

Humphreys College

Newsletter

SEPTEMBER 2011

SUMMER QUARTER



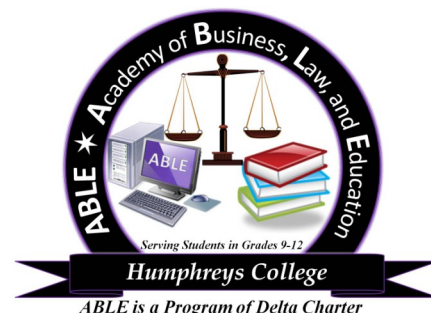
INSIDE

FACULTY IN-SERVICE DAY	2
FROM THE LIBERAL ARTS DEPARTMENT—	
Δ PANEL DISCUSSION	3
Δ COMMUNITY STUDIES NEWS	5
FROM THE COURT REPORTING DEPARTMENT—	
Δ CSR CANDIDATES PERFORM WELL ON EXAMINATIONS	5
Δ WHAT HAPPENS IN VEGAS DOESN'T STAY IN VEGAS	6
FROM THE ECE DEPARTMENT—NEWS AND ANNOUNCEMENTS	8
FROM THE CRIMINAL JUSTICE DEPARTMENT—NEWS AND ANNOUNCEMENTS	8
FROM THE BUSINESS DEPARTMENT—	
Δ DEBT COLLECTION 101	10
FROM THE MODESTO CAMPUS—	
Δ REACHING TOWARDS THE COMMUNITY	11
Δ STATE OF EDUCATION LUNCHEON	12
HOW TO SUCCEED IN COLLEGE SERIES: SUMMER QUARTER—STOCKTON	12
ACADEMIC COUNCIL UPDATES	12
ACADEMIC COUNCIL WORKSHOP—GUEST SPEAKER: SENATOR LOIS WOLK	13
AUTHOR SPOTLIGHT—PHILIP LEVINE	14
COMMUNITY HIGHLIGHTS	15

THE ACADEMY OF BUSINESS, LAW, AND EDUCATION (ABLE)

STARTING DATE: SEPTEMBER 26

Humphreys College is pleased to announce the opening of the Academy of Business, Law, and Education (ABLE) charter high school, a program of Delta Charter School. Classes begin September 26, 2011, for grades 9-12 on the dedicated charter school campus adjacent to the main campus in Stockton. ABLE will be under the direction of Matt George, currently the Director of Special Programs at Humphreys, and supported by Clem Lee and a group of outstanding, dedicated teachers. For more information, please contact ABLE at (209) 235-2950 or visit the charter web page through www.humphreys.edu.



HUMPHREYS COLLEGE INVITED THE COMMUNITY OPEN HOUSE 2011

On Thursday, August 18, Humphreys College opened its doors to the community. The evening reception was well attended. Dr. Robert G. Humphreys, College President, characterized its academic programs and degrees. He stressed the fact that during its 115-year history, the school remains focused on its primary goals: to offer educational opportunities and serve the community.

Deans Wilma Okamoto-Vaughn and Robert G. Humphreys, Jr., introduced Humphreys' department chairs: Cynthia Becerra, Associate Dean for Undergraduate Assessment and Retention (Liberal Arts Department), Kay Reindl (Court Reporting),



(Continued on page 2)

(Continued from page 1)



Stephen Choi (Criminal Justice), and Jason Wolins (Business Department).

Wilma Okamoto-Vaughn, Dean of Administration, greeted the parents and prospective students of the new charter school operated by Humphreys College — the Academy of Business, Law, and Education (ABLE). She outlined its specific features offering unique career pathways along with high school and Humphreys College credits. The charter school is enrolling students for grades 9-12. Its opening day will be Monday, September 26.

FACULTY IN-SERVICE DAY



On Saturday, August 20, Dean of Instruction Robert G. Humphreys, Jr., organized the Summer Quarter Faculty In-Service Day. The weekend session enabled many adjunct faculty members to attend alongside with their full-time colleagues.

In his opening remarks, the dean offered an update on policies and procedures, especially on the new financial aid regulations. He focused on the concepts satisfactory academic progress (SAP), cohort default rates, and gainful employment.

Adjunct faculty members Randy Rahmoller, Richard Hunt (both of the Liberal Arts Department), and Paul Skinner (Criminal Justice) made a presentation titled "Using Critical Thinking to Overcome Confirmation Bias." The format of a moderated discussion provoked a rich exchange of ideas.

Another adjunct contributor to the day's program was Kerry Moquett. In connection with her long-term research, she talked about "Motivation in Adult Education"; her up-to-date literature review was connected to Humphreys College's classroom experiences. For more information, including a list of references, go to Humphreys Newsletter Supplement, Spring 2011 Issue.

Humphreys' Coordinator of Online Instruction, Dr. Jim DeCosta, took an opportunity to show both full-time and adjunct instructors about "Everything You Wanted to Know about Online Instruction But Were Afraid to Ask."



The closing hour of the Saturday event belonged to the Dean of Instruction who informed about the WASC Action Letter resulting from the latest visit of the WASC's team at Humphreys in connection with the Capacity Preparatory Review. The College is heading to the closing part of the accreditation cycle, submission of the Educational Effectiveness Review. The accreditation cycle is expected to be completed by next year.

FROM THE LIBERAL ARTS DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair

Contributing Writers: Dr. Richard Chabot, Community Studies Program Coordinator and Dr. Stanislav Perkner, Librarian

One of the most important events that our department sponsors is the annual Liberal Arts Panel Presentation, as described below. This important occasion allows community studies and liberal studies majors to hear from alumni about how their degrees have helped them advance in their careers and/or their educational pursuits. Although news of the event was emailed in advance to all students using their student emails, only approximately fifteen students attended. (You also missed pizza!) So please, students, read your student emails. In fact, you can easily have your Humphreys College email forwarded to your personal email. This will enable you to be informed of important college events and activities.

Moreover, the alumni speakers were superb. The following highlights the speakers and their contributions.

**LIBERAL ARTS AND COMMUNITY STUDIES ALUMNI SHARED THEIR EXPERIENCES**

The Lecture Hall of the new Humphreys College building was the venue for *The Panel Discussion on Career and Educational Opportunities in the Fields of Liberal Studies and Community Studies*. The regular event that took place on Thursday, August 25, was hosted by the Associate Dean **Cynthia Becerra**, Chair of the Liberal Arts Department, and Professor **Richard Chabot**, Coordinator of the Community Studies Program. This time, the panel consisted of eight Humphreys alumni.

Robert Aguilar earned his *Juris Doctor* Degree from Humphreys Law School just recently; while waiting for his California Bar Exam results, he works as a law clerk. Altogether, Robert spent the last eight years at his *alma mater*. "You can grow here as much as you can. The school equipped me with critical thinking and sound argumentation skills – both crucial during my law studies."

Raquelle N. Deyto, Executive Producer of the OdeGirl Studio, a Family Fun Entertainment Company, not only graduated from Humphreys College, but for several years she was also employed at its Fiscal Office. She also recommended the same school to her sister. Last year, Raquelle completed a Master's Degree in Educational Administration at the University of the Pacific. "However, I still keep my class notes from Humphreys," says Raquelle. Humphreys College improved her communication skills and, most

importantly, taught her the methodology needed for study and research at the graduate level.



Donna Edwards, who found her vocation in social work, graduated from the Community Studies Program, established by Richard Chabot. "You cannot go wrong with any of the two degrees – Liberal Arts and Community Studies." A prospective job in the social services field requires a college degree. The general education component is invaluable. Moreover, Donna's Humphreys classmates and teachers have become

her primary network of professional contacts. "Now, I can help people of all walks of life. It has been my long-term plan and the degrees from Humphreys make it easier to pursue."

After her graduation last year, **Brooke Galbraith** decided to study for a Master's Degree in Educational Leadership. In the seminary academic environment,

(Continued on page 4)

(Continued from page 3)

she benefits from her liberal arts education. “I feel well prepared for the rigor of my current graduate-level program, particularly in the fields of research methods and communication skills.” Brooke appreciates the “personable aspect” of the Humphreys campus – a small-college, family-like ambience. She feels that her general education, in its complexity, makes her a better person in both her social and private life.

Karen Jerwa, mother of three adult children, decided to join Humphreys College after a career in banking and management. With the support of her family, she returned to school. After her graduation, she chose Humphreys Master’s Program in Education to move closer to her goal – to become an advocate for disabled students. In the meantime, she cooperates with Stockton Unified School District as a Special Education Paraprofessional. “At Humphreys, you belong to something bigger than you. It allows you to help yourself, before you are able to assist others,” said Karen. “Your education makes a difference; it is not just a diploma—it brings you to the door only! Today’s world needs competent professionals who are able to analyze difficult issues and communicate. Humphreys teaches you ‘how to do things’ and prepares you to understand them.”

While Robert Aguilar just completed his eight years at Humphreys College, another panelist, **Armando Nuñez**, left his Inglewood Avenue *alma mater* eight years ago. He works as Project Coordinator for Finan-



cial Aid and Veterans Services at San Joaquin Delta College. “I came to Humphreys College and decided for the Community Studies Program. It corresponded with my ultimate goal – to earn a master’s degree in public administration. I have always enjoyed networking that aids minorities.” Armando appealed to the current students in the audience: “Go for a career, not only for a job!”

Lindi Phillips befriended her classmate Karen Jerwa at Humphreys. Both of them chose to stay and pursue their Master’s Degree in Education, while working for Stockton Unified School District. Lindi recalled her initial consultation with the Modesto Campus counselor Carrie Castillon which led to her enrollment in the Liberal Studies Program. “It was good advice. I love the college. I know the teachers. At Humphreys, both educators and administrators want you to succeed.” One day, Lindi would like to complete doctoral studies and become a college instructor of special education.

After graduating from Humphreys College, **Kathy Tracewell** earned her Master’s Degree in Psychology. Currently, she is a Program Social Worker for the Human Services Projects. This year, she accepted an offer to teach Psychology as a Humphreys College adjunct instructor. “As a student, I felt that everybody was invested in my academic success. The Liberal Arts and Community Studies programs are offering a diversity of choices. You can decide for a job or graduate-level study in any number of directions, while remaining passionate about your life goals.”



Panelist from left to right: Brooke Galbraith, Robert Aguilar, Armando Nunez, Kathy Tracewell, Raquelle Deyto, Karen Jerwa, Lindi Phillips, and Donna Edwards.

In her closing remarks, Professor Becerra pointed out that five of the eight panelists belonged to the category of “blue-collar scholars.” They earned their college degrees first in their families. “It brings the benefits and values of higher education back to the community. It is the principal goal of all local institutions of higher learning, including Humphreys College.”

~ Stanislav Perkner



FROM COMMUNITY STUDIES ...

Get legal this fall with a few words from the police on the streets. Rather than another “guess the theory” course, the Community Studies Program is offering a Wednesday night class on the day-to-day experiences of local law enforcement (CS293). Yes, you still have to buy and read a textbook, but Police and Community Relations will be taught by Detective Shana Lopez, a retired but still street-smart Lodi police officer with a master's in criminology and many years of experience. A field trip, guest speakers, and application of the text to local reality will make this a course you will be able to talk about with your family and friends. Anybody with upper-division status and some behavioral science credits behind him/her can sign up. Contact Dr. Chabot or your friendly academic advisor for more information.



FROM THE COURT REPORTING DEPARTMENT...

HUMPHREYS CSR CANDIDATES PERFORM WELL ON EXAMINATION

By Kay Reindl, Chair

Four Humphreys College court reporting students recently completed all three sections of the CSR examination. Kate Garrison, Susan Garside, Brianna Rudd, and Desiree Winn all successfully passed the Professional Practice and English written examinations. All four took the June 17 dictation examination in Los Angeles which resulted in CSR licenses for Brianna Rudd and Desiree Winn.

Court Reporters Board												
Examination Statistics - March 1, 2011 Thru June 30, 2011												
English							Professional Practice					
School Name	Total # Apps	Overall # Pass	Overall % Pass	First Time Applicants	First Time # Pass	First Time % Pass	School Name	Total # Apps	Overall # Pass	Overall % Pass	First Time Applicants	First Time # Pass
Argonaut	9	3	33.3%	4	1	25.0%	Argonaut	5	3	60.0%	4	3
Bryan - Los Angeles	3	2	66.7%	1	1	100.0%	Bryan - Los Angeles	1	1	100.0%	1	1
Bryan - Sacramento	4	1	25.0%	2	0	0.0%	Bryan - Sacramento	4	2	50.0%	2	2
Cerritos	0	0	n/a	0	0	n/a	Cerritos	0	0	n/a	0	0
College of Marin	3	0	0.0%	2	0	0.0%	College of Marin	2	1	50.0%	2	1
Cypress	1	0	0.0%	0	0	n/a	Cypress	0	0	n/a	0	0
Downey	6	5	83.3%	0	0	n/a	Downey	1	1	100.0%	1	1
Golden State	2	1	50.0%	2	1	50.0%	Golden State	2	2	100.0%	2	2
Humphreys	6	4	66.7%	4	4	100.0%	Humphreys	4	4	100.0%	4	4
Sage - Moreno Valley	5	2	40.0%	1	1	100.0%	Sage - Moreno Valley	2	2	100.0%	1	1
Sage - San Diego	4	1	25.0%	1	0	0.0%	Sage - San Diego	2	0	0.0%	1	0
Sierra Valley	17	5	29.4%	6	2	33.3%	Sierra Valley	14	5	35.7%	6	2
South Coast	14	11	78.6%	11	10	90.9%	South Coast	8	6	75.0%	5	5
Taft	0	0	n/a	0	0	n/a	Taft	0	0	n/a	0	0
Tri-Community	2	0	0.0%	0	0	n/a	Tri-Community	1	0	0.0%	0	0
West Valley	2	1	50.0%	2	1	50.0%	West Valley	2	2	100.0%	2	2
SCHOOL TOTAL	78	36	46.2%	36	21	58.3%	SCHOOL TOTAL	48	29	60.4%	31	24
Closed	0	0	n/a	n/a	n/a	n/a	Closed	0	0	n/a	n/a	n/a
Five Plus	8	3	37.5%	n/a	n/a	n/a	Five Plus	3	0	0.0%	n/a	n/a
O/S	0	0	n/a	0	0	n/a	O/S	0	0	n/a	0	0
RPR	11	6	54.5%	5	4	80.0%	RPR	5	4	80.0%	4	4
Work	2	0	0.0%	1	0	0.0%	Work	1	0	0.0%	1	0
TOTAL	99	45	45.5%	42	25	59.5%	TOTAL	57	33	57.9%	36	28

(Continued on page 6)

(Continued from page 5)

The examination statistics are shown here and include all court reporting programs in the state of California. Humphreys' statistics are well above the state averages for the written examinations and are either above or at the state average for the dictation portion. The first-time dictation pass rate may change favorably pending one candidate's appeal that is in progress.

<u>Court Reporters Board</u> <u>Dictation Examination Statistics - June 2011</u>						
School Name	Total # Apps	Overall # Pass	Overall % Pass	First Time Applicants	First Time # Pass	First Time % Pass
Argonaut	12	3	25.0%	4	1	25.0%
Bryan - Los Angeles	7	3	42.9%	1	1	100.0%
Bryan - Sacramento	3	3	100.0%	2	2	100.0%
Cerritos	4	1	25.0%	0	0	n/a
College of Marin	2	1	50.0%	1	0	0.0%
Cypress	3	2	66.7%	0	0	n/a
Downey	11	3	27.3%	1	0	0.0%
Golden State	5	0	0.0%	2	0	0.0%
Humphreys	4	2	50.0%	4	2	50.0%
Sage - Moreno Valley	10	2	20.0%	1	0	0.0%
Sage - San Diego	1	1	100.0%	1	1	100.0%
Sierra Valley	12	7	58.3%	6	5	83.3%
South Coast	26	7	26.9%	5	2	40.0%
Taft	0	0	n/a	0	0	n/a
Tri-Community	4	0	0.0%	0	0	n/a
West Valley	1	1	100.0%	1	1	100.0%
School Totals	105	36	34.3%	29	15	51.7%
Closed Schools	0	0	n/a	n/a	n/a	n/a
Five Plus	15	2	13.3%	n/a	n/a	n/a
Out of State	0	0	n/a	0	0	n/a
RPR	7	7	100.0%	6	6	100.0%
State Hearing Reporter	0	0	n/a	0	0	n/a
Working Reporter	5	1	20.0%	2	0	0.0%
TOTALS	132	46	34.8%	37	21	56.8%

The next dictation examination is scheduled for October 28, 2011, and will be held in Sacramento. At this date, Humphreys student Andrene Gatti has qualified for the exam. Other students have until September 28 to qualify and apply.

FROM OUR FAR-FLUNG CORRESPONDENTS ... WHAT HAPPENS IN VEGAS DOESN'T STAY IN VEGAS

Pam Closs and Laura Poirier attended the annual National Court Reporters Association convention held in Las Vegas between July 28 and 31; the theme was "Bright Lights, Big Future." They joined separate training sessions, each in a different certification program, and spent the last two days participating in the teachers' workshops.

Laura Poirier attended the Certified Reporting Instructor (CRI) orientation:

My main objective was to begin the process of becoming a CRI. Completion of the 13-hour orientation is the first step in that process. The second step will be the submission of four assignments which address topics covered during the orientation. Once certified, I must maintain NCRA membership and participate in continuing education.



By attending the orientation, I was able to gain insight into the learning process, the different learning styles, and the strategies for effective instruction. We broke into small groups and participated in role-playing

(Continued on page 7)

(Continued from page 6)

exercises that focused on communication with students in various classroom scenarios. The development of course syllabi and lesson plans was also addressed. These are all topics that are essential for instructors of any subject.

What I found to be most valuable as a court reporting instructor was the sharing of concerns and ideas by everyone in attendance. By the second day of the orientation, there was a kindred connection with the other instructors because we all recognize how difficult it can be to keep our students motivated throughout their intense training. We became a support group for the support group! I was proud to be in the company of so many caring individuals who understand that court reporting students face unique challenges and who are dedicated to helping those students overcome the hurdles along the way.

Pam Closs attended the Realtime Systems Administrator workshop:

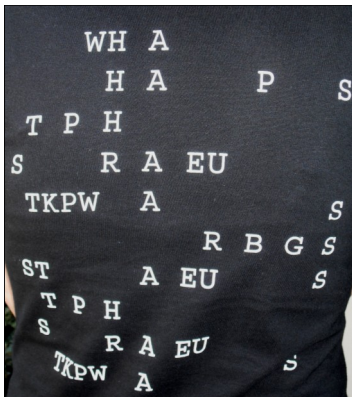
This certification workshop was designed to equip court reporters with the technical knowledge and troubleshooting skills needed to become key players in providing realtime to the judge, attorneys, and other clients. This day-and-a-half seminar focused on all aspects of realtime hookups and litigation support that rely on realtime connections, including Bluetooth, serial cable connectivity, and Web streaming. In addition to learning about the different methods of connectivity, we learned how to hook up using different litigation support software, such as LiveNote, CaseView NET, and AD Summation.

At the conclusion of the seminar, we were given the option of taking the Realtime Systems Administrator certification exam. It was recommended that attendees wait to take the exam, so they could use their new knowledge out in the field and familiarize themselves with the equipment, different litigation support programs, and troubleshooting. Since I am not a working reporter, I decided to take the exam.

We had 20 minutes for the exam. We were given the option of using a serial or Bluetooth hookup. I chose Bluetooth. I had to troubleshoot and fix issues on attorneys' computers and then hook up two computers, each computer running a different litigation support program -- LiveNote and AD Summation. Woo hoo!! I passed.

Since the workshop, we have purchased the equipment for realtime hookup, and I am excited to have the opportunity to share this with the students next quarter when I will be teaching the CAT 164 class. Since I am now a certified realtime systems administrator, I too must maintain NCRA membership and participate in continuing education.

What Happens in Vegas...



For all you non-steno-speaking people, the back of our shirts say, "What happens in Vegas stays in Vegas." In our case, that isn't true. First of all, it would be a waste of time and money not to share what we learned from the sessions we attended at the convention; secondly, we didn't have the time, energy, or inclination to misbehave in such a way that we would have to keep it a secret.

This was our first time in Las Vegas, and we were coached by many of our students on all the things we should do and see while on our trip. No, we didn't make it to the Thunder From Down Under male revue. No, we didn't attend one of the wild pool parties. We're such disappointments, we know! However, we did see the Barry Manilow show. It definitely was not the first choice of shows to choose from, but we bought tickets two hours prior to show time. We were pleasantly surprised and enjoyed his performance.

As for wild Las Vegas behavior, we will admit to one thing. We paid \$1.19 for one banana in the hotel store! We were sure it was a very special banana and worth every penny. After all, if the Eiffel Tower, the Sphinx, and the Arc de Triomphe can be found in Vegas, surely there is a banana plantation somewhere in that town that grows special bananas just for the hotel guests. How could we be denied that indulgence? Funny thing is that it tasted just like the 19-cent bananas you can buy at Trader Joe's. Who knew?

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Pam Wood, Chair



The ECE Department will be offering a new course this fall—ECE 270 Professionalism in Early Childhood Education. This course is recommended for ECE majors who are nearing completion of their bachelor's degree program. It provides a comprehensive look at the NAEYC Code of Ethical Conduct, employment opportunities in education, and the laws related to mandated reporting. Topics discussed will include ethical issues, professional growth planning, job search, resume writing, interviews, job skills, occupational safety, and the California Child Abuse & Neglect Reporting Law. To complete this course successfully, students will be required to present their revised professional portfolio in class. Portfolios are to include evidence of meeting each of the early childhood program learning outcomes.

FROM THE CRIMINAL JUSTICE DEPARTMENT...

CRIMINAL JUSTICE PROGRAM IS RAPIDLY GROWING

By Stephen P. Choi, Chair

Currently, the Criminal Justice Program has more than 130 students between the Modesto and Stockton campuses. The program offers an Associate in Arts and a Bachelor of Science degree with several concentrations; the two most popular are the law enforcement and corrections/probation/parole.

Probation Officer Core Course: Probation Academy

Humphreys College will begin its second Probation Academy on January 7, 2012. Informational meetings to discuss the length, requirements, and certification of the Academy are listed below:

DATE	TIME	LOCATION
October 4, 2011 (Tuesday)	10:15 am, 2:45 pm, and 5:45 pm	Stockton Campus
October 5, 2011 (Wednesday)	9:35 am, 2:05 pm, and 5:45 pm	Stockton Campus
October 7, 2011 (Friday)	6:30 pm	Stockton Campus
October 27, 2011 (Thursday)	3:15 pm and 5:45 pm	Modesto Campus
November 2, 2011 (Wednesday)	5:45 pm	Modesto Campus
November 7, 2011 (Monday)	5:45 pm	Stockton Campus
November 21, 2011 (Monday)	5:45 pm	Modesto Campus

Criminal Justice Club

The Criminal Justice Club offered three exceptional workshops in July and August.

- On July 31st, at the Stockton campus, an ASP expandable police baton/impact weapon certification exam was held. The ASP baton is used in almost every law enforcement agency in the state. Eleven students received their ASP certification. Each of them had to demonstrate proficiency in the use of the baton by completing two three-minute rounds against an assailant.

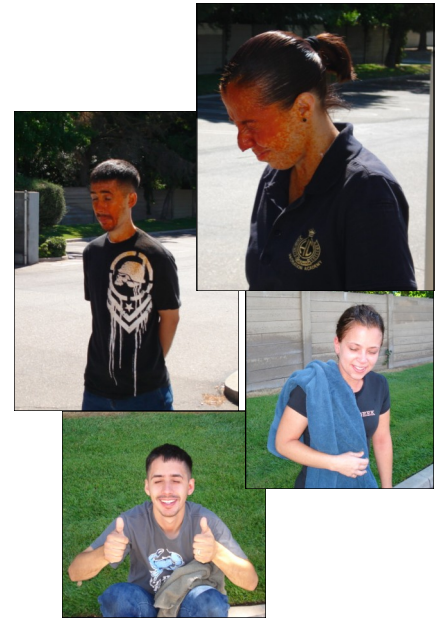


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- ♦ On August 14th, at the Modesto campus, ten students received their chemical agent certification which included being exposed to pepper spray. Every student who took part in the certification passed. Some of them said this day was the worst day of their lives as the pepper spray was unforgiving, as hot as 2 million Scoville Units.
- ♦ A First Aid/CPR certification was completed on August 27th, at the Stockton campus, with the assistance of the San Joaquin County Probation Department. Ten students received their certification, which is valid for two years.

I would like to thank Officer Russ Mertens/Modesto Police Department, Probation Officer Kenn Chiong/San Joaquin County Probation Department, and Probation Officer David Naumann/San Joaquin County Probation Department for their assistance in making all the training a reality.



Online Criminal Justice Degree Program for Working Professionals



On August 14, 2011, at the Modesto Campus, students in the CRIM 271 – Public and Media Relations class were required to give a mock press briefing to news professionals Andria Borba, from *KTXL-FOX40 News*, and Rosalio Ahumada, from *The Modesto Bee*. Students were videotaped and critiqued by the reporters and CRIM Instructor Rick Armendariz, Press Information Officer and Lieutenant for the Modesto Police Department. The students, all of whom are working professionals, come from the EPA Office of Investigations, San Joaquin County District Attorney Investigator's Office, California Highway Patrol, and the Modesto Police Department. I thank CRIM Instructor Doug Ravaglioli for bringing his CRIM 104 Report Writing students and exposing them to an upper-division course.

Criminal Justice Program to Laurence Drivon School of Law Pathway

Any criminal justice student with a minimum of a 3.2 cumulative GPA and a minimum LSAT score of 144 will qualify to attend law school with the permission of both the Dean of the Law School and the School Chair of Criminal Justice when the student has completed the following classes:

The first nine Laurence Drivon School of Law classes will replace the following nine CRIM Bachelor of Science classes: Four lower division CRIM elective courses and five courses from the CRIM concentrations. Incoming students wishing to take advantage of this Transfer Plan *shall* notify the Criminal Justice Department Chair after their first quarter at Humphreys. The agreement would allow, under certain specific guidelines, for a Humphreys Criminal Justice major to enter law school with three years of college. After completion of the first year of law school (nine classes), the nine law school courses will be used to complete the CRIM bachelor's degree requirements.

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



FROM THE BUSINESS DEPARTMENT...

DEBT COLLECTION 101

By Jason Wolins, Chair

FROM THE COVER

Sunday, July 31, 2011 | The Sacramento Bee 03

DEBT COLLECTION: KNOW YOUR RIGHTS

If you're behind on paying your bills (or a creditor's records mistakenly make it appear so), a debt collector may be contacting you. See if you can resolve the matter, even if you can't repay immediately or think the bill is in error. If you don't want collectors contacting you, a collector must send a written "validation notice" stating how much you owe, the creditor's payments must be made to debts you select. Also, payments cannot be applied to a debt you don't think you owe. debt collector to pay you up to \$1,000, even if you can't prove actual damages. You also can be reimbursed for your attorney's



What if a debt collector starts calling when you get behind on your debts? What if you think a debt collector has used abusive, unfair, or deceptive practices? Have you thought about what rights you may have?

On July 31, *The Sacramento Bee* published an article, "Debt Collection: Know Your Rights." Let's look at a few issues and answers covered by the article that relate to debt collectors under the federal Fair Debt Collection Practices Act (FDPA). Now remember, this is not legal advice—for that, you need to see your own lawyer!

- ⇒ **Is your debt covered by the FDPA?** FDPA generally covers personal, family, and household debts, including credit card balances, auto loans, medical bills, and mortgages. Generally not covered: Business debts.
 - ⇒ **Can a debt collector contact me any time?** FDPA generally says, no. Unless you agree, debt collectors generally cannot contact you before 8:00 AM or after 9:00 PM. If you tell the debt collector you are not permitted to take calls at work, you generally cannot be contacted there, either.
 - ⇒ **Can I stop a debt collector from contacting me?** Sometimes it might help to talk to a debt collector to try to resolve the matter, to inform the creditor you cannot pay, or if you think the bill is erroneous. However, if you want to stop those debt collectors from contacting you again, write them requesting that they stop—send it by certified mail. Now you have a paper trail.
- Warning time: You may be able to get the collector to stop contacting you, but still may owe the debt and can get sued!
- ⇒ **Is it okay for a debt collector to contact someone else about my debt?** Maybe, maybe not. If you have an attorney, the collector has to contact

the attorney. If you do not have an attorney, the collector may be able to contact others but, generally, only to get your address, home phone number, and the place of your work. The general rule is that debt collectors cannot discuss your debt with anyone other than you, your attorney, or your spouse.

- ⇒ **What does a debt collector have to tell me about a debt?** After first contacting you, the collector generally has to send you a "validation notice" setting forth how much you owe, the name of the creditor, and how to proceed if you do not think you owe the debt.
- ⇒ **What acts are debt collectors forbidden from doing?** They cannot harass, lie, or make threats. This includes many things, including threatening harm or violence, using the phone to annoy you, or falsely claiming you committed a crime.
- ⇒ **Can I direct that payments be applied to specific debts?** Yes, you can. If the collector comes after you for more than one debt, you can select which debt(s) to which you want a payment applied. In addition, payments cannot be applied to debts you feel you do not owe.
- ⇒ **Can a debt collector levy against my bank account or garnish my wages?** If you are sued and the court enters a judgment against you, you become a judgment debtor. Wage garnishments and bank account levies are potential ways to collect judgments. The creditor potentially can collect court awarded funds directly from the third party—your bank or employer.
- ⇒ **If I think a debt collector has violated the law, what can I do?** One option is to sue the debt collector. The big "but," however: If you owe the debt, well, you still owe it!

(Continued on page 11)

(Continued from page 10)

⇒ **If I get sued by a debt collector, what should I do?** The general rule: Timely respond to the lawsuit. Now, this is where it gets tricky. You can represent yourself (called *in pro per*) or see a lawyer. I will leave this choice to you and your own best assessment.

However, these are pros suing you, so prudence may say to consult with an attorney. Remember, the clock is ticking on the time limit for you to file a proper response with the court. If you fail to do so, you potentially could be looking at a default judgment being entered against you.

⇒ **Where can I report an alleged violation by a debt collector?** Potentially, several places. Among them, you could try contacting the office of your state attorney general (a website with possible information is www.naag.org) and Federal Trade Commission (www.ftc.gov; telephone 877-FTC-HELP). Other places for information are www.ftc.gov/credit and www.MyMoney.gov. One word of caution: If you choose to report a violation, do not threaten to do so. A threat may be considered a violation of the law by you.

FROM THE MODESTO CAMPUS ...

NEWS AND ANNOUNCEMENTS

SUMMER PROJECT: REACHING TOWARDS THE COMMUNITY

As a part of her Interpersonal Communication course (Summer 2011), Linda Mottison designed a group service project. At the end of the quarter, each student group shared its PowerPoint presentation with the class and offered the details of the project from beginning to end. If supplies were needed, the groups were supposed to use the community to gather donations; they could also utilize outside help to serve their community.

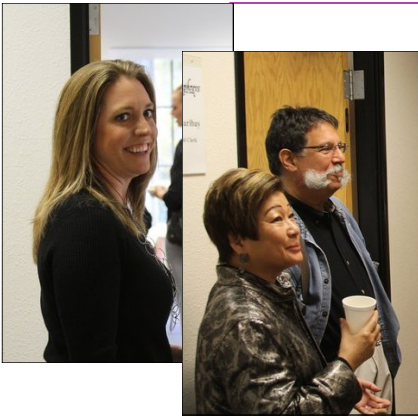
It was exciting to watch the students work together.

- Mack Lawson, Josh Collins, Derek Mate, Sean Warr, and Eliseo Cervantes sent out flyers to all faculty and administration on the Modesto Campus; flyers also went out where each of them worked. They gathered books for the K-8 Robert's Ferry School; they delivered several boxes of books to a very grateful staff at the school.
- Melissa Sanchez, Vanessa Perez, Maria Mayorga, Kimberly McCarty, and Tina Zamaroni prepared and donated back-to-school backpacks with school supplies to the Children's Crisis Center in Modesto. They chose two boys and two girls to be the recipients of the packs. Donations from the community provided the funds for the supplies and the backpacks.
- Dorothy Cook, Andrea DeCarlo, and Kaitlin Cruise donated to the Autism Program and Deena Bore Elementary School. They received cash donations, toothbrushes, school supplies, and many other items.
- Marcellino Rangel, Britinee Ornelas, and Aaron Ornelas worked with the Park Outreach, which was part of a church community project. They managed to fill 218 bags of groceries and 100 backpacks of school supplies in Graceada Park in Modesto. They served food to those at the park that day.



FRONT ROW: Melissa Sanchez, Kimberly McCarty, Vanessa Perez
MIDDLE ROW: Maria Mayorga, Tina Zamaroni, Kaitlin Cruise, Andrea DeCarlo, Aaron Ornelas
BACK ROW: Marcellino Rangel, Eliseo Cervantes, Derek Mate, Sean Warr, Dorothy Cook, Mack Lawson

THE STATE OF EDUCATION LUNCHEON ATTENDED BY HUMPHREYS GROUP



On August 25, several staff and faculty members attended the first *State of Education Luncheon for Stanislaus County*. The event was sponsored by the Modesto Chamber of Commerce. Over 450 participants convened at the Modesto Centre Plaza to hear how business, education, and nonprofit agencies could work together to increase the quality of workforce in the county, draw new business to the region, and offer better training. Numerous private and state-funded colleges along with major businesses were in attendance. Speakers included representatives from Alliance Worknet, Stanislaus County Office of Education, Stanislaus Partners in Education (SPIE), and the California Association of Regional Occupational Centers and Programs. The luncheon was an important opportunity to build bridges with the community. Humphreys College was represented by Wilma Okamoto-Vaughn, Lisa Kooren, Dr. Robert G. Humphreys, Jr., Patrick Piggott, Matt George, Clem Lee, April Huerta, and Carrie Castillon.

FROM THE LIBRARY AND LEARNING CENTER...

HOW TO SUCCEED IN COLLEGE SERIES: SUMMER 2011

The summer run of the weekly workshops included 18 sessions. The New Student Orientation was hosted by Pamela Wood, Chair of the Early Childhood Education Department, along with Santa Lopez-Minatre and Chiyo Miyai.



The Learning Center Director Stanislav Perkner led a series of workshops in Stockton and Modesto about the basics of college-level research, writing, oral presentations, and test taking. Additionally, he invited UOP's Professor Emeritus Darwin Sarnoff "to explore the frontier of knowledge" in

the disciplines of Philosophy and Logic. In a separate session, the students were encouraged to think about the "Socratic Education in the Age of the Internet."



Raymond Harter's workshop provoked students' cooperation by a rhetorical question: "Did You Mean What You Said? The Art of Double Talk." One of the best-attended sessions was led by another adjunct instructor – Phyllis Miranda. Her richly documented theme was also thought-provoking: "Nature

Deficit Disorder': Children Living in a Computer World."

The closing sessions of the summer quarter featured Chiyo Miyai's regular update about the local job market and a Conversation with Randy Rahmoller, one of the long-term adjunct instructors teaching in the Liberal Arts Department.

FROM THE ACADEMIC COUNCIL ...

COURSE AND PROGRAM UPDATES

The Academic Council approved a new course for the Liberal Arts Department, ENGL 49 Composition and Reading. This new communications course is designed to prepare students to enter college-level English composition and will focus on writing well-developed paragraphs in an organized essay, improving reading comprehension, and reviewing grammar and usage.

An agreement between the Criminal Justice Department and the Laurence Drivon School of Law was approved by the Council that will enable Criminal Justice majors to attend law school during the fourth year of their baccalaureate program, thus, in principle, allowing students to complete both a Bachelor of Science Degree in Criminal Justice and a Juris Doctor in seven years. Criminal Justice students with a minimum 3.2 cumulative GPA, a minimum LSAT score of 144, and completion of 73 units of general education requirements and 60 units of Criminal Justice core requirements would qualify if permission is granted by both the Dean of the Law School and the Chair of the Criminal Justice Department.

ACADEMIC COUNCIL WORKSHOP STATE SENATOR LOIS WOLK

On July 21, Humphreys College was fortunate to have California State Senator Lois Wolk visit and discuss her life, work, and achievements. She noted early on that while some politicians have political aspirations from an early age, it had never been one of her ambitions. She had been quite happy raising her children in Davis, California, acting as a referee for soccer and little league, and being active in the PTA.

However, she was known for being organized and able to get things done. She was pulled into managing a local political campaign, only for the candidate to lose. While she was ready to step away from the political arena, an aspirant for county supervisor talked her into managing her campaign, very successfully this time. Wolk went on to act as an aide for the new supervisor, and from there she has only rarely looked back from her increasingly successful record as public servant and political aspirant.



Over the past 20 years Senator Wolk has served as Mayor of the city of Davis, member of the California Assembly, and presently as state senator for the 5th district. She is known as being a strong yet moderate member of the Democratic Party, focusing more upon specific issues and concerns than on gaining political points for further advancement in the party.

The senator argues that the present political system and structure in Sacramento is not dysfunctional—at least not yet—and that budgetary reform is probably the single most important issue that faces our representatives in the capital. She believes that one specific aspect of the budgeting process that adds to California's problems is the lack of performance oversight for any given program; legislators have no objective means of measuring the extent to which a program has met its intended objectives. Naturally, Wolk considers middle-level bureaucrats as least in favor of such oversight given that they would be held accountable if objectives were not met.

Another issue that the senator sees interfering with the budgeting process is the inability to remove (or add) tax credits, deductions, or loopholes, as such budget management would require a two-thirds vote, not something that is easily done in Sacramento. She pointed out that California provides \$47 billion in tax credits and that none, however outdated, can be touched without intense debate and probable partisan disagreement.



Much of her time was devoted to queries from the large audience, and the concerns of her public ranged from urban sprawl to the cost of higher education to prison and court reform. While paint ball guns were an issue to one, term limits was on the mind of another. Overall, Senator Wolk answered all questions, only occasionally showing heated and personal dedication to a specific cause, issue, or bill.

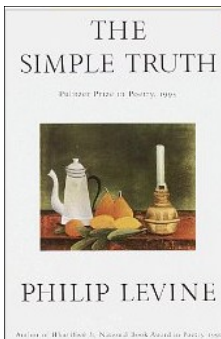
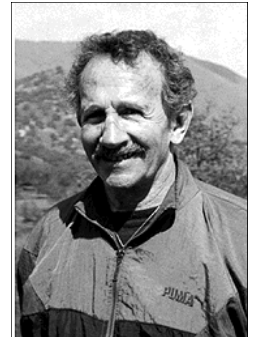
Chief among those issues was elderly abuse and her determination to ensure that both public and private institutions are held accountable for the care and welfare of our increasingly geriatric population. For example, she recently pushed through a bill that requires banks to be alert to the misappropriation of funds of elderly clients by their children or other caregivers. Senator Wolk is also an intense defender of our local Delta and water supply. She was almost emotional in her denunciation of the long-proposed peripheral canal that would cost many tens of billions of dollars to siphon no small amount of Delta water into the bottomless pit that is Los Angeles. She also mentioned that among her proudest achievements was getting Cache Creek designated a wild and scenic river, limiting development of the area and protecting the water and wildlife from future dams.

As she wound up her talk, Senator Wolk reminded the audience that the 5th District may be re-districted out of existence and that, if so, she would not be able to run for another term next year. If that does come about, she also nixed the idea of running for national office, such as trying to take over Rep. Garamendi's seat. Will she go back to teaching and little league? Possibly, but I'm sure that politics and public policy will never be very far down her to-do list.

~ Richard Chabot

AUTHOR SPOTLIGHT: “TO FIND A VOICE FOR THE VOICELESS” ~PHILIP LEVINE

A poet from the Motor City (Detroit, Michigan), Philip Levine has articulated in over 20 collections of poetry the voice of blue-collar Americans. This month the Library of Congress announced that he would become our nation's poet laureate, succeeding poet W.S. Merwin. The librarian of Congress, James Billington, noted that Levine is the poet of “the industrial heartland. . . the ordinary workingman.”



What does the poet laureate do? Or is it just another prestigious honor for the

Pulitzer Prize winner (*The Simple Truth*, 1995)? According to the Library of Congress, the Poet Laureate Consultant in Poetry is our country's official “lightning rod for the poetic impulse of Americans.” At 83, the oldest poet laureate to date, Professor Levine has accepted a big job especially if he is going “to raise the national consciousness to a greater appreciation of the reading and writing of poetry,” which is the goal of his new role. From my perspective, having seen him in action at a University of Pacific poetry reading, I think he can. Like the little engine that could, Professor Levine has proven that the honing of poetic genius can take place in a Chevrolet factory in Detroit, where he once worked, or in the halls of CSU, Fresno, where he taught other young poets like Gary Soto to express the diverse voices of Americans.

Winner of two National Book Awards, 1980 and 1991, he epitomizes the working class mantra taught to many of us by immigrant parents, that is, never to give up, to keep trying. Born to Russian-Jewish immigrants, Levine faced the loss of his father at five and growing anti-Semitism during his youth. After graduating from Wayne University in Michigan, he found jobs in Chevrolet factories in the evening and wrote poetry by day. Earning his master's from the University of Iowa, he traveled with his young family, a wife and two children, to California in 1957 and was awarded a Stanford Writing Fellowship. Later, he taught in the English Department at CSU, Fresno, for over thirty years and held teaching positions at New York University and UC, Berkeley, among others. Retired from teaching, he and his wife maintain homes in Fresno and Brooklyn, New York.

“Everyone has a story,” he relates in a recent poem, and for him the writing of poetry provided the context to relate his experiences even while working the night shift in Detroit factories: “I believed even then that if I could transform my experience into poetry I would give it the value and dignity that it did not begin to possess on its own.” In his earlier work, he describes his motivation as based in anger, but now it has “been replaced by irony, I guess, and by love.”

In his collection *The Mercy* (1999), which is dedicated to his mother, Esther, who supported his writing, he narrates in the collection's title poem, “The Mercy,” his mother's experience upon entering the U.S. through Ellis Island on a ship aptly named Mercy. Levine paints a memorable picture of a young nine-year-old immigrant girl carrying one suitcase and an orange and captures her sense of hope:

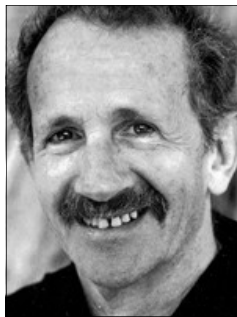
She learns that mercy is something that you can eat
Again and again while the juice spills over
Your chin, you can wipe it away with the back
Of your hands and you can never get enough.

In one interview with *Detroit Magazine*, he stated that while working in those auto plants in Detroit, he realized that so many of those around him were voiceless. “And as young people will, you know, I took this foolish vow that I would speak for them and that's what my life would be. And sure enough I've gone and done it. Or I've tried anyway. . .”



(Continued on page 15)

(Continued from page 14)



During Levine's poetry reading that I attended, I was struck by his desire to connect with his audience. He even read a few poems that included references to Highway 99, a long state road that snakes through our area, to remind his listeners that he was not just a Detroit poet, but also a poet and teacher who had carved out his life and life's work in the San Joaquin Valley. Ultimately, as the new poet laureate, Philip Levine has the challenge of improving the ordinary person's appreciation of poetry, and I believe that because of his own personal journey he is the best of our living American poets to do just that.

~ Cynthia S. Becerra

COMMUNITY HIGHLIGHTS

- **New EBSCO Database Available to Humphreys Community** – Criminal Justice Abstracts with Full Text™ includes bibliographic records and full text covering essential areas related to criminal justice and criminology. The increasing globalization of criminology is reflected in Criminal Justice Abstracts with Full Text's coverage of hundreds of journals from around the world. Criminal Justice Abstracts with Full Text contains more than 300,000 records selected from the most important sources within the discipline. This resource includes full text for more than 200 magazines and journals as well full textbooks & monographs.
- Appointed to the new position of Coordinator of Teacher Credentialing Programs is **Donna Roberts**. Ms. Roberts received her Master of Arts in Reading Education from CSU, Stanislaus, and possesses an Adult Credential, a Multiple-Subject Credential, and an Administrative Credential. With her considerable expertise in credentialing and education, she will be a tremendous asset to the College's new programs in teaching.

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STOCKTON

- Saturday, October 1, 2011 : 9:00 am - 4:00 pm
- Sunday, October 2, 2011 : 9:00 am - 4:00 pm
- All sessions will be given LIVE (Lecturer: Attorney John Couch) at Humphreys College - Laurence Drivon School of Law, 6650 Inglewood Avenue, Stockton. Room TBA.

Humphreys College Library & Learning Center
TUTORING SERVICES: FALL 2011

English, Math, Accounting

Richard Hunt

Monday 1:30 p.m. - 6:30 p.m.

Tuesday 10:30 a.m. - 6:30 p.m.

Wednesday 1:30 p.m. - 3:30 p.m.

Thursday 1:00 p.m. - 3:30 p.m.

Friday 1:30 p.m. - 5:00 p.m.

Accounting, General Reference, Online Instruction

Dr. Darwin Sarnoff

Monday - Thursday 7:30 a.m. - 10:00 a.m.

Friday 4:30 p.m. - 10:00 p.m.

General Reference, Research and Editing

Dr. Stanislav Perkner

Daily 1:00 p.m. - 5:00 p.m. or by appointment

Regular Library Hours

Monday-Friday 7:30 a.m. - 10:00 p.m.

Saturday 8:00 a.m. - 5:00 p.m.

Sunday 8:00 a.m. - 3:00 p.m.

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Humphreys College Newsletter, September 2011

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