consummately unobtrusive fashion, allowing the reader to receive instruction as to exactly why and when he might want to follow a given reference. For example, if I am giving instruction about avoiding offensive language, I can give a link to exercises on sexist language without cluttering my text or losing the reference inside a voluminous list of “for further reading” that by its very nature cries out to be passed over. Such an approach can be found in a web guide to writing practical criticism found on palgrave.com (Marsh).

The discussion board, another staple of the online classroom, is another attempt to recreate a feature of traditional pedagogy – discussion. Yet one doesn’t have to peek in on too many online classes to see the moribund nature of most of these venues, the instructor vainly struggling to inject vigor and substance but drowning amid the morass of perfunctory and only occasionally relevant remarks. Evidently, composition students – by virtue of their being composition students – don’t have the verbal skills to find enthusiasm for or place their persona into debate in this way. Left to work without visual cues and the power of visceral reality, they are left like Nabokov’s Humbert with “only words to play with.” Only for them, words are not enough. Is there a different way, one wonders, to harness the technology of the discussion board? The ability to bring student input together and keep a permanent, public record of it is undoubtedly useful, but using it to “discuss” in a way that differs from the traditional classroom only in its time lag may not be its best usage.

An alternative way to think of the Discussion Board might be as a public journal that holds records of communications, drafts, and revisions between instructor and students. Rather than speaking to one another, the students would be speaking to the instructor but would benefit from seeing what the instructor has said to other students as well. The nature of the

Discussion Board makes it easy to maintain these dialogues in an organized and persistent venue. This is not to eliminate peer interaction, for students can still be asked to respond to the *work* of other students -- add to it, critique it, compare it with their own -- rather than to mount a life-like conversation. Of course, students are highly unlikely to peruse the work of their peers on their own. This places the burden on the instructor to call for new kinds and higher degrees of peer review than ever before possible or practical. Instead of trading papers with or other students and attempting to play the role of teacher, students may be asked to read ALL contributions on a topic and pick out the A-level or top responses. Or they may be asked to find three other contributions that feature the same weaknesses as their own (either by simply reading instructor feedback to all students or by figuring it out on their own).

The key lies in leveraging the potential power of the digital classroom as an invitation to collaborate, as well as in being wary of its potential to utterly isolate. Discussion threads that call for a reaction or performance from students will produce messages that are either not read by peers at all or that are mercilessly and endlessly copied. However, craft an assignment that requires students to assess and/or incorporate the contributions of other students, and several things are achieved. Students now have to read the work of their peers in order to progress in the assignment. Not only must they read these messages, but they must also evaluate so as to distinguish the useful contributions from the filler. In addition to fostering these skills, the exercise accomplishes the feat of making students feel that their entries play a constructive part in something larger and are not mere memos to the void.

Phase 1 Discussion Prompt: "Discuss the use of symbolism in Joyce's *The Dead*. Then write a constructive reply to one other student's post."

Phase 2 Discussion Prompt: "Post a short paragraph that introduces and discusses a quotation from *The Dead* and explains its symbolic significance. After this topic has closed, read all the submissions and consider the rules we learned for how to handle quotations in an essay. Identify one post that violates one of these rules and explain the violation. Then identify one post you believe to be free of errors and well done."

The Phase 1 prompt attempts to re-create the ambience of a classroom discussion, requiring an original thought and forcing the formulation of a response. Isn't that how dialogue works? But is it likely that all 30 students in a classroom will have something unique to say to any one prompt? And if a reply doesn't evoke a counter-reply, was it really a reply at all? It may turn out that 30 responses plus 30 replies is not "more" than the few responses a traditional classroom typically evokes, especially if it now means that the most valid and useful responses are buried in egalitarian fashion among their more anemic brother and sister remarks. The Phase 2 prompt shies away from the notion of discussion to focus on a measurable skill. Note that material about the story's symbolism will figure into the discussion board, though as a by-product of the quote-incorporation exercise rather than as the main attraction. Rather than grabbing a message at random to which a pre-fabricated and desultory reply can be attached, students will now have to read through multiple contributions and assess them before they can write their reply.

An even more collaborative use of the Discussion Board requires students to use material from the board in their own essays, so that the forum becomes a sort of parts warehouse, again lending it an air of badly needed utility and forcing students to think discriminatingly about each other's work. The famous reluctance that students have to say critical things about their peers would not come into play here, since they will vote with their

mice, signaling their approval of their peers' work by incorporating it (responsibly) into their essays. As an added benefit, monitoring of and instruction about plagiarism becomes easier since the source material being incorporated is readily available on the same site. If the finished essays are made public to the class, students could even be asked to see if their own work has been plagiarized by reviewing the full set of essays.

Phase 2 Discussion Prompt: Post a message telling about a time when you faced or witnessed a crisis in obedience along the lines of those described in the Behrens & Rosen textbook.

Phase 2 Essay Prompt: Read through the other messages in Forum 1 in light of the articles on obedience that we have read in the Behrens & Rosen textbook. Select the three messages that you feel best illustrate the concepts and discussions in our textbook and explain how each story could be discussed using the terminology and theories of the text's articles. ALTERNATIVELY, find a message containing a story that seems to contradict one or more theory about obedience from our textbook and explain the contradiction(s).

Perhaps no other practice better illustrates "phase-one" thinking than the transferring of lectures into long, written pieces or even into audio/video recordings. Such a practice at first seems perfectly reasonable. After all, the student would have heard this lecture in a traditional classroom, so what could be wrong with delivering that same content directly into their home to be digested at leisure? Indeed, nothing would be wrong if the Internet had not changed our methods of obtaining and digesting information as radically and as quickly as it has. In what other context would a person sit down to the computer to obtain information by listening to a 90-minute audio monologue?

The computer's strength lies in its ability to render information graphically, and this doesn't have to mean cartoons or a thousand blinking, colored lights. Rather, the skillful use of plentiful white space, side-by-side layout, information-rich graphics, purposeful use of color, and above all, the hyperlink are the elements of the computer's instructional vocabulary. Website designers know that users expect any given screen to tell a full story, to offer a discrete and discernable message, and do not do well when that story drifts beyond the borders of the screen or requires multiple clicks. Now clearly, the purposes of a college class cannot live within the confines of a single screenful of data, but the principal of using the screen as the base unit of information should remain. We should be structuring our delivery of information in terms of screenfuls, not in terms of paragraphs. Audio files should be brief and accompanied wherever possible by video or screenshots.

Phase 1 Lecture: Daniel Kies offers a cogent explanation in the traditional form of paragraphs that extend onward well beyond the boundaries of a single screen in "Thesis: The Thread and the Hinge."

Phase 2 Lecture: In contrast, the Writing Center at the University of Wisconsin, Madison offers a limited amount of material per screen in their page, "Developing a Thesis Statement." The user is put in control of navigating among the screens and has a sense of being able to regulate how much material to digest in one foray. Every advantage is taken of the capacity for using colors, line, and spacing, not for adornment but to create a format that guides the eye into logical groupings of information, easily separated and correlated.

Then there is the matter of non-textually centered delivery, i.e., multimedia presentation. Though this has been possible since the days of film projectors, small bites or impromptu presentations have always been more trouble than they are worth in terms of

interrupting the flow of classroom activity with set-up and preparation. The seamless nature of the web obviates this problem and both allows and demands a much higher use of multimedia. The use of video files is strongly encouraged by scholars who believe that they help to accommodate multiple learning styles, appealing to the faculties of reading, watching, and listening simultaneously (Rief and Heimburge). Researchers Hee Jun Choi and Scott D. Johnson find that such videos potentially “enhance learners’ retention and motivation” (215). And in a position paper, the NCTE claims that “integration of multiple modes of communication and expression can enhance or transform the meaning of the work beyond illustration or decoration” (“Multimodal Literacies”). Even something as mundane as a lesson on comma splices can become both more engaging and clearer if rendered in terms of motion, as the “Comma Splice” video from Riverside City College, which shows phrases and punctuation marks moving and speaking as they demonstrate, rather than describe, the lesson. Youtube is full of mini-lessons, though many of them lapse back into Phase-one thinking by showing nothing more than a professor addressing the camera with a speech. Many rise above this, however, such as Martine Courant Rife’s video about MLA documentation, which is supplemented by an animated Powerpoint presentation that enables far more demonstrative manipulation of text than a whiteboard or static handout could ever provide.

Phase 1 Multimedia: The Youtube video “English Writing – Paraphrasing,” features an instructor standing at a whiteboard that necessarily receives little play since the image of an instructor with her back to the camera writing on a board is not cinematically captivating. Thus, very little written text accompanies the instructor’s narrative, forcing her to dictate many of her examples and leaving students to envision and modify passages in their heads.

Phase 2 Multimedia: The anonymously authored Youtube video, “Stop, Thief!” covers the same material but is able to switch quickly from one variation of a paraphrase to another, using color to allow students to see original and modified text and better compare the degrees of alteration in each instance. More examples and variations can be accomplished in the given time since the instructor is not required to write them on the board or dictate them. Everything said has its visual counterpart.

Turning from delivery of instruction to assessment instruments, does the research essay retain a place in the classroom of the 21st century? There are many reasons to suspect not, at least not in the form that it has held for so long. Focusing first on the research aspect of the instrument, it is safe to say that the Internet has effectively obliterated any chance of success for the kinds of topics and the kind of research that the pre-digital age practiced. The most obvious reason has to do with the nearly uncheckable rampage of plagiarism. Instructors bemoan their students’ dishonesty, but looked at in another way, changes in the nature of the research process make Johnny’s transgression all but inevitable. In the past, research entailed combing for pieces that would prove marginally related to a task and then weaving them into your own argument. Now, however, there is scarcely a subject for which a completely crafted “solution” will not pop up within the first three seconds of search. Ask Google whether the Bronx is more dangerous than Camden, and you will not get a number of articles about each city that enable you to make your own comparison and draw your own conclusions. You will get an article making a comparison as to whether the Bronx is more dangerous than Camden. What is the well-meaning student to do? Pretending never to have seen it and forging on in a search for *less* useful material would not only require tremendous willpower but would actually seem to run counter to all logic. Research has become retrieval. The problem is only magnified by the fact that “enduring issues” essays continue to be a mainstay in the composition classroom:

death penalty, abortion, marijuana, cloning. These subjects can no longer be researched, only retrieved. Truly, the only way anyone could write a non-plagiarized essay on one of these subjects would be through employing a literary style and ingenuity that are far beyond the goals for a freshman composition course. Many instructors have tried to address this problem by adopting a “barred topics” list, usually featuring the above-named topics, but such an enterprise is futile as even the most obscure and avant-garde topics make their way into the essay mills. An essay on a book that has just rolled off the press is as likely to lend itself to a googled solution as an abortion or death-penalty essay. In google’s eyes, all topics are equally hackneyed.

This leaves the instructor with the unenviable burden of needing to come up with a new set of assignments every term that no one in the world has ever thought of before. Put that way, the task declares its own impossibility, but relatively simple strategies exist for keeping assignments fresh and non-duplicable. One example lies in the strategy of combination, asking students to put more than one text together. Added to the strategy of anchoring assignments in current events, and students can be asked to relate, say, a literary text to something (specific or otherwise) that happened in the past year.

Phase 1 Essay Assignment: Margaret Atwood’s *The Handmaid’s Tale*, though fictional, illustrates many issues that are relevant in the United States and elsewhere, especially regarding political and social women’s issues. Write an essay exploring the connection between the novel and these issues.

Phase 2 Essay Assignment: “Referring to our discussion on the issues raised by Margaret Atwood’s *The Handmaid’s Tale*, write an essay that takes three items from the recent news (going back no further than 6 months) and relate each of them to Atwood’s novel.”

The most obvious difference here is in requiring research that is recent. But just as importantly, it should be noted that the freedom of choosing a thesis has been largely curtailed. Research has become a question of finding things that have been specifically requested (by the instructor) instead of an invitation to research anything the student fancies. Yet at the same time, student discretion remains as the “issues” to be discussed remain unnamed.

Instructors have occasionally solved the problem of plagiarism a different way, by banning the Internet as a research tool, and it’s true that this would solve the problems just mentioned (only if it were enforceable, which it isn’t at all). But doing so occurs at the cost of insisting on a method of research that does not reflect the reality of how students will obtain information throughout the rest of their professional and personal lives. The library remains – as it has been for thousands of years – a treasure house of literature for all and works of scholarship that are invaluable to those who are *professionals* in their fields. It is not any longer, however, a place for the lay person to access casual or even middle-weight reference information. Who, needing to know the board members of NASA, the history of terrorism in India, or the outcome of *Anna Karenina* would set out to the library to find out? I used to give my students “scavenger hunt” style questions to research in the library and later divided the class in two, setting half the class to find the same answers online. The results were absurd: a 13% success rate in the library after two hours and a 100% success rate in 10 minutes online. This wasn’t a story about the declining research abilities of our youth. This is a story about how there is no reason to venerate the library as an undergraduate research tool while anathematizing the Internet. Research assignments that do not make active use of the Internet are not merely needlessly tedious, they neglect an important part of the student’s education. The effort spent on promulgating library research should be spent on teaching students to evaluate the quality of Web information. Popular wisdom in the early days of the Internet-

inflected classroom reviled the Web, labeling it a bastion of misinformation, amateurism and hoaxes. This evolved into the more reasonable bromide that the Web was useful if and only if the material consulted had existed originally in print and was only transferred to the Web for convenience.

Sound advice, but the print-centric bias leaves a great deal of valuable e-information in exile, and the practice of ignoring the Internet in favor of traditional modes of research needs to give way to more sophisticated training in the sifting of the good Web sources from the bad. Impressive projects intended to do just this have come onto the scene recently. The University of California, Berkeley, for example, offers freely its web tutorial that sets out criteria and guides the students to apply them to a number of sites culled from the Web (*Finding Information on the Internet*). Students are trained to examine domain names, inspect sites for statements of background, philosophy, and identity, determine a site's agenda, evaluate its professionalism, research its origins, look for documentation, and assess its currency. Just as importantly, they are taught to determine what standard of each of these criteria should apply given any one particular task. A query to find out the name of Ronald Reagan's vice president, for example, doesn't require the same level of scrutiny as an investigation into the causes of HIV.

If the traditional research essay has been riddled with holes by the threat of plagiarism and the changed nature of research, perhaps the composition instructor needs to forsake the sinking ship of the "enduring issues" essays and strike out toward new territory. The solution cannot be to find the "new enduring issues," nor can it lie in classic works of literature. These too are fields completely tapped out by the Internet, and even works that we thought were obscure or non-academic are sure to have already found their way into the repertoire of the paper mills. The novels of Isaac Asimov, George Meredith, and Steven King are all easy to find

papers for. The college essay, if it is to survive, must take on a new form and test new skills – finding new topics is not enough. It's often said that the world belongs, these days, to those who can sort through the deluge of available information, streamline it, and present it well. These skills, rather than eloquence or originality, are the order of the day. This is not to say that we should jettison the essay and ask students to produce bullet point lists and title cards. Verbal competence and the ability to develop one's point in detail are as important as ever, but the particular form of the college essay may be no longer the best measure of the student's knowledge, nor the most useful tool that we can give to them for communicating with the outside world. Born to an age where information was transmitted by the print press, the essay may now give way to a medium that is more logically and organically related to the computer screen.

What would this medium be? Here is where some of the most radical innovations are taking place. Some instructors require their students to submit their work in the form of a web site, taking the time in class to teach the necessary technology in a tacit assertion that the line between technology and writing skills is shifting place. The traditional instructor never taught students to type, but the digital-age instructor may need to do a few sessions on html-creation to prepare students to write in the medium where they're most likely to be read. Without turning the composition classroom into a design workshop, students are taught to collate pieces of information from disparate sources, providing the text that unites and binds them, explicating via hypertextuality rather than linearity. The following instructions from a University of North Carolina at Chapel Hill composition course give an idea of the change in priorities:

To prepare for this assignment, we will have a class on creating web pages....With web pages, organization becomes very important. Once you find the answer to your

question, you will need to figure out how best to divide that answer into pages for presentation on the web. You will also need to consider what links are the most effective for presenting your information (that is, you don't want to include every link, just those that support what you are doing). Also, since you will be adding the pages to the UNC web, you need to design your format in a way that integrates some of the basic features of the UNC site (for example, UNC pages have buttons on the bottom for searching and directories). We will also discuss this in class.

One particularly interesting solution that involves web page creation without necessitating a teaching of much computer skill is the wiki. By definition, a wiki is a web site authored collaboratively and openly, subject to commentary and revision by its own audience. Its collaborative nature makes it a likely medium for online learning. One variation is to place a literary text online and require students to choose passages that they will annotate. In this case, an annotation is a paragraph that applies a concept or argument developed in class to a particular word or passage in the text. For example, if a class lecture on *Jane Eyre* discussed sinister aspects of Mr. Rochester's personality, a student could highlight a passage featuring such aspects and write an annotation explicating the passage's sinister nature and associating it with other passages or moments in the text. Such an assignment fits into the spirit of asking students to create work that may be read and be of use to other students, as everything written is publicly viewable by the rest of the class and may well aid in their understanding of both text and lecture. The assignment requires as much ability to analyze a text, apply abstract concepts to concrete evidence, think originally, and write clearly as does an essay. It does not require the ability to carry a sustained argument or organize a multi-faceted piece of writing, it's true, but then web writing is by its nature more focused on short blocks than on lengthy expositions.

A study at the Georgia Institute of Technology discussed a similar use of wikis to teach close reading of shorter texts. In this activity, students posted their comments on particular passages by creating links from them and then commented on each other's comments. In another variation, a teacher conducted a live chat and then pasted the chat's contents into a wiki, requiring students to post reactions to their own chat, a sort of post-game commentary. In a study that compared users of the wiki with a users of a more traditional discussion board, the researchers found both significantly better attitudes toward collaboration and higher grades in the wiki group.

Thus, we have...

Phase 1 Writing Assignment: Write an essay discussing *Jane Eyre* as either a conservative or a radical text when it comes to social, religious, and feminist issues.

Phase 2 Writing Assignment: Select five passages or phrases of interest in *Jane Eyre* and, for each, create an annotation that relates it to a concept or theory that we have discussed in class. Link your annotation to the passage or phrase in question on the class wiki site.

The rules for providing feedback to student work are also subject to change in the digital era. Red ink scrawled along margins – the color varies according to various theories of the psychological effects of hue – has long been the established method of letting students know how they are doing. The individualized attention this shows is heartwarming, if not proven to be particularly noticed by the students to whom it's directed. Online equivalents of marginalia have been found, but instructors have noticed quickly that here the computer actually seems to stumble, the hassle of fussing with files and chaining of the commentator to the computer chair make one long for the days of lying back with a stack of papers and a pen. Here again, the

apparatus of pen to paper has been literally translated into digital terms, and with effects that are deleterious for the instructor and neither better nor worse for the student.

A number of interesting innovations have arisen, including the creation of a database of “Frequently Made Comments” that can be inserted with a few clicks – similar to the classic roster of frequent comments that instructors would key to numeric codes, but on a scale and volume previously unthinkable. Such an approach allows the instructor to respond much more quickly (therefore, presumably, in greater volume) and to include links to appropriate resources, ones that students are much more likely to utilize since they need only click on the links. These automated responses can even include voice memos to command greater attention (Krucli). Another idea is the “Communal Feedback,” a large document that contains either the entire class set of essays or excerpts thereof, along with instructor comments. Rather than inefficiently directing the same comments to dozens of students, key points are made once and then distributed to the whole class for perusal. Each essay receives commentary of some kind, but students may need to look to the work of others to find commentary or corrections on mistakes similar to their own. Are students capable of learning from the mistakes and successes of other essays and applying the commentary to their own? Some instructors find out by asking them to do just that as a separate assignment.

Phase One Feedback: Instructor directs individualized feedback to each student, a time-consuming enterprise that suffers upon repetition even when comments are occasionally pulled from an autotext database of frequent comments. Feedback has an audience of one, and student is limited to viewing only his or her own feedback.

Phase Two Feedback: Instructor combines all essays (names removed) into one large document and inserts comments there. Each paper receives a certain amount of attention, perhaps

focusing on a single element such as thesis sentence or paragraph organization. Otherwise, only passages that have the most teaching potential are selected for commentary. Sentence-level corrections are done to a random sample of essays, only a few marks per essay. Particularly strong passages are highlighted throughout all essays. The document is then posted online, with the following instruction: "Find at least three instructor comments/corrections from other essays that you believe apply to your own, and for each, identify the area in your essay that you think it applies to. Alternatively, take one instructor comment/correction from your own essay and find three other instances in the essays of your classmates where you think it applies."

As with all the previous examples, the Phase 2 method offers an approach that would be impractical in the analog world and that takes full advantage of the computer's ability to disseminate long documents to many people without wastefulness of time or material. When these physical limitations are removed, pedagogical possibilities multiply.

BENEFITS TO MYSELF AND STUDENTS

Retention and performance figures for distance education classes are notoriously abysmal, yet the demand for such classes continues to rise. To reconcile the desires of the market for a modern, convenient medium of instruction with the imperative of the profession to maintain high standards and outcomes, instructors must develop strategies that suit the digital classroom. Completing this study has given me a wide variety of innovations, particularly the wiki and the global feedback document, to include in my classrooms that will improve my students' comprehension, as well as their retention and success ratios. Besides giving me these new techniques, I expect the experience to sharpen my way of thinking about what constitutes a truly digital technique – as opposed to one merely ported over from the traditional classroom – and so help me to develop further innovations of my own. I have also uncovered a number of

fallacies, practices which have been assumed to be the sole method of performing a task which, in fact, can and should be altered considerably.

INCREASED PROFICIENCY

The techniques I have studied will give me new ways to 1) present and deliver information; 2) assess student understanding and ability; and 3) provide evaluative feedback. In seeking innovations to emulate, I have a clearer idea of what kinds of multi-media materials will be serviceable and where to find them and have found new potentials to harness the computer's ability to automate repetitive tasks and streamline access to information. I also have a better idea of how to divide tasks between asynchronous and synchronous modes of on-line education and ideas for incorporating both in future classes.

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