

HU Highlights

STUDENT & ALUMNI NEWSLETTER

Commencement is June 14, 2025

DR. LISA KOOREN, DEAN OF INSTITUTIONAL RESEARCH

The Humphreys University Commencement ceremony is a beautiful event held on the Stockton campus in the main courtyard. This year, our ceremony will be held on Saturday, June 14th starting promptly at 9 am. Graduates participating in the ceremony should report to the Henry H. Chan Library & Learning Center by 8 am.

The ceremony lasts approximately two hours. The ceremony will be live-streamed on our website so family and friends from near and far can celebrate with our graduates. We request that participants limit their attending guests to no more than 10 if possible. There will be plenty of places for photos around the campus after the ceremony.

Graduates may choose to have their graduation packet mailed to them, or they may come to the Stockton campus to pick up their items on the pickup day. In the packet, graduates will find their cap and gown. Associate graduates will also receive their white associate collar. Staff will be available to assist students with the associate collar prior to the ceremony. Bachelor, Master, and Law degree graduates will receive the academic hood. The presenting of the academic hood is a part of the ceremony.

Students who are interested in participating should check their eligibility with their academic advisor immediately. There are deadlines for submission of participation forms.

We look forward to another celebration of student success, perseverance, and achievement in Humphreys University's one hundred twenty-ninth year!



Who is Student Connections?

CHIA XIONG, STUDENT ACCOUNT SPECIALIST

Student Connections is dedicated to helping students. It partners with schools to provide support for borrowers throughout the student loan repayment process. With more than 60 years of experience in counseling student loan borrowers, its primary goal is to help borrowers find the repayment plan that best fits their needs. Humphreys University has been in partnership with Student Connections since 2013. This partnership offers several benefits:

- **Expert Guidance:** Students receive expert advice on understanding their loan obligations and responsibilities.
- **Affordable Repayment Plans:** Student Connections helps borrowers explore and select affordable repayment options.
- **Support During Hardships:** Borrowers are informed about various repayment options available during financial hardships, ensuring they can manage their loans effectively.
- **Professional Expertise:** Their dedicated professionals are top experts in the field of student loan repayment guidance.
- **Security and Confidentiality:** Student Connections follows strict security and confidentiality measures, including the protection of personally identifiable information (PII).

While borrowers are in student loan repayment, Student Connections may contact them through emails, text messages, and phone calls to:

- Help them understand their loan obligations and responsibilities.
- Discuss available options for an affordable repayment plan.
- Ensure they are aware of repayment options during financial hardships.



CRITICAL THINKING SKILLS FOR STUDENTS (AS WELL AS SECRET AGENTS)

BY CYNTHIA BECERRA, DEAN OF UNDERGRADUATE STUDIES



At Humphreys University, one of our Institutional Learning Outcomes (ILOs) is critical thinking. Most colleges and universities also include this important learning goal as one of their learning outcomes. The question is why. Why is this skill so important?

For several years I attended critical thinking seminars across California primarily focused on teaching this important skill, so most of those in attendance were instructors like me from a variety of fields in academia. Usually, we would hear from speakers on how to teach and assess critical thinking and then would work in small groups with other like-minded college professors. A few times, however, I found myself in a group with people from government agencies, not related to education. For example, one attendee informed me that he worked for one of our federal investigative agencies, like the CIA, although he would not divulge which undercover group. He went on to say that agents in the field often made mistakes that would not have happened if they had applied their critical thinking skills, so he was involved in developing scenarios for trainees in which they would learn how to apply their critical thinking skills in the field and then to remediate through re-education those who did not perform well.

As he told me about his possible scenarios for his focused training, I began envisioning special agents like Pierce Brosnan as James Bond, Agent 007, pausing to consider his next move and going through the steps of higher critical thinking before he shot a Russian spy bent on blowing up one of our satellites as in *Golden Eye*.

Another series of images from a more recent film from the Bourne Franchise, in which Jason Bourne, played by Matt Damon, races through New York, begins to form in my stream of consciousness--as the agency trainer tells of how critical reasoning with ultimate synthesis is examined in a life-or-death setting--as I see in my mind's eye Bourne jumping into the East River to avoid capture.

Now back to reality. Let's examine the actual meaning of critical thinking as exemplified in Bloom's Taxonomy (2001) and its application in studying at Humphreys University.

In the cognitive domain of Bloom's Taxonomy, critical thinking is divided into six levels with the most challenging level at the end. Beginning with knowledge, recognizing and recalling facts, this level is typically important when learning a new subject, such as an introductory course in your chosen major at HU. For example, a student majoring in criminal justice will first take an introductory course that addresses basic terminology.

The next tier focuses on comprehension. At this level, critical thinking skills focus on understanding ideas through organizing and summarizing information. A student in Early Childhood Education would have the terminology, which was taught in Introduction to Early Childhood Education, and now would be learning to classify what learning goals are expected of a two-year old in a preschool setting.

Unlike the previous two tiers, the application level is focused on using the knowledge gained in the initial courses of study to "problem solving." This involves examining the situation and applying what a student has learned to a unique, challenging scenario. For example, a student enrolled in Organizational Behavior, a business management course, would be examining ways to improve the direction of a struggling company with an autocratic leadership style. At this step students are transitioning to the upper-division stage in their programs.

In the next three phases of critical thinking, students are becoming well versed in their areas of study and beginning to apply, evaluate, and critique using a well-recognized theoretical approach, based on their field of study, as they move to the final steps in their academic programs:

- Analysis---Breaking down information into parts to examine motives, causes, and/or relationships
- Synthesis---Developing a new concept by creating new meaning or combining elements to create something new
- Evaluation---Making decisions or judgments about information based on criteria or standards

The preceding phases provide students with the skills needed to become not only college graduates but professionals in their chosen field. So, whether you are a teacher or manager or lawyer or law enforcement officer, you will need critical thinking to navigate through our complex world—even if you are not 007!

EARLY READING BUILDS A LOVE OF LEARNING

DR. BEVERLY CLARK, EARLY CHILDHOOD EDUCATION INSTRUCTOR

When you were a child, what was your favorite book? Many of my early childhood students have shared that they were never read to until they were in school. As parents, relatives, caregivers and educators should we be concerned about that?

Absolutely, interactions with children of all ages (from birth on) is one of the biggest factors between children that will be successful in school and students that will struggle. What kind of interactions? Using oral language to interact with infants and toddlers makes a big difference in how many brain connections are made in the first two years of life. Like language, reading to infants and toddlers with excitement and love helps build the attachment and love of learning that needs to be there for infants and toddlers to feel safe and thrive. All of the language that's shared in the early years needs to continue for children to build on their own experiences and knowledge. Books give children and adults the opportunity to expand their vocabulary and academic language (the beginning of emergent literacy). As parents and educators we need to model a love of learning and books for children to love it too! The brain connections that need to be made during the first two years are not going to be made by watching and listening to screens or phones. As human beings we are hard wired to learn from real people and real experiences from birth to two.

So preschoolers, should we continue to read to them? Yes! Sharing books, stories and memories builds on their love of books and learning. I think that I was a very lucky child because my mother loved to read, and she took my brother and me to the library every week throughout our childhood. Like many children today, we did not have books in our home, so the books we borrowed from the library provided us with an ongoing variety.

And that brings me to the public library and the wonderful access to all of the children's books for all ages as well as "Story Time." Finding quality books does not have to be expensive; we need to use our resources to give our children the best experiences!

The National Association of the Education of Young Children (NAEYC) encourages reading and experiences with the week of the young child (April 7 through the 14). During that week they are providing a variety of experiences for parents and educators to share with their children.



CRIMINAL JUSTICE & LAW CAREER SYMPOSIUM

DUANE MCLAUGHLIN, DEPARTMENT CHAIR,
CRIMINAL JUSTICE & LEGAL STUDIES



Exploring Careers in Criminal Justice and Law: Insights from Professionals at Humphreys University Symposium

On February 4, Humphreys University hosted the Criminal Justice and Law Careers Symposium, providing students with aspirations in the criminal justice and legal fields the opportunity to gain firsthand knowledge from seasoned professionals. The event welcomed representatives from a variety of local, state, and federal agencies, including the Stockton Police Department, San Joaquin County Sheriff's Department, San Joaquin County Probation, Lodi Police Department, California Department of Corrections and Rehabilitation, United States Marshals, San Joaquin County District Attorney's Office, and San Joaquin County Courts. Approximately 20 eager students attended ready to learn about the responsibilities, challenges, and rewards associated with careers in law enforcement and the legal profession. The symposium served as a vital platform where professionals detailed job duties, educational requirements, and key skills necessary for success in both fields.

Diverse Career Paths and Practical Insights

Students gained valuable insights into various criminal justice career paths, including policing, forensic investigations, corrections, and federal law enforcement opportunities. Representatives covered the physical and academic requirements, providing attendees with a clear roadmap for preparing for careers in law enforcement.

Similarly, aspiring legal professionals explored opportunities within the legal sector, hearing from attorneys, paralegals, and judges. Speakers highlighted the significance of education, critical thinking, and strong communication skills, as well as the rigorous yet rewarding nature of legal careers.

Networking and Future Opportunities

Beyond education, the symposium provided an excellent networking opportunity, allowing students to connect with law enforcement professionals, legal experts, and recruiters. These connections could lead to internships, mentorships, and future career opportunities in both criminal justice and law.

Understanding Financial Aid Options: Federal and California State Programs

CHIA XIONG, STUDENT ACCOUNT SPECIALIST

Navigating the landscape of financial aid can be challenging. At Humphreys University, students have access to various federal and state financial aid programs designed to make higher education more affordable. Here's an overview of the key programs available for the Spring 2025 quarter.

Federal Financial Aid: Title IV Programs

Title IV of the Higher Education Act of 1965 encompasses the administration of federal student financial aid programs. These programs provide financial assistance to eligible students pursuing postsecondary education. The primary Title IV programs include:

- **Federal Pell Grant:** A need-based grant awarded to undergraduate students who have not yet earned a bachelor's or professional degree. For the 2024–2025 award year, the maximum Pell Grant is \$7,395.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** Provides additional grants to undergraduate students with exceptional financial need.
- **Federal Work-Study (FWS):** Offers part-time employment opportunities to eligible students, allowing them to earn money to help pay education expenses.
- **Federal Direct Loans:** Low-interest loans available to students and parents to help pay for the cost of a student's education.

To apply for these federal programs, students must complete the 2024 – 2025 Free Application for Federal Student Aid (FAFSA). Timely submission is crucial to maximize your eligibility for aid.

California State Aid Programs

California offers several state-specific financial aid programs to support residents in pursuing higher education. Key programs include:

- **Cal Grant:** A need-based grant that does not require repayment, available to California residents attending eligible institutions. There are multiple types of Cal Grants, including Cal Grant A, B, and C, each with specific eligibility criteria and award amounts. To apply for a Cal Grant, students must complete the 2025-2026 Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA) by April 2, 2025, and submit their GPA by March 3, 2025.
- **Golden State Teacher Grant:** Designed to encourage students to become teachers in high-need fields at California schools. The Golden State Teacher Grant (GSTG) Program awards up to \$20,000 to students currently enrolled in a professional preparation program approved by the Commission on Teacher Credentialing (CTC) and working towards earning their preliminary teaching or pupil personnel services credential. Students must:
 - Complete their program and obtain their credential within 6 years from the date their initial GSTG payments are mailed to their institution.
 - Commit to work at either a priority school or a California State Preschool Program (CSPP) for either 2 or 4 years in accordance with the terms of their specific Service Agreement.

To apply for the Golden State Teacher Grant, students must complete the 2024-2025 Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA), and the GSTG application.

Important Considerations

- **Application Deadlines:** Missing priority deadlines can limit your eligibility for certain grants and scholarships. Ensure you submit applications promptly.
- **FAFSA Updates:** The FAFSA process has undergone recent changes to simplify the application. For the 2025–2026 academic year, the FAFSA became available in December 2024.
- **Need Assistance:** Contact your Student Account Specialist for questions or need assistance.
 - Chia Xiong – chia.xiong@humphreys.edu
 - Linda Casteel – linda.casteel@humphreys.edu
 - Mai Xiong – mai.xiong@humphreys.edu

By understanding and taking advantage of these federal and state financial aid programs, you can significantly reduce the financial burden of your education at Humphreys University. Early and informed application is key to maximizing your aid opportunities. For more detailed information and to apply for these programs, please visit the following resources:

- Federal Student Aid: <https://studentaid.gov/>
- California Student Aid Commission: <https://www.csac.ca.gov/>

Note: Financial aid policies and deadlines are subject to change. Always verify the most current information by consulting official resources or contacting the financial aid office.



Humphreys University: Part of History

Carrie Castillon, Director of Administrative Services

The history of the typewriter dates to the early 18th century with the most commercially successful typewriter emerging in the late 1860s. The Remington Standard No. 6 Typewriter, manufactured in 1894, included an improved cylinder, spacing mechanism, paper carriage, and adjustable paper guides. The Smith Premier Typewriter No.10 appeared in 1908 and was the one of the last typewriter models to have a full-size double keyboard with upper- and lower-case letters separated by colors. Humphreys University dates its founding to the fall term of 1896, when John R. Humphreys, Sr., assumed academic administration of the Stockton Business College, Normal School, and Telegraphic Institute. In our archives, we have photos of the Smith Premier Typewriter No. 10 and Remington Standard No. 6 Typewriter used by the students each day at Humphreys University.



**Humphreys
University**
EST. 1896

OUR MISSION

Humphreys University prepares students for meaningful careers and professions through a high- quality educational experience, strongly informed by the liberal arts, and directed to the specific and changing needs of students from diverse ethnic, cultural, economic, and educational backgrounds.

OUR VISION

To be the community-recognized institution of choice, known for providing quality, student-focused, career-oriented, and affordable higher education that improves the lives of students and develops informed citizens.

OUR CORE VALUES

- We are an opportunity school that accepts, teaches, and elevates anyone with a desire and motivation to learn and improve.
- We excel at delivering a personalized, affordable, and accessible educational experience.
- We provide career-oriented education, aligned with career and skill demands, integrated into the professional community, and delivered by dedicated practitioner-educators.
- We exhibit a culture of adaptability and innovation to meet the demands of the future in the service of our students.