

Humphreys College

Newsletter



SEPTEMBER 2012

SUMMER QUARTER

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It is with great sadness that we announce the passing of Professor Rowena Walker. Rowena passed away Wednesday shortly after teaching her morning class.

Rowena will be greatly missed. She dedicated her life to the College and especially to its students, and lived doing what she loved most – teaching, learning, and helping others. Her warm spirit, cheerfulness, and genuine care for all are inspirational. Our thoughts and sympathies go to her family.

February 22, 1932 - September 5, 2012

A special edition of the Fall 2012 Newsletter will be dedicated to Professor Rowena Walker and the College will host a Celebration of Life event on Saturday, September 29th at 10 AM.

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

NEWS AND ANNOUNCEMENTS

By Stephen P. Choi, Chair

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

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### CRIMINAL JUSTICE

#### **Probation Officer Core Course: Probation Academy**

Humphreys College will offer the Probation Officer Core Course, as a College extension program, to San Joaquin, San Mateo, and Riverside counties. The students attending are hired and sworn-in as probation officers for their respective counties. Under California law, these officers must complete the Core Course by their first year of employment.

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The training is approximately 200 hours and delivered Monday through Friday, 8 AM to 5 PM. Humphreys College is proud to provide this state-sponsored training.

### **Juvenile Corrections Officer (JCO) Academy**

Humphreys College will begin part II of its Juvenile Corrections Officer Academy. 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 hold its second BBQ/raffle fundraiser in October 5, at 6 PM at the Stockton Campus. Tri-tip, chili, salad, rice, and garlic bread will be served. Proceeds for this fundraiser will allow Club members to participate in the American Criminal Justice Association 76th National Conference, held at Valley Forge, PA, on April 21 to 26, 2013. The grand prize for the raffle is a \$650 gift certificate to Bass Pro Shops. Tickets may be purchased through Mr. Choi:

- \$25 for one person includes one raffle ticket
- \$40 per couple includes two raffle tickets
- Table of 8 for \$150 includes 10 raffle tickets
- Individual Raffle tickets are \$10 each

### **Law Enforcement Training Seminar**

In August, I attended a law enforcement conference in San Diego, where I was updated on the following topics: recognition of subjects being under the influence of controlled substances, policing Muslim extremist organizations, concealed weapons, and suicide prevention.

### **Mock Job Interviews**

The Criminal Justice Club conducted two nights of mock job interviews at Humphreys College. Jamie Gates, a graduate of Humphreys College Probation Academy #1, used her newly acquired skills to rank #10 at her Stanislaus County Probation Department job interview. She has since passed another interview and will start the background investigation process with Stanislaus County Probation. Good luck, Jamie!

### **Firearms Training**

The Criminal Justice Club held three gun safety classes during the month of August at the Stockton Campus. Students who attended the gun safety classes are now able to attend range days at Barnwood Arms in Ripon, California. Law enforcement instructors work one-on-one with students as they learn how to safely handle, load, unload, and use a firearm.

### **Board of State and Community Corrections (BSCC)**

Humphreys College has been asked by BSCC to develop online courses for Probation and Sheriff Departments statewide. The training would occur using the College's online Moodle platform, Camtasia, and other new web-oriented learning programs to ensure student success.

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LEGAL STUDIES

Legal Secretaries Incorporated Conference

Legal Secretaries Incorporated is a non-profit organization dedicated to the continual professional training of legal secretaries and paralegals in California. I attended its August workshop in Pleasanton, and I was able to network with numerous participants. I returned with great information on how to tweak the Legal Studies Program to ensure our students have the requisite skills to succeed in the workplace.

Paralegal Club Coming Soon

Humphreys College will start a Paralegal Club in the very near future. It will be linked to the American Association of Paralegal Education and its Lambda Epsilon Chi (LEX) Honor Society. I envision that the Club will have a monthly catered meeting (alternating between the Stockton and Modesto Campus) with guest speakers focusing on future challenges in the legal field for the working professional.

Internships

The Legal Studies Program has begun to place students into internships. I truly believe for a Legal Studies participant to be successful, he or she must be immersed in a legal setting. If you would like to intern, please see me at registration, and I will work to find you an internship opportunity.

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Fall Registration

I thank every Stockton LEGA student for registering with me in person. This was my chance to meet each one of you, update your evaluation, and guide you towards your degree. I appreciate your patience.



I want to also thank Rowena Walker for assisting me in the smooth transition between Program Chairs. She was my friend, mentor, boss, and one of the greatest colleagues I ever had the chance to work with. I will truly miss her, her smile, and her endless energy that she brought each day to the College. God Speed.

Individual Lunches with LEGA Faculty Members

During the past quarter I met with each LEGA instructor for lunch. I was able to ask each instructor about his or her future vision of the LEGA Program. I believe I have a firm handle on the needs of the students, instructors, and employers.

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

NEW CHAPTER IN HUMPHREYS HISTORY ...

THE CREDENTIAL PROGRAM WILL START IN FALL 2012 OUR INTERVIEW WITH DONNA ROBERTS, PROGRAM COORDINATOR

After several years of preparation, Humphreys College is authorized to offer its own Credential Program. The program will provide the training and experience necessary to qualify candidates for the California Preliminary Multiple Subject Credential:

- ☐ *The SB2042 Preliminary Multiple Subject Teaching Credential* will prepare candidates for teaching responsibilities in self-contained classroom settings at the elementary and middle-school levels (K-8) with responsibility for instruction in several subject areas.

Donna Roberts, Credential Program Coordinator, answered the following questions.

What are the main features of Humphreys' Credential Program?

The mission of the Humphreys College Credential Program is to provide the training and experience necessary to qualify candidates for the California Preliminary Multiple Subject Credential and to foster teaching responsibilities in self-contained classroom settings at the elementary and middle school levels (K-8) with responsibility for instruction in several subject areas. The program will prepare candidates for the challenges and opportunities of teaching California's highly diverse student population. It is designed to provide a strong, research-based foundation in both the academic and practical aspects of teaching in multi-ethnic and English-learner classrooms. Integrated course work and hands-on teaching experiences will emphasize effective, result-oriented teaching strategies, differentiated instruction, and the practical, real-world skills necessary to manage classrooms within differing organizational structures. The program is designed purposefully to address the challenges and opportunities that a new teacher in California will face by developing high-quality, informed, and prepared classroom leaders.

Are there any links between the new credential programs and the existing Master's Program in Education?

Humphreys College offers a master's degree in conjunction with a multiple subject teaching credential by taking only three additional courses. This is an incredible opportunity!

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How long will it take to complete the credential program itself?

The program itself will take an estimated five quarters (a little over a year) for a full-time student who takes two courses per quarter. The instruction will be offered as evening and/or Saturday courses to accommodate a working student. The curriculum will combine theory with practical application. However, the last quarter will be student teaching in which the candidate will spend the first six weeks in a K-2 classroom and the second six weeks in a 3-6 classroom to get a well-rounded experience working with children.

Who will be teaching in the new program?

The classes will be very hands-on and interactive. Therefore, they will be taught by experienced professionals who have been (or are currently) teachers with areas of specialization and/or school administrators. The integrated coursework will emphasize results-oriented teaching strategies, differentiated instruction, lesson design, and practical skills necessary to manage an effective classroom. Additional focus areas will include assessment and evaluation, data-based decision making, effective communication practices, bridging the child's learning experience with home and the community, multiculturalism, and supporting second-language learners and special needs populations.

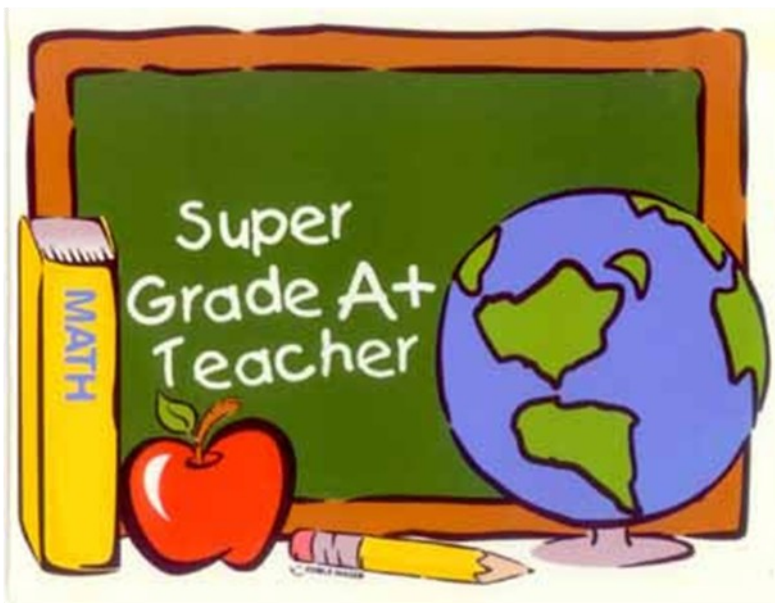
How will you organize the academic year?

Students may come on board at any time. The school will accommodate them to meet individual needs. To answer your specific questions, contact me at Humphreys College; as everybody else at Humphreys, I have an open-door policy. I also check voice messages and e-mail regularly.

Where to start?

Applicants can e-mail or call me for an application packet and a list of requirements/documents that are to be submitted along with the packet (donna.roberts@humphreys.edu; phone: 209-235-3201). In general, each applicant needs to have a completed BA/BS degree and be in good academic standing.

Do you want to become a teacher? If so, READ the following:
Are you interested in pursuing a Multiple Subject Teaching Credential?
Humphreys College's credential program classes begin this Fall.



**Contact Donna Roberts, Coordinator,
at 209-235-2934 or
donna.roberts@humphreys.edu
for more information.**

FROM THE LIBERAL ARTS DEPARTMENT ...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair

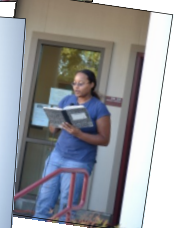
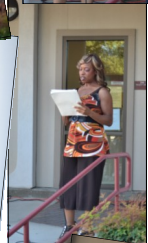
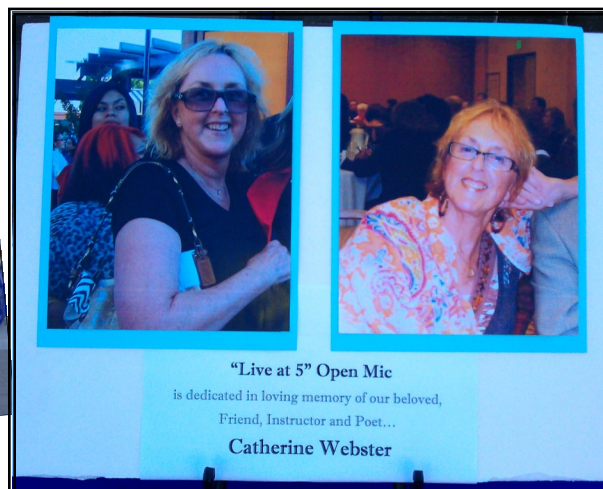
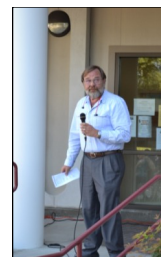
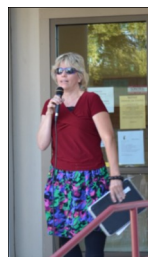
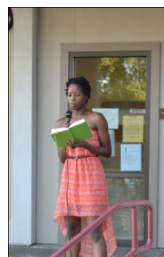
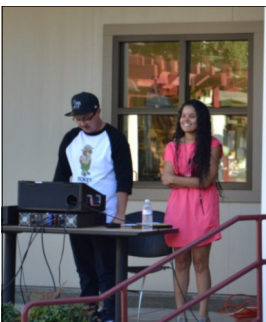
At the beginning of Summer quarter, adjunct Instructor Leslie D. Walton accepted a full-time teaching position with the College. She will be teaching in both the Liberal Arts and Business departments. With her degrees and years of teaching experience in both programs, she will continue to impart invaluable knowledge and expertise to our students.



Recently, the Department submitted a new course developed by Dr. Stanislav Perkner to the Academic Council, which was approved to be offered in the upcoming academic year. An upper-division political science course entitled The American Presidency (PS 220), it will focus on the role of U.S. presidents in national and international life.

On Friday, August 24, the Department sponsored the first Open Mic Night at Humphreys College. The entire program was dedicated to Humphreys College professor, mentor, and community activist the late Catherine Webster. Organized by the Poetry Club and led by members Cruzita Whiteley, Sabrina Tellez, Cristal Beltran, Mendy Cha, Janet Marx, Kaley Burke, Martin Valladares, and advisor Santa Lopez-Minatre, the well-attended evening event was held in the Jerry Medina Courtyard.

Hosted by Cruzita Whiteley and accompanied by DJ Martin Valladares with equipment donated by Criminal Justice Chair Steve Choi, the occasion brought out 18 performers who read original poems (see this edition's Poetry Corner) and those of famous authors, including Maya Angelou. Attended by over thirty students, faculty, and staff, the audience also enjoyed both rap and solo singing performances. The event was chronicled by videographer Chiyo Falk. Raffle prizes, donated by the faculty, and refreshments, provided by the Department, accentuated the evening. All who attended are hopeful that this will become an annual event.



MY CINEMA COURSE

By Tanae Wilbon, Student

As a student of the younger generation, I have not been very interested in watching old movies. I have been waiting, with all the others, for the latest action and romance Hollywood pictures. In the *American Cinema* course, led by instructor Randy Rahmoller, we have learned that it is a great way to glimpse into the past.

We have watched movies that many of my generation haven't even heard of. It is fascinating to see the historic changes of our culture, for example, the subtle changes of language, including slang. On the other hand, the similarities between the past and present are also fascinating.

American Cinema is an opportunity to see what we have missed while growing up on action and horror movies. It is a small piece of what life used to be before we were born. It is very exciting to take a trip into the past.

FROM THE BUSINESS DEPARTMENT...

DO YOU WANT TO BE A BETTER JOB CANDIDATE?

By Jason K. Wolins, Chair



Just what is it that employers say they look for in job candidates? One thing is experience. However, how about some other attributes?

Kristyn Schiavone wrote an August 26 article in *The Sacramento Bee*, "6-Course Sampler: College Classes that Will Make you a Better Job Candidate," summarizing what potential employers desire.

Data suggest that recruiters seek well-rounded employees with these skills:

- Capability to communicate effectively
- Ability to write well
- Capacity to navigate technology
- Business acumen

The challenge that emerges: Be both skilled *and* well rounded.

Want another challenge? The author quoted Steven Rothberg, President and Founder of CollegeRecruiter.com: "The more entry-level a job is, the more likely it is that employers will be able to choose from multiple, highly qualified candidates."

In addition, John Kniering, Director of Career Services at the University of Hartford, said there are two universal themes that surface when student résumés do not meet potential employer expectations: 1) Failure to master the art of language and 2) not being conversant in science and technology.

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She noted that based on feedback from both college career counselors and recruiting experts, there are six courses every college student should take:

1. **Literature or English composition.** *All* of the career counselors and recruiting experts mentioned this as a *must*. Not only do you need good communication and writing skills for your job, you need these skills to get an interview in the first place. What does the recruiter see when deciding whom to call in for interviews? Written résumés and cover letters.
2. **Public speaking or debate.** Being able to get your point across in brainstorming sessions, meetings, conferences, and presentations will make you in demand. Taking classes in these areas will help you demonstrate to potential employers that you have these skills.
3. **Computer science.** Potential employers are increasingly looking for the next generation—that means you—to be computer savvy and to be able to help with online marketing, social media, and technology.
4. **Finance and accounting.** Money is business and business is money. These courses also sharpen quantitative reasoning skills.
5. **Economics.** Especially macroeconomics. That supply and demand stuff. This is a foundation for just about all business activities, regardless of the industry.
6. **International studies.** Understanding other cultures and the ability to view projects on a global scale not only may be desired, but also may be *expected* of employees.

So, think about your Humphreys College program of study. If you are a Business Department student, you will see most of these fields included.

FROM THE COURT REPORTING DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Kay Reindl, Chair

WHAT ARE THE SEVEN HABITS OF A HIGHLY SUCCESSFUL COURT REPORTER?

Addressing students and reporters, Earley Langley, California Court Reporters Association (CCRA) President, asked the following question on Facebook:

“What are the Seven Habits of a Highly Successful Court Reporter?”

Here is recent CSR licensee, Mikey McMorran’s response. Thank you, Mikey and CCRA, for your permission to reprint this solid advice.



1. *Flexibility*

Jobs at depositions and court will be cancelled, sometimes in high frequency. Sometimes you will have to drive in traffic for hours to and from a job. As a newer reporter, you will likely be requested to go out on the jobs that no one else wants. Be sure to take those in order to build your reputation and credibility with firm owners.

2. *Represent your Firm or Judge and Court*

Represent your firm with the utmost professionalism and remember that you are representing them to the client. **Represent your judge and the court** with the utmost professionalism and remember that you are representing the court, the judge, and the public as the neutral and impartial officer of the court. Dress professionally; be courteous and polite towards all, even if it's not always returned. Always be at least 30 minutes early, particu-

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larly if you are a new reporter, have a realtime job, or are unfamiliar with counsel or how long it will take you to get to the location.

3. Network

Network, network, network. This is definitely not exclusive to reporters but to students as well. Attend workshops, seminars, and conventions. You never know what future job opportunities will come from these events.

4. Become Active

Become active in your state and national associations. By doing so, you will be up-to-date on trends and news within our profession, and you will be supporting those who fight for our rights as reporters.

5. Never Become Complacent

Always look toward the next certification. Not only do more certifications equate to more job opportunities, but they continue to support the fact that the human reporter will always be superior to electronic reporting - not to mention it will add increased respect among your peers and colleagues.

6. Become a Realtime Writer

If you aren't doing it, there's no time like the present to start. Mikey writes, "I once said that realtime was the future of this profession until one reporter corrected me and said that it is not the future of the profession any longer but rather the present of the profession. How true those words are!"

7. Give Back to the Profession

Whether it's making a donation to your state or national association; becoming a mentor to help a student through court reporting school; volunteering at a convention; or even just answering a question from another reporter or student on one of the many court reporting forums, it is the continued generosity of those within this profession that will help carry on the great tradition of reporters helping reporters from one generation of reporters to the next.

REFLECTIONS OF A COURT REPORTING THEORY STUDENT

By Trisha Andazola

Note: Recently, the second-quarter Machine Shorthand Theory class was given an assignment that required some thoughtful reflection upon their experiences as beginning court reporting students. Trisha Andazola's responses are probably reflective of many theory students. Perhaps, her answers will aid the next class with some of the challenges that are inherent in the pursuit of completion of the Court Reporting Program.

If you could give advice to potential theory students, what would you share with them about your experience that might help them?



I would warn them about how time-consuming these courses will be. I would also tell them that it will take determination and self-discipline to do well. There is never a dull moment because you are constantly learning something new. On the first day, it will take you over an hour to set up your machine, and by the third day, you'll be writing words. I would tell them there isn't a doubt in my mind that court reporting is a great and rewarding field to work in, but you will constantly be challenged to push yourself to do better each day.

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Are you satisfied with your performance/progress after your first quarter of theory? If yes, what would you say are your strong points? If not, what would you do differently to improve your performance and progress?

I am satisfied with my progress. There is always room for improvement. I know I am capable of doing well in this field. The hardest thing for me is balancing school and work. I am confident that I can learn and succeed in school, but the amount of time I have outside of school to practice is close to nothing. Practicing daily is a must to improve your skills, and I am fully aware of that. I hope to find a better way to balance my time next quarter.

What have you learned about yourself this quarter regarding time management? Do you feel there is something in your daily schedule that you could change that would give you more time on your machine?

Both work and school are extremely time-consuming. I don't feel there is much I can do to remedy that. This has definitely been an issue, but I'm not entirely sure if there is a solution, other than coffee, of course.

Was the workload during this quarter more, less, or just what you expected it to be? Do you feel you were adequately informed of the workload expectations prior to your enrollment?

The workload was just what I expected, maybe a bit less. I spoke with a court reporting student before I enrolled into theory. Basically, she made it sound terrifying: "Run for your life." Obviously, I didn't. I just equipped myself for the worst and ended up loving every single day of theory. The amount of homework may seem excessive to some, but if you plan to prosper as a court reporter, your machine will become your best friend. There is a reason for how much homework we are assigned.

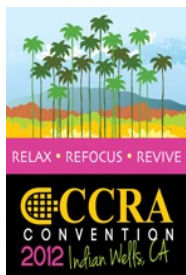
With the information you have gathered for your essay assignments this quarter, which area of reporting is most appealing to you at this point in your training (court, depositions, Communication Access Real-time Transcription - CART, captioning)? Why?

With the information I have gathered so far in my training, I am most interested in court and depositions. I'm not entirely sure why, or whether I will even choose either one of them. They just seem closest to what I've envisioned myself doing with this skill.

SAVE THE DATES UPCOMING COURT REPORTING EVENTS

OCTOBER 3, 11:00 a.m. – Court Reporting Department Event, Humphreys College

Ana Fatima Costa, CSR, RPR: "How to Achieve Success in Court Reporting." The guest speaker is an account executive at Barkley Deposition Reporters in the Bay Area.



OCTOBER 5-8 – The California Court Reporters Association 2012 Annual Convention

Don't miss the 2012 annual convention at the beautiful Miramonte Resort and Spa in Indian Wells, CA. This year's theme is *Relax, Refocus, and Revive!*

More info at www.cal-ccra.org/

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NOVEMBER 1 – Northern California Court Reporters Association Seminar

The Association will host a fall seminar at the Blue Prynt Restaurant in Sacramento on Thursday, November 1, at 6:00 PM. Mark your calendars for this exciting seminar presented by Anita Paul, who will be discussing "Realtime Challenges, Strategies, and Opportunities." This is a great way to earn .3 CEUs close to home.

Registration and further details will be posted very soon at www.nccraonline.com.

NOVEMBER 2 – California Certified Shorthand Reporters Examination, Sacramento

The dictation portion of the California Certified Shorthand Reporters Examination will take place at the Doubletree Hotel in Sacramento. Deadline to have application materials mailed in to the CR Board is October 3. More information about the exam, application requirements and much more is available at www.courtreportersboard.ca.gov/.

NOVEMBER 3 – National Court Reporters Association Certification Testing

NCRA certification exams will be held nationwide on November 3. Registration dates for the November 3 dictation skills exams are September 4-October 5; registration dates for the written exams are September 4-October 5, and the written exams may be taken at a Pearson VUE testing center on October 8-20. More information can be found at www.ncraonline.org (go to testing center).

NEXT YEAR: FEBRUARY 22-24, 2013 – The Deposition Reporters Association Annual Convention

The Association has scheduled its 2013 annual convention in Newport Beach. More information will be available soon at www.caldra.org/event-calendar.

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Pam Wood, Chair

CPR/FIRST AID CLASS



The Early Childhood Education Department will be sponsoring a CPR/First Aid class on Monday, October 1 from 6:15 to 9:45 PM in Room #413. The fee for taking the class is \$55.00 and must be paid by September 24. The instructor for this class will be Joe Irwin, Firefighter and Paramedic.

Participants will receive two-year certification for infant, child, and adult CPR. The class is open to all Humphreys College students and staff. Class size is limited to 25 participants. A sign-up sheet is posted on the bulletin board outside Ms. Wood's office (#230) in the faculty office suite.



FROM HUMPHREYS DRIVON SCHOOL OF LAW ... THE 2012 HALL OF FAME

On Saturday, September 8, Humphreys Drivon School of Law inducted four alumni into its Hall of Fame. The well-attended evening event took place in the beautiful Jerry Medina Courtyard.



JOHN SCHICK. At his death, John was the Assistant Dean of the Law School. He had taught longer at the school than any other instructor, 40 years. He retired from his practice and became a full time Professor in 2006. He was a graduate of UC Davis and King Hall Law School, where he served as the Alumni Association President between 2011 and 2012. He practiced criminal law in Stockton all those years and earned a top reputation. He was active with bird watchers and traveled extensively. His work with the Lawyer Referral Service made that system successful. He was involved in death penalty cases, appointed by the courts for his expertise in criminal defense. The proceeds of this year's event will go to establishing the John Schick Criminal Law Center.



BARBARA FASS is now retired and lives in Arizona. He graduated from Humphreys Law School in 1974, and with Ann Cerney, Roleen McIlwrath, and Judith Yecies formed the first all-women law firm in the county. She served on the City Planning Commission and was elected to the City Council in 1979. In 1985, she became the first woman Mayor of Stockton and served until 1990. She was responsible for setting up the Magnolia Historical District and the corporation to handle the money received after the Cleveland School shooting. That fund has distributed hundreds of scholarships to Cleveland students. Ms. Fass practiced in the fields of social security disability and family law, representing a large portion of the Cambodian and Hmong communities. She saved the Fox Theater and the Fair Hotel (Xochimilco's Restaurant) from demolition.



THE HONORABLE GEORGE ABDALLAH, JR. finished Humphreys Law School in 1980. He practiced law for seven years until becoming the Court Commissioner in Manteca in 1987. In 1995, he became a Municipal Court Judge and in 1998 joined the Superior Court. He served as Presiding Judge from 2002 to 2003. He has extensive teaching experience at Humphreys College, University of the Pacific, and the Drivon Law School. He has served as a trustee of the Stockton-San Joaquin libraries and on the Judicial Council and the Commission on Judicial Performance. He is well known for teaching judges in their training programs. He is married to Judge Elizabeth Humphreys.



LARRY DRIVON graduated from Humphreys Law School in 1970 and stayed the extra year, then a requirement, to earn the J.D. in 1971. He began practice in Lodi; after six days in the office of attorney Leonard Cain, he participated in his first civil trial. In 1972, he was President of the San Joaquin Trial Lawyers. When Judge Frank A. Grande was sworn in, Drivon and G. Archer Bakerink took over his Tracy practice. Eventually, Stu Tabak joined as partner. Larry's office set up the first law firm in California with computer-based records. He also holds the record for the longest criminal trial in the county, along with Dean L. Patrick Piggott. The firm had a partnership with Melvin Belli from 1982 to 1985. He served as President of the State Trial Lawyers and was awarded its Trial Lawyer of the Year award. From 2000 to 2002 Larry volunteered to be the attorney for a Legislative Committee in Sacramento and began the process that brought ENRON to its knees. He was the San Joaquin County Attorney of the Year in 2003. His biggest success was his relationship with Jeff Anderson and their remarkably successful civil trial record representing victims of child abuse. He retired in December 2008.

THE 2012 GRADUATION: INTRODUCING THE CLASS GETTING TO KNOW THE BEST WHICH HAS BEEN TAUGHT AND SAID IN THE WORLD

It is time to celebrate your success. There are more than 150 of you here, with your parents, spouses, children, relatives, and friends. It is also an opportunity to stop for a moment – to think about the past and to contemplate the future.

A couple of years ago, President Humphreys moved the graduation ceremonies from Friday night to Saturday mornings; I believe it underscores the symbolism of the beginning of a new day.

This morning, you graduate from the oldest college in this area. One hundred and sixteen years ago, many Californians were also experiencing economic hardship – as we do today. Some of you just learned about it in Mrs. Walker's popular class on California History. At that time, a century ago, California voters had grown tired of partisanship and forced their Sacramento lawmakers to enact the secret ballot. During the same Progressive Era, California voters also won the battle for "direct democracy" in the form of citizens' initiatives and recalls.

All of that, along with industrialization and urbanization, helped to open numerous opportunities for small businesses.

Locally, in towns like Stockton and Modesto, young people—your predecessors—saw new horizons. New businesses and government agencies needed many college-educated accountants, retailers, and marketers – professionals of all sorts. Our part of California had begun to change - from small settlements to fast-growing industrial cities.

That was the time when John R. Humphreys, Sr., the grandfather of today's president, understood that the Central San Joaquin Valley needed a new type of college. The sons and daughters of the local families took the opportunity to become the first "blue-collar scholars" in their families. Many of you today are the first to graduate with a college degree in your family (as I myself was many years ago in Czechoslovakia).

When John R. Humphreys, Sr., assumed the academic administration of *The Stockton Business College, Normal School, and Telegraphic Institute*, in 1896, as it was then known, he decided to take a road less traveled. His vision included not only vocational, practical training courses; that would be the easy way: a few fast-paced courses in book-keeping, secretarial skills, and telephone switchboard operations. Get in, get out, and so on...

His vision was far more ambitious.

Gradually, it included not only "practical instruction" but also courses in History, Philosophy, Great Religions, Art and Music, and Political Science – to name just a few. In short, he embraced Matthew Arnold's advice to modern-era students: "getting to know the best which has been taught and said in the world." No doubt, that is instrumental in the pursuit of happiness.

Those general education classes enable each you to become professionally flexible and to seek further education in teaching, business management, law, and other prospective fields in the job market. Most likely, those solid educational grounds have enabled the college to survive the hard times of two world wars and the Great Depression of the 20th century.

A few days ago, Professor Walker reminded me about the words of John R. Humphreys, Jr. (He was the father of today's president, who led the college for more than four decades, prior to 1980):

"At Humphreys College," he told her more than 30 years ago, "we tell our students: 'We will help you to find an entry-level job. However, if you want to be promoted on that job, you should know something about Shakespeare.'"



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The educational philosophy of the founder, further cultivated by his son and today's Humphreys' leadership, is declared in the current Mission Statement:

"Programs provide career-oriented education strongly informed by the liberal arts and focused toward enhancing the students' life skills."

As many of you know, accounting modules and computer applications are changing rapidly. Print is replaced by online databases. Yet, the core of instruction in humanities and social sciences remains principally the same: the cultivation of human qualities, broad knowledge and critical thinking – all linked to your fields of professional expertise.

As a European American, who arrived 20 years ago, after living behind the Iron Curtain, I can attest that it has become typical for all free-market societies that most college graduates will have to change jobs and—sometimes—professional fields in the course of their lifetimes. The job market worldwide is complex and dynamic. This is another reason why this college emphasizes the cultivation of complex competencies. This is the reality of the 21st century. And your Humphreys education has been preparing you for that reality while building upon its traditions.

Stanislav Perkner, Humphreys College Librarian
and Professor of Social Sciences
June 16, 2012

FACULTY IN-SERVICE DAY

The latest Faculty In-Service Day took place at the very end of the Spring Quarter in June 2012. In his opening remarks, Dean of Instruction Robert G. Humphreys, Jr., announced the state approval of the new credential program of the College and its opening in the Fall Quarter 2012. Additionally, he explained the broader context of the latest governmental measures addressing an increase of the student loan default rates. Specifically, he addressed some academic advising issues pertinent to Humphreys College's programs.

In the second hour of the meeting, Dean of Institutional Research Jess Bonds offered an update on the WASC re-accreditation process. The Educational Effectiveness Report will be due December 2012. It will focus on two themes approved by the WASC: *Assuring Effectiveness* and *Planning for Growth*. The presentation and the discussion confirmed the proactive attitudes of faculty members towards the re-accreditation efforts.

The third featured speaker was Cynthia Becerra, Associate Dean for Undergraduate Assessment and Retention. She shared her first experiences from the WASC Assessment Leadership Academy session in Oakland. The Academy offers workshops and consultations about the scholarship of assessment at WASC-accredited institutions. The Academy curriculum includes both structured and institutionally tailored learning opportunities on the assessment of educational effectiveness. It also addresses national issues in assessment, accreditation, and accountability.

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The closing part of the program was titled "Unpacking ALOs"; it was initiated by the Education Effectiveness Report Preparatory Team and moderated by Lisa Kooren and Jess Bonds. The previous session took place in Modesto. The goal was to discuss the college-wide document known as the Academic Learning Outcomes, a mission-centered document consisting of six objectives that all graduates of the College are expected to meet upon completion of their programs. These outcomes were articulated in early 2010. They are broader than the learning outcomes for each program. The outcomes are derived from the College's mission and philosophy statements and discussions with the faculty and students:

Communication: Students will demonstrate the ability to present information clearly using oral, written, and other forms with consideration of their audiences.

Information Literacy: Students will demonstrate the ability to acquire, analyze, interpret, and evaluate data from a variety of sources and incorporate it accurately into original work.

Career-Oriented Knowledge and Skills: Students will demonstrate competency in the theories, applications, and practices appropriate to their career paths.

Cultural Awareness: Students will evaluate the importance and impact of cultural values and beliefs and engage with others from other cultures.

Ethics: Students will evaluate codes of behavior and the impact of choices and decisions from the context of governing values and best practices within their chosen career paths.

Critical Thinking: Students will identify patterns; organize, interpret, and assess information; and assign meaning to facts in order to evaluate problems, generate reasonable and well-supported conclusions, and apply learning to new problems and issues.

The purpose of the June faculty brainstorming sessions was to revisit each of the six outcomes and "unpack it." What is its meaning in light of the latest classroom experiences? Is it reflecting non-traditional delivery methods? How to assess it? How to apply it to the program and course learning outcomes?

FROM THE ACADEMIC COUNCIL ...

NEWS AND ANNOUNCEMENTS

The Academic Council approved a new upper-division Social Science course that was developed by the Liberal Arts Department: PS 220 The American Presidency. This course, which is designed for all baccalaureate-degree candidates, deals with the role of U.S. presidents in national and international life. Students will obtain knowledge about the constitutional functions of the presidency and its place in both the state and federal governmental system, as well as an examination of the relationships between individual and social forces in the development and current functioning of the executive branch. Presidential decisions will also be scrutinized to analyze how economic, social, political, and cultural influences impact the presidential decision-making process.

A new academic pathway for Legal Studies students has also been approved by the Academic Council. This new pathway will allow Legal Studies majors to be accepted to Laurence Drivon School of Law for completion of their final 27 units. These units would apply as credit for both programs thus enabling students to complete a BA in Legal Studies and a JD in Law in less than seven years. Entry into this new pathway will require a minimum of a 3.2 cumulative grade point average, a minimum LSAT score of 144, and approval of both the Dean of the Law School and the Legal Studies Department Chair.

~ Linda Rahmoller

OPEN LETTER TO MY STUDENTS: EXPLOSIVE COLLEGE ASSIGNMENTS

By Raymond Harter, Adjunct Instructor, Modesto

I graduated from Army Combat Training at Fort Ord, California and then received orders to Vietnam. When I arrived "in-country" I was delivered to a rifle and grenade range to determine if I would be safe on the battlefield, which seemed an oxymoron to me.

As a squad leader I had to supervise each of my soldiers in the use of live grenades. The Army's very specific procedures had to be followed exactly. I issued Private Anfinson his three live grenades as he started the course. He was overconfident and approached the exercise as a form of sport or entertainment. Private Anfinson did not perform the two initial steps; rather he started to pull the pin of the first grenade and began to throw. I stopped him and ordered him to restart the exercise; he was irritated with me. He complied with the first two grenades. However, for the third he decided to throw it as he wished. The live grenade slipped from his hands and fell loose to the ground. Private Anfinson ran and dove into a safety bunker leaving his fellow soldiers (and me) in immediate danger. I was able to shout a warning and kick the grenade into a disposal trench for such emergencies. The grenade exploded. Nobody was hurt. Private Anfinson was angry that I held him accountable and that I failed him. He had to take a re-training course. He joined my squad later and we eventually had a good relationship.



College students may feel like they are subjected to a grenade range every time they take a test or turn-in a research paper. Where are the dangers that may explode from the assignment? How can they find the safety bunker?

This analogy is linked to two recurring issues confronting college students:

- *What are the expectations of the college regarding academic standards?*
- *What are the expectations of the individual professor and rigors of the course?*

These issues are conjoined with the students' struggle with pressure to achieve and the driving motivation to attain their educational and career goals. College students must be honest with themselves regarding skills needed to succeed in school and in their professional field.

The far horizon ablaze with bright colors can be very inviting to the student viewing from the shore; it is where the student knows his or her future lies. Reaching the reward requires diligently taking each step leading to the goal. Our society and future employers demand evidence that the journey was well taken, rigorous, and sanctioned. Will students meet the standards of their desired profession? When should standards be imposed and enforced?

Humphreys College students have the expectation that their baccalaureate prize will open gates which allow them to prove their worth and test their knowledge. I have experienced the sincerity of our College's genuine desire to offer high standards and skill sets that will support their goals. Students must demand the consistent enforcement of requirements in conjunction with instilling a need in the student to be self motivated and accepting of attention to detail.

Frustration and anger overwhelm students who are penalized when exacting requirements are enforced. I want to save students the angst resulting from poor outcomes. I want each of them to embrace the personal responsibility necessary to know in advance the requirements that each assignment and project carries.

I knew that less than exact compliance with the first two procedures by Private Anfinson would not result in immediate harm. I knew that he knew the procedures because we had learned them together at Fort Ord under Drill Sergeant Jorgensen's exacting eye. All of the other members of my squad passed grenade and rifle qualification. As it turned out, they received their promotions to Private First Class slightly before Private Anfinson.

August 27, 2012

STEPHEN R. COVEY: 1932 - 2012 THE AUTHOR AND HIS LEGACY: THE 7 HABITS OF HIGHLY SUCCESSFUL PEOPLE

It was at a news-stand in the Denver airport where I found *The 7 Habits of Highly Effective People*. The book opened up a new avenue of thought. Here is the real kicker! Covey states, "We simply assume that the way we see things is the way they really are or the way they should be" (24).

Covey's ideas open up the avenues to personal change. Over the years, I have had to revise my thinking about people, places, and things. Taking a self-inventory and re-inventing the wheel is not an easy task, but anyone who wishes to mature spiritually has to "pass through the fire." This is an enduring, wholesome process. Growth occurs when we drop the assumptions, roll up our sleeves, and take a long look in the mirror.

Many years ago, in the "pre-cellphone" era (when people actually held conversations), our car sputtered to a halt in the middle of the Nevada desert. After a few hours, an old pickup rolled up with a bunch of dirty, unshaven men and a few shady-looking women. I braced myself for a possible confrontation. The leader pulled out a toolbox and went to work on our automobile, and soon the engine was running smoothly.

The group of Good Samaritans then jumped back into the old truck. I offered them some money as a token of thanks, but they refused. The driver replied, "Mister, we don't leave nobody stranded." Once again, the way that I viewed the world was shattered, leaving me with the gift of a new freedom.

Stephen Covey has left us a legacy. As an instructor, I have found that there are usually two or three students in every course who are shaking off the old, dusty assumptions and re-thinking their paradigms. They are not afraid to explore innovative thought and move into new territories of knowledge. On the days when my moods are "in the basement," I remember these students, and the process of assisting others at Humphreys College once again returns to joy.

Randy Rahmoller, Adjunct Instructor

FROM THE LIBRARY AND LEARNING CENTER...

HOW TO SUCCEED IN COLLEGE SERIES: SUMMER 2012

- *Santa Lopez-Minatre* and *Chiyo Falk* conducted their regular orientation session for the new students at the beginning of the quarter. The following week belonged to *Richard Hunt* and the students who were interested in database-research techniques. *Donna Roberts*, College's Coordinator of the new credential program met with the students interested in earning this qualification, some of them along with their master's degree in education.
- The middle block of the summer presentations consisted of six workshops about the process of writing research-based essays and papers. This regular Writing Clinic was led by *Stanislav Perkner*. He also offered a special seminar on the value of the student/instructor feedback in online courses. Additionally, students had an opportunity to discuss



with him "the art of persuasion" in the presidential election year.

- Well attended was a workshop titled How to Become a Better Math Student; *Lisa Kooren* and *Leslie Walton* engaged their students in a vivid debate about this sensitive topic. Another topic addressing student-life challenges was presented by a panel of three instructors: *Jason Wolins*, *Kevin Van Dewark*, and *Stanislav Perkner*. They advised students about preparation for complex exams, including the Master of Business Administration (MBA), the California Basic Educational Skills Test (CBEST), the Law School Admis-



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sion Test (LSAT), and law bar exams. The discussion was led by *Sabrina Tellez*, Humphreys Library Assistant. The advisory section of the summer series included *Chiyo Falk's* presentation on the techniques of job application and résumé writing.

- During the closing session of the quarter—the *Conversation*—students



met with two professors and members of the college academic administration, Associate Dean *Cynthia Becerra* and Dean of Institutional Research *Jess Bonds*; in his presentation, Dean Bonds discussed basic demographic data about Humphreys' students and alumni in light of changing socio-economic conditions. Both of them responded to numerous student questions and proposals.

REMEMBERING ANDREA M. MASON (1975-2012)

HUMPHREYS COLLEGE LIBRARY ASSISTANT AND STUDENT

Andrea Michelle Mason of Modesto, California, died on Monday, July 31. She was born on February 25, 1975, to her late mother Billie Cota-Smith and father Floyd Havner. Andrea graduated from an accelerated learning program through Central High School in 1992 at the age of 16 and was valedictorian of her class. She continued her education later in life and received her Associate's Degree, and went on to complete her Bachelor's Degree in Paralegal Studies from Humphreys College in 2012.

Andrea was a daddy's girl, full of spunk. No one could tell by the beautiful woman she grew up to be how much of a tomboy she was as a child. She touched the lives of many people in many ways. Some through their children as a daycare provider, to others she ministered as a praise dancer through Purpose Dance Ministry. She made many friends as a college student and Humphreys College's Assistant Librarian. Andrea was a friend, counselor, confidant, and a woman with an enormous heart. She was a phenomenal cook, artist, who loved to laugh.



She was a loving mother to three children who were her whole world. She also opened her heart to four stepchildren. She enjoyed a large circle of sisters, brothers, nieces, and nephews comprised of family, extended family, step family, and adopted family. Andrea was the baby sister to Cheryl Ramos and Elizabeth House. These three have always been known as "Billie's Girls." The sisters developed a very close relationship, and they spent her last few days here together. She was engaged to Aaron Lewis at the time of her death, the man she referred to as the love of her life.



Andrea was preceded in death by her mother, Billie Ann Cota-Smith. She leaves behind her father Rev. Floyd Havner, stepmother Jeanette Havner, fiancé Aaron Lewis, children Rebekah Mason, Cassia Mason, and Mateo Lewis, stepchildren Miles Lewis, Malea Lewis, Bryce Mason, and Breanna Mason.

CATHERINE WEBSTER (1944-2012)

Catherine Webster, Humphreys College adjunct instructor, passed away on Thursday, May 31 at her home in Linden. A lifelong resident of Linden, she was born August 7, 1944, and devoted her life to the arts, teaching, and land preservation. Catie's grandparents, C.A. Webster and his wife Marjorie, bought the family ranch in 1930; the family continues to live there today. Catie was a third-generation Californian, a partner in the Lewallen Land and Cattle Company, with her parents John and Alberta Lewallen, and her brother, Mark Lewallen.



Catie received her Bachelor's Degree in English from the University of the Pacific. She went on to earn a Master's of Fine Arts in Writing from Vermont College, a Master's Degree in English from California State University at Sacramento, and a MFA in Poetry, Sound, and Film from the University of Iowa. She taught courses at UOP, San Joaquin Delta College, and Humphreys College in Stockton. Catie published two books of her own poetry, and edited two anthologies of farm poetry. She received the Colorado Prize for Poetry. Her independent film, *Crofter's Red Coat*, was shown at the European Media Art Festival in Osnabrück, Germany.

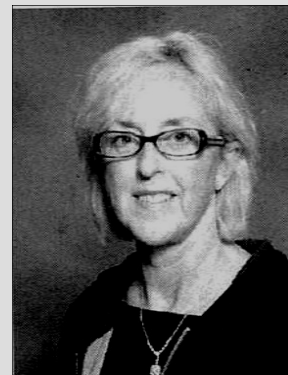
She leaves behind her two children, Sarah Marconi Campbell (Brian) and Matthew Marconi (Amanda); grandchildren Claire, Mason, and Elise Campbell, and Bobby, Luke and Chloe Marconi; her brother Mark Lewallen (Edwina); nephew Mark John Lewallen; niece Morley Lewallen Carroll (Robert); many cousins; and a team of loving caregivers.

A memorial service celebrating Catie's life was held on Friday, June 8 in Stockton.

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At Humphreys College, Professor Webster taught several courses for the Liberal Arts Program. Additionally, she was a key instructor in the Humphreys' first charter school, IBML. Students of the California Literature class have often benefited from her guest presentations and interactive seminars in creative writing. She has hosted Dr. Chabot's Rural Problems and Prospects course at her Linden ranch and led several Creative Writing workshops for the Humphreys College Learning Center.

For more information, see the *Author Spotlight* feature devoted to her poetry in the June 2012 issue of this *Newsletter* and the samples of her poems in the same issue (available at [http://www.humphreys.edu/index.php?option=com\\_content&view=article&id=40&Itemid=81](http://www.humphreys.edu/index.php?option=com_content&view=article&id=40&Itemid=81))



# Poetry Corner

## *The Breakup Poem*

*I want to go farther  
 But I don't know if my feet will carry me  
 I want to go deeper  
 But I don't think my heart will allow me  
 Intellectually, I believe  
 But you see my heart won't interpret words  
 Only actions  
 And I'm afraid lately  
 You have been inactively pursuing a happy ending  
 So it feels like tragedy's beginning  
 Leaving me feeling like leaving  
 With a need to start deceiving  
 And mimicking your actions  
 Starting to pull away from this attraction  
 Loves building traction in the opposite direction  
 And if you haven't noticed  
 I'm not offering second chances  
 I just want you to see I was not to blame that my actions  
 Are only a reaction to your inaction.*

-Cruzita Whiteley



## *My Family is Shrinking*

*My family had a time of prosperity and hope in the 1960's  
 A young President  
 Time in pj's Saturday mornings watching Looney Tunes  
 We are all alive  
 My family tells tales of my father's uncle Lon, the train robber  
 The great-great-Grandfather who married a Cherokee Indian Princess named Ann Rose  
 The Grandfather who drove a Stutz Bearcat off of a cliff during the Great Depression  
 My father shooting the bear, which sits atop the Lodi Arch, in the ass  
 My family had money to spend  
 Cash in the 1960's and 1970's  
 Then came job losses  
 My family watches me marry, move away  
 Divorce again, move farther away  
 My family has death  
 Grandparents. Uncle. Brother. Father  
 My family fills photo albums  
 Many photos lay in desk drawers and boxes, no longer meaningful, no longer relevant  
 My family is shrinking*

~Julia Hayhurst



## COMMUNITY HIGHLIGHTS

- Long-time faculty member **Kerry Moquett** is now Dr. Kerry Moquett, having recently completed her Doctor of Education from Northcentral University, with an emphasis on educational leadership.



- On August 15, 2012, the College surprised **Associate Dean Cynthia Becerra** with a celebration to commemorate her 30 years of teaching.

Dr. Robert Humphreys, Sr., Professor Rowena Walker, and Dean Okamoto-Vaughn spoke about her lengthy service to the College.



- Alumna **Nilofar Hasheem** will be working as an Assistant Language Teacher (ALT) in the Japan Exchange and Teaching Programme, more commonly referred to as the JET Programme. She will be team-teaching with Japanese Teachers of English and building relationships with the local government programs and schools.



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