

Humphreys College

Newsletter



JUNE 2012

SPRING QUARTER

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

NEWS AND ANNOUNCEMENTS

By Stephen P. Choi, Chair

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Currently, the Criminal Justice Program has more than 140 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 conclude its second Probation Academy in June 30, 2012. These students have endured classes held on Saturdays and Sundays for 25 weeks. They have learned defensive tactics, assessment and treatment of offenders, interviewing, and many other skill sets. They have a bright future ahead of them. The next Probation Academy will start in January 2013.

Juvenile Corrections Officer (JCO) Academy

Humphreys College will begin its Juvenile Corrections Officer Academy on July 7, 2012, at the Stockton campus. The JCO Academy is an intensive 160-hour, State of California approved, two-quarter course that includes laws and procedures of the juvenile justice system, security and supervision, social and cultural theory of behavior, first aid/CPR, oral and written communications, public relations, interviewing techniques, and counseling.

Criminal Justice Club

The Humphreys College Criminal Justice Club will become an official chapter of the American Criminal Justice Association – Lambda Alpha Epsilon grand chapter. We are in the process of picking officers and preparing for our first Criminal Justice Club competition, to be held in Las Vegas on October 18-20, 2012. College chapters from Oregon, Washington, Idaho, California, Nevada, Alaska, and Hawaii will participate. The competition will include written, firearms, and physical agility tests.

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Human Trafficking of Minors Training

On May 7, I attended an eight-hour law enforcement course on Human Trafficking of Minors. This course gave enough depth of information, so patrol officers, like me, are able to effectively recognize the signs of human trafficking and enslavement, perform a preliminary investigation to determine whether critical statutes are being violated and what resources are available to first responders, professionals, and victims concerning human trafficking of minors. This course was presented by the Orange County Human Trafficking Task Force.

Pass Point Setting Training

The College sent adjunct instructor and San Joaquin County Probation Officer Vera Bonpua to Western Region Intergovernmental Personnel Assessment Council (WRIPAC) training. The purpose of this training was to set hiring interview guidelines and standards to assess potential employees adequately. Vera Bonpua learned what Human Resource Officers are looking for in prospective candidates. As a result of attending this training, the Criminal Justice Department will conduct mock interviews for all willing CJ students in July and August to assist them in scoring higher in job interviews.

Dos Palos Police Department - Patrol



Many of you know that I volunteer for a small police department in Merced County. I love working patrol as it is a great way to give back to the community. The lessons I learn on the street can be brought into the classroom. On May 18 and 19, I worked the graveyard shift (10 p.m. to 6 a.m.). On both of these nights, I encountered people with handguns—one from a domestic violence call and the other from a traffic stop with two gang members in the car. I believe this summer will be very active for law enforcement and I wish all of my brothers and sisters in uniform *God Speed*.

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 LIBERAL ARTS DEPARTMENT ...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair

The Spring Quarter has been a busy time for many of us. Completing final exams, proofreading that MLA formatted paper one more time, asking ourselves who invented this style anyway—was it some sadist?—until our eyes are red from rubbing them as we try to stay awake. Remember, students, your instructors have been there. Now, however, we are on the other end and still up late reading student papers rather than writing them—although many faculty continue to be students as they advance in their educational goals and stay current in their fields of study.

In the last year, our department has been hard at work reviewing math textbooks and augmenting course selections. The Math Committee, co-chaired by Dr. Felix Cano and Instructor Leslie Walton, has made many important changes to improve the alignment of key math learning outcomes with course objectives. In addition, Instructor Julie Walker has led the development of SPAN201 Intermediate Spanish into an upper-division humanities course. Formerly SPAN103, a lower-division humanities elective, SPAN201 will include advanced grammar, reading and writing, helping students to expand their knowledge of the language and the culture.



Included in this quarter's update are the following: three student reflections on their humanities courses and Instructor Randy Rahmoller's meditation on the "bigger picture."

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WHY STUDY ART AND MUSIC HISTORY

By Lesley Lyberger, Student

The study of art and music history is important for the development of a well-rounded college student. Understanding the origin and importance of art movements throughout the ages helps broaden the mind and strengthens one's ability to participate in an intelligent conversation in social settings. We will find ourselves newly connected to the arts and music.

To me, art history is the study of visual arts, sculpture, and architecture in the context of civilizations. Each period is influenced by a previous era; to be aware of this continuum helps us to relate to the beauty of art in the world all around us. We may stop to look longer at an interesting building or better understand a sculpture we have admired for years.

More than often, we take for granted the genius and beauty of music that isn't specific to our modern tastes. Music history helps us learn about the culture and lifestyles of the past. Listening to music is a great way to relate to each other and the world around us. What better way to enrich our life than to learn how it started, where it came from, and the progression through the years until it became what we hear on the radio today? Learning about the history of music leads to a deeper understanding of the music we love today.

I was surprised to realize how much I enjoyed learning about classical composers. Many were musical prodigies who were insanely talented but often rejected by society. It makes me wonder whether we will ever come across individuals like Beethoven, Mozart or Bach again? Who will ever be talented and innovative enough to fill their legacy?

IN ARTS, THERE IS NO WRONG OR RIGHT ANSWER

By Carol Bowen, Student

Does learning about paintings, sculpture, and music help students become better in other areas of study? Today's economy has led to cuts to our educational system; everyone is trying to decide what needs to be preserved. I believe that studying the arts is beneficial to all of us.

Today we see an increased emphasis placed on the basics of education: reading, writing, and arithmetic, due in part to the passage of the No Child Left Behind Act. Yes, these are very valuable skills necessary for everyone. But students also need to develop in other areas. By studying the arts we all can learn to develop problem-solving and critical-thinking skills. It also helps in strengthening self-esteem, self-discipline, cooperation, and self-motivation.

In arts, there is no wrong or right answer; it is all a matter of how each individual perceives the piece.

In order to move forward, we need to understand the past. The arts enable us to grasp human experiences, both past and present. It helps with teamwork and collaboration, decision-making, and learning to respect others' ways of thinking, working, and expressing themselves. We are becoming more sensitive to different cultures and lifestyles. By studying the arts, we learn to express ourselves verbally and nonverbally, logically and emotionally, and, hopefully, to gain a better understanding of "the whole picture."

As the late President John F. Kennedy said fifty years ago, in his statement prepared for Creative America, "The life of the arts, far from being an interruption, a distraction, in the life of a nation, is very close to the center of a nation's purpose... and is a test of the quality of a nation's civilization."

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HOW THE STUDY OF ANCIENT RELIGIONS CONTRIBUTE TO COLLEGE EDUCATION

By Rebecca Alexander, Student

With over five hundred denominations in today's world, the study of ancient religions contributes to college education through a shift in a student's paradigm. Sit back, you're in the right place to learn more about your SPOTAR (Spiritual Path of Truth and Reality)!

We all have a paradigm, which is the way we see and perceive the world. This also pertains to the way we view God, salvation, morals, and doctrine. We may have grown up in our households with specific teaching on doctrine that we now believe is the "true" path to God. Maybe, for you, as a college student, this Great Religions of the World course is the first time you have been exposed to a particular SPOTAR. Either way, the study of ancient religion is an eye-opening and fascinating experience. So many cultures we study have facets of the same stories and are uniquely intertwined!

The study of ancient religions is essential to broaden our paradigm. Could it be that there are many paths to the same spiritual summit? Thankfully, the study takes us along many of these paths. The result is that each of us can decide which SPOTAR we choose to follow.

THE BIGGER PICTURE

By Randy Rahmoller, Adjunct Instructor

Have you ever wondered if there is something more to this life than "simply going through the motions"? Many people figure that such thinking is futile and a waste of time, while others refuse to invest in any kind of deep thought due to fear and anxiety.

Plato taught that there really is a bigger picture. We are living in delusion if we feel that what is before us is true reality. He espoused that there has to be something transcendent, something more, a higher level, that draws and compels us to explore life's journey.

The person engaged in thought and exploration is on a trail of fulfillment. Often there are road-blocks and bumps and bruises along the way, but that is part of the contract. Pain and suffering are not avoided but accepted. In the process, there is a steady move toward growth.

Those who are deaf to Plato and the bigger picture are often unhappy, bitter, and alone in a sea of self-pity. They play the blame-game for everything. For some strange reason, these people have been thrust into this world to suffer in a never-ending circle of meaninglessness.

The students and instructors at Humphreys College who seek the bigger picture are to be admired. They emit a sense of joy and eagerness. They are willing to help others and gladly share their knowledge and experience. The philosophy here is "the more you give, the more you get."

As we conclude another academic year and move toward graduation on June 16, perhaps there is something more for all of us. It can be a time of renewal, change, and hope. The good news is that we have to get out there and grasp it with all of our might. The investment truly has its rewards.

Note: In the upcoming summer quarter, Professor Rahmoller will teach Great Religions of the World online and an upper-division course History of American Cinema on the Stockton campus.

FROM THE BUSINESS DEPARTMENT...

CAL GRANTS, CRABS, NETWORKING, SCHOLARSHIPS ... AND THE CITY OF STOCKTON (HUH?)

By Jason K. Wolins, Chair

Okay. Let's do a little *Carnac the Magnificent*. (If you're too young to remember Carnac, ask your parents—or grandparents.)

Carnac holds the sealed envelope up to his head and his clairvoyance gives the answer, "Cal Grants, crabs, networking, scholarships, and the City of Stockton."

Then he opens the envelope and the question pops out, "What has the Humphreys College Business Department been up to lately?"

That's right, I have been involved in all five of these things. Let me get you up to date.



- **Cal Grants.** March 7, was the Association of Independent California Colleges and Universities (AICCU) Day in the Capitol at Sacramento. AICCU is the professional association representing California nonprofit, private colleges and universities.



Maybe you have heard about our state budget problems? Just, maybe?

Well, among the proposed cuts to education are those affecting Cal Grants.

March 7 was the day representatives from AICCU schools met at the State Capitol and were lobbyists for the day. We went around to legislators' offices and lobbied to save Cal Grants.

The picture is of the Humphreys College contingent standing at the west entrance to the Capitol, flanked by Santa Lopez-Minatre on the right and myself on the left.

- **Crabs.** What? Yes, crabs. And pasta, too.

The Business Department's community involvement includes an ongoing relationship with the United Cerebral Palsy of San Joaquin, Calaveras, and Amador Counties organization. On March 30, it held a fundraising crab and pasta feed in Stockton.

Several Business Department faculty members attended: Gary Grafius, Don Van Noy, Suzi Treganza, and myself.

An "honorary" Business Department associate also joined us—Richard Chabot, head of the Humphreys College Community Studies Program. The Business Department and Community Studies Program plan to work together when the Business Department needs information derived from the community.

- **Networking.** On March 29 and April 25, I attended two Institute of Management Accountants (IMA) accounting and finance student networking events.



The Association of
Accountants and
Financial Professionals
in Business

The March 29 student night was held in Modesto. Two Humphreys Modesto campus Business Department students, Mack Lawson and Donna Rials-Lopez, attended.

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Two recent alumni, Cynthia Vasquez and Robert Sprague, Jr., also went.

A panel of accounting and finance professionals who are relatively early in their careers answered questions about how they got their jobs and what their positions entailed.

Donna Rials-Lopez also won a major prize in a drawing—an IMA membership and a review course for the Certified Management Accountant (CMA) examination.

Stockton was the site of the April 25 IMA student night. Six Humphreys Stockton campus Business Department students attended: Carmen Barragan, Kelly Vang, Natasha Leandro, Elle Lewis, LaQueata Lewis, and Jamie Magdaleno.

Again, a panel of professionals and recent graduates answered questions on how they found jobs in today's economy.

In addition, Terry Barnhart, Business Coach and Trainer, and Principal at The Corporate College, gave a presentation on *Workplace Motivators*.

One thing he focused on was that people usually get hired based on *knowledge and skills*. However, most terminations and business failures are due to *attitudes and habits/behaviors*.

- **Scholarships.** I have sent several notices to students and visited many management and accounting course classrooms during the past year with scholarship application announcements.



One scholarship was awarded by the Risk Management Association (RMA), Central Valley Chapter, a financial services industry professional organization.

Two RMA representatives, past-president Corinne Santos and Denys Soto, visited the Humphreys College campus on May 22, for a scholarship presentation ceremony.

Drum roll time . . . the 2011-12 Central Valley RMA scholarship recipient was . . . accounting student Shundel Graves.

The people in the picture are, from left to right, myself, Corinne Santos, Shundel Graves, and Denys Soto.



- **The City of Stockton.** This year, the mayor gave the annual State of the City address at the Port of Stockton on May 17.



Over 700 people attended, including a group from Humphreys: Santa Lopez-Minatre, Chiyo Falk, April Huerta, Jr., Linda Verdun-Brown, and myself.



Mayor Ann Johnston addressed the challenges Stockton has faced and continues to face, and noted some bright spots, such as public works projects and possible additional first responder hirings.

The brightest spot appears to be the port. Did you know that the Port of Stockton is the only West Coast port that handles more exports than imports?

So how does all of this tie together? If the City of Stockton does well economically, then there just may be more money available for student grants and scholarships, job networking becomes easier, and, well, pass the crabs and pasta!

FROM THE COURT REPORTING DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Kay Reindl, Chair

Contributing Writer: Laura Poirier, Court Reporting Instructor

THE DEPARTMENT FEATURES COMMUNICATION ACCESS REALTIME TRANSLATION REPORTERS FROM UC BERKELEY AND DAVIS

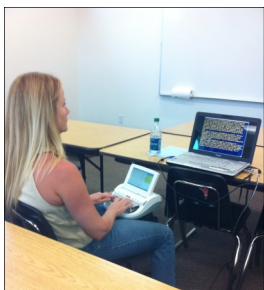
By Kay Reindl

The spring court reporting theory class, along with other interested participants, a total of about forty-five students, were in attendance to listen to Communication Access Realtime Translation (CART) Captioners speak about their profession of providing communication access to deaf and hard-of-hearing students at UC Berkeley and UC Davis.

Presenters were Betty Atanasu, Humphreys alumna, now Realtime Captioning Coordinator at UC Berkeley, and Denese Harlan, Realtime Captioner Coordinator at UC Davis. Serving as the CART Reporter was Humphreys alumna Charlotte Mitchell. She is one of five staff CART reporters who work under Betty Atanasu on the UC Berkeley campus and provide in-class lecture translations and transcriptions for 6-10 hearing-impaired students per semester. The staff also captions campus events such as guest lectures, graduations, and campus tours.



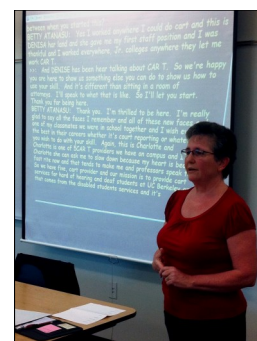
Charlotte Mitchell, Betty Atanasu, and Denese Harlan



The latest technology is utilized by the department to provide access for any students needing and requesting it. For example, during a campus tour, a potential student who is hard of hearing is furnished with an iPhone or iPad. The tour guide would wear a microphone that provides a live feed to a CART reporter located in an office. The reporter writes the words in realtime, and the English translation appears on the iPhone or iPad screen for the student to read and participate in the tour.

In the classroom, a captioner records a lecturer's words on a stenograph machine, which feeds into a laptop computer that translates, in realtime, the steno into English; it then appears on a screen for the student to read. There is much preparation required of the captioner prior to each class meeting: inputting terms unique to the subject and other information gathered from the course textbooks, syllabi and course readers. All of the preparatory steps help to simplify the actual realtime reporting. The captioned subjects might be anything from calculus or art to classes within the medical school or law school or even foreign language instruction. Captioners must also incorporate the use of parenthetical expressions in some scenarios to reflect the classroom environment accurately, for example, laughter or outside noises that are disturbing to the class.

The bottom line is that the CART reporter has a very important job: to record and translate what is being said in class in realtime accurately and to make the transcript available to students. The work is challenging, interesting, and very fulfilling.



WATCH IT IN ACTION!

You may view the attached video of a UC Davis Medical School student participating in a surgery and talking about her accommodations which enable her access to this procedure. It also explains the whole process of remote captioning (performed by Denese Harlan) and how this student was able to benefit from this service. Be sure to turn on your closed captioning feature when watching the video.

<http://www.youtube.com/watch?v=AwDvgFrbY5w&sns=em>

WHAT IS DEPOSITION REPORTING?

By Laura Poirier

On May 11, the CR 120 class visited Marcus Deposition Reporting, a Lodi firm which is owned by Dina Marcus, a Humphreys' alumna. Dina and her officer manager, Cassidy Staggs, walked the students through the entire process of a deposition, from the client's initial request for services to the final billing. The students were shown a sample job sheet that a reporter would use to indicate the page length, number of copies ordered, extra services provided (arranging for a videographer, rough draft, expedite, etc.), and any specific instructions required by the support staff to deliver a final product to the client. Cassidy then uses that information from the job sheet to calculate the reporter's commission for that job.

After the reporter submits her transcript to the firm via electronic file, Cassidy begins the process of creating the final product. The students were taken into the copy room, where Cassidy had been working on a 400+ page deposition transcript with hundreds of pages of exhibits to be copied, indexed, and attached to each copy of the transcript. The students became aware of the time and effort that goes into producing a transcript and realized that the percentage a firm charges for handling these tasks is well worth the money.

The students were curious about the factors that Dina considers when she assigns reporters to the various jobs on the calendar. Seniority and experience are extremely important, especially for highly technical cases, but Dina relies heavily on reporters who are also willing and able to offer realtime services. Attorneys sometimes request a specific reporter, and Dina does her utmost to accommodate her clients who are obviously impressed with the services and performance that that reporter provided on a previous occasion. That scenario, she added, should be the ultimate goal of a reporter.

In the conference room Dina simulated her setup routine for a deposition. The students quickly understood why it is so important for a reporter to arrive at least 30 minutes in advance. They watched as Dina set up her steno machine (writer), laptop, Netbook, router, air card for Wi-fi access, and all the necessary cords and cables. She explained where she prefers the deposition participants to be seated, and she demonstrated how she identifies each speaker so that his or her name is instantly translated onto the laptop/Netbook screens when an individual speaks during the proceedings.



Trisha Andazola, Nancy King, Jeanette Radonich, Cherise Mora, Stephanie McGinnis, Instructor Laura Poirier, and Annamarie Jones

The participants appreciated the time that Dina and Cassidy took to educate them about the many aspects of the deposition process. Deposition reporting is just one of the many career choices students will have upon completing their training; gaining knowledge such as this will allow them to make an informed decision about the area of reporting they wish to pursue.

COURT REPORTING STUDENTS PARTICIPATED IN MOCK TRIAL

By Candy Newland, Student

During Humphreys spring quarter, I was lucky enough to have been asked to sit in as a juror during a mock trial for Humphreys Law School. What a glimpse into the future!

The trial consisted of about 15 different speakers and lasted over three hours, which included back and forth questioning, witness testimony, and rulings from the judge. Each person who spoke had a unique tone, speed, and style. In my classes, I learned about different scenarios of "real life interactions," but this was such an eye opener on how different people speak. One of the "attorneys" spoke very fast; another kept

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interrupting herself to change her approach. Normally, all of that would go unnoticed, except for the fact that my ear has become attuned to such specifics in order to capture everything for the record.

I would highly recommend this experience to any court-reporting student; I hope I have the opportunity again. We should take advantage of every chance to catch a glimpse into the real world. I can only image the broad array of available experiences one could observe.

After the trial was over, I spoke to two students who reported the trial, Darla Moen and Virginia Palacios. They answered all of my questions and offered their advice I felt a renewed sense of determination to get through school. It was very encouraging.

Again, thank you to Mrs. Reindl, the Law School participants, and the court-reporting students at the trial for the opportunity to share their experience.



*Darla Moen (front) and
Virginia Palacios*

I TOOK IT ONE DAY AT A TIME **By Jennifer Arroyo-Samels, Court Reporting Graduate**

For me, the long road to completing my BS degree in Court Reporting has taken about ten years. I've been a reporter for 17 years; during the last six years, I have been working in court as an official. I have always had aspirations to further my education after becoming a licensed CSR. It usually took one to two classes per semester at the junior college. Being a court reporter means being able to go with the flow and follow where the current takes you. Thankfully, it led me to Humphreys College because the online program was a perfect fit with my life. I had my AA degree, and I only needed nine more classes at Humphreys to earn my BS degree.

I decided to take one class per quarter, so I could keep up with the rest of my life as well. I am a wife, full-time official court reporter, mother to a five-year-old girl, and athlete who likes to compete in half marathons and triathlons.

So why in the world would I add one more task to my daily activities when I'm already a certified reporter with a job?

Well, I received an incentive pay raise once I turned in my degree completion paperwork. Some court reporting firms also pay more for reporters with a degree. It's certainly something to think about right now when the economy is so poor and I want to be able to maximize my paychecks.

I can honestly say when I read through the syllabus for the first time each quarter that I questioned my sanity and the strength of my marriage to take on such a time-consuming responsibility. But just like everybody else, I took it one day at a time and managed what would otherwise be a very hectic schedule. Waking up at 5 a.m. some mornings to do homework instead of going for my morning run was just one trade-off I had to make. A couple of days a week, I stayed in my office over the lunch break to catch up on a reading assignment. I will be forever grateful to my support system, a.k.a. my husband, for giving me half-days and even whole weekends when I needed to complete homework and/or research papers while he took care of everything else.

My advice to other students who are considering the BS in Court Reporting is to adopt the attitude I learned while training for a marathon (26.2 miles) in 2004. At that time, I was running only 10Ks (6.2 miles) and knew nothing about long-distance running. I bought a book on the subject and followed the training schedule it laid out for me. The biggest help that book gave me was one simple maxim: The requirement for a "no matter



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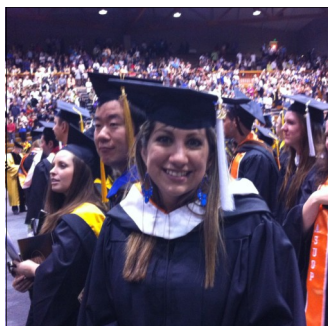
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what” attitude. Of course, there were days where I wasn’t feeling well, needed a nap, wanted to do anything other than homework, but my mantra became: “No matter what, I’m getting that homework done today.”

I’ve kept that attitude for other goals in my life, and it certainly helped here in achieving my degree. I think working as a court reporter has shaped my time management skills for keeping within deadlines and focusing on the project at hand. It’s true what they say about time: It’s going to pass by anyway, so why not do everything in your control to make the most of it? I’m so grateful I did!

COURT REPORTING PROFESSION: MY UOP EXPERIENCE

By Darla Moen, Humphreys Alumna



Ana Palacios
UOP Graduate

I was given a special opportunity to caption for a hard-of-hearing student at her commencement ceremony at UOP. Although I was a little nervous, I knew the experience would be incredible, and the school was willing to pay me for my time. It was a win-win!

I had five days to practice various speeches in order to build my dictionary for that job. I knew it was important to have as many “speech” words as possible so that my typing would translate. I felt much pressure to provide this student with the same commencement experience as the students who were able to hear everything.

Although I felt prepared to do my best job, I didn’t realize how tired I was going to be at the end of the day. It’s one thing to work in court or at a deposition, but it was much more difficult to translate a speech when I could not anticipate what the speakers were going to say. For example, with testimony, we are able to anticipate to some extent what is going to be said. We are used to typing Q&A, jury charge or objections. However, with speeches, we have to be completely focused in order to stay on top of the speaker and get down every word.

With all that being said, this is definitely a career path I am excited to pursue along with the court and deposition jobs. It was a wonderful experience. I was honored to be a part of my graduate’s special day! I would definitely recommend captioning. We all should keep an open mind about all the opportunities that are available to court reporters.

MY GRADUATION DAY

I started this journey four years ago. As a full-time court reporter, a full-time mother of two young boys, and a part-time student, I knew it would be a struggle for me to complete this program. I remember my first assignment. It was 9:30 at night and I was climbing into bed with my book. I had this overwhelming feeling because I did not know how I was going to last at this pace for four years.

Getting a degree has been a dream of mine for 20 years now. I knew that the only way I could obtain a degree was to take this online course offered by Humphreys and that it was a once-in-a-lifetime opportunity. There were so many times, too many to count, when I was so exhausted that I thought that the end would never come, I would never reach my goal, I would never attain my dream.

As I am writing this letter, I have tears in my eyes and a lump in my throat. The floodgates of emotion have opened up. I am so glad that this journey is over for me. I am proud of myself for not giving up. I feel like a different person, not only because I now have a Bachelor of Science degree, but because of the determination and sacrifice it took for my family and me.

For those who are taking this journey to obtain a higher education, hang in there. There is a light at the end of the tunnel, and that light is bright. It is worth all of the sacrifice, and there is a feeling of accomplishment you will carry with you for the rest of your life.

Sincerely,

Raquel Sharp



FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

“UP, UP, AND AWAY!”

By Pam Wood, Chair

As you may already know, two years ago, I traveled to China to visit my daughter Shawna. Many of you have seen my photos, attended the workshop, or heard some of my stories about the trip. Well, last month I had the opportunity to visit my daughter Krystal and her family, who live in Rawalpindi, Pakistan!

As you can imagine, I was a little nervous to plan such a trip by myself; however, it just so happened that my Shawna left China and came to visit me for a few months. She asked me where I would like to travel while she was here visiting and I said, “Let’s go to Pakistan to see your sister!”

We boarded the shuttle on Friday, April 6, and arrived in Islamabad, Pakistan, on Easter Sunday at 4 a.m., 30 hours later! What a trip! Once I was able to get up and walk, we began our week in Pakistan.

First, I want to tell you a little about my family who reside in Pakistan. My daughter Krystal and her husband Jesse have three children: David (7), Lizzie (5), and Elisa (1). They have lived in Pakistan for six years and work in the field of computer support services. I was thrilled to have a chance to meet Elisa for the first time and spend a little time with David and Lizzie. They house a homeschool for 11 children; they meet in their basement. The teacher, Miss Jenny, is originally from Britain and now resides in Islamabad.

One fact that you need to know is that my daughter lives about 50 feet from a Muslim mosque where the “Call to Prayer” begins each day at 4:30 a.m. and is repeated, very loudly, five times a day. Just imagine turning your television set up as loud as it will go and standing in front of it; that’s what the noise level is during each “Call.” Most inhabitants of Rawalpindi are Muslims.

Oh, by the way, my daughter’s family lives in the flight path of the international airport!

One thing that amazed me was the traffic! It only moves at 30-35 mph because it is congested and the roads are in bad shape. Drivers don’t use their brakes; they use their horns! As you can imagine, my daughter lives on a very busy, noisy street. It is filled with small cars, rickshaws, bicycles, motor bikes, and people. By the way, pedestrians do NOT have the right of way, and yes, I did survive a ride in a rickshaw! Rawalpindi is home to approximately two million people; many of them come from Punjab villages looking for work in the city.

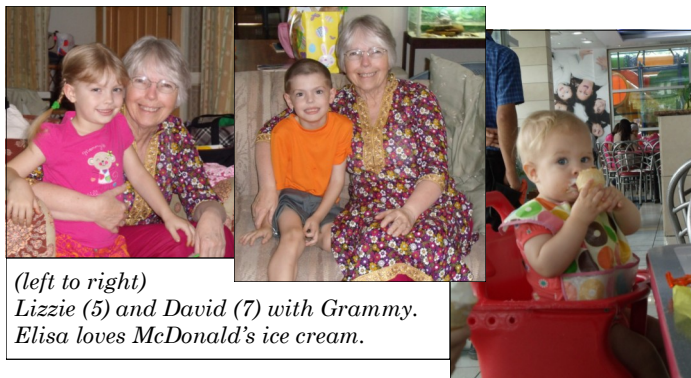
If you like farmer’s markets and sidewalk sales, you might enjoy Rawalpindi. However, if you have allergies, the dust and dirt will overwhelm you. We did walk to the farmer’s market several times and purchased some tasty melons, asparagus, eggplant, and bananas. The greatest obstacle in walking around the neighborhood is dragging your “suit” in the mud and sweating under the head covering when the temperature gets up to 120 degrees. (Thankfully, it was only in the 90s while I was visiting.) In summer, the maximum temperature can sometimes reach 130 degrees.



Krystal and me at her home



Neighborhood Marketplace



*(left to right)
Lizzie (5) and David (7) with Grammy.
Elisa loves McDonald’s ice cream.*

We did take a few trips into the nearby capital city of Islamabad where we patronized McDonald’s (David’s favorite) and Domino’s Pizza (Lizzie’s favorite). We also ate a late lunch at the Serrano Hotel, where we had to proceed through three security checkpoints while they searched our van for explosives.

Yes, I did enjoy my adventure to Pakistan; however, there is no place like home.

P.S. By the way, Shawna is moving to Malaysia next month, so I may be heading “Up, up, and away” again! I’ll let you know...

FROM THE LAW SCHOOL...

NEWS AND ANNOUNCEMENTS

By L. Patrick Piggott, Dean

LAW SCHOOL VISITED THE FIRST DISTRICT COURT OF APPEAL IN SAN FRANCISCO

In May, the Moot Court instructor Aliyah Abdullah and her students went to San Francisco to observe oral argument at the First Appellate District Court of Appeal. Abdullah and Administrative Presiding Justice William McGuinness met last year while judging a national moot court competition.

Benjamin Henderson and Tracy Miller took full advantage of the opportunity to observe practicing attorneys deliver oral arguments and respond to questions before a panel of judges, as the students have practiced in Moot Court. According to Henderson, "It was very insightful to see the practical aspect of attorneys arguing in front of the justices at Court of Appeal, to observe the types of questions the justices asked and to see how the attorneys responded."

After the oral arguments, Justice McGuinness hosted the law students in his chambers to discuss the importance of oral advocacy, his expectations for the attorneys who appear before him, the appellate system, the court's current financial crisis, legal careers, and the immense benefits of a legal education to develop critical thinking skills and analysis.

MOOT COURT COMPETITION

Tuesday, May 8th, marked the Humphreys College Laurence Drivon School of Law's Second Annual Intra-School Moot Court Competition. Moot Court is a simulated appellate court where students compete, based on their written appellate briefs and their oral advocacy skills. The Moot Court is a two-quarter course taught by instructors Aliyah Abdullah and Philip Pimentel.



The final round featured law students Tracy Miller and Stephen Stapleton versus Benjamin Henderson and Juan Carlos Lemus before a panel of three judges from San Joaquin and Stanislaus County courts, and a full audience in the law school courtroom. The Miller-Stapleton team was the champion of the final round; it is recognized on the perpetual Moot Court Champions plaque in the law library of Humphreys College.

"It was a great experience to utilize the knowledge I have gained in law school," said Henderson. "The competition gave me the opportunity to use teamwork, to use case precedent to argue legal points persuasively, to think on my feet, and to strengthen my public speaking ability."



MEET YOUR NEW COLLEAGUE ...

MINH PHAM, EXECUTIVE ASSISTANT TO THE DEAN OF THE LAW SCHOOL MY PARENTS TAUGHT ME THAT EDUCATION WILL BE THE KEY TO MY SUCCESS

Tell us about your education and professional career before you joined us at Humphreys College as Executive Assistant to Dean of the Law School.

My parents taught me early in life that education will be the key to my success. After graduating from A.A. Stagg High in Stockton, I was accepted to San Jose State University with the intention of becoming an engineer. After completing my freshman year, I decided that engineering was not for me. I switched to Administration of Justice and earned my Bachelor of Science degree in 2000. After graduation, I considered a job in the Department of Correction; luckily, the State of California issued a hiring freeze that year. With the encouragement of Patrick

(Continued on page 13)

(Continued from page 12)

Piggott, I continued my education by attending law school. Four years later, I received my Juris Doctorate from University of Northern California Lorenzo Patino School of Law in Sacramento.



When and where did you meet today's Law School Dean Patrick Piggott?

Prior to attending and after graduating from law school, I gained invaluable experience working for the law firms of Piggott, Ford & Dalton, APC and Medina & ReidReynoso. I met clients from various economic backgrounds. Hands-on-experiences with Civil Litigation, Personal Injury, Family Law, Bankruptcy, and Criminal Law proved to me that an attorney needs to be well educated in all areas of the law, not just the area he/she wants to specialize in. To make my life more complicated, I earned a Real Estate Sales-person License, which I have held since 2006. In January 2012, I was fortunate to receive a full-time position as Executive Assistant to Dean Piggott.

Before earning your doctorate, you spent four years in law school. Now, you work as an administrator for the Humphreys law program. What makes a good student in the field of law?

A good law student is willing to learn and adapt to the training to come. He/she must be committed and study hard. Frustration is a part of it. Seek help when needed; do not procrastinate until midterms or finals.

What makes a good professor of law?

A good professor of law is one with vast knowledge of the subject matter and real-life experiences that relate to the subject. He/she needs to encourage students to learn and be highly motivated to teach.

Who is your professional role model?

Without a doubt, Dean Patrick Piggott is my role model. Without his assistance and encouragement, I wouldn't have concentrated my education and career towards law. His love for the law and defending the United States Constitution is tremendous.



Brooke (left—dob: 4/21/12), Nicholas (middle—dob: 6/7/06), Allison (right—dob: 4/21/12)

What do you do for fun?

Besides the fun environment at work, I spend much of my spare time with my family and friends. I enjoy outdoor activities such as camping during the summer and snowboarding/tubing during the winter. With a family of three, all of that was manageable; with the recent birth of twin girls—Alison and Brooke—it'll be less manageable.

Name your favorite book, movie, or television show.

Book: Last Man Standing by David Baldacci (2001); the protagonist, Web London, is exposed to a series of dramatic events as the only member of his elite FBI Hostage Rescue Team unit... It is a great nove, but I usually relate the title to my drinking days where "the last man standing" after a night of drinking is the champ. Movie: Infernal Affairs, a 2002 Hong Kong thriller directed by Andrew Lau and Alan Mak and its 2006 American remake by Martin Scorsese entitled The Departed.

Your favorite quote?

"Everything I have, my career, my success, my family, I owe to America" - Arnold Schwarzenegger.

~Stanislav Perkner

FROM THE DEAN OF INSTRUCTION ...

WASC 2012 ACADEMIC RESOURCE CONFERENCE

By Bob Humphreys, Jr.



In April, a group of Humphreys faculty and administration made the trip to Costa Mesa, California, to attend the annual WASC Academic Resource Conference (ARC). Key topics of this year's conference included changes to the WASC accreditation standards and revised Institutional Review Process—the process that WASC uses to accredit and re-accredit member institutions, as well as in-depth discussions about the direction of federal regulation of higher education institutions. A persistent theme among the conference's lectures, seminars, and workshops was the need for institutions to better define their degrees and to articulate their nature and rigor, as well as a focus on assessing and demonstrating the attainment of learning in "core competencies." As Humphreys prepares for its upcoming Educational Effectiveness

Review—the third and last step in the College's re-accreditation—the topics from the ARC will provide valuable guidance on the direction of our assessment and program development efforts.

FROM THE ACADEMIC COUNCIL ...

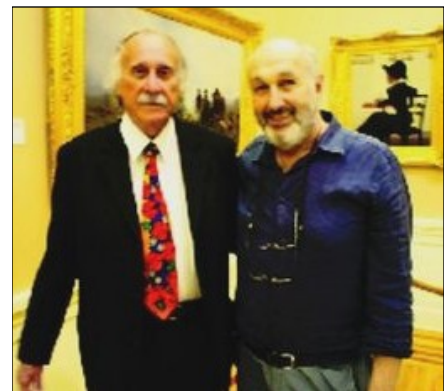
THE EDUCATIONAL EFFECTIVENESS WORKSHOP WITH RICHARD BERENGARTEN ON PARENTING, LIFESTYLE, AND THE END OF THE AGE OF AFFLUENCE

In April, the Humphreys College Academic Council co-sponsored two sessions with Richard Berengarten, English writer and Professor of Oxford University. Both presentations were a part of National Poetry Month activities, organized by the Heritage Writers Community of Stockton.

Many students and faculty of Delta College gathered with Humphreys College representatives to experience the poetry and person of Richard Berengarten. The poet's presentations took a form of experiential learning for the attending students and faculty. The first exhibition had Spanish-speaking students come forward and read portions of one of Berengarten's poems (focusing on trees and based on a trip to Muir Woods) as he recited the same portions in English. Lacking rehearsal or complete instructions, the reading and chanting was jagged and uneven, yet Berengarten only reveled in the unfinished nature of the process, enjoying the learning of poetry through the discovery and celebration of poetry, particularly through a second language such as Spanish.

In the second part of his presentation, Berengarten read short pieces of other poems, discussing how each was created and connected to life as he experiences it. For example, one poem that focuses on hands was given context through a discussion of the importance of gestures, of the Chinese art of Tai Chi, and of the power of *mudras* or hand-symbols in Asian mysticism. He also read two poems from a book of poetry titled *The Manager*, explained through connection to the play *Death of a Salesman*. Toward the end of his presentation, Berengarten responded to questions; he acted as an ambassador for poetry and the expressive arts.

At UOP, the author shared his experiences from his extended stays in former Yugoslavia and explained why he has been attracted to historical experiences of Central and Eastern Europe. He linked his Jewish heritage to the poetic sensitivity that motivates him to depict the themes of both human suffering and hope.



Robert Reinarts, left, and poet Richard Berengarten at Stockton's Haggin Museum.

FROM THE ACADEMIC COUNCIL ...

NEWS AND ANNOUNCEMENTS

In April the Academic Council approved two new courses:

SPAN 201 Intermediate Spanish

Intermediate Spanish will be offered during the summer 2011-2012 academic quarter. Students who have successfully completed SPAN 102 or native speakers who have tested out of SPAN 101 and 102 will be eligible to take this course. The course continues the study of the Spanish language and Hispanic cultures with some work in advanced grammar concepts. Reading, writing, and Hispanic literature will be emphasized.

CRIM 200 Crime Scene Preservation and Evidence Collection Lab

Crime Scene Preservation and Evidence Collection Lab is designed for CRIM students enrolled in the Law Enforcement Concentration who have successfully completed CRIM 130. Students will develop advanced knowledge of the principles of the collection, examination, evaluation, and interpretation of evidence. Additionally, students will become familiar with modern methods used in crime scene preservation.

FROM THE LIBRARY AND LEARNING CENTER...

HOW TO SUCCEED IN COLLEGE SERIES: SPRING 2012

In the spring of 2012, the Learning Center offered 18 open-enrollment workshops featuring 11 speakers.

- ▶ *Jason Wolins*, Head of the Business Department, alongside with *Santa Lopez-Minatre* and *Chiyo Falk*, led the New Student Orientation.
- ▶ Five sessions of Writing Clinics covered various aspects and stages of college-level research and writing: *Linda Rahmoller* advised the participants on formatting techniques, *Richard Hunt* demonstrated online database searches, and *Stanislav Perkner* discussed the elements of composing, editing, and documenting research-based papers.
- ▶ *Aaron Zeller* offered his experiences with creative writing.
- ▶ Addressing one of the key learning outcomes of college education, *Kerry Moquett* talked about critical thinking as a life-long habit. *Donna Roberts* encouraged her students "to shoot for the stars" while transitioning from undergraduate to graduate academic programs.

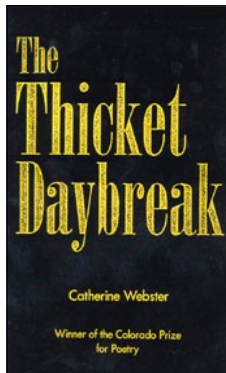


- ▶ Two workshops advised students in the use of technology. *Chiyo Falk's* presentation was titled "Think Before You Post - Job Search and Social Media Networking"; *Jim DeCosta* summarized best practices in PowerPoint presentations.
- ▶ In the regular feature Beyond the News, *Stanislav Perkner* confronted some thoughts on the transition from a cold war mentality to a soft power strategy in international relations. Another presentation was titled "To Know Our Future, We Must Understand Our Past." Both of his workshops reflected on the current pre-election debates as covered by the media and discussed in Humphreys' history and political science courses.
- ▶ The closing session of the quarter was a conversation with *Moses Zapien* (Law School Class of 2010), a local attorney and Stockton City Council candidate.



AUTHOR SPOTLIGHT: CATHERINE WEBSTER

(August 7, 1944 - May 31, 2012)



*The proof of a poet is that his country absorbs him
as affectionately as he has absorbed it.*

~Walt Whitman

Nestled in the Central San Joaquin Valley lies the small farming community of Linden. With a population of a few thousand—if you count those living in the rural areas near Stockton—it hosts numerous orchards, vineyards, and ranches. This is the hometown of the Whitman-like poet, one of her inspirations, Catherine Webster. With three generations of the Webster family farming in both the San Joaquin and Calaveras counties, she has grown up with ties to our agricultural lands that have spurred both her poetic and political voices. Using her poetic voice she has published several collections of poetry as poet and anthologizer, including the award-winning *The Thicket Daybreak* (1997). With her emphatic, political voice, she has stressed the preservation of our agricultural land and wildlife habitation through the Land Utilization Alliance. Moreover, as an educator, she has generously given to her students her knowledge and her zeal for learning.



Fusing her passionate voices, her poetry sings of the natural ties of our personal connection to the land, to the soil. Resonating Whitman's philosophy in many of her works, she captures that tone of the human being as the steward of our earth in "Child off HWY 99," published in *Highway 99*:

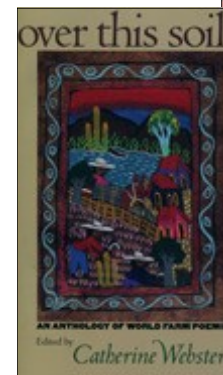
*I, Catherine Webster, dew on my lips, on cheeks, in my hair,
Am like urgent summer night, yearning to be born, year after year, a
burning green oat, wheat, grass leaf,
I flaunt my own dew-sweet fleshy roots, straining for this farmland,
Because I'll be irrigated, hoed, thinned,
Picked, tossed into lugs boxes,
My yearnings and feelings for this soil are every San Joaquin farmers' in the
County—I am this county's bard, **

In addition to *Highway 99*, she has published *The Concept of Bodily Objects* (1997), a collection of her poems, and edited *Handspan of Red Earth* (1991) and *Over the Soil* (1998).

As an educator, she has taught at the University of Pacific, San Joaquin Delta College, the University of Iowa, and Humphreys College; in addition, she was a key instructor in the Humphreys' first charter school, IBML. Students of my California Literature class have often benefited from her guest lectures and interactive seminars in creative writing. In addition, she has hosted Dr. Chabot's Rural Problems and Prospects class at her Linden ranch and led several Creative Writing workshops for the Humphreys Learning Center.

So if you are interested in reading poetry that captures the essence of our Valley, including its rhythms as vocalized by one of its own, then you should read from one of Professor Catherine Webster's collections and "caress the peach blossom's spread petals" or something else that nature has bestowed upon us valley dwellers.

~ Cynthia Becerra



* See the Supplement for the entire poem.

Poetry Corner

The Fight

Four a.m. morning dark as night
 Mom's yelling, "Levántate, ya es hora de trabajar"*
 I hear the clicking pattern of the sprinklers
 Making the sound as a typewriter under a writer's fingers
 The fresh air filled with the scent of moist dirt
 The birds chirping, machines working
 We arrive at the fields with the sun peering from behind the mountains
 Time to work!
 My mother pulls the sack and places it on the ground
 We reach for the onions and begin to pull
 Shaking the dirt off
 Mom grabs them and places them in the sack
 As she smiles and says, "Asi se hace, mija"***

*"Get up, it's time to work."

***"That's how it's done, my child."

~ Janie Marquez

The Blues

I do not know the moment of their embrace
 Nor how they chose me to hear their voice,
 Yet hearing is only an entrance to their rapture and the fleeting escape
 From life's mortal grasp.

I do not know how to join their chorus
 For I lack skill with brass, reed, traps, song or string.
 All instruments enjoy the ability to sing the genre's magic
 And poignant touch.

I do not know how they reach every human emotion deep and shallow
 But it is not necessary to know the paths that join or
 Entwine while touching the soul allowing the world to slow
 Or mend a troubled moment.

I know that the Blues will take me to a suspended space,
 A safe space and embrace me with the healing of their touch, words,
 And human messages of our shared past and present laments,
 Uniting me with my brothers and sisters.

~ Ray Harter

COMMUNITY HIGHLIGHTS

- ☐ The Court Reporting students and staff recently said good-bye (for now) to **Judy Griffith**. Judy has been a reader and lab aide in the Court Reporting Department since October 2007. She took advantage of a rare opportunity to work on an Alaska Cruise Ship for the summer. She will make several trips on the cruise ship from Vancouver to her home base in Anchorage. The students and staff are hoping that she will miss us and return sometime in the future. Bon Voyage, Judy!



- ☐ On May 11-13, 2012, the **Humphreys College Board of Trustees** convened in Napa. Guest speaker Dr. Richard Giardina, WASC associate, spoke on the changing landscape of accreditation. Other presentations were delivered by Bob Humphreys, Jr., Dean of Instruction; Jess Bonds, Dean of Institutional Research and Effectiveness; Patrick Piggott, Dean of the Law School; Wilma Okamoto-Vaughn, Dean of Administration; and Cynthia Berra, Associate Dean of Undergraduate Assessment and Retention. Following the meeting, a dinner was hosted by Trustee Larry Drivon and his wife Donna.
- ☐ **Sabrina Tellez** and **Martin Valadares** have joined the Library and Learning Center staff as student assistants.

Congratulations Class of 2012



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