

Humphreys College

Newsletter



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DECEMBER 2008

FALL QUARTER

FROM THE GRADUATE STUDIES DIVISION...

MASTER OF ARTS DEGREE IN EDUCATION TO START WINTER 2009

By Robert Humphreys, Jr.

I'm pleased to announce that the College will be starting classes for its new Master of Arts in Education degree in the winter quarter. The program will focus initially on two emphases: Early Childhood Education and Educational Administration. During the fall quarter, several information sessions were held as part of the Library and Learning Center's "How to Succeed in College" seminar series; these were lively and well-attended. I'm excited about the enthusiastic response we've received so far from students, alumni, and the local educational community.

The Master of Arts in Education is a 44-unit, advanced-degree program designed to enhance the skills and knowledge of the educational professional. Students will pursue an in-depth study of both theoretical and applied concepts, with a focus on developing the skills to become reflective practitioners and leaders. The program combines a core of six courses with five courses that explore in-depth issues in the two program emphases. The Early Childhood Education emphasis is designed to expand and enhance understanding of programs and environments for children ages 0 to 8. Students will engage the complex, diverse, and unique environments in which today's young children mature, as well as develop practical skills in the teaching and management of early childhood educational programs. The Educational Administration emphasis is designed to create effective leaders who will have a positive impact on classrooms, schools, and communities. Graduate students will finish their program by completing a thesis or project – a significant contribution to the body of knowledge.

The master's program represents a progression to advanced studies. As such, the College is pleased to announce the addition of Dr. Barbara Coulibaly to the graduate faculty. Dr. Coulibaly has a background in educational psychology and brings extensive teaching and research experience in education and early childhood education to the program. Previously a Stockton resident, Barbara had been teaching and consulting out of Arkansas before finding her way back to the local area, though she has maintained her deep connections to the Stockton education community throughout the years. Barbara will teach courses in both the core and the Early Childhood Education emphasis.

The College sees graduate programs as a natural and logical extension of its quality undergraduate offerings. As such, there are plans in the near-term future to expand the graduate offerings at Humphreys. We anticipate offering a multiple-subject teaching credential near the end of the 2009 calendar year; additional emphases to the Education degree are also under consideration. The future of our graduate programs looks bright, and I will continue to update you on the status of these new offerings.

Congratulations to those who have been admitted so far! We look forward to an exciting first quarter and to a positive and successful graduate experience. Please keep a look out for our new graduate seminars – including our first-week orientation – that will cover topics pertinent to graduate studies.

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

LOOKING AHEAD

By Pam Wood, Chair

This past year has been one of growth and change in our department. Our current enrollment is nearing 150 and our alumni numbers have passed 100. As you have probably heard, we are now offering an M.A. in Education degree, with an emphasis in Early Childhood Education or Educational Administration. We have also added two new staff members to our department. **Beverly Clark** is working full-time in our undergraduate program and **Barbara Coulibaly** in our graduate program. I am thrilled to have the help of these ladies, with their years of education and experience, as we continue "to fully equip students to pursue and advance in careers involving educating and caring for young children."



FROM THE LIBERAL ARTS DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Chair

- The Fall quarter has been a busy one. Students have enjoyed many new opportunities—including a renewed Physical Science course. This revitalized course includes an embedded lab and has been offered on Saturday. Students have raved about the interesting labs devised by **Dr. Felix Cano**, the instructor.
- As always Instructor **Randy Rahmoller's** classes have featured field trips. Both his HIST103 History of the U.S. III and PHIL101 Introduction to Philosophy enjoyed a trip to Stockton's Haggin Museum on December 6th. The Museum featured photography by two world-renown artists: **Larry Hulst**, whose collection on "Thirty Years of Rock and Roll" was displayed, and **William Gottlich**, whose portraits from the Golden Age of Jazz were on view.
- **Dr. Stanislav Perkner** and I were invited by University of Pacific visiting **Professor Gene Bigler** to a presentation and lecture by former Colombian President Cesar Gaviria at U.O.P. Presented by the Pacific's School of International Studies on October 6th, the former President's lecture was entitled "New Directions: The Future of U.S.-Latin American Relations."



- Furthermore, I am pleased to announce that **Dr. Bigler** will be teaching at Humphreys College for the Liberal Arts Department. He has developed a new special topics course (SOSC290) entitled Modern Latin America for our upcoming quarter. In addition to teaching, he is also director of the Office of Strategic and External Affairs, Bureau of Democracy, Human Rights and Labor for the U.S. State Department in Washington, D.C. A well-known authority and author on Latin America, he has also worked in both Latin America and Europe.

As I stated, it has been a busy, productive year in the Liberal Arts Department. So let me take this opportunity to thank all of you—faculty, staff, and students—for your dedication to our department. See you next year!

FROM THE BUSINESS DEPARTMENT...

WHAT IN THE WORLD IS A HYBRID COURSE?

By Jason Wolins, Chair

You may have noticed that a couple of courses on the Winter 2009 schedule have an "A" or "B" next to the night they are offered. What does that mean? It means they are hybrid courses.

So, what is a hybrid course? To answer that, let's go back to basics and look at the three types of courses: 1) Live classroom; 2) online/virtual; and 3) hybrid.

Live Classroom. Uh . . . do I really need to explain this one? Well . . . just in case . . . This is an easy one. All of

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the coursework presented to you is by an instructor in a classroom setting—lectures, assignments, exams . . . everything.

Online/virtual. This is the opposite of “live classroom.” Here, everything is presented to students in an online/virtual setting. Now, this is where it gets tricky, so pay attention. There are two types of online/virtual classes: 1) Synchronous and 2) asynchronous.

Synchronous online/virtual classes are real-time, with instructors giving live lectures over the Internet or some other type of broadcast. Presentations could be by PowerPoint alone, where students do not see instructors, but hear them. Classes could also be via a video stream where students see live instructors and, if it is a two-way video stream, can engage in question-and-answer interaction, just like in a classroom. This is similar to what you see when people are interviewed over a video feed on television. These video streams sometimes can be published, so students can replay them later.

Asynchronous online/virtual classes are not real-time video feeds of instructors. Instead, instructors post coursework on a module and students access it at times convenient to them. Instructors post such things as outlines and PowerPoint presentations. Assignments are turned in and tests are taken online. Humphreys College’s online/virtual classes are asynchronous and use a module called Moodle.



Online/virtual classes generally shift more of the responsibility for learning to students—they are responsible to do the coursework without having to attend live classroom sessions. However, students can always communicate with instructors through forum discussions on the module, e-mail, or the good old-fashioned telephone.

The advantages include students not having to travel to campus for the class, the college being able to increase its number of classes offered, both Stockton and Modesto campus students being able to take the same class, and students immediately getting their test results upon completion of examinations.

However, accreditation restrictions limit the number of classes that can be offered online. In keeping within this parameter, you may have noticed the Business Department has kept online/virtual classes to within a range of around 25-35% of its quarterly course offerings.

Hybrid. Just like the word sounds, these classes combine aspects of both live classroom and online/virtual courses. There can be a range of how much a hybrid class is like either end of the spectrum.

For example, I have been teaching a form of hybrid class for the past year. Although a course may have been listed on the schedule as “live classroom,” I would give lectures during live classroom weeks, but students would turn in assignments and take examinations online through Moodle.

During the Winter 2009 quarter, the College is testing an “official” hybrid schedule. Two different courses are scheduled as live classes on the same night, but designated with an “A” or “B.”

For example, Course A might be scheduled as “Thur-A” and Course B as “Thur-B.” The “A” course would meet as a live classroom session the first week of the quarter on the designated night (in this example, Thursday) and then every other week on that designated night.

The “B” course would do the opposite—it would meet live the second week of the quarter on that same designated night, and then again every other week. Thus, the “A” course would meet live on odd-numbered weeks of the quarter (1, 3, 5, etc.) and online the even-numbered weeks. The “B” course would meet live on even-numbered weeks and online the odd-numbered weeks.

Hybrid courses offer an advantage to students by enabling them to take two such courses on the same night with some live instruction in each. Hybrids also give the College the ability to offer more courses.



FROM THE COURT REPORTING DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Kay Reindl, Chair

Deposition Reporters Association Scholarship AWARD GOES TO BRITTANY FLORES, HUMPHREYS COURT REPORTING STUDENT

The Deposition Reporters Association has established an annual scholarship program to award financial assistance to deserving reporting students throughout California. Scholarships are based on the applicants' academic progress, financial need, participation in reporting activities and organizations, letters of recommendation, essays, and interviews conducted by the DRA Scholarship Committee.

The following 2008 scholarship recipients were announced at the DRA October seminars:

- [\\$750, given in the name of Ron Clifton, was awarded to Marsha Sawa from Cypress College](#)
- [\\$750, given in the name of Michele Meyer, was awarded to Stephanie Fernandez from Cerritos College in Norwalk](#)
- [\\$1500, given in the names of John and Fosca Zandonella, was awarded to Brittany Flores from Humphreys College](#)



John Zandonella and his wife truly loved the profession of court reporting. For many years, they owned and operated a well-respected deposition agency in Concord. John gained a national reputation. In California, he became one of the founders of DRA. He passed away in 2008.

Brittany Flores is fully committed to her future profession. She has participated as a volunteer in many extracurricular events related to court reporting and has attended a number professional association workshops and conventions. Brittany's response to receiving the scholarship indicates her appreciation:

I feel absolutely honored and privileged to accept this scholarship from the Deposition Reporters Association. We are all very lucky that this state has passionate organizations, such as the DRA, who motivate and assist students in need. The opportunities these scholarships make available are imperative for the continuance of the court reporting profession. I know how important scholarships such as these are to students in a field of study that is costly and demanding. I am humbled by the generous support I have been awarded by this fine association and look forward to becoming a licensed CSR so that I can have my own chance to give back to the court reporting community.

MEET HUMPHREYS CERTIFIED SHORTHAND REPORTER



The most recent Humphreys College CSR licensee is **Alyssa Castillo**. She passed the last possible qualifier to enable her to take the October 2008 CSR exam in Sacramento. She did not hesitate to begin studying for the written portions so that she could have the opportunity to take them prior to the October 31 cutoff. By doing that, she was assured that just in case she didn't pass one of the portions, she would be able to retest in the next examination cycle which began November 1. Well, that was not necessary. Alyssa passed both written portions on her first attempt as well as the dictation portion (in spite of the fact that one of the reader's cell phones was ringing during the dictation test). Congratulations, Alyssa!

FROM THE LAW SCHOOL ...

MEET YOUR TEACHER

JOHN C. SCHICK ABOUT THE SOCRATIC METHOD AND THE DANGERS OF BIRDING

*After thirty-six years of a part-time cooperation with Humphreys law program, Professor **John C. Schick** joined the ranks of its full-time faculty. He earned his BA degree at UC Davis and his Juris Doctorate at UC Davis King Hall Law School. For more than thirty years, John Schick has built his reputation as a private attorney specializing in criminal defense cases; during his career, he handled over two dozen homicide trials.*

In the course of the years, you have taught many courses, including Contracts, Sales Law (Article 2 of the UCC), Legal Research, Appellate Practice, and Criminal Law and Procedure. From the point of view of your experience, what are the main specific features of the Humphreys law program?

“The best thing about our law program is the class size. The small classes enable each student to know the professors better and to participate in classroom discussions more than at larger schools.”

How would you characterize your teaching style? Do you follow a role model?

“I use the Socratic Method. For those unfamiliar, we ask students to recite the information in the case and tell us why the case was decided as it was. I now use PowerPoint presentations as an aid to the class and provide them to students so that they can use them in their home preparation. I think being well prepared for the class is what makes a good instructor. I enjoy working full time because it does allow me extra time to prepare for my courses. My role model is Professor James Hogan, one of my instructors at UC Davis Law School. He was always well prepared and knew how to impart the information we were learning.”

What makes a good law student?

“Being well prepared for the class is also the essential factor for student success. Law is a rigorous profession and students don’t always appreciate how hard it will be until they begin classes.”

How to overcome test anxiety?

“Take a deep breath before you read the exam question and, most importantly, *outline* your answer before you begin. Spend at least 1/3 of your allotted time outlining and thinking about the question before you put words on paper.”

What do you do for fun?

“I love to travel and take lots of pictures. I also enjoy going to baseball games. However, my biggest passion is birding; we no longer call it bird watching, but it is the same thing. I love to take pictures of neat birds whenever we travel. About a year ago, my wife and I traveled to Ecuador for the third time in the last two years. This time we went to a place called Yana Yacu, a biological research station about three hours from the capital city of Quito. We were in the cloud forest at an elevation of over 6,000 feet. My wife got to do some research there and I got to see many new birds. I also fell and broke my arm while we were there, but received wonderful medical attention and underwent successful surgery in Quito.”

What do you like to read?

“I enjoy books on sports, law, nature study, and mysteries. I probably listen to more books on tape than I actually read in hardback. I read both fiction and non-fiction. Right now, I am in the middle of a book about the 1960 Rome Olympics, an event I recall watching on television when I was a very young man.”



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What is your life credo?

“Always begin each day on a positive note. Tomorrow is promised to no one, so take advantage of this day.”

And your favorite quote?

It is a quotation from the legendary baseball player Satchel Paige: *Don't look back; they may be gaining on you.*”

~ S. Perkner

FROM THE MODESTO CAMPUS...

NEWS AND ANNOUNCEMENTS

DO YOU HAVE A ONE-MINUTE COMMERCIAL?

By Carrie Castillón, Admissions/Job Placement Coordinator



Carrie Castillon with Rowena Walker.

If you are a college student who will be graduating soon or you are a recent graduate, you need to prepare a one-minute commercial for your next job interview. In one minute or less, you need to be able to: 1) introduce yourself, 2) relate your background to the company's need, 3) demonstrate your knowledge of the company, and 4) express enthusiasm and interest. According to statistics, whether or not you land a job could all be decided in the first minute of your interview. Often many employers start off the interview with one question: “So, tell me about yourself?” With this in mind, can you convey your qualifications including education and previous experience in less than one minute all with a smile? Or, has your first impression just pulled the plug on your commercial?

First impressions can make or break a possible job connection, so it is important that you prepare your appearance for an interview. Men or women should wear conservative business clothes with sensible, polished shoes. People who pay attention to details like their shoes are also likely to be diligent in their work life. Remember to be moderate with make-up, perfume, cologne, and jewelry. Pay attention to the grooming of your hair and nails. It goes without saying that your interview clothes should be neat and clean. Leave your cell phone in your car. A ringing cell phone during an interview might as well be a slamming door in your face. Practice your hand shaking skills. A truly effective handshake is going to mirror the handshake being offered. Match the person's handshake the same as you would their voice or posture. Always make direct eye contact. With this preparation, you are now ready for your one-minute commercial to begin.

The clock is now ticking as you begin with a greeting that includes your name, major, and expected graduation date. As a recent graduate you should emphasize your current strong point which is education. This should be your primary focus. Talk about recent classes that relate to the job. Mention leadership and teamwork activities in which you have been involved. Do not forget to include in-class projects and participation in campus professional organizations. Do not hesitate to talk about your special achievements. This could be almost anything from graduating with honors, receiving awards to competitive scholarships. Mention internships and special projects that relate to your job objective as well. Conveying your computer skills as well as fluency in foreign languages is extremely important. Share previous work experience, skills, and competencies relative to the company and the job. Do not hesitate to mention your volunteer work including fundraising projects with your kid's soccer team to your volunteer bookkeeping skills with the school auction. Do not forget to use action verbs that relay a feeling of strength.

Before the interview, it is important that you have researched the company and can convey three things you know about the company. If you are fortunate enough to have previous work experience, now is the time to compare and contrast your skills with the potential position. Are they looking for someone experienced with QuickBooks Pro? Did you use this program at your last job? The more you can convey that your qualifications match

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their needs, the better chance you have at hearing the words, *You're hired!*

Time is up! Your appearance was polished. You successfully demonstrated your knowledge of the company and matched your experiences to its needs. None of this really matters if you did not convey this with enthusiasm. Have you ever heard the impression that you should be so positive that it hurts? One of the best ways to stand out from the competition is to project a positive, upbeat attitude. There are several ways to express enthusiasm including: 1) just keep smiling, 2) demonstrating excitement about your past accomplishments, and 3) showing optimism about the prospect of starting a new career with their company. Don't keep your one-minute commercial in the closet. Use it at job fairs, cold calling at companies, and networking at professional organizations. Everyone you meet needs to hear your commercial. You never know where you are going to meet your next job contact. The only question now is: Do you have a one-minute commercial?

MODESTO CAMPUS HOSTED IT'S FIRST COFFEE HOUR

In October, the Modesto Campus welcomed the Fall Season by hosting a *Coffee Hour for the Modesto Chamber of Commerce*. Over eighty chamber members and Modesto staff and faculty attended. Several Stockton colleagues arrived in support of the event. Guests enjoyed scrumptious coffee cakes and fruit pastries complemented with delicious flavored brews, including pumpkin harvest spice. Among the door prizes were two Humphreys College gifts baskets filled with signature logo items. In addition, many guests requested information about Humphreys academic programs. It was a delightful way to start the Fall Season.



FALL QUARTER MODESTO WORKSHOPS: IMPROVE YOUR ACADEMIC SKILLS

During the fall quarter, the Modesto campus presented five student workshops. "You are Hired!" was presented by **Alisa Torlai** from *PrideStaff*, a local placement agency. She provided helpful information on dress and interview etiquette to students seeking entry-level positions. She emphasized that in today's tough economy students need to treat the job search as a full-time job in itself. She encouraged volunteering and polishing computer skills.

On the eve of Halloween, several students were brave enough to attend the "Math: A Not So Frightening Subject" workshop presented by our own faculty members **Shauna Van Dewark** and **David Kernazitskas**. Students were given tips for calming math anxiety.



Dr. Raymond Harter rounded out our November workshop "Replacing the Wrong and Writing the Write." Numerous students attended to gather infor-

mation about developing research techniques and avoiding plagiarism.

Former students **Carrie Higby** and **Jenifer Jackson** presented "Are There Jobs Really Out There?" as they discussed their work experience in the private and public sectors of the legal field.

Linda Mottison, Academic Administrator for the Modesto Campus, wrapped up the quarter with "Amazon.com: We Love You or Do We?" She discussed the pros and cons of buying books online.



If these topics seemed interesting to you, join us in Modesto for our winter quarter workshops in 2009.



ACADEMIC COUNCIL EDUCATIONAL EFFECTIVENESS WORKSHOP “THE CALIFORNIA BALLOT: WHAT’S AT STAKE?”



Patrick Johnston

The Humphreys College Educational Effectiveness Workshop, “The California Ballot: What’s at Stake,” was presented by Patrick Johnston, Chairman of the California Foundation on the Environment and the Economy. Beginning at 2:30 PM, Wednesday, October 29, it was well attended by Humphreys College faculty, staff, and students.

Dr. Stanislav Perkner, chair of the Educational Effectiveness Workshop Committee, introduced Patrick Johnston, who stated that Humphreys College makes a worthwhile contribution which is not limited just to students getting degrees; it also makes contributions to their careers. He noted that his wife is a Humphreys College law school alumna.

During his presentation, he explained the history behind California’s many initiatives (propositions)

on the November ballot. He clarified that the framers of the U.S. Constitution gave us separation of powers. These have been expanded over the years and each respective branch of government has become dominant at different times. In California and some other states, there is an addition to the traditional three-branch governmental powers—the initiative process. One example of a recent initiative was the establishment of term limits in the early 1990s. As a result, there has been much turnover of elected officials.

Johnston, a former state senator, addressed questions regarding Propositions 8 and 11, highlighting the ongoing issues of redistricting and term limits for members of the state assembly and senate.



EDUCATIONAL MARKETING GROUP COMES TO HUMPHREYS

By Candace Blue, Director of Public Relations

Humphreys College engaged the Educational Marketing Group (EMG) to work on a marketing strategy and message that will increase its identity in the community and lead to greater enrollment. Not only will the group be working on materials, the website, and television spots, but also on a message for the entire campus to use when speaking to others about Humphreys College. The following elements include the "brand promise" statement, the supporting points, and a general statement about the school, as well as the image we strive for:

Brand Promise

We build bridges between a solid educational foundation and practical life

Supporting Points (Drivers)

1. Curriculum designed to address the needs of employers
2. Deep connections with the community that open doors
3. An extraordinarily personal, welcoming, and approachable environment
4. Faculty-practitioners closely match the educational experience to each student's needs

Positioning Statement

Humphreys College is the area’s finest and oldest provider of professional preparation programs combined with a rich academic foundation. We serve motivated, determined students who thrive on an extraordinarily personal, welcoming, and approachable environment where they can see constant progression. Our skilled and professional faculty-practitioners build bridges between a solid educational foundation in the liberal arts and practical life. We design our curriculum to address the needs of employers, making the course content relevant and practical. Our long history and deep connections with the community open doors. Our classes are structured and sized to facilitate direct student-instructor interaction, allowing instructors to closely match the educational experience to each student's needs. We provide a rewarding educational experience that gives our graduates a wide variety of options and a competitive advantage in the career marketplace.

WHAT'S IN YOUR HUMPHREYS COLLEGE MAILBOX?

By Jess Bonds, Dean of Instruction



By now, most of you have accessed your Humphreys College (HC) email and have received a variety of announcements, including early release of quarterly course schedules.

If you have not yet accessed your account, you should do so right away. You can go to this link to learn how to access your HC email and how to have it automatically forwarded to your personal email account: <http://www.humphreys.edu/?ctt=htm/ctt/computer#email>



Beginning in January, at least two important events will occur:

- All email communication from online professors to online students will occur through HC email accounts. In the online profile, the email address of each student will be automatically changed to a Humphreys email address.
- About 200 students will receive an email from the National Survey of Student Engagement requesting their participation in an online survey about academic and social experiences at Humphreys College. This is a very important survey that will help us incorporate student feedback into positive changes. Please look for this email toward the end of January or beginning of February – you may be one of the lucky 200 students!

In February, *something amazing will happen*:

Two undergraduate students enrolled in the winter term will be randomly selected to each receive **\$100** – totally free – in cold, hard cash! No gimmicks, no strings attached. You will have to monitor your HC email throughout the month of February. One student will be contacted in the first half of February, and one student in the second half of February.



The winners will have to print out the email notification and bring it to the Dean of Instruction's office no later than Friday, February 27, 2009 – and pick up their MONEY.

Don't be the one who receives the winning notification but didn't check your HC email until March – because then it will be too bad, so sad! No greenback for the slack. No buck for the outta-luck. No smackers for the slackers. **Access your HC email today!**

FROM THE NEW BOOKS IN THE LIBRARY...

ABOUT EDUCATION

- *Anthony T. Kronman. Education's End: Why Our Colleges and Universities Have Given Up on the Meaning of Life* (Yale University Press)

The Mission Statement of Humphreys College refers to career-oriented education "grounded in the liberal arts." This is why Humphreys students explore Shakespeare and other great artists, take introduction to philosophy, study world religions, or read masterpieces of world literature. Such an educational strategy equips Humphreys graduates with solid grounds for further learning, a necessity in the modern, dynamic world, where only a well-rounded professional education can provide lasting job security.

Education's End Why Our Colleges and Universities Have Given Up on the Meaning of Life

Anthony T. Kronman

Yet, in the course of the last four decades, many colleges and universities have been reducing their liberal arts and humanities curricula. In his latest book, Anthony T. Kronman addresses the causes of this departure from the spiritual foundation of higher education. The list of issues he attempts to address is long and complex: "Why did the question of what living is for disappear from the roster of questions our colleges and universities address in a deliberate and disciplined way? Why are the ideas of diversity and multiculturalism and the

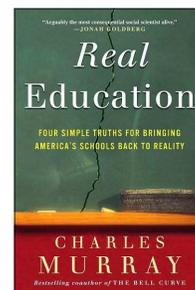
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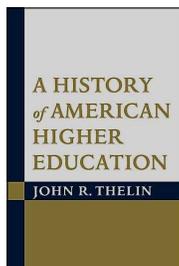
belief that values are merely expressions of power so corrosive of the attempt to explore the question of life's purpose? What have the consequences of the disappearance of this question from our colleges and universities been for the culture at large, where our churches now monopolize the authority to address it? And what are the prospects for its restoration in the academy?" Kronman is uniquely qualified for his task. As a former Yale's Sterling Professor of Law and Dean, he now teaches a Yale College freshman course devoted to the great works of philosophy, history, literature, and politics that form the foundation of the Western tradition. At Humphreys, the elements of such subject matter could be found in various courses offered by the Liberal Arts Department. They are being taught, among others, by Professors Rowena Walker (art and music, philosophy and religious systems) and Cynthia Becerra (literature). Some of the open workshops, offered within a Humphreys series *How to Succeed in College*, are also attempting to explore the spiritual component of higher education, as opposed to the specific "secular" courses such as Financial Management or Accounting.

- **Charles Murray. *Real Education: Four Simple Truths for Bringing America's Schools Back to Reality*** (Crown Forum/Random House)

Students of social sciences know Charles Murray as a co-author of the bestselling—and highly controversial—study *The Bell Curve: Intelligence and Class Structure in American Life* that he published 14 years ago with the late Richard J. Herrnstein. This time, this W.H. Brady Scholar at the conservative-leaning American Enterprise Institute focused on the technological and economic trends that are creating options for parents who want “the right education” for their children; teachers who “want to be free to teach again”; and students who want to learn. Murray presents several arguments: First, he maintains that students’ ability to learn academic material varies, while our educational system “does its best to ignore it.” Second, in Murray’s view, many children cannot learn more than rudimentary reading and math, yet American schools divert huge resources to “unattainable goals” to overcome this natural handicap. Third, “too many people are going to college,” even though today’s higher-education system is “a punishing mechanism” for them. Fourth, “America’s future depends on how we educate the academically gifted.” Murray’s advice corresponds with Kronman’s thesis: students need an education that will “make them into wiser adults.” Not everyone, especially among liberals, will agree with Murray’s views; however, his voice is a strong one.



- **John R. Thelin. *A History of American Higher Education*** (The Johns Hopkins University Press)



This valuable account offers a wide-ranging introduction to the origins and evolution of America’s public and private colleges and universities. Thelin draws on both official institutional histories and informal memoirs to offer a fresh interpretation of an institutional past that encompasses both well-known schools as well as understudied community, women’s, historically African-American colleges, proprietary schools, and freestanding professional colleges. Thelin’s work is an invaluable update to the 1962 classic publication of Frederick Rudolph’s *The American College and University*. In Thelin’s words, “The aim is to gently upset some conventional notions about how colleges and universities have developed and behaved in such volatile matters as institutional costs and effectiveness; admissions and access; and the character of the curriculum and extracurriculum.” Thelin follows a basic chronological line stemming from the colleges in the Colonial Era and proceeding to the periods marked as “College Building” (1785-1869); “Diversity and Adversity” (1860-1890); “University-builders—Captains of Industry and Erudition” (1880-1910); “Alma Mater—America Goes to College” (1890-1920); “Success and Excess—Expansion and Reforms” (1920-1945); “Gilt by Association—Higher Education’s ‘Golden Age’” (1945-1970); and “Higher Education as Troubled Giant” (1970-2000). The book is accompanied by an extensive, well-written Essay on Sources.

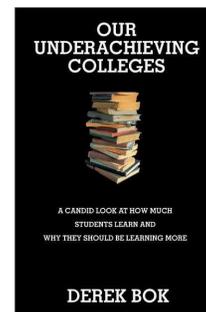
- **Derek Bok. *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should be Learning More*** (Princeton University Press)

Derek Bok, President Emeritus and Research Professor at Harvard University, published several books focused on systemic issues found in higher education, including *The Shape of the River: Long-term Consequences of Considering Race in College and University Admissions* and *Universities in the Marketplace: The Commercialization of*

(Continued on page 11)

(Continued from page 10)

Higher Education. His latest “candid look” is focused on student progress—or the lack of it—in the important areas of writing, critical thinking, quantitative skills, and moral reasoning. Most college seniors do not feel they have made substantial progress in speaking a foreign language, acquiring cultural and aesthetic interests, or learning what they need to know to become active and informed citizens. Based on his analysis of a vast amount of empirical data, Bok reaches a conclusion that students are not learning more than they did fifty years ago. His critical inquiry leads to an outline of the changes faculties and academic administrators can make to help students accomplish more. Without ignoring the contributions that American colleges have made, Bok’s book is a sober account complementing recent governmental studies, including the Spellings Report.



FROM THE LIBRARY AND LEARNING CENTER...

HOW TO SUCCEED IN COLLEGE



How to Succeed: a Fall Quarter Balance

In the fall quarter, Humphreys’ weekly series “How to Succeed in College” continued to cover the basic academic-work themes (for example, research techniques, report writing, and learning styles) and offered several new topics. **Dr. Robert Humphreys, Jr.**, and **Lisa Kooren** hosted two sessions, open to the public, introducing the new master’s degree in Education. **Jason Wolins**, chair of the reorganized Business Department, presented the new programs in his field. **Lisa Kooren** offered her expertise in job-interview techniques.

Lisa Kooren offered her expertise in job-interview techniques.

A new line of presentations, titled “Exploring the Frontier of Knowledge,” gave an opportunity to those interested in Technology Management to talk to the Ph.D. candidate **Kevin Van Dewark**. The culmination of the presidential election campaign inspired **Stanislav Perkner** to go Beyond the News and talk about the elections as a source of college assignments. The same speaker offered a topic advising students taking online courses: “Read to Learn – How to Impress Your Online Course Instructor.” Humphreys student **Tatiana Raigoza** hosted a regular Conversation session; this time with several students who grew up abroad: **Tiiu Newlin** (Estonia), **Shu-ping Nobles** (Taiwan), **Chanphaeng Plavongvengkham** (Laos), and **Gail Ryan** (England).



How to Succeed in Winter 2009

The next quarter sessions will include several topics dealing with the electronic forms of communication and instruction: Dean **Jess Bonds** will advise Humphreys students how to set up their email accounts; Lead Tutor **Richard Hunt** will offer an introduction to online database searches; Librarian **Stanislav Perkner** will cover two related topics: “Textbook Thinking – A Way to Study in Your Online Courses” and “Let’s Think About It – Wikipedia or Britannica.” The new member of Humphreys faculty, **Dr. Barbara Coulibaly**, will invite the participants to explore the frontier of Educational Psychology, her field of expertise. **Tatiana Raigoza** will host a Conversation with **Janette L. Rossell** and **Jamie Segura**, Humphreys alumnae; they will share their experiences with preparation for complex exams, including the CBEST, LSAT, and California Bar.

Please note...

- that Humphreys students do not need to register to attend the workshops
- that some instructors may consider extra credit, when the workshop topic is relevant to their subject matter
- that most 50-minute presentations take place on Tuesday afternoons, between 2:00 and 2:50 (daytime students) and between 5:15 and 6:05 (evening students)
- that a detailed schedule for Winter 2009 will be available on the campus information boards and on Humphreys’ website
- that the Modesto Campus offers similar workshops – look for announcements there

COMMUNITY HIGHLIGHTS

- On September 6th, two of our favorite business professors—**Kevin Van Dewark** and **Shauna Johnson**—were married. Congratulations and Best Wishes!



- On October 28th, **Pamela C. Cachu**, an ECE major, was awarded the Stockton Host Lions Scholarship. Way to go, Pamela! (Pamela is pictured with Humphreys trustee Ort Lofthus.)

- For the second time, Humphreys College hosted a Greater Stockton Chamber of Commerce event on the Stockton campus. The Leadership Stockton Class of 2009 attended a lunch catered by Bud's Seafood & Grill and proceeded on a tour of the campus led by the Director of Admissions, **Santa Lopez-Minatre**. The day included a discussion of the education system, conducted by **Mick Founts** of the San Joaquin County Office of Education. The guests appreciated the hospitality and asked **Candace Blue**, Humphreys' Director of Public Relations and a member of the Leadership Stockton Class, for an opportunity to return next year.



POETRY TO PONDER

TIME HATH, MY LORD, A WALLET AT HIS BACK...

As my son moves around me, fretting
And I sit patient, slow,
I remember my impatience
Fifty years ago.

He is waiting for a friend,
A girl who excites his senses;
I am immobile, caught between
Past and present tenses.

He, like a much, much younger me,
Is eager for the next minute.
I know that now that time has passed
You enjoy it deep within it.

You know, when you've paid impatient dues
That anticipation and regret
Are wasted coins in time's rich bank
Spent in eternity's net.

~ Michael Duffett

ALL IN

The stone feels the brush of the grass
At its side and yearns for its atoms
To knot into sap; the grass feels the flap
Of the fish on its blades and wishes
To change sap for blood; the fish grows legs
And becomes amphibian; the frog
Gazes ardently at the horse and cow
And man eventually emerges.
The angels wait in envious silence
Yearning for a human birth.

~ Michael Duffett



FROM THE COLLEGE ADMINISTRATION...

ATTEND YOUR CAL GRANT WORKSHOP

Dear Student:

Humphreys College is conducting a series of **Cal Grant** Workshops designed to answer questions regarding the **2009/2010 Free Application for Federal Student Aid (FAFSA)**. The purpose of the Cal Grant Award is to provide financial assistance to students who would like to further their education. Each year many eligible students are disqualified because they fail to complete the forms accurately and in a timely manner. GPA verification is required in order to be considered for a Cal Grant award. The deadline to submit the FAFSA and the GPA verification form is March 2, 2009. Please plan to attend one of the following Cal Grant workshops:

Humphreys College – Stockton Campus

January 21 st	Wednesday	3:00 p.m. or 5:30 p.m.
January 27 th	Tuesday	3:00 p.m. or 5:30 p.m.
February 2 nd	Monday	3:00 p.m. or 5:30 p.m.
February 12 th	Thursday	3:00 p.m. or 5:30 p.m.

Humphreys College – Modesto Campus

February 9 th	Monday	5:30 p.m.
February 16 th	Monday	5:30 p.m.

You must submit the GPA Verification Form to be completed by the Registrar's office no later than February 23rd, 2009. If the GPA form is submitted after February 23rd, 2009, special arrangements must be made with the Registrar. GPA Verification forms are available in the Office of Admission, Financial Aid, and Registrar.

It is necessary to bring the following items to the financial aid workshop:

- A copy of your Federal Income Tax Return, Form 1040 EZ, 1040 A or 1040 for 2008.
- A copy of your parents' Federal Income Tax return for 2008, if you are a dependent student.
- W-2 forms from 2008, if you have not filed your Federal Income Tax Return, or if you are an independent student.
- Your parents' W-2 forms, if you are a dependent student.

Humphreys College strongly urges all students to apply for the Cal Grant. This award is not a loan; it is a "grant," which you do not repay. You may be eligible for "free" money to defray your tuition costs for college! Don't miss this opportunity!

If you have any questions, contact the Financial Aid Department. We are looking forward to assisting you through the Cal Grant application process.



Humphreys College Library and Learning Center Open Workshops
HOW TO SUCCEED IN COLLEGE, WINTER 2009
No Registration Necessary • Ask for Extra Credit

WELCOME TO HUMPHREYS: NEW STUDENT ORIENTATION

Hosted by Santa Lopez-Minatre and Lisa Kooren
Wednesday, 1/14, 12:45 - 1:30 p.m. or 5:15 - 6:00 p.m., in the Library

SETTING UP YOUR HUMPHREYS EMAIL ACCOUNT

Jess Bonds; Tuesday 1/20, 2:00 - 2:50 p.m. or 5:15 p.m. 6:05 p.m., Room #202

THE ABC OF DATABASE SEARCHING

Richard Hunt and Stanislav Perkner; Tuesday 1/27, 2:00 - 2:50 p.m. or 5:15 p.m. 6:05 p.m., Room #202

HOW TO WRITE A PERFECT RESEARCH PAPER I: TOPIC AND SOURCES

Stanislav Perkner, Tuesday, 2/3, 2:00 - 2:50 p.m. or 5:15 - 6:05 p.m., Room #202

HOW TO WRITE A PERFECT RESEARCH PAPER II: WRITING AND EDITING

Stanislav Perkner, Tuesday, 2/10, 2:00 - 2:50 p.m. or 5:15 - 6:05 p.m., Room #202

HOW TO WRITE A PERFECT RESEARCH PAPER III: MLA DOCUMENTATION

Stanislav Perkner, Tuesday, 2/17, 2:00 - 2:50 p.m. or 5:15 - 6:05 p.m., Room #202

THE ART OF CLASSROOM NOTE TAKING

Stanislav Perkner; Tuesday, 2/24, 2:00 - 2:50 p.m., Room #202

JOB MARKET TODAY AND TOMORROW

Lisa Kooren, Tuesday, 2/24, 5:15 p.m. - 6:05 p.m., Room #202

TEXTBOOK THINKING: A WAY TO STUDY IN YOUR ONLINE COURSES

Stanislav Perkner; Tuesday, 3/3, 2:00 - 2:50 p.m., Room #202

***EXPLORING THE FRONTIER OF KNOWLEDGE:
EDUCATIONAL PSYCHOLOGY***

Barbara Coulibaly, Tuesday, 3/3, 5:15 p.m. - 6:05 p.m., Room #202

LET'S THINK ABOUT IT: WIKIPEDIA OR BRITANNICA?

Stanislav Perkner, Tuesday, 3/10, 2:00 - 2:50 p.m., Room #202

***IN CONVERSATION WITH... JANETTE L. ROSSELL AND JAMIE SEGURA,
HUMPHREYS ALUMNAE: HOW TO STUDY FOR COMPLEX EXAMS
(CBEST, LSAT, LAW BAR)***

Hosted by Tatiana Raigoza, Tuesday, 3/10, 5:15 - 6:05 p.m., Room #202

THE LAST CALL: WRITING CLINIC (INDIVIDUAL CONSULTATIONS)

Richard Hunt, Tuesday, 3/17, 2:00 - 2:50

For more information, call Humphreys College Library & Learning Center (209) 235-2933 sparkner@humphreys.edu

Humphreys Library and Learning Center, Winter 2009
GRADUATE STUDIES ACADEMIC CLUB PRESENTS...
Open Workshops

WHEN: WEDNESDAYS, 5:30 P.M. – 6:10 P.M. WHERE: BOARDROOM

BASICS OF ACADEMIC WRITING: GRADUATE STUDIES LEVEL

January 14. Presenter: Stanislav Perkner

ACADEMIC RESEARCH TECHNIQUES: ONLINE DATABASES, PART I

January 21. Presenters: Richard Hunt and Stanislav Perkner

ACADEMIC RESEARCH: ONLINE DATABASES, PART II

January 28. Presenters: Richard Hunt and Stanislav Perkner

ACADEMIC RESEARCH TECHNIQUES: LIBRARY RESOURCES

February 4. Presenter: Stanislav Perkner

APA DOCUMENTATION STYLE, PART I: BASIC PATTERNS

February 11. Presenter: Stanislav Perkner

APA DOCUMENTATION STYLE, PART II: SPECIFIC CONTENT

February 18. Presenter: Stanislav Perkner

***KNOW YOUR STUDY RESOURCES—UPDATES, PART I:
FROM THE NEW BOOKS ABOUT EDUCATION***

February 25. Presenter: Barbara Coulibaly

***KNOW YOUR STUDY RESOURCES—UPDATES, PART II:
PRINTED AND WEB PERIODICALS***

March 4. Presenter: Jess Bonds

***BEFORE THE END OF YOUR FIRST QUARTER:
INDIVIDUAL CONSULTATIONS***

March 11. Richard Hunt and Stanislav Perkner



*For more information about the Academic Club presentations
and individual tutoring,
contact the Library and Learning Center at (209) 235-2933.
E-mail: AskYourLibrarian@humphreys.edu*



To Our Students, Alumni and Friends of the College:

Season's Greetings! Once again it is Christmas time- a wonderful moment for us to pause for a second to celebrate with our friends. It is an opportunity to express our gratitude for your warm and continuing friendship.

Our Traditional Christmas Reunion Buffet Luncheon will be held on **Thursday, December 18th at 12 noon** on the Stockton campus. You are invited to bring your spouse and, certainly, your children are welcome. This is a special opportunity to visit with your friends, former classmates and teachers. If you know of alumni or friends of the College who did not receive this invitation, please invite them on our behalf.

Best Wishes for a Wonderful
Holiday Season,



*Humphreys College Trustees,
Faculty and Staff*



*Remember to come early to shop for yourself and friends.
You'll enjoy our beautiful annual Holiday Baskets!
(Raffle tickets will be sold)



Humphreys
COLLEGE

www.humphreys.edu

Main Campus

6650 Inglewood Avenue

Stockton, CA 95207

209.478.0800

Fax 209.478.8721

Branch Campus

3600 Sisk Road, Suite 3-A

Modesto, CA 95356

209.543.9411

Fax 209.543.9413

Humphreys College Newsletter, December 2008

Cynthia Becerra, Editor, cbecerra@humphreys.edu

Stanislav Perkner, Co-Editor, sperkner@humphreys.edu

Leslie Walton, Executive Editor, lwalton@humphreys.edu