

Humphreys College

Newsletter

SEPTEMBER 2013

SUMMER QUARTER



INSIDE

FROM THE LIBERAL ARTS DEPARTMENT—NEWS AND ANNOUNCEMENTS	
▢ ALUMNI PANELISTS SHARE EXPERIENCES	3
▢ OTHER RELIGIOUS MOVEMENTS	4
FROM THE LEGAL STUDIES DEPARTMENT—NEWS AND ANNOUNCEMENTS	
▢ LEGAL STUDIES	5
▢ CRIMINAL JUSTICE	6
FROM THE ECE DEPARTMENT—OUR ECE 2013-14 ADVISORY TEAM	
	7
FROM THE BUSINESS DEPARTMENT—WHAT'S NEW WITH THE ACCOUNTING AND BUSINESS ADMINISTRATION PROGRAMS?	
	7
FROM THE COURT REPORTING DEPARTMENT—COURT REPORTING STUDENTS ACHIEVE SUCCESS AT STATE EXAMS	
	9
FROM THE MODESTO CAMPUS—SUMMER ART-A-PALOOZA	
	10
FROM THE LAW SCHOOL—NEWS AND ANNOUNCEMENTS	
▢ INCUBATOR OFFICE	11
▢ STUDENT AND ALUMNI NEWS	11
FROM THE LAW SCHOOL—	
▢ HALL OF FAME EVENT	11
▢ HALL OF FAME HONOREES	12
FROM THE ACADEMIC COUNCIL—	
▢ SUMMER UPDATE	13
▢ EDUCATIONAL EFFECTIVENESS WORKSHOP	13
FROM THE LIBRARY AND LEARNING CENTER—HOW TO SUCCEED IN COLLEGE—SUMMER 2013	
	14
AUTHOR SPOTLIGHT—EMILY DICKINSON	
	15
POETRY CORNER	
	16
COLLEGE CALENDAR 2013-2014	
	17
COMMUNITY HIGHLIGHTS	
	18

A LIFE OF CONTINUED INQUIRY FROM THE COMMENCEMENT ADDRESS, 2013 By Dr. Robert G. Humphreys, President

The students graduating here this morning have been at Humphreys College during a very exciting time in its long history. As the college has grown over the past several years, so have each of you as you pursued your academic goal.

There are 169 graduates here today. Each of you has completed a major of your choice, indicating a level of competency in your chosen field.



But, in addition to the major requirements, you have also taken a core of liberal arts that we feel will serve you well in the future. We know that one of the thoughts on everyone's mind is to get a job in the field of study. However, it is one thing to get a job, and quite another to build a career. At Humphreys, our philosophy has always been that your study in your major may be what gets you the job, but it is the well-rounded education in the liberal arts that helps build the long-lasting career. And in addition to these, you have also taken a number of units in elective subjects which we hope have introduced you to areas of interest which you had never thought of or experienced before. The result is a well-rounded, educated graduate with good communication, reasoning, and critical thinking skills. We feel that the liberal arts component of your program is of equal importance to the major.

Now, what about this idea of a well-rounded education, as opposed to an education specifically directed to a job? There is a lot in the news these days about the value of the liberal arts. There are some who would argue that exposure to literature, art, science, and the social science is a waste of time and not necessary. And further, that studying beyond the area of major interest only serves to unnecessarily increase the cost of an education. We at Humphreys would argue that such views are short sighted and harmful to society in the long run.

I just finished reading the biography of Steve Jobs, founder of Apple, written by Walter Isaacson. How many of you have an iPhone, iPad, iPod, or use iTunes? These products were not just accidental ideas

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that happened to catch on. Rather, Jobs saw them as ways to connect people with art, music, literature, and each other. And incorporated in the design of each product was not only the technology that made it work, but also an aesthetic design that made an artistic statement as well as a technological one. Jobs was a competent engineer but not a engineering genius. The engineering genius of Apple was supplied by its cofounder Steve Wozniak, who provided the expertise to make Jobs' ideas work.



Tafadzwa Mafurirano, Valedictorian

Jobs was motivated by three things: technology, the liberal arts, and perfection. He was an artist who was interested in analyzing what the public wanted and needed, even if they didn't know they wanted or needed it. He had the knack to create products that were pleasing to the human senses.

We have the iPod, and now cell phones with music, and iTunes because of Jobs' love of music and his huge and diverse music collection: everything from Bob Dylan to Wolfgang Amadeus Mozart. He wanted to be able to access it anywhere, at any time. In fact, his motto was: *Apple Computers Inc. resides at the corner of technology and the humanities.* This is merely to show that even for a world-leading company like Apple, it was important that the leadership had an appreciation for both the technical side and the human side, as in the liberal arts and humanities side.

And so, after you leave the College, I would encourage you to continue your pursuit of knowledge at all levels and of all kinds. Just as the founders of Apple used both technology and liberal arts to create a successful company, the same can be said of each of you individually to remain successful in whatever endeavor you choose. A life of continued inquiry... is the key to a life well lived.

The completion of the requirements for the degree you are receiving today assures that you have adequately met these expectations and have achieved the level of competency and awareness, which will move you to a new level of interaction with your local community and society as a whole. I would suggest, though, that this is just a beginning of this journey, and encourage you to pursue knowledge throughout your life...

June 15, 2013

FROM THE LIBERAL ARTS DEPARTMENT ...

NEWS AND ANNOUNCEMENTS

By Cynthia S. Becerra, Associate Dean, Chair

Contributing Writers: Dr. Stanislav Perkner, Director of Library & Learning Center
Dr. Raymond Harter, Adjunct Faculty

One of the most important goals of the Liberal Arts Department as it meets the demands of the general education curriculum is preparing students to be life-long learners. In fact, this objective is included in one of our Program Learning Outcomes. But sometimes many of us—students and faculty alike—do not take the time to reflect on how we learn and how we can direct our learning in advancing our skills and knowledge in whatever program we have chosen to study. To address this goal and to help students become successful in persisting towards their degrees, we designed **PSY 100 Student Success**, a college-level behavioral science course.

Approved by the Academic Council this year and included in the new College Catalog, 2013-2014, Student Success focuses on enhancing skills needed to be successful in college. Emphasis is placed on goal setting; learning, studying, and test-taking strategies; time and personal financial management; critical thinking



(Continued on page 3)

(Continued from page 2)

and communication skills. Using the text *Focus on College Success*, 3rd ed., by Constance Staley, the course addresses issues like motivation and time-management strategies. With both practical and theoretical exercises, students will expand their understanding of multiple intelligences, developing memory, and preparing for exams. As one noted leadership and business speaker Brian Tracy states, “Today the greatest single source of wealth is between your ears.” So let’s use it as the valuable resource that it is.

Offered both day and night, Student Success is a course that any student will benefit from. See your advisor if you have any questions about how it might fit into your program.

THE ALUMNI PANELISTS SHARED THEIR EXPERIENCES

In August, the Liberal Arts Department invited four alumni who graduated from Humphreys’ Liberal Studies and Community Studies Programs to meet with current students. For almost two hours, Kathryn Meyer, Nilofar Hasheem, Kathryn Thomas, and Robert Aguilar returned to the largest of their former classrooms – The Rowena Walker Forum. The well-attended event was hosted by Cynthia Becerra, Liberal Arts Department Chair and Associate Dean of Undergraduate Retention & Assessment, and Richard Chabot, Coordinator of the Community Studies Program.

The panelists shared their academic, professional, and personal stories. Kathryn Meyer and Nilofar Hasheem are currently pursuing their master’s degrees: Ms. Meyer is in our Master’s in Education Program while concurrently earning her Multiple Subject Credential, and Ms. Hasheem is earning her Master’s in Linguistics at San Jose State University. Ms. Thomas and Mr. Aguilar are working professionals in the community service and legal fields.



During the discussion, the panelists responded to many questions about the value of the Liberal Studies/Community Studies Programs for their academic and professional careers:



- ❑ Unlike many other schools, Humphreys College is “student oriented.” It respects individual student’s needs: “You can bet that Humphreys supports you,” stated Kathryn Meyer.
- ❑ By their nature, the Liberal Studies curriculum fosters creativity. The program expands students’ cultural horizons and stimulates critical thinking. In such an environment, “Students make a school, and the school makes a student,” added Robert Aguilar.
- ❑ It is helpful to build a support system in each course. “Make sure that there is always at least one fellow student you know well,” advised Kathryn Meyer. The small-class environment is supportive of this networking. It can be helpful even after graduation.
- ❑ The Liberal Arts provides a solid ground for your future course of study, whatever it is. After graduation from Humphreys College, Nilofar Hasheem, who grew up in Germany, spent several months in Japan as an English-language instructor. From there, she was admitted to San José State University. Her long-term plan is to specialize in computational linguistics, an interdisciplinary field concerned with the statistical modeling of natural language from a computational perspective. “Set your goal but remain flexible; however, once you decide, stay committed to your plan.”

(Continued on page 4)

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- ❑ The panelists stressed the value of all basic communication skills: writing, reading – and listening. “You never know where your job will lead you. It might be an early childhood agency, but it could be an agency taking care of the elderly population,” shared Kathryn Thomas, who works for the San Joaquin County Department of Aging and Community Services.
- ❑ Robert Aguilar, now a practicing attorney who earned his Juris Doctorate at Humphreys, considers himself “a believer in the Liberal Arts Program.” It helped him to stay focused in the courses of the graduate law program.
- ❑ The same panelist appreciated the gentle guidance and encouragement offered to him during his undergraduate years by the late Humphreys College Professor Rowena Walker: “I am thankful that she navigated me in a proper direction towards intellectual growth.” On a lighter note: “She convinced me how important it was to take lecture notes.”

The participants of this year’s panel discussion had a chance to appreciate the numerous links connecting the College’s general education curricula with real life. Their stories, however unique, confirmed that the liberal arts curriculum is an invaluable asset in light of life-long learning and professional flexibility.

~ Stanislav Perkner

OTHER RELIGIOUS MOVEMENTS

“Education can give you a skill but a liberal education can give you dignity.”

~~ Ellen K. S. Key 1849-1926

Swedish writer, feminist, suffragist

Professor Rowena Walker was my mentor and friend who indulged me by submitting to, or enduring, conversations concerning the liberal arts’ duty owed to college students. Upon being assigned to teach Great Religions of the World for the first time, I immediately sought audience with Professor Walker. How could I squeeze all of the “Great Religions” into a mere quarter? Which philosophies, organized religions, sects, denominations, new religious movements and belief sets should I present and to what depth? She at first assured me that I would survive and so would our students, and if I enjoyed the subject as much as she did, the students and I would both be the better off. My task was simple and direct: expose students to the great mysteries which have evolved from the beginning of time. Help.



I have used two different primary textbooks for Great Religions and supplemental tomes such as the complete Bhagavad Gita (Hindu: The beloved Lord’s Secret Love Song, which Professor Walker recommended). A concern was injecting interest and energy into a course which has been seen as rather academic and placid. She mentioned that she took her classes on field trips to temples, synagogues and churches. Splendid! This quarter our class has gone to Congregation Beth Shalom in Modesto for a tour and presentation by Rabbi Andra Greenwald, and I hope we will tour the Sikh Gurdwara Sahib (Sikh “temple”) in Hughson, where we will be guided by a priest.

On September 3, our class also enjoyed a guest lecturer—Ms. Lorna Ray—who discussed Wicca, earth-based, and spiritual practices including clairvoyance. She is also my friend and has been a guest officiant for previous classes receiving enthusiastic approval from the students. Ms. Ray began with Wicca beliefs and witchcraft. In this discussion she drew upon her knowledge, studies and personal experiences. I supplemented the discussion with references from our text and other sources.

Wicca is a religion; however, Wicca and witchcraft are not the same. There are many interpretations of Wicca, which has a foundation based upon being peaceful, loving and adoring nature. There is no single

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accepted orthodoxy, and many writers (even back to Julius Caesar) have observed and commented on the structure of the religion. There is no accurate census of how many followers are active practitioners, but U.S. estimates are of up to one million. One commonly used symbol is the pentagram with its five points. One origin of the pentagram is based on the ancient Greek belief of the four essential elements: air, fire, water, earth. To this quartet has been added spirit (of humans). One example of a belief set is The Law of Threefold Return, which asserts that a good deed done will be rewarded with three "positive" or "good" occurrences to the person who performed the good deed.

Is Wicca the same as Druidism? There is no clear definitive answer because the origins and ancient meaning of Druid are evolving based on research conducted by historians, theologians, archeologists and anthropologists. Druids were a priestly class in groups and tribes of people identified as Celtic (keltic, keit, celta, celtae) throughout Europe from the British Isles to the Black Sea. One of the oldest sites found of Celtic people is the Hallstatt, Austria, communities dating back to 700 BCE. Generally, the Celts were an Indo-European people dating back to the second millennium. Currently, Druids are associated with Irish, Scottish and Welsh societies.

Wicca and nature-based religions have ceremonies and common practices including "Magick," spells, and chants, which all are based on using natural energy to obtain positive results. The rituals are similar to what prayer is to other religions. An interesting custom regarding marriage (handfasting) is that the couple will live together for a year and a day before being "married" —perhaps that is a positive practice.

When American humorist and writer Jean Shepherd entered the Army during World War II, he affirmed that his religion was Druid. His unique dog-tags bore the only "D" for identifying the soldier's faith.

~Ray Harter

2013-2014 COLLEGE CATALOG NOW AVAILABLE ONLINE!!

Do you have questions about your degree requirements? Or did you just want a brief description of a college policy or course? Just go to our college website for the latest College Catalog at http://www.humphreys.edu/pdf/catalogs/current_catalog.pdf to answer these questions and more.

Please see the College Calendar for the 2013-2014 year on page17 of this newsletter.

FROM THE LEGAL STUDIES DEPARTMENT

(FORMERLY PARALEGAL STUDIES AND CRIMINAL JUSTICE DEPARTMENTS) ...

NEWS AND ANNOUNCEMENTS

By Stephen P. Choi, Chair

LEGAL STUDIES



The economy is picking up and law firms are hiring once again. But the one requirement most law firms want is experience. How does a Humphreys College student gain experience? The simple answer is the internship program. Shirley Boyd, the internship coordinator, is tasked with finding law firms for our students to intern and place them. So far, approximately seven students have found jobs resulting directly from the internship program. Furthermore, the Department now has enough law firms interested in taking interns so that we are able to place students in specific fields of law such as family law, criminal defense, and civil litigation. If you are interested in an internship, please see me.

CRIMINAL JUSTICE

The job outlook for criminal justice students who are entering the workforce is the best it has been in many years. According to the California Peace Officer



Standards and Training (POST) website, there are currently 168 police and sheriff departments hiring in California. Here are some pointers to assist students in finding jobs.

- ❑ Rule #1: If you are interested in a police officer or sheriff deputy position, please visit the CA POST website at <http://post.ca.gov/law-enforcement-jobs.aspx> and peruse which departments are hiring. If you are interested in another department but that specific department is not hiring, visit the department's city or county human resources website and fill out an electronic interest card. When the city or county opens up that position, the human resources department will e-mail you to apply for the job.

- ❑ Rule #2: If you are interested in a probation officer or juvenile correctional officer position, please visit the county's human resource website to fill out an interest card. Most probation departments, which oversee the juvenile halls in California, do not accept applications on a continual basis. Instead, they open the recruitment process for only a short period of time and close the process typically after two weeks. By filling out an online interest card, you will be notified immediately as soon as the job opens up. Remember, you will have a limited amount of time, probably two weeks, to fill out an application.

- ❑ Rule #3: Start reviewing your ENGL 103 – Intensive Grammar material. All entry-level entrance exams have some sort of grammar component. Remember, you are not competing against yourself but against everyone else. Your competitors have either attended college or earned degrees. You will need to study harder than they do.

- ❑ Rule #4: If you pass the entrance test, please contact me and I will arrange a mock interview panel for you. I will bring in other criminal justice professionals, and they will help you hone your interview skills.

- ❑ Rule #5: I love this quote from Colin Powell: *A dream doesn't become reality through magic; it takes sweat, determination, and hard work.* Do not give up. I know rejection is tough, but it happens in life. I applied for law enforcement jobs, tested, interviewed, and was not picked up. But it did not stop me and it should not stop you. You will never get ahead unless you put all of your effort into it.

Congratulations to the following Humphreys College graduates who have entered the law enforcement profession: Tyler Caldwell (Modesto PD) and Kyle Dickson (Oakland PD). May God watch over you and your families.



Below is the Policeman's Prayer that hangs on my wall in my office.

*Lord I ask for courage
 Courage to face and
 Conquer my own fears...
 Courage to take me
 Where others will not go...
 I ask for strength
 Strength of body to protect others
 And strength of spirit to lead others...
 I ask for dedication
 Dedication to my job, to do it well
 Dedication to my community
 To keep it safe...
 Give me Lord, concern
 For others who trust me
 And compassion for those who need me...
 And please Lord
 Through it all
 Be at my side...*

~Author Unknown

FROM THE EARLY CHILDHOOD EDUCATION DEPARTMENT...

OUR ECE 2013-14 ADVISORY TEAM

By Pam Wood, Chair



We recently called upon some of our alumni to join our ECE 2013-14 Advisory Team. These graduates are our link to childcare centers and agencies across our community. Early education professionals understand the awesome responsibility we have to “fully equip students to pursue and advance in careers involving educating and caring for young children.” They understand the challenges facing those working in the field of education, so we decided to seek their input and advice concerning how to best equip our students to enter classrooms and agencies in our community.

At our meeting on September 5, our members were asked to reflect upon their time here at Humphreys and how it prepared them for the challenges they are now facing. Here are some of the comments that were received from our ECE 2013-14 Advisory Team:

- ☐ *Humphreys College equipped me to be successful by offering courses for working with those with special needs and having instructors who care on a personal level. I now work at UCP as an early interventionist teacher.*
- ☐ *I am very thankful for the expertise of the ECE Department at Humphreys. Many of the professors motivated me and inspired me to advance and be an advocate for children. The knowledge and material in my classes helped me to excel in my current position as a kindergarten teacher. I attribute much of my teaching style to the professors and examples they put forth. Professors did not only give answers, but encouraged students to form their own critical thinking skills and philosophies.*
- ☐ *The classes gave me a solid foundation to understand the background in Early Childhood Education.*
- ☐ *My courses at Humphreys College indeed equipped me to advance and pursue a career in Early Childhood Education. Currently, I run my own preschool and childcare business.*

Thank you to Maria Do, Lilia Hall, Lenise Haney, Louis Marquez, Eunice Mendoza, Stefani Simonaro, Cynthia Thurman, and Rachel Zapien for their willingness to offer their time and expertise in helping us to equip our students to pursue and advance in careers involving educating and caring for young children.

FROM THE BUSINESS DEPARTMENT...

WHAT'S NEW WITH THE ACCOUNTING AND BUSINESS ADMINISTRATION PROGRAMS?

By Jason K. Wolins, Chair

Boy, have we made some big changes to the Accounting and Business Administration bachelor degree programs starting in September 2013! (See the new College Catalog, 2013-2014, online)

Accounting. Let's talk about the Accounting program first. As you already may know, the state has increased the educational requirements to become licensed as a Certified Public Accountant (CPA) starting January 1, 2014. So, we made some changes to comply. Here is a quick summary:

- Δ **Overall and specific subject matter units required for CPA licensure.** The state will require CPA license candidates to have completed a total of 150 semester (225 quarter) units.

In addition, it has broken down those units into particular subject matter components with specific minimum numbers of units required in each: Accounting Subjects, Business-Related Subjects, Accounting Study, and Ethics Study.



(Continued on page 8)

(Continued from page 7)

Δ **Humphreys College changes.** Humphreys College bachelor degree programs currently require 181 quarter units. That is 44 units short of what the state will require to become a CPA. Since not all accounting students want to become CPAs (some want to go into management accounting, instead), we created *two concentrations* within the Accounting B.S. program: 1) Management Accounting and 2) Public Accounting. Here are some highlights:

- **Management Accounting concentration.** This path is for those who do not want to become CPAs, but may want to work as in-house management accountants for organizations. Some possibly may want to obtain a Certified Management Accountant (CMA) designation from the Institute of Management Accountants (IMA).

This program still will require only 181 total units. Twenty of these units are for specific courses in the Management Accounting concentration:

- Accounting Information Systems
- Cost Accounting I and II
- Financial Management 1
- Either Financial Management II or Money and Banking

Management Accounting concentration students will have to take only one tax course and one auditing course (instead of two of each), and only two intermediate accounting classes (instead of three). And, did I forget to mention this—*no* advanced accounting courses.

- **Public Accounting concentration.** This is the expanded program that meets the state's total unit requirement (150 semester/225 quarter units) to get a CPA license. Sixty-four of these units are from specific Public Accounting concentration courses:

- Intermediate Accounting III
- Advanced Accounting I and II
- Taxes II
- Accounting Information Systems
- Auditing II
- Cost Accounting I and II
- Financial Management I and II
- Money and Banking
- International Business
- Intermediate Economics
- Three Upper-Division Management Electives

Business Administration. We moved some courses around, but nothing is major. For example, now everyone has to take Principles of Marketing, instead of just those in the Management concentration. We also shrunk each concentration by one course (five now instead of six) and added an Upper-Division Management Elective to the core requirements.

Are you ready now for the big change? We added a Marketing concentration:

Δ **Marketing concentration.** This will consist of five courses that you may find particularly helpful in the *real* world (and maybe fun!!!):

- Advertising
- Public Relations
- Salesmanship
- Internet Business
- Marketing Research

(Continued on page 9)

(Continued from page 8)

Final notes. Two final notes about both the Accounting and Business Administration programs:

- Δ The Associate in Arts and Associate in Science degree level curricula have not changed for either program. The only changes are at the bachelor degree levels.
- Δ Question for bachelor degree students: Do you have to change to the new 2013-14 catalog programs? The answer is, *no*. You have the option of either 1) keeping your existing program or 2) updating to a 2013-14 catalog program.

If you want to make any changes to your program, please contact your advisor.

FROM THE COURT REPORTING DEPARTMENT...

COURT REPORTING STUDENTS ACHIEVE SUCCESS AT STATE EXAMS

By Kay Reindl, Chair

The CSR Examination statistics show evidence of Humphreys successful candidates. The following students are now Certified Shorthand Reporters, licensed to work as CSRs in the State of California:
Renee Fleming, Andrene Gatti, Darla Moen, and Jenette Torres.

The following charts show the test results of all California schools for the English and Professional Practice Examination (March 1 – June 30, 2013, testing cycle) and the July 2013 dictation exam. Humphreys College candidates scored 100% in all three categories, compared to the statewide average percentages of 81.3% (English); 87.7% (professional practice); and 55.6% (dictation).

School Name	Total # Apps	Overall # Pass	Overall % Pass	First Time Applicants	First Time # Pass	First Time % Pass
Argonaut	10	2	20.0%	2	1	50.0%
Bryan - Los Angeles	12	5	41.7%	7	5	71.4%
Bryan - Sacramento	5	3	60.0%	3	2	66.7%
Cerritos	4	1	25.0%	1	1	100.0%
College of Marin	3	0	0.0%	2	0	0.0%
Cypress	0	0	n/a	0	0	n/a
Downey	16	6	37.5%	6	2	33.3%
Golden State	6	2	33.3%	2	1	50.0%
Humphreys	1	1	100.0%	0	0	n/a
Sage - Moreno Valley	10	3	30.0%	4	3	75.0%
Sage - San Diego	1	1	100.0%	1	1	100.0%
Sierra Valley	13	5	38.5%	4	4	100.0%
South Coast	22	5	22.7%	10	4	40.0%
Taft	0	0	n/a	0	0	n/a
Tri-Community	11	1	9.1%	3	1	33.3%
West Valley	0	0	n/a	0	0	n/a
School Totals	114	35	30.7%	45	25	55.6%
Five Plus	11	3	27.3%	n/a	n/a	n/a
Out of State	2	1	50.0%	2	1	50.0%
RPR	1	1	100.0%	1	1	100.0%
State Hearing Reporter	0	0	n/a	0	0	n/a
Working Reporter	6	1	16.7%	2	0	0.0%
TOTALS	134	41	30.6%	50	27	54.0%

English							Professional Practice						
School Name	Total # Apps	Overall # Pass	Overall % Pass	First Time Applicants	First Time # Pass	First Time % Pass	School Name	Total # Apps	Overall # Pass	Overall % Pass	First Time Applicants	First Time # Pass	First Time % Pass
Argonaut	5	5	100.0%	5	5	100.0%	Argonaut	6	6	100.0%	6	6	100.0%
Bryan - Los Angeles	10	8	80.0%	9	7	77.8%	Bryan - Los Angeles	10	9	90.0%	10	9	90.0%
Bryan - Sacramento	8	3	37.5%	5	3	60.0%	Bryan - Sacramento	7	5	71.4%	5	4	80.0%
Cerritos	2	2	100.0%	1	1	100.0%	Cerritos	1	1	100.0%	1	1	100.0%
College of Marin	3	0	0.0%	1	0	0.0%	College of Marin	1	0	0.0%	1	0	0.0%
Cypress	0	0	n/a	0	0	n/a	Cypress	0	0	n/a	0	0	n/a
Downey	6	5	83.3%	3	2	66.7%	Downey	4	4	100.0%	2	2	100.0%
Golden State	5	4	80.0%	2	2	100.0%	Golden State	4	1	25.0%	2	1	50.0%
Humphreys	4	4	100.0%	1	1	100.0%	Humphreys	1	1	100.0%	1	1	100.0%
Sage - Moreno Valley	13	9	69.2%	8	6	75.0%	Sage - Moreno Valley	11	8	72.7%	8	6	75.0%
Sage - San Diego	5	5	100.0%	3	3	100.0%	Sage - San Diego	3	3	100.0%	3	3	100.0%
Sierra Valley	27	20	74.1%	11	10	90.9%	Sierra Valley	16	14	87.5%	11	11	100.0%
South Coast	10	10	100.0%	10	10	100.0%	South Coast	10	10	100.0%	10	10	100.0%
Taft	1	1	100.0%	0	0	n/a	Taft	1	1	100.0%	0	0	n/a
Tri-Community	9	5	55.6%	5	2	40.0%	Tri-Community	5	3	60.0%	5	3	60.0%
West Valley	1	1	100.0%	0	0	n/a	West Valley	0	0	n/a	0	0	n/a
SCHOOL TOTAL	109	82	75.2%	64	52	81.3%	SCHOOL TOTAL	80	66	82.5%	65	57	87.7%
Five Plus	4	3	75.0%	n/a	n/a	n/a	Five Plus	2	1	50.0%	n/a	n/a	n/a
O/S	0	0	n/a	0	0	n/a	O/S	0	0	n/a	0	0	n/a
RPR	3	2	66.7%	3	2	66.7%	RPR	2	2	100.0%	2	2	100.0%
SHR	0	0	n/a	0	0	n/a	SHR	0	0	n/a	0	0	n/a
Work	2	0	0.0%	0	0	n/a	Work	2	2	100.0%	0	0	n/a
TOTAL	118	87	73.7%	67	54	80.6%	TOTAL	86	71	82.6%	67	59	88.1%

(Continued on page 10)

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Future California exams are scheduled for the following dates:

- ☐ English and professional practice exam cycles: July 1 – October 31, 2013; November 1 – February 28, 2014
- ☐ Dictation exams: November 15, 2013 (Sacramento); March 14, 2014 (Los Angeles); July 25, 2014 (Los Angeles)



Candidates may apply to take the written exams upon qualification from an approved school. Applications to sit for the dictation portion must be submitted 30 days prior to dictation exam dates.

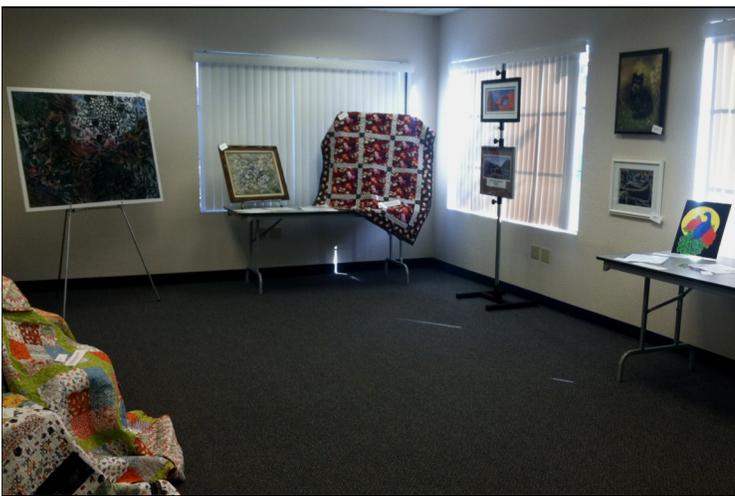
FROM THE MODESTO CAMPUS ...

SUMMER ART-A-PALOOZA

By Lisa Kooren, Director of Modesto Academic Administration

In August, the Modesto campus was proud to present the first Art-a-Palooza. Students, faculty, and staff shared various types of art, including paintings, quilting, photography, sculpture, and poetry. The art show was displayed for an entire week to allow all interested art lovers to examine the talent of Modesto campus community. Many artists also shared some information regarding their inspiration:

- △ My time in Art & Music class has inspired me to draw more. I think art is important because it is a great way to express yourself... *Mayra Romero* (Liberal Arts)
- △ I think art is important to the world because it has history and it teaches us about cultures... *Isamar Garcia* (Liberal Arts)
- △ Art can reflect a person's feelings, heritage, or even the community he or she lives in... *Angela Martin* (Business Administration)
- △ Humphreys College has really opened my eyes to art which is something I have never really paid attention to before... *Anthony Bush* (Liberal Studies)
- △ A way for me to show my appreciation to the people who have blessed my life is by writing a poem about them or using them as the acrostic in the poem... *Samuel J. Mellor* (Liberal Studies)
- △ Expression is very important for the sanity of mankind. It conveys the human condition and all of our emotions, social issues, religious beliefs, etc. I use it to express my emotions and concerns in life as a visual outlet... *Michael Williams* (Liberal Studies)
- △ I believe art is an expression of ourselves, community, and family... *Linda Mottison* (Faculty)



Works created by: *Jim Menard, Jan Smith, Mayra Romero, Isamar Garcia, Angela Martin, Anthony Bush, Samuel J. Mellor, Michael Williams, and Linda Mottison.*

FROM THE LAURENCE DRIVON LAW SCHOOL ...

NEWS AND ANNOUNCEMENTS

By L. Patrick Piggott, Dean

INCUBATOR OFFICE



The Law School is continuing the incubator office in downtown Stockton. On Thursday, June 12, recent alumni were invited to a meeting at that office. The purpose of the incubator office is to help new lawyer alumni to learn how to set up and run a private office. Professor Archie Bakerink is in charge; he is using the new cadre to do a run through of his planned course on "Law Office Management."

The participants receive six months free rent, obtain their own malpractice insurance, and open their own bank accounts. Each of them represents a separate law office. The Law School assists. For the first six weeks the participants will meet with Archie Bakerink for training. Connie Logan was the first guest instructor.

The school pays the rent on the office. Dean L. Patrick Piggott and Archie Bakerink cover the other expenses. If all goes well, the incubator office will be offering lowbono (not probono) services to the public as these new lawyers get underway.

The school also takes the new attorneys through the courts and introduces them. Last year, the school found jobs for three of the participants. These attorneys can provide hourly services. As the program develops, the lawyers will pay a fee to continue if they need more than six months to set up their own place.

The phone number of the office is (209) 941-1941.



STUDENT AND ALUMNI NEWS

- ❑ Connor Shelton plans to commence studies at the University of Santa Clara law school at the end of summer. He recently took the Patent Bar Exam and will be working on an LLM degree in Intellectual Property.
- ❑ Hongil Choi has been admitted to the LLM program at Golden Gate University in San Francisco. He hopes to practice in international business.
- ❑ A first year student, Brittany Conn, will be leaving us at the end of the summer quarter. Her fiancé has been awarded a scholarship to a Doctorate Program at Yale, and she, of course, will be going with him. She has applied to transfer to the University of Connecticut.

THE LAW SCHOOL: NEW HALL OF FAME HONOREES

On Saturday, September 7, Humphreys College Laurence Drivon School of Law hosted its annual dinner to honor three new members of its Hall of Fame. The well-attended event took place at the Jerry Medina Courtyard. The honorees were Judges Susan D. Siefkin and Richard Giuliani and the Lodi-based attorney and community activist David Wellenbrock.

(Continued on page 12)

(Continued from page 11)



The Honorable Judge Richard Guiliani

Richard Guiliani thought he would become a priest but plans changed. In 1970 he won the draft lottery and joined the United States Marines. On returning to civilian life, he became a Correction Officer at San Quentin while earning a degree in sociology at the University of San Francisco. He then was assigned to Soledad prison.

Seeking a new profession, he returned home and entered Humphreys College School of Law, earning his Juris Doctorate degree in 1979. On passing the Bar he was hired by Bob Chargin to join the San Joaquin Public Defender's Office and was there from 1980 to 1992, except for a short sojourn in private practice when he worked with Al Talley and Steve Garretson in Tracy; he missed his previous job and returned to the Public Defender's office.

In 1992 he became a Court Commissioner and in 1996 was appointed to the bench by Governor Pete Wilson. From October 2005 until December 2007, Judge Guiliani served as Presiding Judge of the San Joaquin County Court.

The Honorable Judge Susan D. Siefkin

Susan D. Siefkin entered the Law School at Humphreys College in a first-year class that included just four women. While attending law school, she completed her second 4-year term on the Modesto City Council and worked as an intern in the Stanislaus County District Attorney's office. She was named Valedictorian of her graduating class and was admitted to the Bar in the fall of 1983.

She practiced civil litigation with the Modesto law firms of Gianelli, Brew, Israels & Siefkin and Damrell, Nelson, Schrimp, Pallios & Ladine. She was elected as the first woman president of the Stanislaus County Bar Association and named Outstanding Woman of Stanislaus County by the Commission on Women. She is a member of Modesto Rotary Club and the Director and Officer of the Parent Resource Center. She received her BA degree in Political Science from UC Santa Barbara and her MA degree from Rutgers University. She also studied one year at the University of Bordeaux, France.

Susan D. Siefkin was appointed to the Municipal Court bench by Governor Pete Wilson in 1995 and became a Superior Court Judge in 1983. She served 18 years on the bench, retiring in 2013.



David Wellenbrock

David Wellenbrock graduated from UOP, Raymond College, in 1968. He entered Humphreys College School of Law in 1972 and was the 1976 Valedictorian. He worked in the San Joaquin County Public Defender's Office from September 1972 through December 1986. In an unusual move, he became Chief Deputy District Attorney in San Joaquin County from December 1986 through May of 2005. He was instrumental in establishing many programs, including Drug Court and the Domestic Violence Unit.

He has taught law at Humphreys College since January 1977 to the present and was instrumental in establishing the Paralegal Program at Humphreys College.

David Wellenbrock is a past member of the San Joaquin County Law Library Board of Governors, the San Joaquin County Bar Association Board of Governors, and committees for the United Way. He currently serves on the Boards of Governors of the Micke Grove Zoological Society and the San Joaquin County ACLU. He has been admitted to the U.S. Supreme Court Bar.



FROM THE ACADEMIC COUNCIL ...

SUMMER UPDATE

The Humphreys College Academic Council has been busy updating courses. The regional accrediting agency WASC has praised Humphreys College for its quality educational structure and offerings; much of this is based on the attention we give our students and its academic programs. The Council has supported the efforts of the Criminal Justice Program to establish a capstone course on Critical Thinking. The Department of Business will be developing a marketing concentration including upper-division courses on salesmanship and on marketing research. For new and interested students, the College will be offering a student success course, PSY100. Check it out in the course schedule for fall! And remember that whenever you see an invitation to attend an Academic Council workshop, all students are welcome. We cover many topics of relevance to the College and to the community.

ACADEMIC COUNCIL EDUCATIONAL EFFECTIVENESS WORKSHOP ...

WITHOUT PERMISSION: SEX TRAFFICKING IN THE CENTRAL VALLEY

On August 29, the Modesto campus of Humphreys College sponsored a workshop on the issue of sex trafficking in the Central Valley. The lead presenter for the workshop was Debbie Johnson, CEO of Without Permission, a Modesto based non-profit organization working to educate both the public and the justice system about the realities of sex trafficking in our locale; the second presenter was Carol Shipley, Assistant District Attorney for Stanislaus County, who is in charge of the Stanislaus Family Justice Center, which provides coordinated legal and support services for those in crisis.

First, we were told that human sex trafficking is different from prostitution. Sex trafficking involves fraud, force, and/or coercion. Debbie Johnson pointed out that not all prostitutes are being held against their will, yet many young girls and women are being trafficked against their will. We were also reminded that sex trafficking knows no cultural or socioeconomic boundaries and affects both girls and to a lesser extent boys.

Acting as a pimp and forcing a young teen into performing sexual acts may seem inherently wrong and illegal, yet not until 2006 did the California penal code include a law against human trafficking. In 2012, the voters of California approved passage of Proposition 35, which increases criminal penalties for human trafficking, including prison sentences up to 15-years-to-life and fines up to \$1,500,000. We may also think that the victims of this horrific trade are from other countries, yet a 2010 study in Alameda County found most of the teen victims came from local areas like Sacramento.

The perpetrators, who are the pimps, look like anybody you may see in your neighborhood. They may be parents of the trafficked teens or neighbors with good jobs. They appear normal. Individuals and

gangs alike have found that while dealing drugs their supplies can run out and also when caught can carry harsh prison sentences; in contrast, girls can provide a relatively secure, long-lasting, and difficult-to-prosecute means of making an income that runs into the hundreds of thousands of dollars.

The pimps are divided into two groups. First are the Romeos, who woo and develop a relationship with a teen until the attachment becomes a control mechanism that leads to sexual manipulation. Then there are the Gorilla Pimps, using force and perhaps kidnapping to control and force the person into a sexual lifestyle. In either direction, control and power, based on psychological and emotional dehumanization techniques, are key to forcing a young victim into a life of prostitution.

The speaker emphasized that the young girls and boys are victims, not lawbreakers. In Stanislaus County, law enforcement and other participants in the justice system have come to understand how to support these victims and help them to move away from this violence-enforced lifestyle. Other parts of California, such as Stockton, lack such training; a prostitute, however young, may first be seen as a

(Continued on page 14)

(Continued from page 13)

lawbreaker. This is heartbreaking when one realizes that the average age of a teen trafficking victim is between 11 and 14, and the majority of these teens suffered from abuse within their own homes.

Assistant District Attorney Carol Shipley introduced us to the Stanislaus Family Justice Center. At its location, the Center coordinates and partners with several agencies that can provide hope to victims and their families. As noted by both presenters, these teens may need counseling, health care, shelter, and legal assistance. To provide them with easy access to these services, the Center was formed, opening its doors in 2010.

California sees much of this trafficking, being considered one of the top four state destinations for traffickers. Just think of Sacramento with the crossing of I-5 and I-80! Some areas, like Modesto, used to be seen as easy on crime and prostitution, but

this has changed with trafficked youth being provided support services and the District Attorney focusing on breaking centers of prostitution, which may include massage parlors.

While Stockton lags behind, Modesto has started focusing on prosecuting the pimps, protecting the teens being trafficked, and preventing the teens from entering into this violence-laden lifestyle. Both Johnson and Shipley emphasized the importance of becoming better informed on this growing problem and educating ourselves about upcoming legislation. In fact, more laws will be coming before our legislature; therefore, it is up to us to support them to fund support centers for the victims and to put pimps in jail.

For more information, contact the Modesto based group *Without Permission* or the Modesto based *Stanislaus Family Justice Center*.

~Richard Chabot

FROM THE LIBRARY AND LEARNING CENTER ...

HOW TO SUCCEED IN COLLEGE SERIES: SUMMER 2013

- ❑ *Richard Hunt* and *Stanislav Perkner* led the first of the regular Tuesday workshops. It dealt with academic concerns of new Humphreys students. The workshop was a continuation of the previous New Student Orientation hosted by *Santa Lopez-Minatre* and her colleague *Julie Walker*.
- ❑ *Linda Rahmoller* and *Stanislav Perkner* led three sessions of the regular Writing Clinic. The main topics included the writing and formatting of research-based papers, evaluation of the academic quality of Internet sources, and a review of MLA and APA styles.
- ❑ Adjunct Professor *Kathy Tracewell* spoke about the Art of Persuasion. *Julie Walker*, her former colleague, shared her international academic experiences in a presentation titled Classroom Etiquette and Web Netiquette – and Beyond.



- ❑ A couple other workshops were conducted by Humphreys' full-time professors. *Beverly Clark* helped her listeners to identify their own learning style. *Jim DeCosta* explained the nature of a typical online course and shared some of his rich distant-learning experiences.
- ❑ The youngest law faculty member—*Matthew S. Reynolds*—engaged students in a Socratic dialogue on America's Written—and Unwritten—Constitution; it was one of the College's contributions to Constitution Day 2013.

- ❑ In the final session of the quarter, Humphreys' graduate student *Cruzita Whiteley* opened a conversation with Professor *Donna Roberts* on the transition from undergraduate to graduate studies.

AUTHOR SPOTLIGHT EMILY DICKINSON (1830-1886)

*Dwell in
possibility...*
emily
dickinson

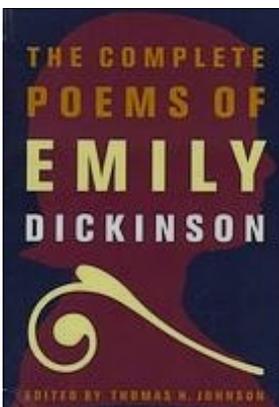
When Emily Dickinson, one of our most prolific poets, was born on December 10, 1830, in Amherst, Massachusetts, there were very few options for women. Women were mothers and wives. So when I examine one of my favorite Dickinson quotes—“dwell in possibility. . .”—I am reminded of that fact. Many women like Dickinson could exist only in that vacuum—in the possibilities of reaching their potential. They could and would not excel in their chosen professions, in large part, because of their sex. In fact, even though she wrote almost two thousand poems, only a few (reports vary from three to twelve) were published during her lifetime. Moreover, her devotion to her craft was not often shared with others including her younger sister Lavinia, or Vinnie, as she called her. The bulk of her poems, in fact, were found after her death.

Once found, the poems were edited and reedited to fit the more accepted view of female poets (called poetesses) as being playful and coy, so the publications of her poems, beginning with the first volume in 1890, reflect a very different persona from the ultimate publication by Thomas H. Johnson in 1955. For example, a class favorite—“Because I Could Not Stop for Death” — was first published with five stanzas, leaving out a very important sixth stanza in which Dickinson’s persona, or voice of the poem, exhibits fear not only of the afterlife but also of its existence. In Johnson’s version, the stanza is restored reminding the reader of Dickinson’s own personal conflict with religion.



In fact, conflict with tradition was an important part of the reclusive Miss Emily. At an early age she refused to become a Christian. Given that her father, Edward Dickinson, was a well-known attorney and officer of Amherst College, as well as a Congressman, people noticed when a family member refused the community’s religious views and stopped attending services. As Dickinson notes, “Christ is calling everyone here, all my companions have answered, even my darling Vinnie believes she loves, and trusts him, and I am standing alone in rebellion.”

Moreover, Dickinson purposely isolated herself from public life by not attending social events even though her sister-in-law, Susan Gilbert, who was the wife of her brother Austin, was a prominent figure in local society and lived next door. However, even though she never married or appeared to have romantic relationships, many biographers have contended that she did have a dalliance or two. One that is advanced is with her close friend Samuel Bowles, a newspaper editor, who called her “the Queen Recluse”; another is with Thomas Higginson, a minister and abolitionist. Even today speculation continues because of sexual innuendo that is occasionally highlighted in her poems, such as “Wild Nights—Wild Nights!” and “If You Were Coming in the Fall.”



As one critic and poet, Adrienne Rich, notes, whether Dickinson had lovers or not doesn’t matter, for she determined what she wanted to do with her life and that was to write poetry that focuses on inner conflicts. Hers navigates the psychic experiences of those who are unwilling to conform to society’s expectations of them. Whether dealing with religion, death, or madness, she contemplates human existence in her works without restraint from editors or fear of rejection. Her work of 1,775 poems speaks volumes and has placed her in a category with the likes of Walt Whitman, Adrienne Rich, and Sylvia Plath as an American poet who pushes boundaries.

~Cynthia Becerra

In loving memory of Professor Rowena Walker ...

More Than Just A Teacher

*Stopped by her office to pay her a visit, a shocking revelation. I had to sit.
Thoughts amiss, emotions adrift, delivered to God as a beautiful gift.
A beautiful old woman with a kind and caring heart, more than just a teacher from the very start.
When thoughts were unclear, and I'd get scared--
There was Ms. Walker whom I always knew cared.
A kind and gentle soul, Rowena Walker, a gift to the world.
These things I say come from the heart, more than just a teacher from the very start.*

~Rich Sandoval

*They guide us with their wisdom
And shield us with their love,
Keeping safe our purpose
As they watch us from above.*

*As days turn into years
Their presence always here,
Reaching out to touch us
Passing through us in a tear.*

*Even in our darkest sorrow
When the pain begins to sting,
They forever live within our hearts
That is why our souls still sing.*

~Leslie Walton

Poetry Corner

Addiction

*By the darkness of my soul, you hold me dear,
From your grasp, I cannot release.
As I try to rise, your gravity pulls me near
And I lose all hope for peace.
For a decade, I have battled with you.
For ten years, you have lingered at my door.
For a thousand days, I have tried to walk through.
Until one day, my soul declared "No More!"
I discovered a love inside of me.
This love that took years to find.
As your gravity weakened, I began to see
The beauty inside my own mind.*

*Now you are but a distant memory.
For nine years now, I have been free.*

~Lissa Nakamura

College Calendar 2013-2014

FALL QUARTER 2013 (September 30, 2013 - December 13, 2013)

Quarter begins	Monday, September 30, 2013
Last day to enroll or withdraw without academic notation on transcript	Friday, October 11, 2013
Last day to withdraw with partial refund	Friday, November 8, 2013
Veterans Day holiday – campus closed	Monday, November 11, 2013
Last day to withdraw	Friday, November 15, 2013
Thanksgiving – campus closed	Thursday, Friday, November 28, 29, 2013
Final exams	Week of December 9, 2013
Quarter ends	Friday, December 13, 2013
Winter recess - no classes	December 14, 2013 – December 29, 2013
Christmas holiday – campus closed	Wednesday, December 25, 2013
<i>Campus closed: Veterans Day, November 9, 10, 11; Thanksgiving, November 28, 29, 30, December 1 Christmas, December 14, 15, 21, 22, 23, 24, 25, 28, 29</i>	

WINTER QUARTER 2014 (December 30, 2013 - March 14, 2014)

Quarter begins	Monday, December 30, 2013
New Year's holiday – campus closed	Wednesday, January 1, 2014
Last day to enroll or withdraw without academic notation on transcript	Friday, January 10, 2014
Martin Luther King, Jr. Day – campus closed	Monday, January 20, 2014
Last day to withdraw with partial refund	Friday, February 7, 2014
Last day to withdraw	Friday, February 14, 2014
Presidents' Day – campus closed	Monday, February 17, 2014
Final exams	Week of March 10, 2014
Quarter ends	Friday, March 14, 2014
Spring recess - no classes	March 15, 2014 – March 30, 2014
<i>Campus closed: New Year's Day, January 1; Martin Luther King, Jr. Day, January 18, 19, 20 Presidents' Day, February 15, 16, 17; Weekends, March 15, 16, and March 22, 23</i>	

SPRING QUARTER 2014 (March 31, 2014 - June 13, 2014)

Quarter begins	Monday, March 31, 2014
Last day to enroll or withdraw without academic notation on transcript	Friday, April 11, 2014
Good Friday – campus closed	Friday, April 18, 2014
Last day to withdraw with partial refund	Friday, May 9, 2014
Last day to withdraw	Friday, May 16, 2014
Memorial day – campus closed	Monday, May 26, 2014
Final Exams	Week of June 9, 2014
Quarter Ends	Friday, June 13, 2014
Commencement	Saturday, June 14, 2014
Summer recess - no classes	June 14, 2014 – June 29, 2014
<i>Campus closed: Good Friday, April 18, 19, 20; Memorial Day, May 24, 25, 26 Weekends, June 14, 15, 21, 22</i>	

SUMMER QUARTER 2014 (June 30, 2014 - September 19, 2014)

Quarter begins	Monday, June 30, 2014
Independence Day – campus closed	Friday, July 4, 2014
Last day to enroll or withdraw without academic notation on transcript	Friday, July 11, 2014
Last day to withdraw with partial refund	Friday, August 8, 2014
Last day to withdraw	Friday, August 15, 2014
Labor Day – campus closed	Monday, September 1, 2014
Final exams	Week of September 8, 2014
Quarter ends	Friday, September 12, 2014
Fall recess - no classes	September 13, 2014 - September 28, 2014
<i>Campus closed: Independence Day, July 4, 5, 6; Labor Day, August 30, 31, September 1</i>	

COMMUNITY HIGHLIGHTS

- ❑ **Cherteng Vang**, a 2011 honors graduate with a B.S. in Accounting, was promoted in June 2013 to Payroll Clerk in the Fiscal Office.
- ❑ **Dr. Felix Cano**, professor of science and math, will be retiring at the end of summer quarter. He is looking forward to spending time with his son Ross, who is in the U.S. Naval Academy in Annapolis, Maryland.
- ❑ **Professor Kay Paden**, professor of criminal justice and legal studies, has accepted a teaching position at CSU Stanislaus as a lecturer in the Criminal Justice Department. She will be sorely missed by her students and her colleagues. We wish her luck.
- ❑ **Manuel “Junior” Maciel**, a 2011 Modesto graduate with an A.A. in Liberal Studies, is serving in Praia, Cape Verde, Africa, for two years as a missionary for the LDS Church. He will be utilizing his fluency in Portuguese while there.



*Manuel “Junior” Maciel with
Linda and Kent Mottison*



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Humphreys College Newsletter, September 2013

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