

# Humphreys College

## Newsletter

JUNE 2013

SPRING QUARTER



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## GRADUATION CEREMONY 2013 IN THE NEW LOCATION

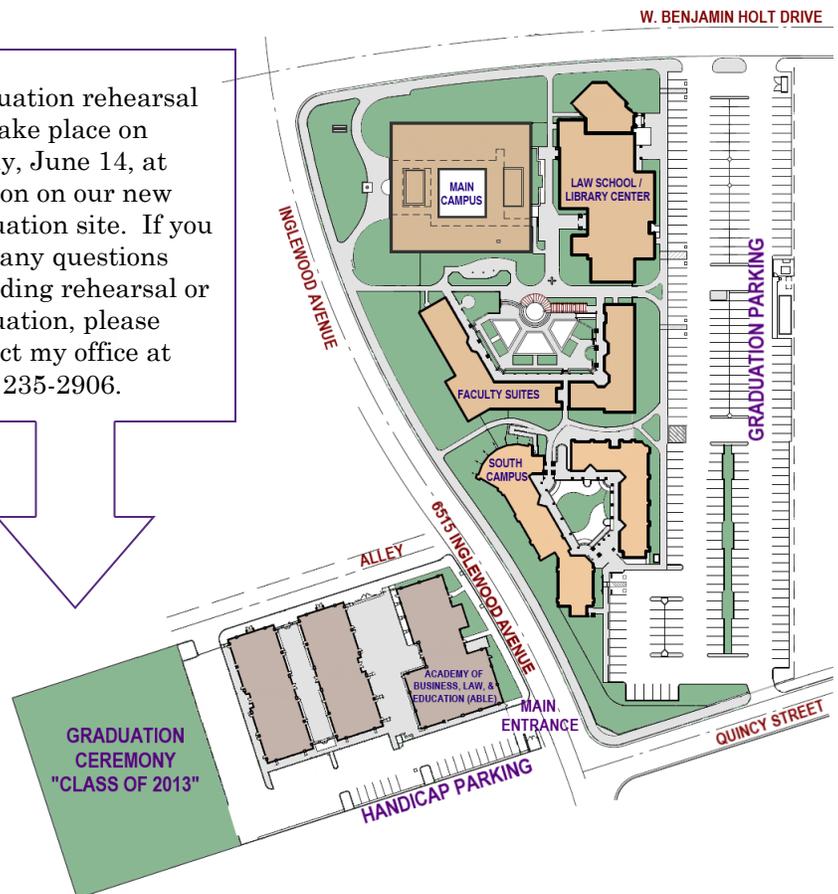
By Wilma Okamoto-Vaughn  
Dean of Administration

This year we will have an unusually large graduating class with approximately 180 students participating. With so many people, we do not feel that we can provide a graduation program in keeping with our long-time standards in the traditional venue: the Jerry Medina Courtyard.

Therefore, the ceremony will be held on the athletic field at the ABLE Charter High School campus. ABLE is located directly across Humphreys College, at 6515 Inglewood Avenue.

This location is more spacious and will allow students to invite more than seven guests. While some may want to have 12 or 15 guests, others may have only five. In previous years, the audience has averaged about ten guests per students, and that's what we would suggest for this year.

Graduation rehearsal will take place on Friday, June 14, at 12 noon on our new graduation site. If you have any questions regarding rehearsal or graduation, please contact my office at (209) 235-2906.



FROM THE LIBERAL ARTS DEPARTMENT ...

## NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair

Contributing Writer: Dr. Richard Chabot, Community Studies Coordinator

*Education is the most powerful weapon which you can use to change the world.*  
Nelson Mandela

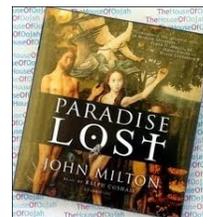
With the upcoming Summer quarter, students should carefully review the liberal arts courses offered and consider the following recommendations:

### Communications

- ❑ If you have completed ENGL101 with a C or better, taking ENGL102 Advanced Written Communications, whether at night or during the day, is a good choice. Because both courses are linked together by common learning outcomes, you will benefit from having them sequentially.
- ❑ Taking ENGL103 Intensive Grammar this quarter is also a great idea because it is offered during the day three times a week rather than two times, which can aid in reinforcement if that coincides with your learning style.
- ❑ Want to take ENGL201 Report Writing in person—LIVE—rather than online? Consider Thursday night with Dr. Moquett.

### Humanities

- ❑ With the diverse offerings in this discipline, you can consider whether you want to take a lower-division course during the day, night or online.
- ❑ With LIT205 Literature of the Ancient World already closed, you can take LIT206 Masterpieces of British Literature. This upper-division humanities course includes exquisite works like Milton's *Paradise Lost* and Chaucer's *Canterbury Tales*.



### Mathematics

- ❑ As I mentioned in the last newsletter article, do not avoid taking your math courses. This quarter provides you with the chance to take any class that matches your “comfort” level, as prescribed by your placement exam and/or met prerequisites.
- ❑ This schedule also includes MATH 100 College Math online, which is a great option for the disciplined student.

### Natural Science



- ❑ Although both SCI130 and SCI131 are closed for Summer quarter, you can take SCI110 Physical Science with an embedded lab component on Saturdays or SCI120 Human Biology during the day in the upcoming Fall 2013. So plan ahead.

### Social & Behavioral Sciences

- ❑ With SOC100 Interpersonal Communication offered during the day and night, there is no reason to put off taking this interactive, engaging class.

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- ❑ Students needing PS101 American Institutions can take it online or for those requiring a U.S. History course can opt for the night class HIST102.
- ❑ Two courses that are not offered quarterly but are included this quarter are HIST120 Modern Asian History and GEOG101 World Geography. Both are designed to improve your global perspective. Become more “worldly” by taking one or both.
- ❑ Another chance to meet the economics requirement is by taking ECON102 online—no, ECON101 is not a prerequisite. The focus of ECON102 is microeconomics.
- ❑ Finally, a course that I would like to take is the special topics course SOSOC290 History of American Cinema. What a way to spend your summer—watching great films like *Guess Who’s Coming to Dinner* and *To Kill a Mockingbird*! Just pass the popcorn.



Be sure to see your advisor—Leslie Walton, Felix Cano, or me, Cynthia Becerra—to register and/or if you have any questions about the liberal studies curriculum.



## RURAL PROBLEMS AND PROSPECTS

CS296: An Internet hybrid social science course for Summer 2013  
Field trips every other Saturday with online resources and discussion

Have you driven east on Hammer or March Lane recently? At the ends of these roads, you will find cherry orchards, recently harvested with the fruit destined for Japan, San Francisco, and destruction. Keep driving into Calaveras County and note the large number of recently built but very well-hidden subdivisions, small estates with huge houses, and the occasional meth lab. Go rural anywhere in the U.S. and you'll find yourself surrounded by commuting nightmares, Rancher wannabes, creeping suburbias gone bust, a lack of jobs, and locals who can't afford to live on the land they grew up in. This summer Humphreys College is offering an online/fieldwork course on rural realities that relies on text, online resources, and short field trips to understand what makes up rural America and how our valley is being affected by globalization, population growth, and the economic implosion of urban sprawl.

Contact Professor Chabot for more information at [rhabot@humphreys.edu](mailto:rhabot@humphreys.edu) or call 209-235-2930.

## MODERN EAST ASIA AND ITS HISTORY

Do you know why. . . the Chinese were the first nationality to be barred from immigrating to the U.S. . . Filipinos speak such good English. . . the Japanese economy rebounded so quickly after World War II. . . the U.S. has so many troops in South Korea. . . Vietnam turned Communist. . . the President of Taiwan (ROC) can't even visit the



United States. . . ? If these topics hold any interest for you, or if you simply want to know more about that region of the world that is about to blow by the American economy so fast we'll be breathing their exhaust fumes for the next century, take the Modern Asian History course (HIST120) being offered by Dr. Chabot this Summer quarter, Monday evenings. For more information, check the summer course schedule and contact your favorite academic advisor.



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

## NEWS AND ANNOUNCEMENTS

By Stephen P. Choi, Chair

### CRIMINAL JUSTICE



There are law enforcement, probation, and correction job openings throughout the State of California. For years, police and sheriff departments were not hiring. The same was true for probation departments and California Department of Corrections and Rehabilitation (CDCR).

But those lean years have passed.

Now every county in California has several of agencies that are hiring.

There are a myriad of factors that contributed to this turnaround, but these are the most prevalent:

- ⊙ The economy is better and this brings in more tax dollars to spend on public safety.
- ⊙ Public safety officers usually retire once they reach the age of 50 leaving departments scrambling for replacements.
- ⊙ The paradigm has shifted away from relying on the state prison system to warehouse inmates and, instead, embracing the policy of rehabilitating inmates through community corrections under AB 109 and Prison Realignment.

This confluence of factors has made this the best time, in many years, to find a job in the criminal justice field. However, many of our students are struggling to get hired. Why is this happening?

Here is a simple overview of the five-step hiring process for most criminal justice agencies: Physical Agility Test (only police, sheriff, CHP, and CDCR); Written Test; Oral Interview; Background Investigation; Polygraph/Voice Stress Analyzer; Medical Screening; Psychological Test; Drug Test. I will only address steps 1-4.

Step 1 Physical Agility Test — Most tests are designed to determine whether the applicant possesses the requisite strength and endurance to pursue a suspect on foot, jump a six-foot fence, and control and arrest a suspect. This type of test taxes the cardiovascular system and requires the test taker to have power, balance, and endurance. Approximately 30% of test takers cannot pass the physical agility portion of the examination. It is imperative that a Humphreys college student maintain his or her fitness level during his or her tenure at the College. This may be done by taking one of two Academies we offer such as the Probation Officer Academy or the Juvenile Correctional Officer Academy or participating in one of the free workouts offered in Room 413 on some Friday nights.

Step 2 Written Test — All entry-level placement tests are based on reading comprehension, grammar, and spelling. Just when you thought you never needed your ENGL 103 – Intensive Grammar skills again! Many of our students pass this written test but often rank too low to get to the next step. A student is given a score and is grouped with similar scores. Each group consists of approximately twenty applicants. If an applicant is ranked in group 12, he or she may have up to 240 other applicants in front of him or her. The likelihood of the eligible list expiring before the department gets to the applicant is very high. The solution to a better written test score is to carry over what you learn in all of your English classes to every class at Humphreys. Do not learn and purge. Every assignment should be an opportunity to show your literary talents and flex your English skill muscles. Your hard work will pay off.

Step 3 Oral Interview — Everyone becomes nervous before it. But practice helps. Perfect your in-class presentations. Use this time to develop your public speaking skills. Learn how to make eye contact with the audience and how to memorize material and recite it to the audience without the use of aids as there

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are no aids allowed in an oral job interview. To assist students further I, along with other criminal justice instructors, offer free mock interviews. Just let me know several days before an interview, and we will give you feedback.

**Step 4 Background Investigation** — Here are things that you need to know. First, bring me your background packet, so I can check to make sure it was filled out properly. Second, some people have family members who have been in trouble with the law. You cannot pick your family, hence this is not a disqualifying event. But you can pick your friends. If your friends, boyfriends, and/or girlfriends have a disreputable past, you will need to jettison them from your life, *now*. This seems to be the biggest reason why students fail a background. And as a side note, your background investigator will contact me and other criminal justice instructors. He or she will pull your transcript, and if your GPA is below a 3.0, he or she will want to know why. Please have an appropriate answer ready for your background investigator.

## LEGAL STUDIES

### HOW TO DEVELOP A PARALEGAL POWER PLAYBOOK



On March 14, Humphreys College sent Legal Studies instructor Suzi Treganza to the 2013 Pacific Regional Conference sponsored by the American Association for Paralegal Education. She attended a workshop presented by Kristine Custodio and Michele Pfeiffer from the California Alliance of Paralegal Associations. The workshop was titled *Developing Your Paralegal Power Playbook*. The essence of the workshop centered on students creating a Power Playbook to assist them in obtaining legal office positions. This play-

book should contain the following: resume accolades, acknowledgements and awards, articles written or co-authored, and certifications.

**Resume:** The resume writing is taught in LEGA 161 – Legal Office Procedures I.

**Accolades, Acknowledgements, and Awards:** This part may include making the Dean's List, scholarships awarded, and outstanding student awards.

**Articles Written or Co-Authored:** A portfolio of your work from LEGA 210 Civil Litigation, LEGA 211 Advanced Civil Litigation, and LEGA 206 Legal Drafting will demonstrate your ability to communicate effectively.

**Certifications:** Professional certification is a voluntary process by which a nongovernmental entity grants a time-limited recognition to an individual after verifying that the individual has met predetermined, standardized criteria. (Source: Mickie S. Rops. *Understanding the Language of Credentialing*. American Society of Association Executives, May 2002.)

Professional certifications allow a student to validate his or her education and give tangible proof to perspective employers that a graduate will be a productive addition to the firm. The following legal associations offer professional certifications after graduation. Legal Secretaries, Inc., also has a local chapter in Stockton.

Legal Secretaries, Inc. – Educating California Legal Professionals: <http://lsi.org/>

- ☐ Certificate: California Certified Legal Secretaries
- ☐ Stockton San Joaquin County Legal Professionals Association: <http://www.ssjclpa.org/>

National Association of Legal Assistants: <http://www.nala.org/>

- ☐ Certificate: Certified Legal Assistant and Certified Paralegal

National Federation of Paralegal Association: <http://www.paralegals.org/>

- ☐ Certificate: Paralegal Core Competency Exam and Paralegal Advanced Competency Exam

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The following were questions answered by the presenters:

**Question:** What knowledge, skills, and abilities should I attain before graduating from college?

**Answer:** *Students should have the following sets of skills: communication, professionalism, the right attitude, research and analytical ability, to be detail oriented, and computer literacy.*

**Question:** Employers seem to want at least two to five years of relevant legal experience. How do I acquire that experience in the legal field?

**Answer:** *Working temporary legal jobs and networking with paralegal associations such as LSI or CAPA is important. Every paralegal or legal secretary I spoke with has found his or her current job through a referral from a friend or during an association meeting. Volunteering at non-profits or the courts will assist you in gaining relevant legal experience.*

**Question:** How important is ethics to Legal Studies students?

**Answer:** *Your reputation and integrity are everything. Follow through on what you say you're going to do. Your credibility can only be built over time, and it is built from the history of our words and actions.* – Maria Razumich-Zec

### Continuing Legal Education

California law mandates working paralegals shall take Continuing Legal Education credit classes. Under 6450 (d) Business and Professions Code (d), *Every two years, commencing January 1, 2007, any person that is working as a paralegal shall be required to certify completion of four hours of mandatory continuing legal education in legal ethics and four hours of mandatory continuing legal education in either general law or in an area of specialized law. All continuing legal education courses shall meet the requirements of Section 6070. Certification of these continuing education requirements shall be made with the paralegal's supervising attorney. The paralegal shall be responsible for keeping a record of the paralegal's certifications.*

The following associations offer either free or low cost CLE courses:

- ☐ Legal Secretaries Inc. – Educating California Legal Professionals: <http://lsi.org/>
- ☐ Stockton San Joaquin County Legal Professionals Association: <http://www.ssjclpa.org/>
- ☐ San Joaquin County Bar Association: <http://sjcbar.org/>
- ☐ Paralegal Section: <http://sjcbar.org/paralegals.html>
- ☐ California Alliance of Paralegal Associations: <http://www.caparalegal.org/>
- ☐ Sacramento Valley Paralegal Association: <http://www.svpa.org/>

There are many new and exiting 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](mailto:stephen.choi@humphreys.edu) or come by my office.



FROM THE BUSINESS DEPARTMENT...

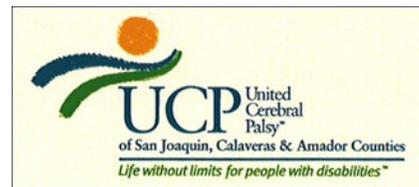
## 2013 ANNUAL BUSINESS DEPARTMENT UPDATE

By Jason K. Wolins, Chair

As we did last year, let's reflect on what the Humphreys College Business Department has been up to so far in 2013.

- **United Cerebral Palsy Fundraiser.** The Business Department has kept up its ongoing relationship with the United Cerebral Palsy (UCP) of San Joaquin, Calaveras, and Amador Counties organization.

On March 29, UCP held a fundraising crab and pasta feed in Lodi. Business Department faculty members Don Van Noy, Naseem Rehman, and myself attended.



- **Institute of Management Accountants, Annual Modesto and Stockton Student Nights.** On March 21 and April 24, I attended two Institute of Management Accountants (IMA) accounting and finance student networking events.



The March 21 student night was held in Modesto. Humphreys Business Department students Sharleen Empleo, Marina Guillette, Donna Rials-Lopez, and Sheng Vang attended. Recent student Petra Rodriguez 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.

The April 24 student night was in Stockton. Five Humphreys Business Department students attended: Billy Byrd, Marcus Jones, Redemptor Ridon, Krystle Wright, and Nancy Yang.

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

In addition, they discussed the contents of the Certified Management Accountant (CMA) exam.

- **Risk Management Association Scholarship.** 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 professional organization for people in careers that deal with financial risk, such as banking, financial management, financial planning, real estate, insurance, accounting, law, etc.



Three RMA representatives—Alicia Hernandez, Linda Ogata, and Barbara Smith—visited the Humphreys College campus on May 16, for a scholarship presentation ceremony.

And . . . the 2012-13 Central Valley RMA scholarship recipient was . . . Business Department student Larry Earl Montgomery, Jr.

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The people in the picture are, from left to right, Alicia Hernandez; Larry Earl Montgomery, Jr.; myself; Linda Ogata; and Barbara Smith.



- **City of Stockton, State of the City Address.** On May 16, I also attended the mayor’s annual State of the City address, which was held at the Port of Stockton.



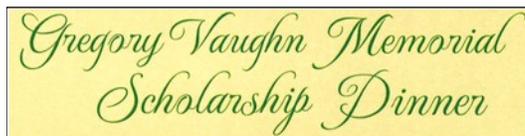
Over 700 people attended, including a group from Humphreys: Santa Lopez-Minatre, Chiyo Falk, Wilma Okamoto-Vaughn, Linda Verdun-Brown, Dr. Robert Humphreys, Sr., and myself.

Humphreys College alumnus Mayor Anthony Silva addressed the challenges Stockton has faced and continues to face, and noted the new administration is up to the challenge to improve Stockton in the future.

By the way, Mayor Silva said some good things about Humphreys in his address. This one falls into the “Did you know?” category: He told the audience that three city council members went to Humphreys.

- **Gregory Vaughn Memorial Scholarship Fundraiser.** I also attended the Gregory Vaughn Memorial Scholarship fundraiser dinner on May 18, in Stockton.

This was to raise scholarship funds for Academy of Business, Law, and Education (ABLE) charter school students who will attend Humphreys College.



About 220 people were at the dinner and ten students each received \$1,000 scholarships.

**FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...**  
**NEWS AND ANNOUNCEMENTS**  
 By Pam Wood, Chair

**CHOOSE YOUR COURSE: ECE270 PROFESSIONALISM**



This course is recommended for Early Childhood Education students who are nearing completion of their bachelor’s degree program. It provides a comprehensive look at the Code of Ethical Conduct, as issued by the National Association for the Education of Young Children, employment opportunities in education, and the laws related to mandated reporting. Topics discussed will include ethical issues, professional growth planning, job search, resumes, interviews, job skills, occupational safety, and the California Child Abuse & Neglect Reporting Law. To complete this course successfully, students are required to present their revised professional portfolio in class. Portfolios are to include evidence of meeting each of the five early childhood program learning outcomes.

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As students are compiling their professional portfolio, they are given an opportunity to reflect back on their accomplishments and the knowledge they have gained throughout their years at Humphreys College.

Following are some of the comments that students have made after they have completed their portfolio as they are nearing their BA degree in Early Childhood Education:



- ◆ *The professionalism course has helped me grow professionally, I had to stop and think about my career and my future. Setting short-term and long-term goals have helped me realize what I want to do and achieve in life. I have used all of the information I have learned in the ECE program at work. I enjoy working with young children and the ECE program has equipped me with great tools! AD*
- ◆ *The ECE program has taken the solid child development knowledge I acquired for my AA and challenged my knowledge of it and how to apply it, while earning my BA degree. It has made me more aware and open to exploring other areas that this field can take me into professionally and other career options. AM*
- ◆ *I work at a center and use what I have learned every day. I always refer to what I have learned to back up what I teach. In the future, I plan to use what I have learned about child development and apply it to the medical field to make prognoses for ill children. SW*
- ◆ *The ECE program has made me more aware of diversity in others and learning different views and beliefs; it has taught me to stay true to myself. KM*

FROM THE COURT REPORTING DEPARTMENT...

## NEWS AND ANNOUNCEMENTS

By Kay Reindl, Chair

Contributing Writer: Bret L. Smith, Alumnus

### COURT REPORTING STUDENT RECEIVES LOCAL AND STATE SCHOLARSHIPS



Xiomara Urbina, Humphreys College Court Reporting student, was selected out of several applicants to receive the Maude Hamilton Scholarship from the Stockton-San Joaquin County Legal Professionals Association. Among other reasons, Xiomara was found to be a highly deserving candidate—highly driven and articulate in her endeavors. The Scholarship Award Certificate, along with a \$500 check, was presented to Xiomara by Scholarship Chairman Bret Smith, a Humphreys alumnus, at the Association's dinner meeting on April 8th. Humphreys College Court Reporting Instructors Kay Reindl, Pam Closs, and Laura Poirier attended the meeting in support of Xiomara.

A few weeks later, Xiomara was informed that her scholarship application and essay had been forwarded to the California state affiliate, Legal Secretaries, Inc., for consideration of their "Eula Mae Jett" Scholarship. She was chosen out of all other applicants throughout the state of California to receive the \$1,500 scholarship. The scholarship certificate and ribbon will be presented to Xiomara at the next dinner meeting of the Stockton-San Joaquin County Legal Professionals Association on Monday, June 10<sup>th</sup>.

Congratulations, Xiomara!



## MARGIE WAKEMAN WELLS, AUTHOR AND EDUCATOR, ADDRESSES THE COURT REPORTING DEPARTMENT



The Court Reporting Department was honored to welcome Margie Wakeman Wells to the Stockton campus recently as a guest speaker. She is a lifetime credentialed teacher in the state of California and is a Certified Reporting Instructor (CRI). Her teaching career spans 49 years, 37 of those in court reporting. As a reporting instructor, she has taught from the theory level through the exit speeds as well as all manner of English courses. In court reporting circles, she is often referred to as the guru of all things English, grammar, and punctuation.

Margie Wakeman Wells has presented, under the auspices of the National Court Reporting Association (NCRA) and state court reporting organizations, over 300 seminars for reporters on English-related topics as well as seminars for teachers and students over the past 30 years. Recently, she has begun to offer online classes covering punctuation, grammar, and CSR Review seminars.

She shared with the students her insights and humor on how to succeed in court reporting school. She challenged the students to find time to increase the number of weekly practice hours; she offered handouts to assist with time management as well as guidelines for analyzing their practice notes to identify personal weaknesses.

Her best-selling reference text, and the workbook that accompanies it, *Court Reporting: Bad Grammar/Good Punctuation*, were published by Margie Holds Court Publishing. They are available at [margieholdscourt.com](http://margieholdscourt.com). Her latest book is titled *Word Pares, Pears, Pairs*. It offers grammar information, discusses parts of speech, lists definitions and synonyms, gives examples of how the word is used and idiomatic expressions for the words in an easy-to-use format. Margie Wakeman Wells also contributes to the *Journal of Court Reporting (JCR)* and several state newsletters. She is the author of a popular blog ([margieholdscourt.com](http://margieholdscourt.com)) on "all things English."



We thank our guest speaker for taking the time to visit our campus and appreciate all her helpful hints and personal experiences she shared with us.

## COURT REPORTING STUDENTS EXHIBIT VOLUNTEERISM ON MANY FRONTS



The Court Reporting students have been very busy this spring gaining experience while demonstrating their skills and representing the college in a variety of volunteer activities.

On three different occasions, they participated in an event in Judge Barbara Kronlund's Civil Court, Department 11. Jennifer Bustos, Rebecca Reutenauer, and Carrie Kahn served as court reporters in the case of *The Three Little Pigs vs. the Big Bad Wolf*. This program is coordinated by Judge Kronlund and her staff with the goal of introducing 5<sup>th</sup> graders to legal careers. Attorneys coached the 5<sup>th</sup> graders as they pre-

pared their cases and presented them before the judge. As a part of the proceeding, the 5<sup>th</sup> graders were encouraged to ask questions of each of the legal professionals who participated. Although many students were very intrigued with the realtime writing skills of the court reporters, many were most impressed with the tour of the holding cells in the courtroom.

Ashley Whatley, Angela Sinclair, Gigi Lastra, Rebecca Reutenauer, and Shivanee Sujata were eager to volunteer as student reporters at UC Berkeley's Boalt Hall Law School mock depositions where they demonstrated realtime and prepared rough draft transcripts for the law students. Several of the students also volunteered for University of San Francisco's School of Law Intensive Advocacy Program; it offers

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intensive training to second and third year law students in pre-trial and trial advocacy skills. This experience involved depositions, a jury trial, and a bench trial.

Lower speed students were also provided a volunteer opportunity to serve as jurors in a mock trial presented at the Humphreys Laurence Drivon School of Law.

Ten court reporting students, along with teacher Pam Closs, were tasked with the challenge of determining the facts and reaching a verdict in the case of *Sophat Kim vs. Jennifer Thomas*, a civil case wherein the plaintiffs were seeking compensation for injuries incurred in an auto accident. Judge Linda Lofthus sat on the bench and offered guidance and commentary in response to the law students'



appearances. She praised the jurors for their ability to reach a verdict in the case. The law students also had the opportunity to question the jury.

Court reporting student Angela Sinclair served as the official reporter for the trial.

Court Reporting students Emma Pesusic, Xiomara Urbina, and Shivaneer Sujata, along with other Humphreys students, traveled to the State Capitol to speak on behalf of the Cal Grant program and its importance to them as they pursue their educational goals. Additionally, Xiomara and Shivaneer attended a meeting held on campus with Senator Cathleen Galgiani where the same topic was discussed.

These students are to be commended for their commitment to excellence in pursuit of their goals. No doubt these opportunities will better prepare them for the rigors of a court reporting career.

## THE WASC ANNUAL CONFERENCE MOOC U!!! THE HIGHLIGHT OF THE 2013 SESSION

By Jess Bonds  
Dean of Institutional Research & Effectiveness



No, it's not some shorthand tweet. Nor is it the sound of a cow swearing. MOOC stands for Massive Open Online Course. It refers to hundreds of courses that some large U.S. universities are offering online and free. The problem is that the colleges don't award units for completing the free courses. However, some online startup companies, such as Coursera and Udacity, are offering MOOC Badges (for a small fee) that provide quasi-legitimacy, but not college credit, for completing a MOOC.

So, what's an accredited college, like Humphreys, to do when a prospective student shows up in the Admissions Office with a quiver full of MOOC Badges?

That question was topic *du jour* at the April 2013 WASC Academic Resource Conference in San Diego. Thousands of representatives from California (and beyond) colleges attended the three-day annual meeting to learn the finer points of regional accreditation and to contribute to discussions about emerging issues, such as what to do about MOOCs.



The future of MOOCs is decidedly undecided. But some colleges are beginning to find ways to accept MOOC Badges for credit and apply them to degree plans. Mostly, the accepted courses are general education courses, such as the College Algebra course offered on Udacity by a professor of Mathematics Education in the Mathematics Department at San Jose State University.

Humphreys faculty and administrators are researching MOOC possibilities. Are students really learning? Are the courses similar to the ones offered at Humphreys? How many, if any, MOOC Badges should one student be allowed to use toward a Humphreys degree? Stay tuned for the answers. In the meantime, check out Udacity and Coursera and see what the MOOC is up!

## NEWS FROM THE ONLINE COORDINATOR

By Dr. Jim DeCosta



The Center for Scholastic Inquiry (CSI) had its yearly seminar in Scottsdale, Arizona, in mid-April this year. CSI publishes three peer-reviewed journals, one in business, biology, and education: *The Journal of Scholastic Inquiry: Education*, *The Journal of Scholastic Inquiry: Business*, and *The Journal of Scholastic Inquiry: Biology*.

I was fortunate enough to present my recently published paper entitled “What is the impact of students’ ability to choose across and within course modality (OL or FTF) on course completions?” This study was completed here at Humphreys College about one year ago and made use of a tremendous amount of data that I collected here in 2008. All of the data have not been utilized at this point—and probably never will—but I have published three papers from the data collected at that time, and I know there probably are two or three more papers that could be published from that data. If I get the chance, I will return to the data and write a bit more. Humphreys College has provided the funds for me to attend and present at the seminar and continues to support such research. The article can be accessed from the following web site:

<https://www.dropbox.com/s/4mhtk5j6qx9f0pb/ImpactOnCourseCompletions.docx>

CSI had three groups of educators presenting their papers at the conference. There were speakers from business and biology as well as education. Because education is my field, I only participated in the education grouping. I saw a number of presentations, most of them on digital media and distance education. Dr. Diane Hamilton is an adjunct professor for numerous educational institutions, and she spoke about many of the online technologies that we utilize in our Moodle environment. Instructor-penned HTML pages with embedded YouTube videos and links to additional source materials are common in our Moodle courses and evidently so too at the institutions where Dr. Hamilton teaches. In addition, she mentioned that one or two of the institutions she teaches at also has video and audio capability, and that she has enjoyed those functions. Many of you are aware of the fact that some of our instructors include audio lectures and videos to help the auditory and visual learners. I was convinced by her presentation that we are riding the front of the wave in distance education.

In addition, I was present for lectures on “Learning Styles for Business, Education, and Engineering” by Dr. Jerome Fisher, “Web based Instructional Design as an Alternative Strategy in Enhancing English Learning Motivation,” by Liang-Chen Lin, “Examining Variables of a Quality Education,” by Dr. Joanna Mann, and “Culturally Responsive Idea Transition Practices,” by Dr. York Williams. I was pleased to find that most institutions condoned the use of outside links to existing educational resources. These tools were used effectively in Liang-Chen Lin’s presentation and added credibility to Humphreys College’s online policy of reaching out via the Internet to capture competing as well as foundationally diverse views.

### FROM THE LAURENCE DRIVON LAW SCHOOL ...

## NEWS AND ANNOUNCEMENTS

By L. Patrick Piggott, Dean

### DELTA THETA PHI

The Humphreys Drivon School of Law chapter of the national law fraternity, Delta Theta Phi, was honored and mentioned in the *Paper Book Law Review* (distributed internationally by Delta Theta Phi) for winning two awards. We won Regional Senate of the Year and Best Community Service Senate of the year. We are very proud!

The students raised \$2000.00 for the Women’s Center. The group spent countless hours at bake sales, Monday tables, and casino bus trips in order to raise enough money. The funds will be used to help the Women’s Center spruce up the living space at its safe-home; it provides shelter to many women and young children in our area.



## LAW SCHOOL GRADUATION May 25, 2013



Thirty-nine law students walked to the podium on that Saturday morning. The Valedictorian was Spencer Sinclair. Not only did Spencer complete the program in 2 ½ years, he was the youngest graduate, having turning 21 recently. The Salutatorian was Tracy Fritch-Thym. Zachary Drivon, grandson of our namesake and the 8<sup>th</sup> member of the Drivon family to graduate, introduced the Professor of the Year.

This year's recipient was G. Archer Bakerink, our full-time Professor and Director of the Professional Training Program. Archie is a Humphreys law graduate from the class of 1975. He proudly proclaimed how important it is to remain an opportunity school for people like himself who had accomplished so much without a college education before entering law school.

Amanda Stallcup, of Modesto, presented the class gift. Two benches have already been installed outside the Courtroom entrance. The back will swing and create a table so that the bench can also serve as a desk.

Matthew Reynolds called the names as President Robert G. Humphreys and Doug Wilhoit, representing the Board of Trustees, hooded the students after they received their diplomas from Dean L. Patrick Piggott. Then Doug Wilhoit awarded their title of *Juris Doctor* by the authority of the Board.



Among the graduates was a Jamaican immigrant receiving her degree at the age of 66, and a Russian immigrant, five transfer students from other law schools, two brothers, a Hollywood filmmaker, and the son of a Chinese filmmaker. It is notable to point out that among the graduates were the son of Judge Ross, Cameron, and our newest member of the Stockton City Council, Dyane Burgos. One graduate, Jennifer Taylor, earned her undergraduate degree from Humphreys College. Four members of the Drivon family attended to honor Zachary.

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### BAR PASSERS

The results of the February California Bar Examination have been released. The swearing in ceremony took place on Monday, June 3. We can proudly announce the thirteen passers:

Amber Price, Sasha Sloup, Temica Smith, Stephen Stapleton, Guadalupe Tong,  
Angelica Anguiano-Franco, Sun Cao, Lizzy Edwards, Grey Galluzi,  
Raquel Hatfield, Geoffrey Hench, Vu Ngan Hoang, and Tracy Miller

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ACADEMIC COUNCIL EDUCATIONAL EFFECTIVENESS WORKSHOP ...

## JUSTICE RICHARD VLAVIANOS ON COLLABORATIVE JUSTICE REFORM



On April 24, Humphreys College was privileged to hear Richard Vlavianos, Superior Court Judge in San Joaquin County and Humphreys College Adjunct Professor, sharing the background on collaborative justice reform. The legal system has been around for a long time, but recently courts have started evaluating how successful the legal system has been in stopping recidivism. The resulting research was not positive.

The collaborative court idea became a next step to use the court in a “parental role.” There were too many individuals in the drug courts with mental health and addiction issues and anti-social thinking. Using the collaborative court model, judges take on the “parental role” as they are perceived to be the one with the power. This has become a psychological tool to establish trust, to encourage these individuals to believe that someone cares and that their “parent/judge” is watching and is taking a personal interest in their success. The worst offenders tend to have the best success rates.

The research and outcomes on this new system is so good that the collaborative court idea has spread. It has been difficult for naysayers to defend their beliefs with so much evidence that it works. Huge monetary savings and an increase in public safety are two very positive results.

Judge Vlavianos also responded to a question from the audience on realignment. In his view, realignment is not only a work in progress; it is also the biggest change in the criminal justice system ever. Governor Brown has changed the state prison system to one that holds only the most violent offenders while counties have had to take on the responsibility of non-violent offenders. Counties were not prepared for the great increase in inmates, but Judge Vlavianos feels that San Joaquin County has worked well together and that the result will be a better process.



### LAW SCHOOL IS INVOLVED IN THE COLLABORATIVE JUSTICE PROJECT

*At the end of Judge Vlavianos' Academic Council presentation, Law School Dean L. Patrick Piggott mentioned that his students and faculty have been involved in the collaborative justice program. The editors asked him for a closer explanation.*

Under California's redistribution of prisoners program, the county is receiving hundreds of inmates who once served their time in prison but are now being sent to counties to serve their time in county jails. One nationwide approach to this crowding has been to set up collaborative courts. In our county, Judge Vlavianos is the man in charge. Instead of releasing people back into the community and into a parole and probation system that has not been working, the people are released to the courts.

The collaborative courts meet four times a week to deal with drunk driving and drug court cases and as parole and probation courts.

*(Continued on page 15)*

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The Public Defender Office did not have money in its budget and is not sure people in these courts should be represented by it. Therefore, Judge Vlavianos asked us to help, and the Law School launched an internship program. Our students are present at these courts to assist the probationers and parolees. Judge Vlavianos felt they should be receiving independent advice when he is making decisions ordering them to do certain things.

Professor Archie Bakerink is Director of our Professional Training Program. To appear in court, law students must have completed certain law classes and apply to the State Bar to be Certified Law Students. When they receive certification, they are allowed to provide representation in court as long as they are supervised. The Courts have granted us \$10,000.00 during the last two years to provide the service. Each participating student signs up for internships just like in a regular class and pays tuition. The Law School is also linked up with the Criminal Justice Department at Humphreys College and has an intern from its program, working with the courts keeping records. The college is giving students real-world experience and preparing them much better for their first year as attorneys.

~ L. Patrick Piggott

## FROM THE LIBRARY AND LEARNING CENTER ...

### HOW TO SUCCEED IN COLLEGE SERIES: SPRING 2013

- The opening session of the regular Tuesday workshops was led by *Santa Lopez-Minatre*; the session dealt with academic concerns of the new Humphreys students. Her colleague *Chiyo Falk* offered a presentation about the local job market and its trends.



- Seven of the 16 workshops were hosted by *Stanislav Perkner* who spoke about several topics: How to write college-level essays and papers based on research; how to evaluate the academic quality of Internet sources; how to compose, format, and document research-based assignments in MLA and APA styles; and how to manage reading assignments efficiently.



- *Richard Hunt* offered two workshops on the online database searches; the hands-on sessions featured the EBSCO and other databases available to Humphreys students and faculty.

- Three workshops were conducted by Humphreys students. *Julia Hayhurst* shared her experiences with the preparation of PowerPoint presentations. *Cruzita Whiteley* shared many useful tips concerning textbook resources online; her presentation was prepared in cooperation with another student, *Sabrina Tellez*. *Rosalva Garduno* informed about her master's thesis completed at the Department of Graduate Studies in May. Her 2012-13 research project was based on two sets of surveys about the selection and use of college textbooks; she surveyed both Humphreys College students and faculty.



- The final session of the quarter featured a conversation with the Dean of Laurence Drivon Law School. *L. Patrick Piggott* shared his life-long experiences with the legal profession—as a law student, attorney, professor, and dean.



## AUTHOR SPOTLIGHT VOCABULARY, PLEASE

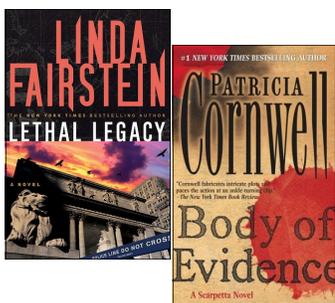
By Cynthia Becerra

Associate Dean, Undergraduate Studies, Chair Liberal Arts

*Students often ask, "How do I expand my vocabulary?" The answer is pretty simple, "Read!" But you need to read more than just a newspaper or Internet article that is often written at a fifth-grade level. Dust off those books from your literature courses or go to your local library and browse the stacks. If you are interested, here are a few that are sure to expand your vocabulary and stretch your imagination:*

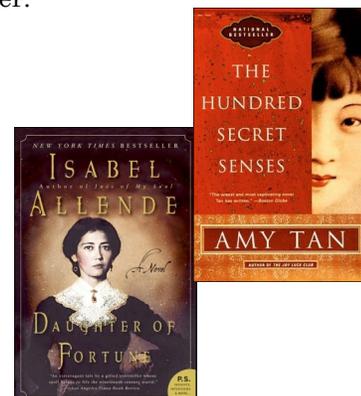
Anything by Edith Wharton, an early 20<sup>th</sup> century author, who wrote about the decadence of the rich of American society, will challenge any reader. Choose from *The House of Mirth* (my favorite) or *The Age of Innocence*. Consider Toni Morrison, the first African-American woman to win the Nobel Prize for Literature. Her highly acclaimed novel *Beloved* is a provocative read, but her other works *The Bluest Eye* and *Sula* are intriguing stories that will capture your attention.

John Steinbeck's novels *Of Mice and Men* and *The Pearl* are short and often included in high school literature courses. But he is best known for *The Grapes of Wrath*. This lengthy, historically accurate narrative will enrich your vocabulary and your understanding of the Dust Bowl era and its impact on our valley. Notable authors of this period like F. Scott Fitzgerald and Ernest Hemingway should not be overlooked. In fact, if you want to see the current movie based on Fitzgerald's novel *The Great Gatsby*, then be my guest. But it is the language and landscape of the Roaring Twenties explicitly created in the novel that will capture your attention and exercise your brain's neurotransmitters more than Leo DiCaprio's performance.



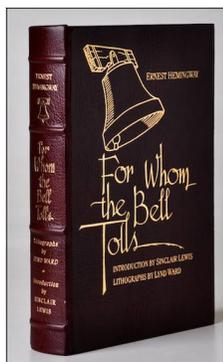
Did I say mystery and detective novels are my Oreo cookies? Yes, I must have more than one. If you are like me and want to read a novel that is just tantalizing and exciting, try works written by Linda Fairstein, a former New York City prosecutor. Focusing on murder and deviant behavior, she competently creates a story led by the protagonist Alex Cooper, a Manhattan prosecutor. Or consider Patricia Cornwell—especially if you like the television series CSI. A remarkable novelist, she craftily leads Kay Scarpetta, a skillful medical examiner, to the killer.

Looking for a local author? Try Amy Tan, an Asian-American novelist, who writes of the bicultural experience of competing values, specifically in family relationships. *The Joy Luck Club*, her most popular novel to date, *The Kitchen God's Wife* and *The Hundred Secret Senses* will transport you from San Francisco to China and back again. Want a writer even closer to our community? Look no further than Maxine Hong Kingston. Her memoir *Woman Warrior* captures the strength and passion of a family whose roots spread from China to Stockton.



Want a passionate love story that is provocative yet worthy of your attention to expand your mind? Then Isabelle Allende's *Daughter of Fortune* will not disappoint. Taking place during the Gold Rush, the novel chronicles the tale of two lovers who separate in Argentina and find different paths to fulfillment in California in the mid-1800s. Another romance with a historical setting is Hemingway's *For Whom the Bell Tolls*, which takes place in Spain in 1937 at the height of the Spanish Civil War.

But if you want to read only Internet articles or Stephanie Meyer's *Twilight* that, according to Fry's Readability scale, is at an 8<sup>th</sup> to 9<sup>th</sup> grade reading level, then enjoy. In this case, I bet the movie is better.



# Poetry Corner

*"TO MAKE YOU PROUD IS MY GREATEST SUCCESS"*

*Failing will only bring the Madness—  
Our Love so pure—which Grows so sweet—  
Beneath the Sea—Among the Trees—  
For I am Proud—To see You pass—  
Though My Success—Has barely surfaced—  
I pledge to You—My Love—My Friend—  
My Success may be short—But very kind—  
I shall bring You the Stars—The Earth's Core—  
To Prove that I too am Capable—  
My Heart incomparable—To yours—  
Failing to prove myself—is to Abide in the Deepest Sea—*

*~ Miranda Menor*

## MONSTROSITY

*I hear a Painful Melody  
It sounds like Selfishness and Greed  
Walking through the mean streets  
In the town of Monstrosity*

*Homes are full of Blood Suckers  
Claws are their Prints  
A dagger through the Monster's Heart  
Living with the Misfits*

*We feast on swine—It's Raw—Bloody  
Take their skin—I See You  
To be claimed by the true Monster  
In the Chapels—Under the Pews*

*I hear a Painful Melody  
It sounds like Envy and Hypocrisy  
Walking through the mean streets  
In the town of Monstrosity*

*~ Jessica Godinez*

## STUDENT VOICES

### THE CHALLENGE OF BUYING TEXTBOOKS

By Sabrina Tellez, Legal Studies

Buying textbooks has become easier than ever with the ability to purchase online. However, the advancement of online book purchasing also has its challenges. Students now have multiple options: buy an e-copy, buy paper copies or rent for specific periods.

#### Buying

There are multiple ways to buy a textbook; it is deciding which version you want to have and whether you want the book new or used, that becomes challenging. Some e-copies of textbooks are only digitally licensed for a specific time period; therefore when the license expires, the e-copy automatically erases from the device it is stored on. Paper copies are ones that can be kept forever. And, generally, paper copies are sold in both new and used conditions. However, once a decision regarding the type of textbook you wish to buy is made, there are a few helpful sites to visit:

- ☐ **CheapestTextbooks.com** – a website that compares the prices of textbooks and the condition from various sellers such as Amazon.com, Abebooks (Marketplace), Half.com, and Chegg.com; it is the ideal place to start for fast and easy results.
- ☐ **Amazon.com** – a website that sells various textbooks and is easy to navigate. It displays prices from multiple sellers and allows the buyer to choose between new and used copies.



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- ☐ **BarnesandNoble.com** – a great place to find any book. It is easy to navigate and allows the buyer to compare prices, condition, and gives an in-store pick-up option.

### Renting

For students who do not wish to keep a textbook after the course has ended, renting may be a better choice. Renting a textbook has various options: semester rentals, 85-day rentals, and 55-day rentals. The amount of time needed with the book determines the final rental price. The following websites help alleviate textbook renting challenges:

- ☐ **CheapestTextbooks.com** is useful for both renting and purchasing textbooks. It allows the student to choose between the lengths of the rental and then compares the books by price.
- ☐ **Chegg.com** is famous for renting textbooks. The customer can determine the length of the rental, and then browse to find the perfect match according to price.
- ☐ **Half.com** – is another website that rents textbooks. Students can determine everything from the length of rental, price range, and select from a variety of lenders.

Occasionally, a free version of the book can be found; however, this is very rare. **GoogleBooks.com** is helpful when searching for free online versions of textbooks, though research will be needed to obtain the results sought.

Note: See also Sabrina Tellez's previous article "Where to Find Free Online Books":  
[http://www.humphreys.edu/pdf/newsletter/newsletter\\_2012\\_fall.pdf](http://www.humphreys.edu/pdf/newsletter/newsletter_2012_fall.pdf)

FROM THE NEW BOOKS IN THE LIBRARY ...

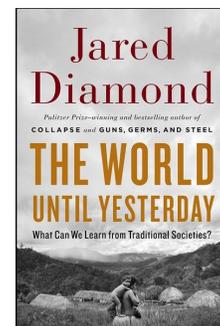
## THE MYSTERIES AND REALITIES OF CIVILIZED LIFE

By Stanislav Perkner

📖 **Jared Diamond. *The World until Yesterday: What Can We Learn from Traditional Societies?* New York: Viking, 2012.**

Jared Diamond is a professor of geography at the University of California, Los Angeles. He began his scientific career in physiology and expanded into evolutionary biology and biogeography. He has published more than six hundred articles and several books including the New York Times bestseller *Guns, Germs, and Steel*, which was awarded the Pulitzer Prize.

The author claims that his latest book is his most personal work: "It grew out of my experiences for the last 50 years in New Guinea and neighboring islands, where I study birds but am almost constantly with New Guineans and spend much time talking to them. Until recently, New Guineans were living traditionally.... As I got to know them better, and as I found that we laughed and cried and were frightened at the same things, I came to think, 'We're basically all the same.' Then, as I spent time with them and came to know them still better, I realized that there actually are big differences in basic aspects of life, such as friendship, attitudes towards danger, how New Guineans treat their parents and their children, how they select their spouses, and how they interact with each other.... New Guineans exemplify so-called traditional societies.... Measured by the time scale of the 6,000,000-year history of the human evolutionary line, traditional societies really did blanket the world until almost yesterday."



The opening part of the book explores how the traditional societies define space. They see three types of the "other people": friendly and unfriendly known individuals and strangers who must be seen as potential enemies. The second part deals with the patterns of conflict resolution in the absence of institutionalized governments and

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courts of law. Additionally, the books debates the attitudes of the traditional societies toward both childhood and old age, dangers, religion, language, and health.

Evidently, the book offers an invaluable supplementary reading to several Humphreys College programs - from Education and Community and Liberal Studies to Criminal Justice and Law.

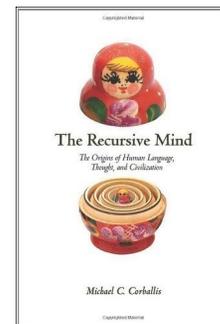
📖 **Michael C. Corballis. *The Recursive Mind: The Origins of Human Language, Thought, and Civilization*. New York: Princeton, 2011**

Michael C. Corballis is professor emeritus of psychology at the University of Auckland in New Zealand. His books include *From Hand to Mouth: The Origins of Language* and *The Descent of Mind: Psychological Perspectives on Hominid Evolution*.

Is our language what makes us uniquely human? The author argues that what distinguishes us is our ability to embed our thoughts within other thoughts. This *recursion* gives us the power of mental "time travel"—the ability to insert past experiences, or imagined future ones, into present consciousness.

Drawing on neuroscience, psychology, animal behavior, anthropology, and archaeology, Corballis demonstrates how these recursive structures led to the emergence of language and speech, which ultimately enabled us to share our thoughts, plan with others, and reshape our environment to reflect our creative imaginations. The author shows how the recursive mind was critical to survival in the harsh conditions of the Pleistocene Epoch and how it evolved to foster social cohesion.

Corballis traces how language itself adapted to recursive thinking, first through manual gestures, then, with the emergence of *Homo sapiens*, vocally. Toolmaking and manufacture arose; the application of recursive principles to these activities led to the complexities of human civilization, the extinction of fellow large-brained hominids like the Neanderthals, and our species' supremacy over the physical world.



## HUMPHREYS COLLEGE'S 8TH ANNUAL GREGORY VAUGHN MEMORIAL DINNER

Saturday, May 18, was an "evening to remember" for those who were in attendance at the 8<sup>th</sup> Annual Gregory Vaughn Memorial Scholarship dinner held at The Spanos Park Reserve. Over 200 guests, including Assemblywoman Susan Eggman, Stockton Mayor Anthony Silva, and representatives of Congressman Jerry McNerney and State Senator Cathleen Galgiani along with Dr. Robert Humphreys, Sr., Dr. Robert Humphreys, Jr., Wilma Okamoto-Vaughn, and members of the ABLE Board of Directors witnessed the awarding of ten \$1,000 scholarships to seniors at ABLE Charter High School. The scholarship will help defray expenses for the soon-to-be graduates transitioning to Humphreys College.

Thank you to those who were able to support the Scholarship through attending and/or donating; people like you are what really make a difference in our community! To view additional photos from this event, please visit: <http://gallery.humphreys.edu/index.php?level=album&id=155>



Joey Beltran, Alyxa Ortiz, Belen ByGoytia, Logan Nance, Serena Garcia, Sean Epperson, Kayleen Lyons, Matthew Samson, Alyssa Casillas, and Raven Wilson

**Congratulations  
Greg Vaughn Memorial  
Scholarship  
"2013" Recipients!**

## COMMUNITY HIGHLIGHTS

- ❑ In April, *The Modesto Bee* featured a front-page article about **Gabriella Biedinger**, a Humphreys College alumna, who has started a mobile boutique business: <http://www.modbee.com/2013/04/05/2656267/more-businesses-finding-success.html>.
- ❑ On May 2, the faculty hosted a birthday party for Dean of Institutional Research **Jess Bonds**. This was a big one! Celebrating with pizza and cake, the faculty—many in the Fabulous '50s Club—welcomed him into this elite group.
- ❑ Thank you to all who contributed to the **Rowena Walker Scholarship** by purchasing cherries donated by Becerra Farms. Two scholarships will be awarded to students who are majoring in either liberal studies or legal studies.
- ❑ Alumna **Nilofar Hasheem**, a graduate of the Liberal Arts Department, has been admitted to San Jose State University's graduate program in Linguistics and Language Development.
- ❑ On June 7, faculty and staff gathered to say farewell to Admissions Counselor **Chiyo Miyai-Falk**, who is leaving for CSU East Bay's EOP Office. There she will also be a counselor. The event ushered in her replacement—long-term liberal arts adjunct professor **Julie Walker**.



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## Humphreys College Newsletter, June 2013

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