

Humphreys College

Newsletter



DECEMBER 2012

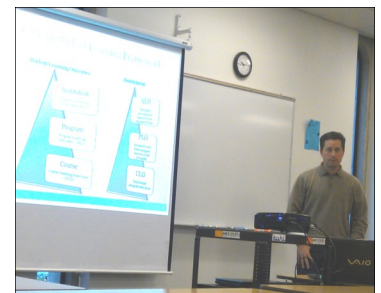
FALL QUARTER

FACULTY IN-SERVICE DAY ... CLOSING THE FALL QUARTER, LOOKING AHEAD FACULTY VIEWS ON CORE COMPETENCIES OF HUMPHREYS STUDENTS

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On Saturday, December 8, the Dean of Instruction hosted the last Faculty In-Service Day of the year. Both full-time and adjunct faculty members met in the Rowena Walker Forum. In his opening presentation, Dean Robert G. Humphreys, Jr., summarized the main findings of the all-faculty Core Competencies Survey. The survey contributes to the ongoing analysis of the effectiveness of the College's quality assurance systems—the C-DATA and Critical MASS Models—along with strategic planning and program reviews.



In his opening remarks, the dean outlined the new Standards of Accreditation released by the Western Association of Schools and Colleges (WASC). They require all schools to ensure the educational quality in light of the changing learning environment. The dean paid special attention to the purpose of the accreditation process in the national context.

In the main part of his presentation the dean focused on the concept of degree rigor: What should Humphreys' graduates learn and what should they be able to do? These issues were addressed in the recent Core Competencies Survey. In general, the survey respondents expected the following competencies: written, oral, and interpersonal communication skills; discipline-specific knowledge; critical thinking; job qualification; cultural awareness, information literacy; general knowledge; continuing education; quantitative reasoning; ethics; computer skills; and citizenship awareness.

After the dean's presentation, the participants met in their departments to reflect on the core competencies findings.

The afternoon part of the In-Service Day featured two speakers: Cynthia S. Becerra, Associate Dean and the Chair of the Liberal Arts Department, and her departmental colleague Richard Chabot, Coordinator of the Community Studies Program.

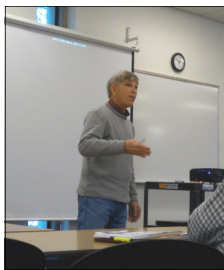
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Professor Becerra described her participation in the WASC-sponsored Assessment Leadership Academy. One of the requirements is an assessment-based campus project; she chose to focus on the Capstone Experience Project applicable to Humphreys College's programs. In her view, the capstone experience serves as a project-based culmination that demonstrates student learning in the major. It provides a synthesis of the college-wide Academic Learning Outcomes and ensures an opportunity for student reflection and growth. (For more information, see the interview with Cynthia Becerra in the following article.)



In his presentation titled "Latino *Tandas*," Prof. Chabot summarized his ongoing interview-based research of the presence and use of *tandas* within California's Latino population. "Tandas, also known as *cundinas*, are a form of rotating credit association: a small group of friends puts a small amount of money into a pool and according to an agreed upon rotation, one takes the large lump for some personal need." While very popular in rural Mexico, such *tandas* are not so frequently used by Mexican-Americans for consumer use, such as buying a large-ticket item like a TV set, but especially not for investment purposes, such as to raise start-up capital to start a business." Prof. Chabot concluded that the cynical attitude toward *tandas* among California's Latino population has an impact on the loss of *confianza* or trust and feelings of reciprocity within the local population. While some may see this as a natural part of assimilation, there is also the fear of isolation and cultural disintegration as traditional practices bow to modern American demands.



In his closing remarks, Dean Humphreys offered an update on WASC-related college activities, especially on the content of the Educational Effectiveness Report as recently completed by Dean of Institutional Research Jess Bonds and his team.

~Stanislav Perkner

INTERVIEW WITH ASSOCIATE DEAN, CYNTHIA S. BECERRA ... DESIGNING CAPSTONE COURSES

Academic Council recently approved a project of yours regarding capstone courses. Can you tell us a little bit about it?

The discussion about capstone courses and/or experiences came up at a WASC Resource Fair that I attended in January of this year along with other colleagues from the College, including Bob Humphreys, Jess Bonds, and Stanislav Perkner. I was impressed with one particular presentation by Professor Jennifer Lindholm from UCLA. She focused on providing a framework for all capstone courses and/or experiences at her college so that there were common criteria and standards practiced at the college. Following the conference, I discussed it with Bob Humphreys, Dean of Instruction, and the other department chairs at our quarterly meeting. I asked if those interested would be willing to work on a committee in which we could discuss UCLA's approach and other methods used in higher education in developing capstones.

Who is on the committee and how did you go about developing your proposal?

The committee members include Jess Bonds, Kay Reindl, Jason Wolins, Steve Choi, and myself as chair. Prior to our first meeting, I applied to WASC's Assessment Leadership Academy and was accepted. One essential part of the Academy is to have a project in which assessment of student learning is the focus. So having the newly formed committee and my major project assignment came together. You can say that the committee helped me with my homework.

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What kind of research did you and the committee do to draft the proposal?

In addition to the UCLA Capstone Initiative, we found useful resources from the University of Hawaii; WASC, which has designed a rubric for assessing the use of capstone experiences for assessing program learning outcomes; my Academy reading, and scholarly research conducted by Humphreys' own Jess Bonds and Richard Chabot. One of the major goals of the committee was to develop a framework for the capstone experience that was flexible enough for all nine programs offered at the College to employ in evaluating student learning and conducting program assessment.

What does the approval of the Capstone Proposal mean for students at the College?

Many programs at Humphreys already have a capstone course, including Criminal Justice and Community Studies; those are CRIM204 Criminal Justice Capstone and CS220 Community Studies Colloquium respectively, just to name a few. The primary purpose was to create an agreed-upon approach to the capstone experience so that those with capstones and those developing capstones would share common criteria, frameworks, and design. All future proposed capstone courses to be approved by the Academic Council will have to meet the criteria. Moreover, because the Academic Council, which includes all department chairs and many faculty members from diverse programs, approved the new framework, there will be ample support in refining the current capstone courses, if needed. A couple key elements in the recently approved design are the following:

Definition: *The capstone experience serves as a project-based culmination demonstrating student learning in the major, providing a synthesis of Academic Learning Outcomes, and ensuring an opportunity for student reflection and growth.*

Capstone Criteria

Capstones must include culminating experiences that build on core requirements of the major and are clearly linked to Program Learning Outcomes. The following are purposeful criteria that should direct the evaluation of the capstone.

The capstone must

- Δ require students to engage in a creative, inquiry-based experience that deepens their knowledge and integration of their disciplines, demonstrating mastery of their program skills;*
- Δ require a final project that may be completed individually or as a group as long as grading includes a significant, identifiable portion for each participant; that includes an oral presentation with PowerPoint or equivalent; that is aligned with core PLOs; and that is stored electronically for up to three years;*
- Δ require students to have completed all core requirements, or are concurrently enrolled or have permission from the program chair/coordinator, and have advanced satisfactorily in their programs;*
- Δ be completed satisfactorily for graduation.*
- Δ be taught by full-time or Step 3 adjunct faculty.*

All programs may design a capstone experience and/or course that includes additional criteria beyond those stated in the preceding.

Ultimately, students will benefit from a very focused course that allows them to demonstrate, to a large degree, all that they have learned in their programs. Pragmatically, this will be a bridge for them between their roles as student and professional.

FROM THE LIBERAL ARTS DEPARTMENT ...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair

Having been a professor at Humphreys College for thirty years and an academic advisor for most of that time, I have discovered that students resist taking certain courses because they label them as too hard; these normally include math and English classes. Actually, you should take these courses right at the beginning of your college career. For now, let's focus on why you should take English courses, including ENGL101 Written Communications, ENGL102 Advanced Written Communications, and ENGL103 Intensive Grammar, which are all offered Winter 2013.

Almost every single college course will require some degree of writing. The writing assignment could be one short essay or a ten-page research project. But you will need to have proficient writing skills to do well on the assignment. That means using punctuation correctly. As I tell my students in ENGL103, if someone—a professor or your boss—asks you why you put the comma in the sentence, and you reply, “because the comma follows an introductory adverb clause,” that person will probably not question you again about comma usage. Modern communication requires that you have a command of the English language, so in taking your English courses, you improve your reading skills, expand your vocabulary, and learn how to document your sources. These learning objectives are not only important in the English courses, but they are tantamount for your success in your management, legal studies, criminal justice courses as well as many others. Recently, I saw one of my former students, who is now an elementary school teacher, and was reminded of the time when she complained about one of her paralegal professors.



She exclaimed, “He keeps marking up my papers and giving me a C. What gives! This isn't an English course.” Of course, I told her of how important it was that legal communication be expressed clearly and correctly. And that a semicolon misplaced could alter the whole meaning of the sentence. My final declarative statement was, “By the way, do you know what his bachelor's is in? English!” Please note: that former paralegal instructor is now a Superior Court Judge.

Although many grumble at taking ENGL103 Intensive Grammar, which is appropriately named, on college surveys most graduates list this course as one of their most important in their academic careers. With over thirty chapters on punctuation, word choice, grammar, and sentence structure, this demanding course requires that successful students dream of who/whom, affect/effect, the comma or the semicolon, verbal phrases, and lie/lay to pass the comprehensive exam—just kidding. They don't dream of those key topics; they have nightmares about them. All kidding aside, good grammar makes the difference—fairly often—between whether you or someone else is hired for a job. So taking the course prior to MGT270 or HIST201 or CRIM230 or ECE250 may make the difference between a *C* and a *B* at Humphreys, but upon graduation, it may determine whether or not you are hired for that important after-college position.

So don't delay. Take your English courses first and use those skills to earn the grades that your good writing deserves.

WHY SHOULD COLLEGE STUDENTS ENROLL IN A HISTORY OF CINEMA COURSE?

By Chloe Comporato, Liberal Studies Major

Cinema plays an important role in our society, whether we think about it or not. Many of us enjoy watching movies for leisure and relaxation. Some of us also like to watch them because they show feelings that we the audience can connect to. Yet, others watch movies out of pure boredom.

By taking a college course on the History of Cinema, we can learn more about culture, history, and ourselves. We do not watch movies in this course for pure enjoyment, but to enhance our critical thinking skills and

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ability to observe. By learning the process of making a movie, we understand the amount of work that it takes to create a film.

We learn to look for certain movie elements which help us to understand why a movie is created the way it is. In observing the *mise en scene*, or design elements, of a movie we become more aware of what the director is trying to point out. We are also able to get a sense of the time period that the film is being produced in, by appreciating the clothing, hairstyles, props, and settings.

These important design elements can tell us a lot about a particular culture and its history. We can also observe the dialogue to understand the characters' education level and cultural norms. With each new generation, we tend to create our own social norms. My generation today uses the phrases "hella" and "Hey, man" frequently. By listening to the film dialogue, we can also learn about its director's culture and history. The same can be said about observing the scenery of a movie. If you see a person texting or looking at Facebook, we would know that the movie story is taking place in the present.

By studying and observing others on screen, we can also learn about ourselves. Some of the actions and emotions that we encounter in real life can be related to film stories. Movies tend to represent what our society values and emphasizes. If we see or hear an action repeatedly, we can learn to adapt to what that person is trying to convey. If we see many protagonists as male characters, we can infer that our society emphasizes male power and superiority. The same can be said if we see many clips of half-dressed women in movie clips; it emphasizes our society's view of women's role and value in society today.

By taking a History of Cinema course, we could open our eyes and see what our society's main values and virtues are. We could also learn more about culture, history, and ourselves as individuals. Taking one of these courses would also allow us to strengthen our critical thinking skills.

FROM THE BUSINESS DEPARTMENT...

WHAT IS YOUR CAREER JOURNEY?

By Jason K. Wolins, Chair

The California Society of Certified Public Accountants (CalCPA) San Joaquin chapter held its annual student/faculty night banquet in Modesto on November 15.

Business Department Chair Jason Wolins attended with a delegation of seven Humphreys College students:

- Bridget Abbott
- Louis Huang
- Tammy Kramp
- Natasha Leandro
- Emily Liu
- Donna Rials-Lopez
- Petra Rodriguez

Each of the students was assigned to a sponsoring accounting firm to meet and get an indoctrination into the accounting profession.



**San Joaquin Chapter
Student/Faculty Night Banquet
Thursday, November 15, 2012
Modesto, CA**

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These firms do a lot to support CalCPA's student/faculty night each year both financially and by giving their time. Let's all thank them for their help in sponsoring our students:

- Atherton and Associates (sponsored Bridget Abbott and Donna Rials-Lopez)
- Croce & Company (sponsored Tammy Kramp)
- Kemper CPA Group—Modesto and Merced (sponsored Louis Huang and Emily Liu)
- Moss Adams LLP (sponsored Natasha Leandro)
- Schmidt, Bettencourt and Madeiros, LLP (sponsored Petra Rodriguez)

The keynote speaker was Johanna Sweaney Salt, CPA, Chair of CalCPA and partner at Gray, Salt, and Associates, LLP, in Claremont, California. He presentation was focused on how accountants entering the profession can succeed. Here are some highlights:

- **Set goals.** Both set goals and break down your professional journey into steps. And don't forget to write down those goals and steps.
- **Get connected.** Connect with an organization, such as CalCPA, for professional support. You cannot just be in a room yourself with a book.
- **Demographic shifts.** There are some significant demographic; they are opening up career opportunities.

One is that Baby Boomers are starting to hit retirement age. Approximately 10,000 Boomers per day turn 65. This will open up positions for accountants entering and ascending the profession.

By the way, how many people are in waiting to replace the Boomers? She noted there are an estimated approximately 38-39 million Generation Xers (born roughly from around 1965 through the mid-to-late 1970s) and about 78-79 million Generation Yers (born after the Generation Xers and roughly through the mid-1990s).



- **The value of getting a CPA license.** What is the pay differential between accountants with and without CPA licenses? For doing the same work, accountants without CPA licenses are paid about 10-15% less than those with CPA licenses.
- **Guaranteeing success.** To guarantee success:
 1. Join CalCPA (there are complimentary student memberships)
 2. Get involved—you get back more than you give!

One other significant item: Humphreys College student Tammy Kramp won the grand prize in a drawing—a discounted Becker CPA Exam Review course.

Thanks to all. We had a great time.

FROM THE COURT REPORTING DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Kay Reindl, Chair

CONTROL OR CHAOS? HOW TO STUDY IN COURT REPORTING PROGRAMS

Is it better to practice in a bubble or more real-life settings? A case can be made for both. I've always said that school isn't work -- they're not the same. And your goal as a student should be to gain enough accurate speed to get the opportunity to work. Many students never reach that level, so I like the idea of that being your goal. The idea of being able to practice under the best conditions -- a quiet, controlled environment -- makes sense. The more you can focus, the better you'll be able to absorb. Makes sense. Until...

I've told this story before. It was at the California CSR exam about 15 years ago (I was reading warm up). During the test a student in the front row started to feel sick, so she got up and walked out... during the test! She didn't make any friends that day. No one from her testing group passed, and they had to wait six months to take the test again. And recently at the RPR exam, there was an equipment delay that put testing way behind schedule in one location. Students were NOT happy. That's not quite bubble testing. Many students were thrown off their game.

It doesn't even have to be anything as severe as those examples. I've heard the "I-failed-that-test because-the-girl-next-to-me-was-pounding-her-keys!" statement a million times. Here are some of my favorites –

"She breathes too loud!"
 "The reader was looking at me!"
 "My cat jumped on my lap!" (Online student, obviously)
 "I smelled Doritos!"



While learning in a controlled environment may help you absorb faster—if you can maintain those perfect conditions—, learning in chaos may actually better prepare you overall. If you can learn to block outside stimuli while writing, you can create your own bubble anywhere. Once you learn to continue writing with a cat in your lap, a reader looking at you, another student breathing too loudly, and Doritos in the air, you'll be unstoppable!

All kidding aside, there's probably a happy place in the middle. You don't want to have a study environment next to a fireworks warehouse. But you also don't want to be sealed in a soundproof booth. I suggest a combination of both, so nothing throws you off your steno game.

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FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

NEWS AND ANNOUNCEMENTS

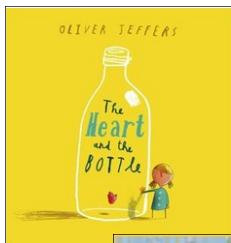
By Pam Wood, Chair



Last winter we compiled a list of children's books for you to share with the children in your life. We would like to update our list and give you some new ideas for this year. Since this edition of our Newsletter is dedicated to our beloved Rowena Walker, we would like to highlight books that reflect the special relationships between young children and their grandparents or other elderly persons who have a special place in their lives.

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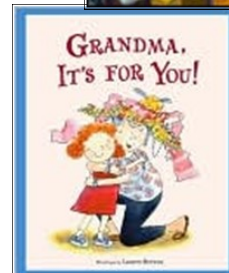


WINTER READS ...

Arnosky, Jim
Cheng, Andrea

dePaola, Tomie
Jeffers, Oliver
Lath, Sebastian
Munsch, Robert
Vizurrga, Susan
Weinberg, Jennifer
Ziefert, Harriet

Grandfather Buffalo
The Lemon Sisters
Grandfather Counts
Nana Upstairs and Nana Downstairs
The Heart and the Bottle
Remembering Crystal
Love you Forever
Miss Opal's Auction
Christmas Toys
Grandma, It's for You



FROM THE LEGAL STUDIES DEPARTMENT (FORMERLY PARALEGAL STUDIES AND CRIMINAL JUSTICE DEPARTMENTS) ...

NEWS AND ANNOUNCEMENTS

By Stephen P. Choi, Chair

Currently, the Criminal Justice Program has more than 140 students between the Modesto and Stockton campuses and the Legal Studies Program has 90 students between the two campuses.

Criminal Justice

Probation Officer Core Course: Probation Academy

Humphreys College will begin its fourth Probation Academy on January 5, 2013. This Academy includes 202.5 hours, is taught over two quarters, and is certified by the State of California, Standards and Training in Corrections. The Academy will meet on Saturdays from 8 a.m. to 5 p.m. and some Fridays and Sundays. Completion of the Probation Academy and a bachelor degree will make Humphreys College students eligible to become probation officers. Students must still pass a background, psychological, and medical check by the respective hiring agencies.

Juvenile Corrections Officer Academy

Humphreys College will graduate its first JCO Academy. After an intensive 160-hour, State of California approved, two-quarter course, seven students will graduate: Pablo Servin, Wayne Martin, Derrick Linnartz, Yesenia Penaflo, Monica Tellez, Janet Rodriguez, and Lydia Valdez.

Criminal Justice Club

The Humphreys College Criminal Justice Club, Beta Alpha Sigma, competed at the American Criminal Justice Association regional competition held in Las Vegas, Nevada between October 17 and 19. The club members earned the following medals:

- ◎ Individual Women's Fitness (26-35 Age Group) – 2nd Place - Christina Freeman
- ◎ Individual Firearms Men's Lower Division – 2nd Place - Pablo Servin
- ◎ Team Firearms Lower Division – 2nd Place - Pablo Servin, Derrick Linnartz, and Wayne Martin



Lydia Valdez, Pablo Servin, Wayne Martin, Derrick Linnartz, Christina Freeman

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On December 6 (Thursday), from 12 pm to 6 pm, in the Stockton campus student lounge, BAS members will conduct a membership drive. The club is actively seeking new members to join and participate in club activities. The club has already selected three members to attend the National Conference held in Valley Forge, Pennsylvania, between April 21 and 26, 2013. BAS would like to take another qualified and deserving male and female Criminal Justice student.

On December 23 (Sunday), from 8 am to 4 pm, at the Stockton campus, BAS is hosting an ASP impact weapons training. Students will learn the nomenclature, deployment, strikes, and how to safely handle the ASP baton. Interested students wishing to attend should wear work-out clothes. Students who complete the training will earn an ASP certificate that is nationally recognized.

Law Enforcement Training Seminar

Between December 3 and 5, I attended a 24-hour law enforcement training at the Sacramento Regional Public Safety Training Center. This was a refresher course for Defensive Tactics Instructors. Topics included ground control, handcuffing, weapon retention/takeaways, control holds, and take downs. I am sore.

Legal Studies

Paralegal Club/LEX Honor Society

Humphreys College has been granted a Paralegal Club chapter under the American Association of Paralegal Education and its Lambda Epsilon Chi (LEX) Honor Society. The Paralegal Club will bring in a guest speaker every meeting to address students about current hot topics and employment trends in the legal field. Meetings will last approximately 90 minutes and will be catered. Listed below are the dates, times, and locations of all 2013 meetings. Speakers and topics will be emailed several weeks before each meeting.

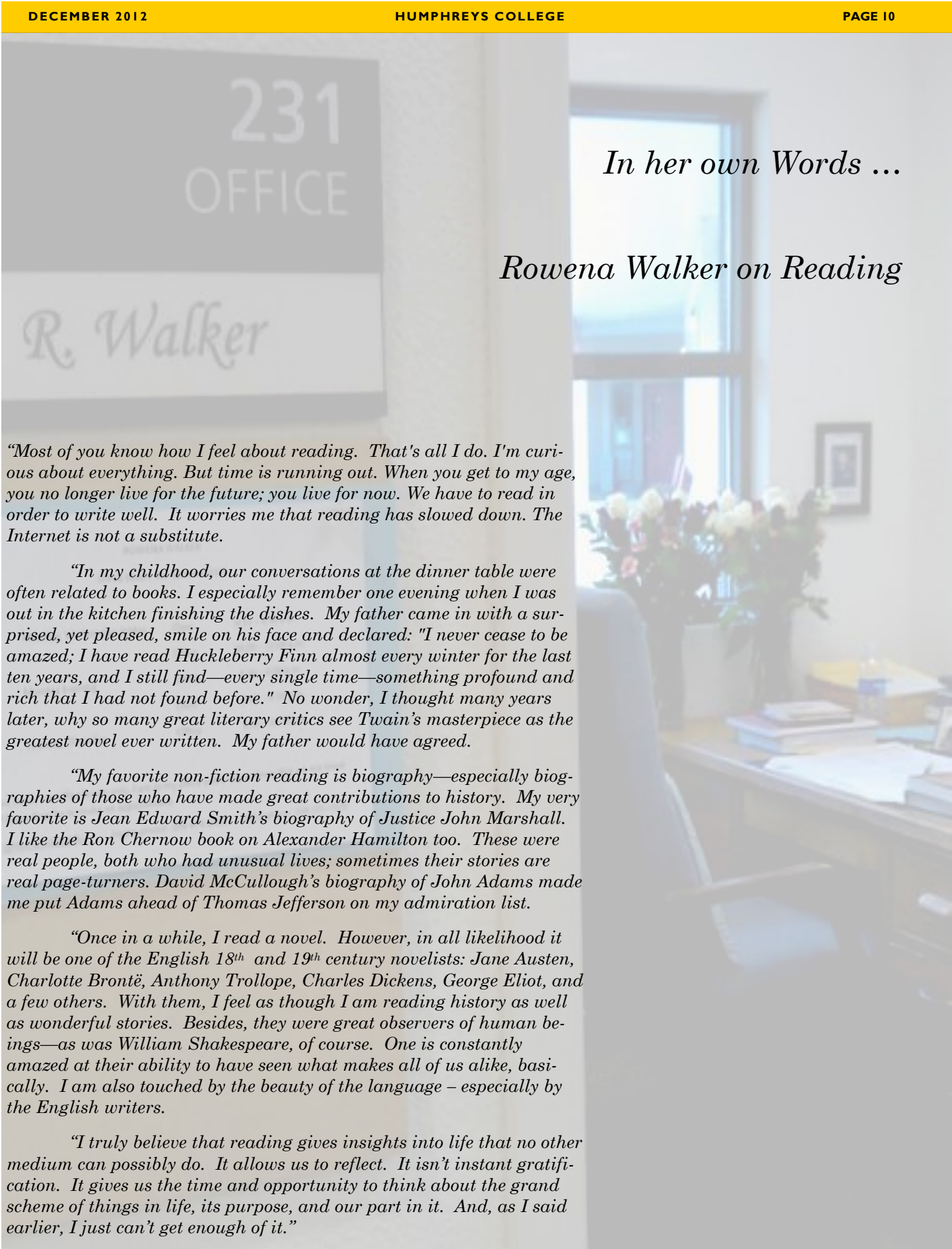
| <u>Location</u> | <u>Date</u> | <u>Day</u> | <u>Time</u> |
|------------------------|---------------------------|-------------------|--------------------|
| Stockton Campus | February 22 | Friday | 6 pm |
| Modesto Campus | March 20 (Break Week) | Wednesday | 6 pm |
| Stockton Campus | May 31 | Friday | 6 pm |
| Modesto Campus | June 19 (Break Week) | Wednesday | 6 pm |
| Stockton Campus | August 30 | Friday | 6 pm |
| Modesto Campus | September 18 (Break Week) | Wednesday | 6 pm |
| Stockton Campus | November 1 | Friday | 6 pm |
| Modesto Campus | December 18 (Break Week) | Wednesday | 6 pm |

Internships

The Legal Studies Program has begun to place students into internships at the San Joaquin County Bar Association, California Rural Legal Assistance, Family Law Center, and Humphreys College Law School in its starter office and legal clinics. I am constantly looking for new places; one of them was for a federal bankruptcy trustee. If you would like to intern and can commit 10-hours a week, please come see me.

There are many new and exciting additions to the Criminal Justice Program and Legal Studies Program. If you have any questions, please e-mail stephen.choi@humphreys.edu or come by my office.





In her own Words ...

Rowena Walker on Reading

"Most of you know how I feel about reading. That's all I do. I'm curious about everything. But time is running out. When you get to my age, you no longer live for the future; you live for now. We have to read in order to write well. It worries me that reading has slowed down. The Internet is not a substitute.

*"In my childhood, our conversations at the dinner table were often related to books. I especially remember one evening when I was out in the kitchen finishing the dishes. My father came in with a surprised, yet pleased, smile on his face and declared: "I never cease to be amazed; I have read *Huckleberry Finn* almost every winter for the last ten years, and I still find—every single time—something profound and rich that I had not found before." No wonder, I thought many years later, why so many great literary critics see Twain's masterpiece as the greatest novel ever written. My father would have agreed.*

"My favorite non-fiction reading is biography—especially biographies of those who have made great contributions to history. My very favorite is Jean Edward Smith's biography of Justice John Marshall. I like the Ron Chernow book on Alexander Hamilton too. These were real people, both who had unusual lives; sometimes their stories are real page-turners. David McCullough's biography of John Adams made me put Adams ahead of Thomas Jefferson on my admiration list.

"Once in a while, I read a novel. However, in all likelihood it will be one of the English 18th and 19th century novelists: Jane Austen, Charlotte Brontë, Anthony Trollope, Charles Dickens, George Eliot, and a few others. With them, I feel as though I am reading history as well as wonderful stories. Besides, they were great observers of human beings—as was William Shakespeare, of course. One is constantly amazed at their ability to have seen what makes all of us alike, basically. I am also touched by the beauty of the language – especially by the English writers.

"I truly believe that reading gives insights into life that no other medium can possibly do. It allows us to reflect. It isn't instant gratification. It gives us the time and opportunity to think about the grand scheme of things in life, its purpose, and our part in it. And, as I said earlier, I just can't get enough of it."

Celebration of Life



Professor Rowena Walker

(February 22, 1932 - September 5, 2012)

TWENTY-NINTH SEPTEMBER 2012

10:00 A.M.

JERRY MEDINA COURTYARD

HUMPHREYS COLLEGE



BE WHO YOU ARE

*Let the true spirit of who you are shine
through in all that you do.*

*Let your hopes and dreams always
guide you in the direction that you
definitely believe in.*

*Let the love that is within your heart
never stop being the most important
and beautiful part of your life.*

*Travel through time not as one alone,
but as one among the many;
reach out to those who need your
gentle spirit and caring ways.*

*Make your passage through time an
endless journey of love.*

9:45 *Professor Walker's Favorite Music*

10:00 *Welcome and opening remarks
by President Humphreys*

Music—Lino Alibani

Guest Speakers:

Cruzita Whiteley

Stanislav Perkner

Hon. Judge George Abdallah

Maria Stahl

Speakers from the audience

10:45 *Closing remarks by
President Humphreys*

11:00 *Conclusion and balloons*

IN MEMORIAM ROWENA WALKER ...

CELEBRATION OF LIFE

By Stanislav Perkner

Good morning, everyone! Last week, I was asked by several colleagues to speak on their behalf about Rowena Walker and her place in our lives. Rowena and I taught the same classes and we talked frequently, almost every Friday, about life in general, our students and courses, about families, politics, about things big and small.

Some 15 years ago, Rowena was a member of my job interview committee. Humphreys College was looking for an adjunct Mass Media instructor.

I was a greenhorn. Five years before that, I had moved to California from my native Czechoslovakia, in Central Europe. I had been teaching at Delta College, mostly large classes.

After the official interview was over, Rowena invited me to her corner office to talk to me rather informally. "Humphreys is a student-oriented school," she told me. "All we do here, we do for them." Needless to say, my previous European career was more about research, a publish-or-perish type of ancient university. We did research and also taught along the way.

It took me a while before I fully grasped Rowena's words. It was not a warning... It was a promise of a new interesting, fulfilling chapter of my professional life. Rowena offered me a key to understand this challenge and opportunity to become a part of the Humphreys' century-long effort to anchor the vocational type of training in solid, general education grounds.

At that very first day in her office, I found a mentor, a fellow educator, and a true, lifelong friend.



Some of you may know that Rowena was born into a family of teachers. Both of her grandmothers and parents were college graduates. She told me that she loved to play teacher as a child. After her graduation from University of Washington in Seattle, 22-year-old Rowena taught 7th and 8th grades at junior high and then at a high school in her small hometown. At the age of 26, she traveled to Japan, Korea, and China, met her future husband, an American military officer, and then cared of their children.

Twenty years later, in 1977, she joined Humphreys College and committed the rest of her life – all 35 years – to it.

To think about her legacy, I'd say that Rowena taught not only her numerous students history, political science, philosophy, great religions, and the arts, but also most of us, her colleagues. I learned at least four lessons from her.

- *First*, she taught us how to build and maintain an academic program. At the end of the 1970, some 30 years ago, the field of paralegal studies was very new. But thanks to foresight of Mrs. Gladys Humphreys, wife of then President John R. Humphreys, the college offered a Certificate of Completion in Paralegal Studies. Rowena was put to work on the program expansion. Soon, she introduced

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the courses in Modesto and in Merced. Before long, Rowena made another step in developing a Bachelor of Arts Degree in Paralegal Studies, engaging three local lawyers to help her with the curriculum development – David Wellenbrock, Phil Urie, and George Abdallah. Three months ago, Rowena stepped down as Chair of the Paralegal Studies Department to continue as a professor in the Liberal Studies Department, “as long as the college will have me; I can’t bear the thought of leaving it,” Rowena wrote back in June when passing the Legal Studies Department leadership to her younger colleague Stephen Choi.

- ❑ *Second*, Rowena taught all of us how to treat one another with great civility. “We have to respect each other. Do you see why I don’t want to retire?” In Rowena’s view, “some people do better with a slightly human touch. And that’s good.”

- ❑ *Third*, we learned from Rowena how to remain young, regardless of age. Several years ago, she developed and taught a brand new course called *Biographies: Great Figures in Humanities*. It has become popular in both the classroom and online formats. Last year, Rowena proposed and started to teach a World Geography course.



- ❑ *Last, but not least*, Rowena was a tireless students’ champion. (It is not a coincidence that so many of you came this morning to pay tribute to her.) You could find her in her office every day at 8 in the morning. A couple of years ago, she even extended her advising hours into late afternoon, so she could accommodate our evening students. She did not hesitate to offer extra Math tutoring on Saturdays.



Once she told a college student assembly: “All of you in this room are working almost every day or you have children. When I was in college, my biggest worry was if I was going to have a date on Saturday night. During the week, I could read and I could study... My only complaint about college education today – you should be able to get it without working. Just by going to school and getting an education.”

During our Friday conversations, Rowena frequently shared her memories of her late father, born in 1889. In her own words, he was “the finest human being I have ever known. He raised apples in Washington State and taught schools. He professed love and tolerance of everybody.”

No doubt, Rowena inherited her parent’s passion for literature and reading. She passed it to her children, including her late son and our colleague Julie Walker.

A few year ago, Rowena was a guest in my workshop *What to Read and Why at College*. At the end of a fascinating presentation, she admitted: “Nobody ever forced me to read. I have an insatiable curiosity

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about what is going on around us – and why. However, I become scared that I don't have enough time to read everything I want to... My time is running out.”

We are all here to celebrate Rowena's life. And we cannot overlook her gentle sense of humor. In conclusion, let me share with you at least a part of her *Presentation of the Graduating Class 2008* as it was published in our *Newsletter*:

“Remember, nobody is perfect... I might as well let you in on the less than perfect side first. But you must promise that what I am about to tell you will not go beyond this ceremony tonight.

- ❑ *First, would you believe that three or four years ago, when my Math 101 class gathered to take the final examination, one student quickly discovered that instead of bringing her calculator, she had brought her television remote control? Now, what has a professor to do? I guess that was better than bringing the garage opener.*
- ❑ *Second. One day, I came across two students discussing my history course. One kindly commented to the other that I was a pretty good history teacher, but the other one said: “Well, she ought to be, she has lived most of it!” What kind of grade would you give that student?”*

Ladies and gentlemen, at the end, allow me to share with you the following message addressing Rowena's sudden departure. It was written by her former student and today's colleague, Kathy Tracewell:

“Rowena Walker gave a piece of herself to everyone she touched. She has left her impression on so many people! Her passion has spread to many and will live on through the hearts of those who love her.”

Thank you.



Poetry Corner

In memory of Rowena Walker

The Life and Times of Rowena Walker

*It was February 22, nineteen thirty two...
 When Isaac and Mary Lewis with much anticipation
 Welcomed Martha Rowena to the "Silent Generation."
 They had great plans for their baby girl
 By predicting she would conquer & travel the world.
 During her travels she met in Hong Kong,
 A gentleman who sang her a very sweet song.
 It was in France, they decided to dance, and as a
 Result came a long term romance.
 Soon came Kathy, Julie, Suzy, and Sam, that kept
 Rowena cooking with spam and ham.
 Her passion for knowledge led her to college...
 Her love for education garnered her degree
 At the University of Washington and UOP.
 Her thirst for knowledge we should absolutely acknowledge
 For she shares her wares and teaches the masses
 Passionately lecturing all of her classes.
 She was fearful to fly - but to conquer her fright, she mastered the cockpit with her first solo flight.
 Afraid no more - now she could soar - she would take to the air - with style, confidence, and be Debonair.
 She loves flowers of all types, they enrich her body, mind and might.
 Her beauty resonates as well as her force, inspiring us to follow her course.
 Rowena's a gift from God above, her heart vibrating with resounding love.
 If Mrs. Walker isn't in our sight - life at Humphreys just wouldn't be right.*

*Her motto is "always make time to pick up a book,"
 So from now on, I promise to always take a look, at more than just the pics, curled up in my nook.
 It is our pleasure to know you as we do and hope that you never retire and bid us adieu.
 2012 is your mere 80th year - for another twenty, we still want you here!
 You hold a special place in all of our hearts... I can
 Speak for myself and all others too, we're honored to
 Know you and love you we do.*



~ Santa Lopez-Minatre

PREMATURE ...inspired by Prof. Rowena Walker

*I've been writing songs,
 Since I was old enough to put together,
 That if I strum on my guitar,
 I can play it 'til I'm feeling better.
 Used my voice and told my lyrics,
 Sang 'em loud so they could hear it,
 I've been writing songs,
 Since before you came along,
 I was convinced,
 I knew what they meant,
 But now I know that I was wrong.
 Never have I wrote a love song,
 That wasn't written premature,
 No matter who I sang them to,
 They were always meant to be yours.
 Never have I said, "I love you,"
 Without misusing those three words,
 No matter who I said them to,
 They were always meant to be yours.
 I've been feeling songs,
 Since I was old enough to open my eyes,
 My mother sang a lullaby,
 Everything else fades but the notes in my mind,
 The melody, I could almost be it,
 Sound so clear, I could almost see it,
 But if it all came down,
 To just one choice of a noise, then I might,
 Never hear another sound,
 Except your voice for the rest of my life.*

~ Molly King



Our memories ...

FROM THE ACADEMIC COUNCIL ...

NEWS AND ANNOUNCEMENTS

The Academic Council recently approved one new course for the Criminal Justice Department: CRIM 105 Critical Thinking in Criminal Justice. Students enrolling in this course will utilize critical thinking skills enabling them to make strong decisions by comparing, interpreting, and prioritizing relevant materials with the ability to construct ideas clearly and concisely. This new course should be offered in the spring quarter.

The Council also approved a conceptual framework for the capstone experience for all undergraduate academic programs. The capstone experience serves as a project-based culmination demonstrating student learning in the major, as well as providing synthesis of academic learning outcomes and providing the platform for student reflection and growth.



My three-year tenure as Chair of the Council will end at the completion of the fall quarter. I am pleased to announce that the Council elected Dr. Richard Chabot to serve as the new chair and Dr. Beverly Clark was selected as the Council's secretary. I would like to offer my profuse thanks to Dr. Chabot for so aptly serving in the secretary capacity during my stint as the chair.

~ Linda Rahmoller

FROM THE LIBRARY AND LEARNING CENTER...

HOW TO SUCCEED IN COLLEGE SERIES: FALL 2012

- ❑ During the opening weeks of the fall quarter, all new students attended mandatory orientation sessions titled *Your College Experience as a Challenge an Opportunity*. The students had a chance to meet Dean Wilma Okamoto-Vaughn, Santa Lopez-Minatre, Rita Franco, Chiyo Falk, Mary Varela, and other school administrators. Several weeks later, Chiyo Falk returned with her regular presentation on the local job market trends.
- ❑ The following eight workshops were led by Stanislav Perkner and Richard Hunt who discussed the issues of the college-level research and writing.
- ❑ Similar questions of study techniques addressed the workshop *How to Read to Learn in your Online Course*. Later in the quarter, the reading was in the center of Perkner's review of several new books in the College Library – all 2012 Pulitzer Prize winners: biographies of Malcolm X



(Manning Marable) and George Kennan (John Gaddis) along with a story of Lucretius' influential poem *On the Nature of Things* (Stephen Greenblatt).

- ❑ Three sessions reflected on the November general election. On the election Tuesday, Aliyah Abdullah explained the place of the Constitutional studies in college's curriculum. A week later, students had a chance to discuss the election results with two political science professors – Rick Swanson and Stanislav Perkner.
- ❑ Another long-term adjunct professor, Julie Walker, advised the participants *How to Study a Foreign Language*.
- ❑ The closing session of the quarter featured a conversation between Associate Dean and Chair of the Liberal Arts Department Cynthia S. Becerra and students about S.T.E.P.S. – a college-wide retention project.



AUTHOR SPOTLIGHT LOUISE ERDRICH

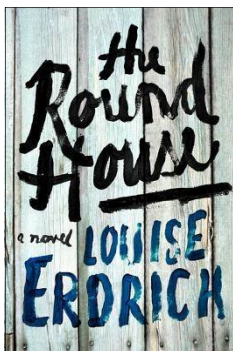
Winner of the 2012 National Book Award for fiction for her 14th novel *The Round House*, Louise Erdrich has established herself as a storyteller of American life—especially of the experiences of Native Americans. Drawing on both her European and Ojibwe roots, she has created moving fictional accounts of Native American families, including what are referred to as the Argus novels. They trace several generations of Ojibwe families living in Argus, North Dakota, from 1912 to the 1980s.



Like Amy Tan, author of *The Joy Luck Club*, Erdrich catapulted to success with her first novel *Love Medicine* (1984), earning the 1984 National Book Critics Circle Award for fiction. In addition to fiction, she has found success in poetry and children's literature. Born in 1954 to parents who worked for the Bureau of Indian Affairs School in North Dakota, she found herself surrounded by the rich oral tradition of her mother's Ojibwe heritage and her father's literary influences, which included a love of Shakespeare. In fact, it was her father who was the first to pay for her stories—a nickel a piece. With her love of literature and her family's encouragement, she enrolled in Dartmouth College, earning a degree in 1976. It is during her time at Dartmouth that she met her future husband, then chair of the Native American Studies Department Michael Dorris.

However, at times her personal life overshadowed her successful career as a writer. Married to writer, activist Dorris in 1981, she became a mother to his three previously adopted children, one of whom suffered from Fetal Alcohol Syndrome. During the marriage, the couple had three more children as well as collaborating on writing projects. In 1995 they separated following an investigation of sexual abuse that was directed at Dorris by some of his adopted children. Although the accusations were left unresolved, according to most accounts, Dorris and Erdrich ended their marriage in 1995. Suffering from depression during most of their marriage, Dorris committed suicide in 1997. Despite the challenges of her personal life, Erdrich continued writing.

In 1999 she and her three youngest children by Dorris relocated to Minneapolis, where she could be closer to her parents. With her sister Heidi, she opened a bookstore and immersed herself in learning her tribe's language and cultural traditions. Her first novel for young readers, *The Birchbark House* (2002), was a finalist for the National Book Award for Young People. Telling the story of an Ojibwe girl named Omakayas, the book featured illustrations by Erdrich.



In general, Erdrich's work has often been described as realistic but mystical. Her stories often trace a struggle for human dignity and recognition in the face of prejudice. But they also include humor and compassion. The award-winning *The Round House* supports her common yet poignant themes. The story describes a teenage boy's quest to investigate an attack on his mother as he comes to terms with racial injustice while living on a North Dakota reservation. In accepting the award for the novel, Erdrich stated, "This is a book about a huge case of injustice ongoing on reservations. Thank you for giving it a wider audience."

~ Cynthia Becerra

FROM THE LIBRARY AND LEARNING CENTER ...

WHERE TO FIND FREE ONLINE BOOKS

By Sabrina Tellez, Library Assistant

Reading books online has become a norm in today's society. Some websites even offer free access to their collection.

The digitization of texts began in 1971 when Michael Hart, a student at the University of Illinois, received unlimited permission to use a computer in the school's research lab. The computer was one of fifteen that had access to what would later be the Internet. As a thank you, Hart wanted to digitize the 10,000 most consulted works so that they would be available to the public at little or no charge. His ultimate goal was to have these books digitalized by the end of the 20th century because he believed that by then the Internet and computers would be widely available. Thus, three decades ago Hart began with the digitalization of The Declaration of Independence. This sparked the creation of Project Gutenberg, which Hart named after Johannes Gutenberg, the fifteenth-century German printer.

Until image scanners became widely available in 2004, all the texts were entered manually by volunteers. Project Gutenberg is still in existence, and all of its e-texts can be accessed free of charge.

Beyond Project Gutenberg

Although several other websites allow the reading of texts without charge, there is no universal site for free access. For example, we may be able to read a Jane Austen novel for free on Amazon, but not on Google Books. Therefore, some research is necessary.

There are several websites that allow free access:

- ❑ [Books.Google.com](#) is a great place to begin the search for e-texts. Although it is not a primary source, searching may yield some valuable links, including textbooks. Obviously, some time is needed to obtain results.
- ❑ [ClassicReader.com](#) offers thousands of e-texts. The selection varies widely from short stories by Charles Dickens or sonnets by Shakespeare to Austen's novels....
- ❑ [Bartleby.com](#) offers various free texts that contain references and critical notes in the original text. The collection is indexed for quick access.
- ❑ [ReadCentral.com](#) contains over 10,000 texts. About half of its electronic content can be read on mobile devices. Books range from *The Adventures of Sherlock Holmes* to *The Adventures of Huckleberry Finn*.
- ❑ [ReadAnyBook.com](#) offers a variety of books online for free, not only the public domain classics. Most of its collection can be downloaded to a personal computer.
- ❑ [Amazon.com](#) is the perfect place for owners of the Kindle Fire or a smart phone. With both the Kindle Fire and the Kindle app (available on the smart phone), owners can access hundreds of free books at their fingertips.

How to Find Free Online Books

Follow three easy steps.

Step 1: Log on to a search engine

Step 2: Type in the name of a book

Step 3: Put the words "for free" at the end of the title and Hit Search

Multiple links will become available. Some of them will lead to websites allowing the book to be read without charge. However, some links will ask the user to create a free account for access. Others will simply be dead-ends.

COMMUNITY HIGHLIGHTS



- ❑ **Ross Cano**, Professor Felix Cano's son, is a star drum major! On Saturday, October 27, the Beyer High School senior was interviewed for the local six o'clock news and the *Modesto Bee* because of the success of their school band in the Modesto Marching Band Invitational, a major competition for area high school marching bands. He, along with the Beyer Marching Band, won every trophy in every category.
- ❑ Sign up for the 22nd **Rotary Read-In**. Just stop by Pam Wood's or Cynthia Becerra's or Donna Roberts' office and sign up with one of them to participate in this important Stockton event that takes place on **Thursday, February 28, 2013, at 10 AM**. Linda Verdun-Brown, from the Dean of Administration Office, will provide us with reading assignments with designated grade levels. Once we receive those assignments, the faculty will provide books for students to donate to each of the classrooms. **"A Splendid Time is guaranteed for all!"**
- ❑ **The Poetry Club**, in conjunction with Sleep Train's "Coats for Foster Kids," is collecting coats, new or gently used, for Foster Kids. Bring in your donations to the Admission Office by December 14. For more information contact Cruzita Whiteley at 209.478.0800. **"Give the Gift of Warmth."**
- ❑ Join Humphreys College in the Christmas spirit of giving! Donate clothing, toys or other gifts to the **Dawn House**, a local shelter for battered women and their children. Bring in your donations to the Admission Office or the Faculty Office Suite by Thursday, December 13, noon.
- ❑ **Warm feet!** The students of CS101 Introduction to Community Studies, in conjunction with the Academic Council, are sponsoring a sock drive to help the homeless of our area. Often referred to as "white gold" by those on the street, a gift of a pair or more of socks will bring smiles to many of those in need. Drop your donation off at the Admission Office, Faculty Office Suite or the Library. All will be donated to the St. Mary's Interfaith Dining Room and Community Services in Stockton. **"Let's make this Christmas the warmest ever!"**



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