

Humphreys College

Newsletter



MARCH 2013

WINTER QUARTER

WASC IS COMING TO TOWN!

By Jess Bonds,
Dean of Institutional Research & Effectiveness

INSIDE

FROM THE LIBERAL ARTS DEPARTMENT—NEWS AND ANNOUNCEMENTS	2
☐ CELEBRATING BLACK HISTORY MONTH	2
☐ NEW ONLINE COURSE	3
FROM THE LEGAL STUDIES DEPARTMENT—NEWS AND ANNOUNCEMENTS	3
FROM THE BUSINESS DEPARTMENT—HOT, HOT, HOT?	5
FROM THE COURT REPORTING DEPARTMENT—	
☐ NATIONAL COURT REPORTING & CAPTIONING WEEK	6
☐ THE COLLEGE HOSTS COURT REPORTING EVENT	7
FROM THE ECE DEPARTMENT—NEWS AND ANNOUNCEMENTS	8
FROM THE MODESTO CAMPUS—RAY HARTER	8
FROM THE CHARTER SCHOOL—ABLE	9
FROM THE LAW SCHOOL—MEET YOUR TEACHER, MATTHEW REYNOLDS	10
FROM THE ACADEMIC COUNCIL—EDUCATIONAL EFFECTIVENESS WORKSHOPS	
☐ FALL 2012—DEBBIE LINK	12
☐ WINTER 2013—DR. GENE BIGLER	13
FROM THE LIBRARY AND LEARNING CENTER—HOW TO SUCCEED IN COLLEGE—WINTER 2013	13
SPRING 2013: THE REVISED TUTOR REFERRAL PROCESS	14
POETRY CORNER	14
AUTHOR SPOTLIGHT—RITA DOVE	15
FROM THE LIBRARY AND LEARNING CENTER—NEW BOOKS IN THE LIBRARY—THE HIGH COURT	16
GREGORY VAUGHN MEMORIAL SCHOLARSHIP DINNER	17
COMMUNITY HIGHLIGHTS	18

A team of accreditors, comprised of higher education professionals from four colleges in California, will be visiting Humphreys March 6-8 to talk to faculty, staff, administrators, board members, and YOU!



The Western Association of Schools and Colleges – WASC – routinely visits colleges in California to ensure specific standards of quality are being met by its member colleges. Humphreys College is one of those member colleges. Accreditation by WASC allows Humphreys students to access various financial aid options. It also allows for easier transfer of units between accredited institutions, among other benefits.



During the scheduled visit, the visit team will hold a number of meetings to gather and confirm information about the educational effectiveness of the academic programs at Humphreys. *The role of students in the accreditation process is very important.*

Please attend the appropriate meeting:

Undergraduate Students:	Wednesday, March 6, 1:00pm – 2:00pm, Room 408
MA Ed., Credential Students:	Wednesday, March 6, 5:00pm – 6:00pm, Room 409
Law Students:	Thursday, March 7, 5:15pm – 6:15pm, Room 406

The members of the visit team will likely ask you to comment on your experiences at Humphreys as they relate to the quality of instruction, learning, and support services.

FROM THE LIBERAL ARTS DEPARTMENT ...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair

In our Fall 2012 Newsletter, I emphasized the importance of students' taking their English courses as soon as possible so that they are better prepared for the demands of writing, reading, and research in all of their courses. The importance of taking math courses early in a student's career is also parallel to the fundamental reasoning behind completing English courses early on in a student's academic plan.

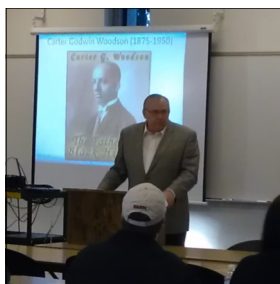


Why? Math is the basis not only for quantitative reasoning but also for analysis. Both of these skills are crucial to the initial steps in the process of becoming an effective critical thinker. Moreover, mathematical reasoning stresses problem solving and clearly defined approaches to deciphering a problem. By taking math courses, like MATH 100 College Math and MATH 101 College Algebra, students are introduced to the practice of analytical thinking. According to The Foundation of Critical Thinking, an organization that promotes critical thinking in education and society, by analyzing problems we target some of the major components of critical thinking, including the following:

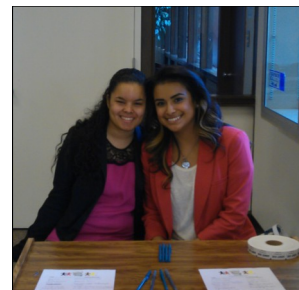
1. We state the problem clearly and precisely.
2. We state the key question that needs to be answered to solve the problem.
3. We state the information needed to answer the question.
4. We identify the key concepts needed to understand the problem and to solve it.
5. We solve the problem. Or if we do not solve the problem, we identify what we need to understand or do differently, to solve the problem.

In analyzing mathematical problems, we are exercising and honing the skills to become a better critical thinker in all subjects. So don't wait to take those math classes; they will prepare you to be better problem solvers and critical thinkers in all of your course work.

Celebrating Black History Month



On February 21, approximately fifty students, staff, and faculty participated in the Ninth Annual African-American Read-In, sponsored by the Liberal Arts Department and the Poetry Club. Dr. Stanislaw Perkner, Sabrina Tellez, Cruzita Whiteley, and I welcomed the attendees and highlighted the importance of the occasion and that the College coordinates the event with the National Council of Teachers of English and its Black Caucus. Dr. Perkner also reminded us of the founder of Black History Month, Dr. Carter Woodson, and stressed the importance of recognizing the contributions of African-Americans to the arts.



Presenters chose from a number of poets and writers, including Langston Hughes, Nikki Giovanni, Dr. Martin Luther King, Jr., and Jamaica Kincaid. At the close of the evening, ten of the participants received raffle prizes, which were donated by the College faculty. All also enjoyed pizza and cookies as they listened to the excellent oral interpretations.



(Continued on page 3)

(Continued from page 2)

New Online Course: The American Presidency

This new upper-division course will be offered online in the spring quarter 2013. It will deal with the role of U.S. presidents in national and international life and discuss the legacy of trend-setting presidents of the past, as well as the current chief executive.

The course will pay special attention to various aspects of the presidency within the constitutional framework: presidential campaigns and elections; party and interest group affiliations; leadership style; federal bureaucracy; media and public relations; foreign and military policies; and presidential transitions. In its weekly forum section, the students will have an opportunity to discuss current political events relevant to the subject matter.

For more information, contact Professor Stanislav Perkner at (209) 235-2933 or stop by to see him in the Library and Learning Center.

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 and the Legal Studies Program has 90 students between the Modesto and Stockton campuses.

CRIMINAL JUSTICE

Probation Officer Core Course: Probation Academy

Humphreys College began its fourth Probation Academy on January 5, 2013. The Academy already covered the following major topics: Roles and Responsibilities of the Probation Officer, California Justice System, Current Trends and Practices in Probation, Risk Factors for Probationers, and Physical Conditioning. The Academy includes 202.5 hours; it is taught over two quarters and is certified by the State of California, Standards and Training in Corrections.



Probation supervisor David Naumann lectures on building searches.

Criminal Justice Club

The Humphreys College Criminal Justice Club, Beta Alpha Sigma, is headed to Valley Forge to compete in the American Criminal Justice Association National Conference in April 2013. The theme of the conference is *Terrorism: Domestic and Abroad*. There are breakout sessions, and our students will compete in Firearms, Physical Agility, Criminal Law, and Juvenile Law competitions. Wish us luck!



Criminal Justice student Rachel Silver at a local shooting range.

On March 18th (Monday), from 5 pm to 9 pm, at the Stockton campus, Beta Alpha Sigma is hosting an Armament Systems and Procedures (ASP) impact weapons training. Students will learn the nomenclature, deployment, strikes, and how to safely handle the ASP baton. Interested students wishing to attend should wear work-out clothes. Students who complete the training will earn an ASP certificate that is nationally recognized.

On February 10, 2013, Beta Alpha Sigma hosted a gun safety class. Students learned how to safely handle, disassemble a gun and check to see if a gun is loaded. Students who attended are now eligible to attend range shooting days and have one-

(Continued on page 4)

(Continued from page 3)

on-one instruction with a certified firearms instructor. Beta Alpha Sigma has already scheduled range days for February and March.

Law Enforcement Training Seminar

On January 17, 2013, I was invited by the FBI to a debriefing of the Arden Fair hostage crisis, which occurred in 2010. The presenter was the Sacramento County Sheriff's Department SWAT leader. A one-year-old boy was held hostage by a family member suspected of murdering his father-in-law and shooting at police officers in the Bay Area. The debrief included hostage negotiation attempts and technology and tactics explained and applied during the course of the 56-hour ordeal. Eventually the suspect was killed and the unharmed boy was rescued.

LEGAL STUDIES

Paralegal Club/LEX Honor Society

Humphreys College has been granted a Paralegal Club chapter under the American Association of Paralegal Education and its Lambda Epsilon Chi (LEX) Honor Society. The Paralegal Club will bring in a guest speaker every meeting to address students about current topics and employment trends in the legal field. Meetings will last approximately 90 minutes and will be catered.

Our first meeting was held on Friday, February 22, from 6 pm to 7 pm in the Rowena Walker Forum. The topic was *Professional Standards in the Workplace*. It introduced students to real-world expectations in a legal office. Humphreys College has invited a legal secretary, a paralegal, and an attorney to speak to our students about law office expectations, demeanor, dress, work product, and ethical behavior.



Terry Lao, legal secretary, speaks with students during the meeting. Scott Rooker, attorney, and Susan Bartman, legal secretary, also spoke about real-world expectations in the profession.

Listed below are the dates, times, and locations of all 2013 meetings. Speakers' names and topics will be e-mailed several weeks before each meeting.

<u>Location</u>	<u>Date</u>	<u>Day</u>	<u>Time</u>
Modesto Campus	March 20 th (Break Week)	Wednesday	6 pm
Stockton Campus	May 31 st	Friday	6 pm
Modesto Campus	June 19 th (Break Week)	Wednesday	6 pm
Stockton Campus	August 30 th	Friday	6 pm
Modesto Campus	September 18 th (Break Week)	Wednesday	6 pm
Stockton Campus	November 1 st	Friday	6 pm
Modesto Campus	December 18 th (Break Week)	Wednesday	6 pm

Internships



The Legal Studies Program has begun to place students into internships, so far at the San Joaquin County Bar Association, California Rural Legal Assistance, Family Law Center, and small law firms throughout the area. I am constantly looking for new places where students may intern. If you would like to intern and have the ability to commit 10-hours a week, please come to see me.

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.

FROM THE BUSINESS DEPARTMENT...

HOT, HOT, HOT? By Jason K. Wolins, Chair



Remember the old Buster Poindexter (aka David Johansen) song, *Hot, Hot, Hot*? Okay, do a web search if you are too young.

Well, let's take a look at what a CareerBuilder study reported as some of the most in-demand, *Hot, Hot, Hot*, jobs nationwide in 2013 (Jason Lee, "Higher and Higher," *The Sacramento Bee*, January 6, 2013):

- ⇒ **Information Security Analysts/Web Developers/Computer Network Architects.** Chief information officers (CIOs) report strong demand for those with skills in applications development and information technology security. And guess what? Sixty-three percent of those CIOs surveyed said it is "somewhat or very challenging" to find skilled information technology professionals.
- ⇒ **Software Developers.** Another technology career here. Computer program developer projected growth through 2020: 30%. This has been one of the fastest growing fields since the recession—70,000 jobs have been added since 2010.
- ⇒ **Personal Financial Advisors/Accountants/Auditors/Financial Analysts.** Here you go—something from the Humphreys College Accounting Program.

After the global financial predicament, many businesses have looked for accountants and financial analysts to assist in having to comply with new government regulations and standards.

And how about the baby boomer effect? Facing retirement, many are looking for help with estate planning, insurance, investments, taxes, and wealth management.

Want more? How about auditing? According to the Institute of Internal Auditors, 41% of auditing departments anticipate strong 2013 growth.

- ⇒ **Market Research Analysts/Marketing Specialists.** Do you contribute to all of that consumer marketing data being collected (anyone have a store frequent shopper card)? Help wanted: People who can decipher that information!

According to the United States Bureau of Labor Statistics, businesses have added over 31,000 marketing jobs since 2010 and growth is projected to be 41% through 2020.

- ⇒ **Mechanical Engineers/Industrial Engineers.** This is a broad one that ranges from product design to manufacturing.

Now the caveats. Just because a job is *Hot, Hot, Hot* now does not mean it will be so in the future. Things change, sometimes quickly (think real estate in 2008).

And how about the good old principle of competition? High demand is going to attract what? A lot of competitors for those jobs.

So let's end on a high note. The accounting and marketing career projections are good news for business students.



FROM THE COURT REPORTING DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Kay Reindl, Chair

NATIONAL COURT REPORTING AND CAPTIONING WEEK, FEBRUARY 17-23, 2013



The National Court Reporters Association, the country's leading organization representing stenographic court reporters and broadcast captioners, recently celebrated the 2013 National Court Reporting and Captioning Week. The awareness week, which took place between February 17 and 23, consisted of a nationwide effort to highlight the contributions of stenographic court reporters and captioners to society and to showcase the career opportunities that exist in the court reporting and captioning fields.

"As highly technical career options, stenographic court reporting and captioning require an intricate blend of skill and knowledge," said Tami Smith, president of NCRA and a court reporter for the 37th Circuit Court in Battle Creek, Michigan. "National Court Reporting and Captioning Week not only celebrated and highlighted the invaluable contributions that court reporters make to the legal and deaf and hard-of-hearing communities, it also showcased the tremendous career opportunities that are available through stenographic court reporting and captioning."

Humphreys College participated in the national effort by educating its student population to the advantages and benefits of membership in national and statewide professional associations that promote the profession and educate local communities about the value stenographic skills bring to today's marketplace.

National Week was marked with promotional events and marketing nationwide, including a grassroots social media campaign, presentations at high schools across the country about court reporting and captioning career opportunities, and community demonstrations such as producing transcripts of veterans' oral histories.

Court reporting is frequently ranked as an in-demand career option as it offers both flexibility and significant attractive income potential.

For more information, visit humphreys.edu and click on Court Reporting or NCRA.org. Career information about the court reporting profession—one of the leading career options that do not require a four-year degree—can be found at CareersInCourtReporting.com. If you or someone you know is interested in learning more about Humphreys Court Reporting program, please contact Kay Reindl, 209-235-2931 or kreindl@humphreys.edu.



About NCRA. The National Court Reporters Association (NCRA) is internationally recognized for promoting excellence among those who capture and convert the spoken word to text for more than 100 years. NCRA is committed to supporting its more than 19,000 members in achieving the highest level of professional expertise with educational opportunities and industry-recognized court reporting, educator and videographer certification programs. NCRA impacts legislative issues and the global marketplace through its actively involved membership. Forbes has named court reporting as one of the best career options that do not require a four-year degree and the U.S. Bureau of Labor Statistics reports that the court reporting field is expected to grow more than 5 percent in the coming years. For more information, visit NCRA.org.

CONGRATULATIONS TO CSR CANDIDATE



Court Reporting student Darla Moen has qualified to take the March 29, 2013, CSR Examination in Los Angeles. In addition to meeting the Court Reporters Board of California minimum curriculum, proficiency, and application requirements through Humphreys College, Darla recently passed her qualifying exam, a 200 wpm 10-minute 4-voice dictation of unfamiliar material transcribed at a minimum of 97.5%. Although Darla has lived her entire life in Stockton, her career goal is to work as a freelancer for a Bay Area or Sacramento Deposition firm. Darla will be honored at a luncheon open to current and former students, Wednesday, March 27, on campus, where the guest speaker will be our alumna Desiree Winn, CSR. Congratulations, Darla!

The CR Board has confirmed the following test dates and locations:

March 29, 2013 (Los Angeles)
 July 19, 2013 (Los Angeles)
 November 15, 2013 (Sacramento)
 March 14, 2014 (Los Angeles)
 July 26, 2014 (Los Angeles)

The deadline to submit your completed application is 30 days prior to each of the test dates.

HUMPHREYS COLLEGE HOSTS COURT REPORTING EVENT

Humphreys College will host an upcoming event that will help court reporting students prepare for the March 29 CSR Examination or future exams. The California Court Reporters Association (CCRA) will be on campus presenting a morning filled with valuable practice and information for aspiring CSRs. The event will begin with two mock written CSR exams. Students will take the exams and be provided with the answers to take home and self-grade. Two mock CSR dictation exams (one deposition and one court) will be read live. Students will be encouraged to transcribe the exams at home; a hard copy of the exams will be provided for the students to grade their own transcripts. Following the exams, a software professional will speak about the importance of adhering to the CR Board's Minimum Transcript Format Standards. The morning will conclude with a panel of professional reporters representing several career paths:



Ms. Kristi Garcia, Official Reporter and current President of CCRA
 Ms. Linda Hart, Freelance Reporter and Sacramento Firm Owner
 Ms. Denese Harlan, CART Provider at U.C. Davis
 Mr. Bree Mervin, Captioner

The event is scheduled for **Saturday, March 16, 8:30-12:00 p.m.** Registration for the event is required. The fee is \$40 for non-member students (which includes a one-year membership) or \$30 for student members. Please go to Humphreys College Facebook page and click on the registration link or www.cal-ccra.org and search for "mock exam registration."

For more information, please contact Kay Reindl, 209-235-2931 or kreindl@humphreys.edu, or stop by Room 217 on campus.

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

NEWS AND ANNOUNCEMENTS

By Pam Wood, Chair

CPR/First Aid Class

The Early Childhood Education Department sponsored a CPR/First Aid class on February 25. The instructor for the class was Joe Irwin, Firefighter/Paramedic. Participants received their two-year certification for infant, child & adult CPR.



Rachel Zapien, Sheng Thao, and Sandra Minden listen to instructor Jo Irwin.



Rotary Read-In

Students and faculty from the Early Childhood Education and Liberal Arts departments, along with those earning their teaching credential, joined together to take part in this year's Rotary Read-In. Each participant was assigned to a K-4th grade classroom at either Hong Kingston or John Adams Elementary School, where they read a favorite children's book and then donated the book to the classroom. If you were unable to participate, perhaps you will consider joining us next year as we make a difference in the lives of children in our community!



Steve Choi shares a story with preschoolers.



Mrs. Pham's 2nd graders say "thank you" for the new book to add to their library.

Pam Wood shares *Andy & the Yellow Frisbee* with the 2nd graders.

Graduation

As our June graduation ceremony approaches, we look forward to watching our students walk across the platform, receiving their degree, and remembering that these resilient individuals will soon stand before children in their own classrooms. I stand in awe at their resiliency and their desire to make a difference in the lives of children and their willingness to be the positive examples that our children so desperately need.

FROM THE MODESTO CAMPUS ...

COMMENTARY

By Raymond Harter, Adjunct Professor

Hail and Farewell

Being a senior citizen I now find it obligatory to read the obituaries posted in my morning newspaper (to the chagrin of my wife and children), insuring that I am not listed and also to reduce the number of Christmas cards needed this year. These life's celebrations are lovingly written and published by families in honor of the special souls who have resided in our hearts. Significant accomplishments are noted and listed, often times echoing what honoree mentioned and claimed in life.

I bring to your attention a Humphreys' alumnus who proudly included himself in our family: Mr. Charles A. Seward, Jr. Mr. Seward did not mention his class year, other than graduating from "Humphreys School of Business." He passed at the determined age of 94 years, being born January 6, 1919, (the



(Continued on page 9)

(Continued from page 8)

same year as my father) into a pioneering family in Escalon who arrived in our valley prior to 1870. He became a very successful businessman. He was selected as the “Boss of the Year” by the American Business Women’s Association. His other extensive accomplishments, service, and contributions to our nation and the people of our community are briefly noted. Fellow Humphreys’ alumnus Charles Seward would have been fascinating to reminisce about “the early days” and how being a business graduate furthered his career in so many ways. I did not know him; however, I invite you to read his entire celebration: *Modesto Bee*, Tuesday February 19, 2013, page B-4 or www.modbee.com

Online Courses and California Governor Jerry Brown

What do you (as a student, professor, or interested party) believe concerning on-line classes and “distant learning”? Governor Brown insists that California’s colleges and universities must wholly and actively embrace online classes. He argues that they are the economic savior of our state’s higher education system.

Sacramento Bee reporter Jim Sanders is raising concerns about the quality of online courses (19 Feb.). University of California Student Regent Jonathan Stein is quoted: “No one has asked students if they’re interested in this. No one has asked students if they want this.” Modesto Junior College student Andrew Campbell observed that he prefers campus classes after struggling with several online classes: “You try to communicate with instructors over email, but they have 500 students . . . so it is difficult to get in touch.” Other students enjoyed the flexibility offered by online classes.

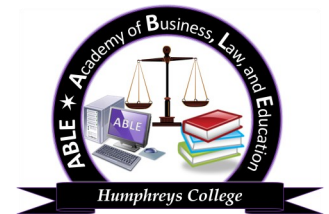
What is your position? Do you take advantage of all of the benefits of “distant learning”? As for myself, I support any mechanism that delivers quality learning while leading to the student’s educational and professional goals. Let me know. Contact Professor Harter at raymond.harter@humphreys.edu.

FROM THE CHARTER SCHOOL ...

ABLE’S SECOND YEAR

By Dr. Kerry Moquett

The Humphreys College Academy of Business, Law, and Education (ABLE) charter high school is making great strides in the education of its students. ABLE has over 170 students in grades 9-12. The students just completed their first semester of the school year with one third of the student body earning honor roll status with a GPA of at least 3.0. This is ABLE’s second year with several additions in place for the students. ABLE has a boys’ basketball team, which competes with local schools of comparable size. Students also participate in mock trials. A school online newspaper, *Chronicles of ABLE*, has been developed to report events and keep students informed on various subjects of interest.



The school offers core curriculum classes in English, history, science, and math. Elective classes are offered in music, art, journalism, drama, creative writing, and career preparation. The curriculum for the core classes is largely delivered through an electronic platform. Each student has a school-provided laptop computer to access course material, complete assignments, and to conduct research. Juniors and seniors have the opportunity, depending on their grades and school standing (which includes behavior and attendance), to take classes at Humphreys College for credit for transfer to the College after graduation, as well as fulfilling high school elective credit requirements.

ABLE is led by Dr. Matthew George, Executive Director, and Mr. Clem Lee, Vice Principal. ABLE offers its students an alternative to the large, crowded high schools. Classrooms have no more than 25 students in them and the campus will never exceed 300 total students. The campus is clean and safe, and our students thrive in an environment that is focused on their growth, inquiry, and intellectual stimulation. The teachers and staff at ABLE get to know all the students and take an interest in each one beyond what may be possible at larger schools. Each student is given ample opportunity to be successful. ABLE is a special place that allows its student to thrive.

We encourage all Humphreys College students with high-school-age children to visit the ABLE campus and examine our program. It is quickly becoming the best high school choice in San Joaquin County.

FROM THE LAW SCHOOL ...

MEET YOUR TEACHER MATTHEW REYNOLDS, PROFESSOR OF LAW

Matthew Reynolds grew up in Santa Rosa and attended Santa Rosa Junior College. After graduating with his AA degree, he transferred to the University of California, Berkeley, where he graduated Phi Beta Kappa in 1999, earning a BA degree and highest honors in Mass Communications and Religious Studies. While he was an undergraduate, Matthew spent a semester at Delhi University, studying South Asian religions. After Berkeley, he attended UCLA School of Law, where he served as an Editor of the UCLA Law Review and an Academy Scholar and Student Mentor for UCLA's Law Fellows Program. He graduated with his JD in 2004. Also in 2004, Matthew passed the California Bar Exam, moved to Stockton, and started practicing law. He began working at Humphreys College's Laurence Drivon School of Law as an Adjunct Professor of Law in 2010 and joined the full-time faculty in November 2012. He teaches Business Associations, Employment and Labor Law, and Torts.

Tell us more about your professional career before you joined us at Humphreys College.

"I practiced law for many years in Stockton. First, I worked at the Law Offices of Donald M. "Steve" Stevenson, which specializes in collecting business debts from businesses and business people. After that I joined the firm of Kroloff, Belcher, Smart, Perry & Christopherson, practicing mostly business law and employment litigation defense. During law school at UCLA I worked as a research assistant for the Acting Dean. Prior to law school, I held an office manager position at a "dot com" in Oakland, but that's going pretty far back in time. At every stop in college and graduate school, I always worked at a library in some capacity. For someone who is not really an avid reader, I think that's interesting. Perhaps being introverted draws me to libraries?"



How would you characterize your *teaching* style?

"Stereotypically, a law instructor will use the Socratic Method in class, which means that the 'content' of the class is provided by the students orally in response to carefully constructed questions posed by the instructor. By asking a series of questions and posing hypotheticals, the instructor acts as a guide for the class, directing the students towards a particular destination – in this case, a particular legal concept. In a perfectly Socratic class session, the instructor would not utter a single statement, but will just ask questions. I subscribe to the Socratic Method, although I have never had anything close to a 'perfectly Socratic' class session. Frankly, that's taking it a little far. Teaching by asking questions does mean that each class session requires a lot of student involvement, which, I think, is important to learning; it keeps the students on their toes. At least, that's my goal. The Socratic Method can also be intimidating to some students, so I try to maintain a fairly relaxed classroom atmosphere, to assure them that I am not their enemy, that we are trying to work out these concepts together. There's nothing wrong with a little levity."

You have an impressive college and law school background. How did you manage to be so successful in academics?

"I worked very hard at school. It was always important to me to do well. Although, to be honest, I was a little directionless academically until I started Junior College, but then something clicked and I set a goal for myself: I wanted to transfer to UC Berkeley and that provided me with the focus I needed to perform well. After that, I set periodic goals and did my best to meet them. At Berkeley, my goal was to get all A's, and I did that (if you overlook a couple of A-'s). In law school I wanted to be on *Law Review*, and I did that, too. I didn't meet my goals perfectly, but I think the goals helped me stay on track."

(Continued on page 11)

(Continued from page 10)

How should a law student deal with exam stress?

“I am good at taking tests. I think test taking is a skill that has helped me over the years. It can be learned. There is research on this topic, and it seems pretty clear that some students over-perform on certain kinds of written tests. Those students’ scores are higher than you would expect based on their knowledge, study habits, and relative intelligence, while other students under-perform on the same tests. I suspect I was always in the former category as an over-performing test-taker. I am very curious about this phenomenon. I would like to see if there is a way I can help move my students into the over-performing test-taker category, or at least pull those who struggle out of the under-performing test-taker category. I think it has something to do with how different people handle different kinds of stress.”

What makes a good student in the field of law?

“A good law student is diligent, thoughtful, and self-aware but not self-conscious. You *have* to do the work and you *have* to be willing to think about the concepts that you learn beyond the four corners of the casebook. Also, a good law student is willing to participate in class, to take a chance that he or she might be wrong, but to know when it is time to allow others to speak – that’s what I mean by self-aware but not self-conscious. Law school can be grueling and humbling, but a good student does the work to be successful.”

What makes a good professor in the field of law?

“Very basically, I see the study of law as having two components: first, the ‘black letter law,’ which is the legal rules; second, the ability to *apply* black letter law to a variety of factual situations. In the abstract, memorizing legal rules is not that helpful; you need to know what to do with them. To me, a good law professor can help students learn both the black letter law and the ability to analyze the facts.”

Who is your professional role model?

“I have tremendous respect for all of the attorneys and law professors that I have worked with or for over the years. That said, I think my parents are my professional role models. My father is a lawyer, a deputy district attorney, and my mother is an educator, a high school principal. So, I have kind of combined their careers.”

What do you do for fun?

“My wife and I have two boys, ages 8 and 5. A lot of my fun time involves doing things with them. I also like music. I collect vinyl records and my wife and I play in an amateur rock ‘n roll band. We are a pretty sloppy band, but it is a fun, wholesome family activity.”

What is your favorite quote?

“It’s not really a quote, and it’s not really a ‘favorite,’ but I’ve always had a soft spot in my heart for the phrase ‘It’s all relative,’ because it’s not a relative statement. It’s an absolute statement. So, the phrase has this internal contradiction. It’s essentially meaningless. I don’t know that it fits the definition of an oxymoron, but it’s kind of like that. I’m not even sure that anyone says ‘It’s all relative’ anymore – it was more of a ‘90s expression – but I do think of the phrase sometimes and it always makes me smile.”

~ Stanislav Perkner



ACADEMIC COUNCIL EDUCATIONAL EFFECTIVENESS WORKSHOPS ... FALL 2012 & WINTER 2013

DEBBIE LINK ON EARLY INTERVENTION AND ITS IMPACT ON YOUNG CHILDREN



In November, Humphreys College was fortunate to have Debbie Link speak about the importance of early intervention and social support services for infants and toddlers. As Director of Clinical and Family Services for United Cerebral Palsy, Link has decades of experience in the field of early (child) intervention. She spoke emphatically about the need of actively supporting and nurturing children with disabilities. Focusing primarily on the program Early Start, she stated that children and the family unit must come first and that our expectations of what makes up a family or how a child should be or should act must give way to the realities of having a child with disabilities. Early Start eases the process for parents and, given early intervention, makes it possible for most children to integrate into society by the time they need to attend kindergarten. Research has

shown special education intervention is much less necessary when children are provided this kind of family-focused intervention early in their lives.

The program and the many support services it provides to families in our area do not do the work and provide miracles apart from parents or the rest of the family unit. As children are brought in for testing and their needs assessed, parents and other family members are educated and turned into the primary support givers. With training and encouragement parents learn the hands-on skills that will allow their infant or toddler to adapt to or grow beyond his or her disability. The special needs of infants and toddlers vary by individual as well as by type of disability. Disabilities may involve a variety of sensory problems and physical impairments as well as mental or social needs. With early intervention, Ms. Link assured the audience that most barriers could be successfully overcome.

Without early intervention, well before the age of three, later development will be hindered. Both quantity and quality of intervention are relevant, including emotional caring and a stable family connection. If one thing is most important, it is that the child be living in a caring and stable family unit. Even foster care is fine if the family is long term, loving, and willing to work with the child's disability.

Providing early intervention for these infants and toddlers requires federal, state, and local collaboration, particularly through five key points of entry: a regional center (such as Mountain Valley in our own region), county offices of education, local school districts, health and social service agencies, and finally family resource centers. Together they make up a broad front of service provision for the many different levels of disability that require intervention.

For some children with extreme disabilities, such as those with cerebral palsy, services may be immediate. Most children have minimal disabilities and family intervention can require eligibility testing and development of a family service plan. If caught early and given a supportive family, as many as 64 percent of children will not require services by the age of three. Such early intervention requires referral, intake, and eligibility processes that are not available to all on a regular basis. Rather than intervention during school-age years, where a teacher may initiate the process, early intervention requires awareness and action from intimate family members and friends.

In addition, there are few bilingual therapists. Locally there are some trained Spanish and Tagalog speakers. Being bilingual by itself does not ease the problem. Techniques on how to work with children are key to intervention success, so including immigrant communities within available early intervention resources will be especially resource and time consuming.

In conclusion, there are limited funds for a wide range of needed services, from outreach and education to assessment to service provision. We have the models and techniques necessary to help the learning impaired child, but we must first fund the services and find the children. Doing so will benefit us all in the long-term future.

~Richard Chabot

DR. GENE BIGLER ON CURRENT DEVELOPMENTS IN LATIN AMERICA

The Winter Quarter guest speaker was Dr. Gene Bigler, International Relations Consultant and Adjunct Professor of Humphreys College. He returned with the third update on the current developments in Latin America (2008, 2010, and 2013), based on more than two decades of diplomatic and educational service abroad, especially in Latin America.

In the introductory part of his presentation, Dr. Bigler outlined the historical development of U.S. relationships with its southern neighbors. Then he addressed the most important economic issues in light of the U.S. trade with Mexico and Brazil. Referring to President Obama's latest State of the Union address, the speaker explained the nature of the Trans-Pacific Partnership, a proposed free trade agreement under negotiation by Australia, Brunei, Chile, Canada, Malaysia, Mexico, New Zealand, Peru, Singapore, the United States, and Vietnam. "To boost American exports, support American jobs, and level the playing field in the growing markets of Asia, we intend to complete negotiations on a Trans-Pacific Partnership," as announced by the president.



In the closing part of his presentation, Dr. Bigler characterized the latest political developments in Mexico, Venezuela, Cuba, Ecuador, Argentina, Bolivia, Paraguay, Columbia, Chile, Panama, and Central America.

~ Stanislav Perkner

FROM THE LIBRARY AND LEARNING CENTER ...

HOW TO SUCCEED IN COLLEGE SERIES: WINTER 2013



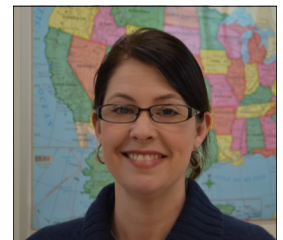
□ As a part of the regular New Student Orientation, *Santa Lopez-Minatre* led a workshop on the college experience as an academic challenge and opportunity.

- Her presentation was followed by two sessions conducted by *Stanislav Perkner*; he focused on college-level research and writing skills: Your research paper – topic, resources, composing, and documenting. The Writing Clinic segment of the workshops was completed by *Linda Rahmoller's* presentation on the formatting of research papers.

- Two of the sessions were offered by Humphreys adjunct professors. *Julie Walker* returned to advise students in their study of history, and



Carly Moreno talked about the preparation and delivery of oral presentations.



- *Read to Learn – How to Impress your Online Instructor* was a topic of another workshop led by S. Perkner. Similar issues of distance learning, especially the utilization of Web resources, were addressed by Humphreys student and Library Assistant *Sabrina Tellez*.
- *Chiyo Falk* shared her experiences concerning the composition of effective resumes and job application cover letters.
- The final session of the quarter offered an opportunity to meet Dean of Instruction *Robert G. Humphreys, Jr.*, who discussed the latest Core Competencies Survey results.

SPRING 2013: THE REVISED TUTOR REFERRAL PROCESS

In advancing our goals in retaining students and improving their success through the Retention Committee's Student-Centered Tools to Persist, Excel, and Succeed (STEPS) program, we are renewing the student referral form so that faculty can formally recommend a student to the tutor. In the past, students could be referred to the tutor on a voluntary basis only; however, research studies conducted here and at other colleges nationwide have concluded that some students benefit from mandatory tutoring. Therefore, the revised form includes both options for faculty. This new referral process will be effective **Spring 2013 quarter, beginning March 25.**

Students, of course, can sign up for the tutoring service without a referral. However, the student referral gives the instructor an opportunity to specify to the tutor what topics/skills are in need of review. In addition, once the designated sessions are completed, a copy of the form will be emailed to the instructor.

In selecting from the two options—**recommended** or **required**—, the instructor should consider the recommendations of his/her program chair. By augmenting the tutorial services and closing the loop among referring instructor, tutor, and student, we hope to improve an important service for our students.

Poetry Corner

THE NARCISSIST AT PLAY

*There is ever a stage beneath my feet,
The audience as near as a stone's throw;
I cry on command and ne'er miss a beat;
Dare not sully the plot nor spoil the show.
When the truth impedes my desired effect,
I rewrite the script to my creation;
I may feign loyalty or respect,
To gain your trust without hesitation
My players perform—I treat them in kind;
When they prove themselves I love them dearly;
When they miss their marks or forget their lines,
I shrewdly punish them most severely.
When the curtain falls, succeeding acclaim;
I'll have no regrets for I have no shame.*

~ Molly King



*Molly wrote this
Shakespearean Sonnet
in LIT 101 during the
Fall 2012 Quarter.*

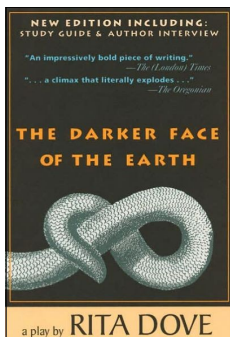
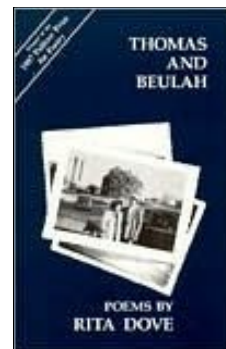
AUTHOR SPOTLIGHT RITA DOVE



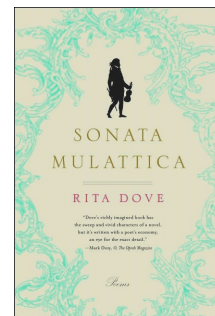
With a Pulitzer Prize for Poetry by age 35 and the U.S. Poet Laureate by 41, African-American poet Rita Dove has carved out her place in American literature. As a poet and author of about a dozen books, including nine volumes of poetry, she has demonstrated an appreciation for a wide range of topics.

Born in Akron, Ohio, in 1952 to parents Elvira and Ray, she found models of persistence in her parents. For example, her father earned a doctorate in chemistry. Because none of the rubber companies would hire him initially, he worked as an elevator operator at Goodyear until the company finally employed him as the company's first black chemist. At her parents' 60th wedding anniversary in 2006, she noted that their marriage has been "a living and breathing entity." Married to her husband writer Fred Viebahn for over thirty years, she looks to her parents' marriage as an example of love and hard work.

Her collection *Thomas and Beulah* (1986) was inspired by her maternal grandparents. The narrative poems relate a couple's married life from both points of view from the early part of the 20th century to the 1960s. Winning the Pulitzer Prize for Poetry in 1987 for this selection, she has continued to receive numerous literary honors, including the 1996 National Humanities Medal and the 2011 National Medal of Arts from President Obama.



In 1996, she premiered her play *The Darker Face of the Earth* (1996) at Ashland, Oregon, for the Oregon Shakespeare Festival. While the Festival is best known for its staged versions of Shakespeare's 37 plays, it also boasts two stages that are used for modern plays and playwrights, such as Dove. Not confined to one genre, she has also published a collection of essays in *The Poet's World* (1995) and book of short stories in *Fifth Sunday* (1985). Her latest collection of poetry, *Sonata Mulattica* (2009), traces the life of biracial violinist George Bridgetower of the 18th century, who befriends and offends the renowned Beethoven.



According to Dove, she discovered that becoming a writer was possible for her in high school while attending a book signing by author John Ciardi. Accompanied by her high school instructor, she was impressed not only by the author himself but also by his being like "everyone else." She concluded then that becoming a writer was possible for her as well: ". . . it's so important to show kids that there are real live people doing these things." In addition, she advises students who are entertaining becoming a writer to read: ". . . if they don't find themselves compulsively reading—print as they walk by a shopping mall, anything—then I don't think they're really a writer. . . . There's a lot of work involved in it too." Her final recommendation is be "very honest." In fact, if you want to be a writer, you must be "true to all the complexities of the human spirit," she emphasizes, and that includes "all the ambiguities that make up—and the contradictions that make up—a human being."

In her poem "Heart to Heart" she reveals, as she believes all of the arts do, that the key to love is not just in the heart, "a thick clutch of muscle," but in the entire self, "Here,/it's all yours, now--/but you'll have/to take me,/too."


~ Cynthia S. Becerra



FROM THE LIBRARY AND LEARNING CENTER ...

THREE ABOUT THE HIGHEST COURT

By Stanislav Perkner

 **John R. Vile. *Essential Supreme Court Decisions: Summaries of Leading Cases in U.S. Constitutional Law*. 15th ed. Rowman & Littlefield, 2010.**

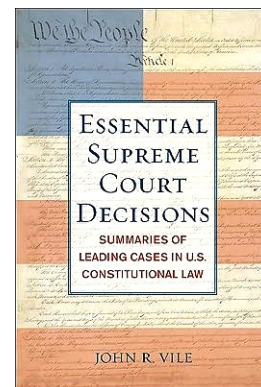
Many Humphreys students and instructors can find Vile's comprehensive collection of the landmark Supreme Court decisions useful. The issues of constitutional law are addressed not only in the Law School but also in several undergraduate courses: The Supreme Court in American Life, American Institutions, and History of the United States.


Vile's book is the only reference guide organized both topically and chronologically within chapters. Readers understand how cases fit into a historical context.

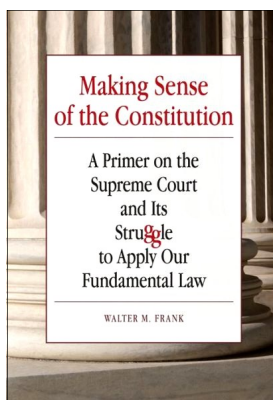
The reader of Vile's latest text will appreciate that each case entry is structured as a legal brief: The most important facts of the case; the core legal questions; the decision of the Court; and the reasons behind that decision, including notes on major concurring and dissenting opinions.

Instructors of Humphreys' history and political science courses might also appreciate the opening chapter on the origins of the Supreme Court and its daily work. Invaluable is a glossary of legal terms.

The author teaches political science at Middle Tennessee State University. He published similar works in the past, for example, *The Encyclopedia of the First Amendment*, *The Encyclopedia of Constitutional Amendments*, and *A Companion to the U.S. Constitution and its Amendments*.



 **Walter M. Frank. *Making Sense of the Constitution: A Primer on the Supreme Court and Its Struggle to Apply Our Fundamental Law*. Southern Illinois University Press, 2012.**



In the Introduction, the author argues that “The Court’s prestige and power has enabled it to reshape American Life in significant ways, notwithstanding that the Constitution itself is silent on the Court’s right to declare acts or Congress or the states unconstitutional.”

Aiming at both the general reader and students of political science, law, or history, Frank begins with a brief discussion of the nature of constitutional law and why the Supreme Court divides so closely on many issues. He proceeds to an analysis of the Constitution and subsequent amendments, placing them in their historical context. Next, Frank shifts to the Supreme Court and its decisions, examining, among other things, doctrinal developments, the Supreme Court’s decision making processes, how justices interact with each other and the debate over how the Constitution should be interpreted. The work concludes with a close analysis of Supreme

Court decisions in six major areas of continuing controversy, including abortion, affirmative action, and campaign finance.

The author retired from his position as chief of commercial litigation for the Port Authority of New York and New Jersey in 2005. Since that time he has taught, lectured, and written on various aspects of constitutional

(Continued on page 17)

(Continued from page 16)

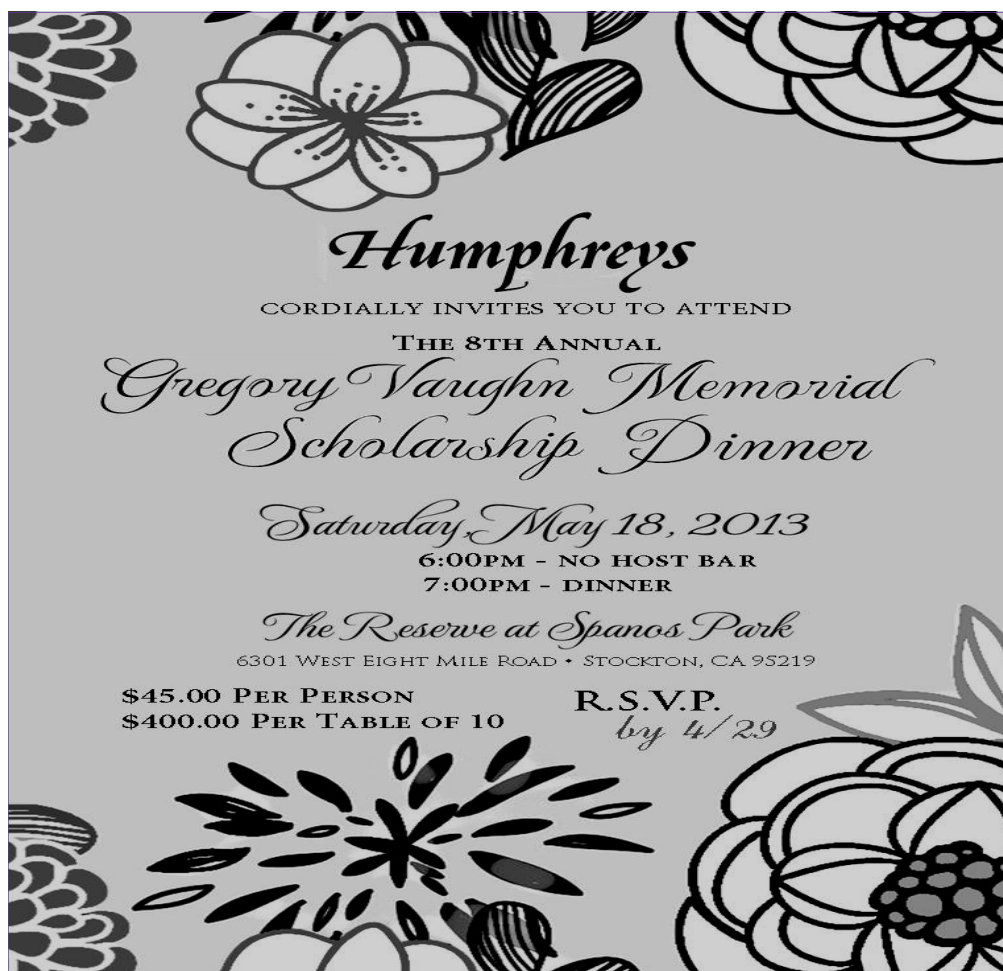
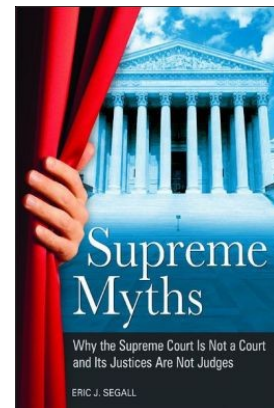
law.

📖 **Eric J. Segall. *Supreme Myths: Why the Supreme Court is Not a Court and Its Justices Are Not Judges*. Praeger, 2012.**

“It is no great secret that the Supreme Court’s constitutional law decisions reflect the personal values of the Justices,” writes Segall in the Preface. In his view, “when people in a democracy reasonably disagree over difficult policy questions not obviously resolved by their Constitution, those differences should be resolved by public debate and elections, not by personal opinions of unelected, life-tenured Justices, and the supreme myths, disguised as law, the Justices create. ... Why should the American people care whether the Supreme Court functions more like a court of law or a political veto council?”

To support his provocative argument, Segall, professor at Georgia State University College of Law, analyzes some landmark cases dealing with judicial review (*Marbury v. Madison*), racial discrimination (the cases of *Dred Scott* and *Plessy v. Ferguson*), economy (e.g., *Lochner v. New York* and *Hammer v. Dagenhart*), abortion, guns, affirmative action, and freedom of religion.

The author offers several reforming proposals, most importantly, the abolishing of the life tenure of the Supreme Court members by a Constitutional amendment. “We the People’ have only authorized the Justices to enforce the legal principles contained in the Constitution, not to enforce their personal value judgments... on... disputed questions.... The Justices [should] act like judges interpreting prior law, not politicians who have the power to override the policy decisions of the elected branches, the states, and the American people,” concludes the author.



COMMUNITY HIGHLIGHTS

- ☐ On February 8, the **Poetry Club** and the **Veterans Club** sponsored movie night to celebrate both Black history and our veterans by showing *Red Tails*.



- ☐ At the Liberal Arts Department meeting on February 15, faculty honored **Professor Leslie Walton**, with a cake selected by Dr. Richard Chabot, for having recently completed her M.A. in English. Her thesis focused on 19th century American poet and author **Edgar Allan Poe** (see her article in the Winter 2013 Supplement).



- ☐ On February 15, alumnus **Michael Becerra**, his wife Kristine, and big brother Mikey welcomed another addition to the family—daughter **Mikaela Mia**. Proud grandparents are Jess and Cynthia Becerra, associate dean.



Humphreys
COLLEGE

www.humphreys.edu

Main Campus

6650 Inglewood Avenue
Stockton, CA 95207
209.478.0800
Fax 209.478.8721

Branch Campus

3600 Sisk Road, Suite 3-A
Modesto, CA 95356
209.543.9411
Fax 209.543.9413

Humphreys College Newsletter, March 2013

Cynthia Becerra, Editor, cbecerra@humphreys.edu

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

Leslie Walton, Executive Editor, lwalton@humphreys.edu