



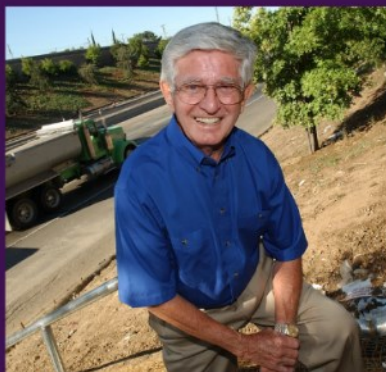
Humphreys
University
EST. 1896

www.humphreys.edu

2022 - 2023

GENERAL CATALOG

Stockton & Modesto Campuses





Humphreys
University
EST. 1896

2022 - 2023

GENERAL CATALOG

Effective October 1, 2022

Accredited by the Western Association of Schools & Colleges
Senior College & University Commission

985 Atlantic Ave., Suite 100
Alameda, CA 94501
(510) 748-9001

Stockton Campus
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Stockton, California 95207
(209) 478-0800

Modesto Campus
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Salida, California 95368
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Academic Calendar

Stockton/Modesto campuses are closed weekends unless otherwise specified.

	Fall 2022 October 3 - December 16, 2022	Winter 2023 January 2 - March 17, 2023
Quarter Begins	Monday, October 3, 2022	Monday, January 2, 2023
Instruction Begins	Monday, October 3, 2022	Monday, January 2, 2023
Last Day to Enroll/Add	Friday, October 14, 2022	Friday, January 13, 2023
Withdraw with Partial Refund	Friday, November 11, 2022	Friday, February 10, 2023
Last Day to Withdraw	Friday, November 18, 2022	Friday, February 17, 2023
Final Exams	Week of December 12, 2022	Week of March 13, 2023
Quarter Ends	Friday, December 16, 2022	Friday, March 17, 2023
Quarter Recess—No Classes	December 17, 2022 – January 1, 2023	March 18 – April 2, 2023
Campus Closed	November 11, 24, 25; December 26	January 16; February 20, 2023
Holidays—Campus Closed	Veterans Day Friday, November 11, 2022	Martin Luther King, Jr. Day Monday, January 16, 2023
	Thanksgiving Thursday, Friday, November 24, 25, 2022	Presidents' Day Monday, February 20, 2023
	Christmas Observed Monday, December 26, 2022	

	Spring 2023 April 3, 2023 - June 16, 2023	Summer 2023 July 3, 2023 - September 15, 2023
Quarter Begins	Monday, April 3, 2023	Monday, July 3, 2023
Instruction Begins	Monday, April 3, 2023	Monday, July 3, 2023
Last Day to Enroll/Add	Friday, April 14, 2023	Friday, July 14, 2023
Withdraw with Partial Refund	Friday, May 12, 2023	Friday, August 11, 2023
Last Day to Withdraw	Friday, May 19, 2023	Friday, August 18, 2023
Final Exams	Week of June 12, 2023	Week of September 11, 2023
Quarter Ends	Friday, June 16, 2023	Friday, September 15, 2023
Commencement	Saturday, June 17, 2023	
Quarter Recess—No Classes	June 18 – July 2, 2023	September 16 – October 1, 2023
Campus Closed	April 7; May 29; June 19	July 4; September 4
Holidays—Campus Closed	Good Friday Friday, April 7, 2023	Independence Day Tuesday, July 4, 2023
	Memorial Day Monday, May 29, 2023	Labor Day Monday, September 4, 2023
	Juneteenth Monday, June 19, 2023	

General Information



Philosophy

The purpose of Humphreys University is to provide effective instruction and related learning experiences to students. The University views itself primarily as a teaching institution. The founder of the University believed that any sound program must be concerned first with meeting the educational needs of the individual student and, second, with ensuring the program (for most students) contains elements of general and career or professional education. The University has maintained this simple philosophy throughout its long service to the community.

Humphreys University seeks to serve both general and career objectives. The University seeks ways to keep classes small, offer some instruction on an individualized basis, maintain a close relationship between faculty and students, provide a significant introduction to general education for students who seek specialized occupational objectives, and conversely, to provide an appreciation of career or professional goals for students who pursue general educational objectives.



Mission Statement

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.

History

Humphreys University dates its founding in the fall term of 1896, when John R. Humphreys, Sr., assumed academic administration of the Stockton Business College, Normal School, and Telegraphic Institute. There are scattered records and some graduating class pictures in the files of the College dating back to 1875. The College has been in continuous service to the central San Joaquin Valley since that time, making it the first institution of higher education in the area. The philosophy and objectives of its founder have remained with the College, remaining a small, independent College dedicated to post-secondary education and serving the educational needs of its students and the community.

In 1937 the founder of the College died and his son, John R. Humphreys, Jr., who had assumed academic administration of the College in 1934, became the second President. The name of the College changed several times since its inception, becoming known as "Humphreys College" on July 25, 1947, when it was reorganized and incorporated as a nonprofit educational corporation under the California Education Code. Under this corporate charter and related bylaws, Humphreys College is held exclusively for educational purposes by a Board of Trustees whose membership consists of alumni, educators, distinguished citizens, and friends of the College.

In 1950 the Trustees established a non-accredited, four-year night law school. Shortly thereafter, a law school campus was established in Fresno, but this campus no longer exists under Humphreys College control. In 1973, the Trustees took the first steps toward accreditation of the law school by the Committee of Bar Examiners of the California State Bar. This accreditation was granted in August of 1983.

In 1965 the Trustees provided funds for the construction of a new academic building in north Stockton, with the campus moving to its current location in 1966. In 1974 construction was started on the student center, the student housing complex, and recreational facilities.

In 1972 the College was accredited by the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges.

Since June of 1992, the College has been accredited by the Western Association of Schools and Colleges Senior College and University Commission. Therefore, all certificates and degrees granted by the College (including the School of Law) are accredited.

In 1980 administration of the College was assumed by Robert G. Humphreys, grandson of the founder, upon the retirement of John R. Humphreys, Jr., thereby becoming the College's third President.

In 1987 Humphreys College began offering courses through Modesto Junior College, eventually establishing a campus in Modesto.

In 1991 the College purchased four buildings west of the Stockton campus student housing complex. Renovations of the buildings allowed the College to add new undergraduate and law libraries, classrooms, faculty offices, law school administrative offices, the Registrar's Office, study lounges, and conference room facilities.

The College again expanded its physical facilities in 2004 when it added two new buildings totaling approximately 24,000 square feet. The College's libraries were moved to a new library building which houses both the law and undergraduate libraries as well as administrative offices for the newly renamed Drivon School of Law. The classroom and office building added another eight classrooms to the College and includes 18 faculty offices, several administrative offices, and a student lounge. A large central courtyard provides an attractive location for students to sit and study outside and is used for commencement ceremonies. In 2010, the College began construction of another classroom building, providing an additional ten classrooms, and replacing the dorm facility, which was torn down to provide space. The additional space was necessitated by the significant growth in enrollment beginning in 2007 and bringing total enrollment in excess of 1,200 students.

In 2007, the College began offering instruction in the online modality. In 2017, the College received approval for its first fully online program in Court Reporting. In 2022, the University received approval to offer all programs via distance education in addition to on-campus.

Upon the retirement of Robert G. Humphreys in 2015, the

trustees of the College appointed Robert G. Humphreys Jr., great-grandson of the founder, as the College's fourth President.

In the fall of 2016, the Board of Trustees authorized the changing of the name of Humphreys College to Humphreys University. Both the Trustees and President Humphreys, along with the college community, concurred that the name change better reflected the current mission of the University and its goals for the future.

Throughout its long history, the College has provided quality instruction at the post-secondary level. In alignment with its mission to adapt to the changing needs of students from divergent social, economic, and educational backgrounds, Humphreys University has at various times increased enrollments of different types of students, such as transfer students, recent high school graduates, international students, working adults, and students from institutions which have unexpectedly closed. While kept current, the curriculum today is still clearly related to the curriculum as it was when the College was founded, focusing on both liberal arts and career preparation. The expansion of the College, in Stockton, Modesto, and online, shows the commitment Humphreys University has to the community and the growth of educational opportunities for all.

Accreditation

Humphreys University is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC).

The court reporting program is approved by the Court Reporters Board of California, and the Humphreys University Drivon School of Law is accredited by the Committee of Bar Examiners of the State Bar of California. The teacher credentialing program is approved by the California Commission on Teacher Credentialing. As required by the Commission, Humphreys University will notify the California Commission on Teacher Credentialing within 30 days if its regional accreditation status changes.

Associations

Humphreys University is a member of the Association of Independent California Colleges and Universities, the National Association of Independent Colleges and Universities, the College Board, and the American Council on Education.

Humphreys University also participates in a number of academic and professional organizations, including the American Association of Academic Deans, the California, Bay Area, and National Court Reporters Associations, the National Association of the Education of Young Children, the California Business Education Association, Professional Secretaries International, the California and National Association of Student Financial Aid Administrators, the National Association of College and University Business Officers, the Pacific Association of Collegiate Registrars and Admission Officers, Reporting Association of Public Schools, and the Western Association of College Admission Counselors.

Campus Offerings

All major programs, degrees, and certificates listed in this General Catalog are available at the Stockton campus and via distance modalities. Only certain major programs and certificates listed in this General Catalog are available at the Modesto campus. See an admission counselor for more information.

For information and policies pertaining to the Drivon School of Law, see the Humphreys University Law Catalog.

Stockton Campus

Since its inception, Humphreys University has been a major community facility in Stockton and central California. Until 1924, it was the only institution of higher education in the area.

Most of Humphreys' students are from San Joaquin and the seven neighboring counties. Some students are from outside this valley and several foreign countries.

Stockton is a growing, vibrant city with a population of over 300,000. At the head of the great California Delta--a thousand miles of navigable waterways within a sixty-mile radius--Stockton provides the area with an international inland port and a variety of water activities. The ski slopes and lakes of the Sierra are only one to two hours to the east; San Francisco and the sunny beaches of Northern California are an hour and a half to the west; and the opportunity to study a major state legislature in operation at the state capitol, Sacramento, is only forty-five minutes to the north. One of the world's most productive agricultural valleys surrounds the city of Stockton.



The weather in Stockton is mild and dry, with temperatures ranging from thirty degrees in the winter to one hundred degrees in the summer. The people of Stockton are active and friendly, and there is an abundance of community facilities within walking distance of the University: theaters, shopping centers, restaurants, banks, parks, churches, hospitals, other colleges/universities, sports facilities, community centers, and public libraries.

Academic Facilities

Humphreys University is located in north Stockton, about five miles from downtown. The University moved to this eight-acre campus from downtown Stockton in 1966. The campus is one block east of Pacific Avenue, a major thoroughfare in Stockton. Public transportation runs directly to the campus.

The main academic building houses several classrooms, computer labs, and administrative offices. The west campus is composed of four buildings, which house the Academy of Business, Law and Education (ABLE), a charter high school operated as a subsidiary non-profit corporation by Humphreys University. Both the main and west campuses have outdoor courtyard areas with ample space for students

to study, eat lunch, or gather with friends. Recently, the physical plant was expanded by approximately 24,000 square feet, consisting of two new buildings constructed on vacant land on the campus. The library building houses the university library, a student lounge, and the administrative offices of Humphreys University Drivon School of Law. The classroom building includes eight classrooms, as well as 18 faculty offices and administrative offices. A central courtyard provides an attractive place for students to gather and socialize outside and is served by a wireless Internet network. In addition, another 15,000-square-foot facility was added in 2010 providing ten additional classrooms.

The University's library is a major learning center, not only for students and faculty, but also for alumni and the community. Extended hours of operation provide a convenient and easily accessible community resource. A branch of the Stockton Public Library is directly across the street from the University with a large general collection which is available to all students.

The University library's open stacks and reading area provide easy access to reference and circulating collections. Requests for interlibrary loan of monographs and periodicals, state, federal, and international government publications may be made at the reference desk. Additionally, the library provides students access to several online databases and e-libraries, with access to numerous peer-reviewed journals, magazines, and newspaper articles.

Modesto Campus

The Humphreys University Modesto branch campus is located in north Modesto in Stanislaus County. Modesto is a thriving community with a population of over 200,000. Modesto offers many outlets for the dramatic arts through several local organizations including the symphony, ballet, opera, and cultural scenes. Technology is positioning Stanislaus County as a global center for agribusiness. Due to its central location in the state, Modesto has become a prime destination for tourism. With over 72 city parks, the area offers many recreational opportunities. The Modesto campus is located within walking distance of several shopping centers and restaurants.

Facilities include classrooms, computer laboratories, and faculty offices. School housing is not provided in Modesto. Rooms and apartments are readily available within walking distance of the campus and throughout the community.

Non-Discrimination Policy

Humphreys University does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, handicap, marital status, or age in the administration of its educational programs, admission policies, and personnel matters, financial aid programs, and other such college-administered programs and activities.

Humphreys University welcomes to its student body, faculty, administration, staff, and persons from diverse backgrounds and believes that the educational process is thereby enriched. The University consciously strives to create a climate wherein all students, faculty, administrators, and staff gain an awareness that comes from learning about and understanding the unique values and characteristics of cultures different from their own. For further notice of non-discrimination, visit U.S. Department of Education Office for Civil Rights, [here](#). The following person has been designated to handle inquiries regarding the non-discrimination policies:

Carrie Castillon

Director of Administrative Services
6650 Inglewood Avenue
Stockton, CA 95207
209-478-0800
carrie.castillon@humphreys.edu

Reservation of Rights

In preparing this catalog, Humphreys University has made every effort to ensure the accuracy and completeness of the information contained herein. The University reserves the right to add, amend, or repeal any information contained herein upon publication of such addition, amendment, or repeal.



Admission Requirements

High school graduation or its equivalent (GED, state-recognized equivalent, conferred associate degree, completed homeschooling at the secondary level, CSR) and passing scores on the reading and writing entrance exams are the only scholastic requirements for enrollment in Humphreys University undergraduate programs. Facilities are available in the community for those who wish to obtain high-school diplomas or GEDs. An admission counselor should be consulted for more information.

Students who already possess a conferred four-year degree from an accredited institution must be authorized by the Dean of Undergraduate Studies prior to being admitted for undergraduate study.

Students must submit official high school transcripts (or recognized equivalent) and transcripts from any and all other colleges/universities they may have previously attended. Official transcripts are necessary to apply for grants, to receive credit for previous coursework, and to qualify for certificates and degrees at the University. Admission is considered provisional until the student provides evidence of high school graduation or equivalent. Failure to submit documentation within 30 days of the first day of the quarter is grounds for revocation of admission to the University.

All entering students are required to take placement examinations in English and mathematics to determine courses most appropriate for them, unless academic transcripts from other regionally accredited colleges/universities clearly indicate the level of competency, as decided upon by the Registrar.

Admission Office

The Admission Office provides the following:

- Pertinent information regarding the University, programs, admission requirements and services offered by the University
- Guidance and direction throughout the enrollment process
- Assistance with scheduling first-quarter classes

Basic Steps for Admission and Enrollment

Application: Complete and submit an Application for Admission along with the required application fee of \$40. Please refer to the Schedule of Tuition and Fees for updated information regarding tuition costs and other educational expenses, including payment requirements and due dates.

Financial Aid: Complete a free Application for Federal Student Aid (FAFSA) for the appropriate award year(s) to determine eligibility for grants, work study, and student loans.

High School Information: Provide official transcripts or proof of equivalent. Send documents directly to Humphreys University, attention Registrar.

Transfer Students: Request and send official academic transcripts from all previously attended colleges and universities to Humphreys University, attention Registrar. Electronic transcripts submissions are acceptable.

Placement Test: A placement examination must be taken, unless the student has successfully completed a college-level English and mathematics course with a grade of “C” or higher at another regionally accredited college or university. Passing scores on the reading and writing exams are necessary for admission. The results of the examination are used to determine the appropriate placement level in the areas of English and math. An admission counselor will schedule a time for you to take the placement exam if needed.

Registration: First-quarter classes are assigned by an admission counselor. Call to schedule an appointment at either campus:

- Stockton campus – (209) 478-0800
- Modesto campus – (209) 543-9411

Admission requirements for the Graduate program can be found in the Department of Graduate Studies section of this catalog.

When to Enroll

A student may enroll at the beginning of any quarter. University quarters start approximately in late September and the first week of January, April, and July. For exact

dates of term openings, see the University calendar. Pre-registration for classes is highly encouraged for all students so as to avoid class closures or materials shortages. Pre-registration dates and class schedules are published separately preceding each quarter.

Late enrollments are accepted through the second week of each quarter. Students enrolling late are responsible for contacting instructors to determine if assignments due in the first week may be turned in for credit.

International Students

Humphreys University admits students from countries other than the United States. The faculty and staff believe that there are significant benefits to be gained from the intermingling of different cultures in the atmosphere of an educational institution. Students who determine that the University offers a program which can serve their needs are encouraged to inquire and make an application at the earliest possible date.

The following documents must be on file before an application for enrollment of an international student can be considered:

1. Official academic transcripts of high school and previous college level education evaluated by an approved international transcript evaluator.
2. An applicant whose native language is not English must provide evidence of English language proficiency by submitting test scores from one of the following:

For Undergraduate Programs

1. A score of 90 or higher on the Duolingo exam
2. TOEFL iBT (Humphreys University Code 4346) Cumulative score of at least 61
3. A score of 6 or higher on IELTS
4. Proof of university-level English course completion at a regionally accredited institution with a grade of C (or equivalent) or greater. English courses taken at non-U.S. institutions are not acceptable to meet this requirement
5. Michigan Test (MTELP), or the obvious ability to communicate in English

For Graduate Programs

1. A score of 105 or higher on the Duolingo exam
2. TOEFL IBT (Humphreys University Code 4346)

Minimum 18 on each of the four sections, or Cumulative score of at least 80

3. A score of 6 or higher on IELTS
4. Graduation with a bachelor's degree with a 3.00 or higher cumulative GPA from a regionally accredited institution located in the United States and at which instruction was conducted in English.
3. A financial support statement indicating adequate financial resources to cover tuition, books and supplies, room and board, transportation, and any other expenses which might be incurred while a student at Humphreys University. Included with this statement should be letters of credit, bank statements and evidence of housing arrangements.
4. A completed application for enrollment and the application fee.
5. A signed copy of the "Requirements for Admittance as an International Student" form, which states:
 - International students are accepted for a period of one academic year or more and must complete a minimum of 12 units each quarter in undergraduate programs, or 8 units each quarter in graduate programs (9 units for the Law program). The University must, by law, notify the immigration authorities whenever a student is not enrolled in the required minimum number of units per quarter.
 - The applicant understands that Humphreys University has no medical or health facilities and the student understands and agrees to provide for his/her own health and accident care and insurance while in the United States.
 - A non-refundable application fee of \$200.00 for international students is due prior to registration of classes.
 - The applicant understands that if admitted, tuition must be paid quarterly in advance of the term start date.
 - The applicant understands that this University has no programs which assist the international student financially. It is absolutely necessary that an applicant have sufficient funds to cover traveling, tuition and living expenses before applying to the University.

For more information, international students should speak with an admission counselor or the Registrar.

Humphreys University English Language Program

Humphreys University English Language Program (HELP), offered on the Stockton campus, is founded on the need for our students to have access to a program that is designed to improve their English language skills and prepare them for the post-secondary academic environment. The program will combine the best practices for English as a Second Language (ESL) instruction and high-level academic English language instruction in a technology-rich environment. The program will utilize basic instructional designs combined with exposure to classic English literature and activities designed to improve the grammar and vocabulary skills of students.

The mission of the Humphreys University English Language Program (HELP) is to provide English language instruction to non-native speakers for academic, personal, and/or professional purposes. Our comprehensive programs integrate quality ESL instruction in an active learning environment. HELP also assists international students with cultural and social adjustments.

The following are the English Language Program Learning outcomes:

- A student who successfully completes the HELP program has achieved Cognitive Academic Proficiency in listening, speaking, composition and reading
- A HELP graduate will be competitive and functional at the university/college level.
- Our program will supply quality academic advising to facilitate students' entrance into a formal university.
- A graduate will identify and establish cultural connections in the community.
- A graduate will be able to recognize and practice appropriate cultural and social norms in an academic setting.

Application & Admission Requirements

Who Should Apply?

International Students who want to enter the U.S. and study full-time or transfer from another U.S. school should complete the I-20 section of the application form. Students in the full-time Intensive English Program have two choices:

- University Track lets you complete each English proficiency level that is required for college success. You will study no less than four hours per day (18 hours per week).
- General Track allows you to complete your English studies and is built on a conversational platform giving you the necessary skills to function in American society. You will also study full time (18 hours per week). Humphreys University English Language Program does not offer any part-time programs.

When Do I Apply?

Students outside the U.S. should send the completed application and support documentation at least 6 to 8 weeks in advance of the session they wish to start. Students transferring from a U.S. school should contact Humphreys University, Office of the Registrar.

What is the Minimum Enrollment Requirement?

Minimum enrollment is for one full-time session in University Track or General Track.

What is the SEVIS Fee?

The SEVIS fee of \$200 is a Student and Exchange Visitor processing fee paid to the U.S. Department of Homeland Security by all international students.

Do I Need Health Insurance?

Medical insurance is required of all international students.

What Financial Document Do I Need with the Application Form?

You will need a certified bank letter. The U.S. Immigration Service requires that you or your sponsor have enough money to cover school and living expenses. The minimum dollar amount needed for the bank letter is determined by the number of months you wish to study.

Where Can I Get an Application?

The English Language Program Application for

Humphreys University English Language Program can be found on the Humphreys website at: www.humphreys.edu/admissions-aid/international-students/.

Veterans

Humphreys University is approved for the training of veterans. Veteran's benefits may also be available to survivors (spouse) and dependents, under certain circumstances. Full information can be obtained from the Veterans Administration, or the V.A. Certifying Official located at the Registrar's office on the Stockton campus. The toll-free number for the Department of Veterans Affairs Education Call Center, located in Muskogee, OK, is 1-888-442-4551. Education Case Managers are available from 7:00 AM to 7:00 PM (CST), Monday to Friday. Eligibility for education benefits is determined solely by the Department of Veterans Affairs (VA). Essential information is available on the VA Website: www.benefits.va.gov.

The University will conduct an evaluation of previous education and training, grant appropriate credit, shorten the duration of the program, and notify the Veterans Administration and student accordingly.

The U.S. Department of Veterans Affairs pays GI Bill® benefits for students in pursuit of one educational degree at a time. Only courses that satisfy the minimum requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. A curriculum guide or graduation evaluation form should be kept in the student's file. When a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example cannot be certified.

Veterans placed on academic probation will have their VA certification for education benefits interrupted if they are dismissed at the end of the probationary period. Veterans in the graduate programs who are placed on academic probation will have their VA certification for education benefits interrupted if they are dismissed at the end of the probationary period.

Certification for VA benefits will not start again until their probationary status has been cancelled and students are restored to good standing.

1. Standard of Progress per CFR 21.4253
 - a. The grading system is defined under the heading of

“Grades” in this catalog.

- b. The minimum grade or grade point average considered satisfactory is under Satisfactory Academic Progress in this catalog.
 - c. Probation is defined under Academic Probation in this catalog.
 - d. Students not achieving satisfactory progress are subject to dismissal, as described in Academic Dismissal in this catalog.
2. Attendance Policy
The University does not enforce a uniform rule as to the number of absences permitted. Refer to Attendance Policy in this catalog.

Transfer Credit for Veterans

Eligible veterans must provide official academic transcripts of all prior colleges, universities, and training institutions. Refer to the Credit for Prior Learning section in this catalog. The Registrar will then prepare an evaluation of credits and inform the student and the Veterans Administration as to the amount of credit allowed.

Credit will be allowed only for subjects related to the degree curriculum as outlined in the Humphreys University General Catalog and only for subjects completed with a grade of C- or better. Under special circumstances a student may receive up to 12 units of credit for previous work experience. Application for credit should be made through the student's academic chair.

More information can be obtained from the Veterans Administration or from the V.A. Certifying Official located at the Registrar's office on the Stockton campus.

Priority Enrollment for Veterans

Military veterans will receive earliest priority date during the first week of open enrollment at Humphreys University.

Veterans Benefits Update Effective August 1, 2019

The Veterans Benefits and Transition Act of 2018 (Public Law 115-407) was signed into law on December 31, 2018. This law has five sections pertinent to the administration of Veterans' educational or training benefits with two of the provisions directly affecting schools. The first of these provisions will be implemented in August.

Beginning on August 1, 2019, educational institutions must

have a policy in place allowing GI Bill® and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) to attend a course of education or training for up to 90 days from the date the beneficiary provides a certificate of eligibility, or valid VAF 28-1905. This allows a student to attend the course until VA provides payment to the institution. The educational institution must also have a policy to not impose a penalty or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from VA. Section 103 requires a State Approving Agency (SAA), or the Department of Veterans Affairs (VA) when acting in the role of the SAA, to disapprove certain courses of education. VA can grant a waiver to these requirements.

Education and VR&E Services are developing a timeline to implement additional provisions regarding student participation in courses pending receipt of educational or training assistance from VA, which are contained in sections 103 and 104 of Public Law 115-407.

Classification of Students

All students of Humphreys University are classified by the Registrar. Regular students are those who have met all admission requirements and are enrolled in courses at the University. They may be full-time or part-time students; they may pursue courses leading to the bachelor degree, the associate's degree, or certificates; they may pursue continuing education programs; or their objectives may be occupational in nature.

The Registrar classifies regular students as Freshman, Sophomore, Junior, or Senior as follows:

- **Freshman:** Students who have completed fewer than 45 quarter units.
- **Sophomore:** Students who have completed at least 45 but fewer than 90 quarter units with a minimum grade point average of 2.0.
- **Junior:** Students who have completed at least 90 but fewer than 135 quarter units with a minimum grade point average of 2.0.
- **Senior:** Students who have completed at least 135 quarter units with a minimum grade point average of 2.0.

Credit for Prior Learning

Transfer Credit

Students who wish to obtain credit for subjects taken at other regionally accredited colleges/universities must furnish an official academic transcript to the Registrar's Office. The Registrar will make an evaluation of credits and will inform the student as to the amount of credit allowed. Students may be eligible to transfer credit up to the total number of units in their program less the University's residency requirement for the program.

Credit will be allowed only for subjects related to the degree curriculum as outlined in the Humphreys University General Catalog and only for subjects completed with a grade of C- or better.

Experiential Learning

In recognition that learning does not always have to occur in a classroom, the University will grant up to 12 units of credit based on documented learning from work experience, volunteer work, military training, certification programs, professional development, and other nontraditional modalities.

To apply for experiential learning credit, a student must submit to the academic chair the Petition for Experiential Learning Credit. Once received, the chair will advise the student of the documentation that will be required to consider the request for experiential learning credit. Such documentation may include a letter, or letters, from the employer(s) stating that the student did work for the organization, a description of work performed, the dates of work, and whether the work was performed on a full- or part-time basis. Once the petition along with the documentation is completed, the academic chair, consulting with the Dean of Undergraduate Studies, will determine if the nature of the experience qualifies for experiential learning credit and, if so, how many units should be awarded, bearing in mind the value of the Carnegie unit, and the placement of the units in relationship to the program requirements. Special consideration will be given to the application of experiential learning credit to the program's internship requirement, if applicable.

If experiential learning credit is awarded, the chair will communicate the decision to the student and will forward the completed petition form to the Registrar. Work experience units will be given CR (credit) as the grade, which will not factor into the cumulative grade point average.

Standardized Tests: CLEP, DSST, AP

The University recognizes the College-Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and Advanced Placement (AP) examinations and will award a maximum of 45 quarter units toward a certificate or degree based on recommendations from the College Board (CB) and the American Council on Education (ACE).

Credit for CLEP examinations passed successfully (50th percentile and above) may be determined either at admission or in subsequent quarters. Credit for DSST subject examinations will be based on ACE guidelines. AP examination scores of 3 or above will be granted credit based on CB, ACE, and Humphreys University guidelines. Scores must be submitted to the Registrar's Office prior to the awarding of credit. (See the Registrar for specific credit hours per examination).

Course Challenge Examinations

The course-challenge option is available for only certain courses, as determined by the academic chair of each department, for a student who can provide evidence of substantial knowledge of material covered in a particular Humphreys University course and who has completed at least 12 units at Humphreys University with a cumulative grade point average of at least 2.5.

A minimum score of 75% is required on a course challenge examination for units to be granted; if passed, the Registrar will award the student units for the course with a grade of P, which is not calculated in the student grade point average.

Details of the Course Challenge Policy, including unit limit and the non-refundable fee, and the Course Challenge Petition Form are available from the Registrar or the student's academic chair.



Testing, Counseling, and Guidance

The University provides counseling, testing, and guidance services. The University administers placement examinations in English and mathematics. The placement examinations are used to determine the courses most appropriate for the student. Students with very low scores on the placement exams will be counseled into a program of remediation until college-level competency is achieved. All entering students are required to take the placement examinations unless academic transcripts from other regionally accredited colleges/universities clearly indicate the level of competency, as decided upon by the Registrar.

An admission counselor first meets with the student to discuss courses of study and services of the University. Then the student may make an application for enrollment. After initial enrollment and registration with an admission counselor, the student is assigned an advisor by the academic chair of the student's major.

The advisor assists the student in planning a course of study during his/her stay at Humphreys University, evaluates the student's progress periodically, and assists with personal, educational, and career planning needs. Admission counselors and advisors are available for consultation whenever the student feels a need for counseling, guidance, or advice.

Career Development Services

Career development services are available free of charge to all graduating students and alumni. Students may seek assistance with resumes and cover letter preparation, job search skills, and interview techniques. Assistance is available by appointment only. Students are also provided with access to the Handshake career development portal.

Student Activities

While first attention is paid to studies, ample opportunity is afforded to the student for recreation and outside activity. School-affiliated organizations provide opportunities for social development, practice in leadership, recreational activities, and career networking.

Each academic department sponsors student-centered activities during the academic year, such as guest speakers, alumni panel presentations, and professional development opportunities. Therefore, students should consult their academic advisors for additional information about these

worthwhile events.

Publications

The University maintains its website at www.humphreys.edu. The site provides links to University departments and their programs and services. A pictorial history of the University and other galleries provide an insider's view of the University and its culture. The website also is the portal to the University's online course offerings.

Disabled Students

Humphreys University welcomes students with disabilities and encourages any student with special needs to discuss them with an admission counselor.

The University has the following available for disabled students:

- Academic and special needs counseling
- Reserved parking spaces
- Access ramps to campus buildings
- Restroom facilities

Humphreys University is fully committed to complying with the laws regarding equal opportunity for all qualified students with disabilities and promoting the full participation of all qualified students in all aspects of campus life. It is the policy of the University to provide reasonable accommodations to persons with disabilities unless such accommodations would impose an undue burden to the University or fundamental alteration to the program in question. The University reserves the right to not make accommodations or provide auxiliary services if it constitutes an undue burden or requires a fundamental alteration to the program in question.

All students are expected to meet the academic standards as developed by the faculty. It is only through a student's voluntary disclosure of a documented disability or injury and a request for accommodation that Humphreys can support the student's needs. A student who wishes to request an accommodation or modification must do so by completing the Request for Accommodation Form on the University web site (search for Accommodation Request). The student's dean will contact the student and request appropriate documentation, which will not be shared with others. The dean (or designee) will communicate with the

student to convey which, if any, accommodations or modifications would be most effective to help the student achieve academic success.

The Dean may request additional documentation if what is provided is incomplete or if there are questions or inconsistencies with the student's current impairment status and a requested accommodation. Appropriate medical documentation must include a written evaluation from a physician, psychologist, or other qualified specialist that establishes the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing; establishes the current need for accommodation; clearly identifies the diagnosed disability or disabilities; describes the functional limitations resulting from the disability or disabilities; describes the specific accommodation requested; and is typed or printed on official letterhead and be signed by an evaluator qualified to make the diagnosis, including licensure or certification and area of specialization.

Student Code of Conduct

To provide an environment that is conducive to learning and maintains an atmosphere that fosters academic and personal growth, the University will not tolerate disruptive behavior that negatively affects the educational setting. All students are expected to conduct themselves in an acceptable manner in the classroom, on campus or online, and at school-related activities. Unacceptable behavior that may be cited as a violation of the student code of conduct includes, but is not limited to, the following:

1. Dishonesty, including—but not limited to—cheating, plagiarism, or knowingly furnishing false information to University instructors/officials;
2. Disrupting, obstructing, or interfering with instructional functions and/or related activities;
3. Physical abuse, threat, or assault of any person in class or school-sponsored activities;
4. Disorderly conduct or lewd, indecent, obscene behavior and/or expression;
5. Failure to comply with directions of University instructors/officials acting in the performance of their duties;
6. Possession or use of alcoholic beverages, illicit drugs or narcotics, explosives, guns, hazardous material, or any other weapon.

7. Sexual misconduct, including, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, domestic violence, dating violence, or stalking.

Student code of conduct violations may be documented in an incident report that will be reviewed a dean, or Director of Administrative Services in cases of alleged sexual misconduct and are cause for sanctions including suspension or dismissal. Violations of the student code of conduct are based on a preponderance of the evidence standard; however, the University may impose any sanction that it finds to be fair and proportionate to the violation.

Student Grievance Procedure

The University provides an orderly procedure whereby any student who has a complaint or grievance may pursue satisfactory resolution of the particular problem or charge. Issues which may be the subject of a grievance proceeding may include, but are not necessarily limited to the following:

Grievance

1. Alleged physical or verbal mistreatment by a member of the faculty, administration, staff, or another student
2. Grade challenge
3. Alleged sexual, gender, racial, or ethnic harassment

Complaint

Not all situations rise to the level of a grievance. Students who wish to file a complaint may do so by completing a Suggestion/Complaint Form and submitting it to the appropriate dean, as indicated on the form. At the discretion of the Dean, a complaint may or may not trigger the hearing and appeal process described below.

In the case that a student wishes to appeal a grade, the Grade Challenge policy below should be used.

In the case of alleged sexual misconduct, see the Institutional Recourse by Victim of Sexual Assault section of this catalog.

In any other case, the following procedure is to be followed:

1. Students are encouraged to seek a solution first by contacting the instructor, administrator, staff member or fellow student involved.

2. In the absence of a solution, or if this is not feasible for reason of privacy, safety, security, or personal welfare, a dean should be consulted. The dean will hear the grievance and attempt to present a solution agreeable to both parties. This will be accomplished within five business days of hearing of the problem. If a dean is the subject of the complaint, the problem should be presented to another dean.
3. If the grievance remains unresolved after five days, the problem must be presented in writing to the appropriate dean by completing a Suggestion/Complaint form. Final resolution will rest with a committee consisting of a faculty member, the dean, and a member of the administrative staff appointed by the dean. The committee will render its decision within five business days of the receipt by the dean of the written complaint.
4. If the decision of this committee is not acceptable to both the student and the accused, the student has the right to request a hearing as follows:
 - a. The student must request a hearing in writing. This request is to be made to the dean.
 - b. The same committee as in #3 will hear the challenge unless there is an obvious conflict of interest. In the event of a conflict of interest, or if the student wishes to replace any or all of the committee members, a new committee member or members will be selected by the dean to serve on the hearing committee. In this case, the time frame mentioned in #3 above will be extended to ten business days.
 - c. The student may bring witnesses who are able to attest to the charges on the student's behalf.
 - d. The student may present evidence relevant to the charge.
 - e. The student may be accompanied by a support person throughout the hearing. The support person may be a fellow student, faculty member or member of the administrative staff. The support person may not be an outside attorney or family member. The support person does not have the right to speak during the hearing.
 - f. If both parties agree, the accused will be present and will have the opportunity to respond and present a defense to the charges. If both parties do not agree, then the accused will have opportunity to present a defense privately.
 - g. The committee will render a decision within five

working days of the hearing. The decision of the hearing committee will be final.

5. If a student believes that his/her complaint continues to warrant further consideration after exhausting the steps of this grievance process, he/she may contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at:

Bureau for Private Postsecondary Education

2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833

916-431-6924

916-263-1897 (Fax)

www.bppe.ca.gov

Grade Challenge

If a student believes the student's course grade was calculated in error or was awarded with disregard to graded assignments, the student may pursue the following steps to challenge the course grade. Although the student is encouraged to initiate the process as soon as the grade is received, the student must begin the grade challenge process, described below, within one academic quarter or twelve weeks after the completion of the course:

1. The student should contact the instructor and ask for an explanation of how the grade was determined.
2. If the student is not satisfied with the instructor's explanation, the student should communicate in writing to challenge the grade. The written document should be sent to the instructor's academic chair (or dean in the case of the Law School) and should clearly specify in what way or ways the course grade is presumed to be in error. This written request may be sent by email. If, on the other hand, the instructor agrees the grade was awarded in error, the instructor should complete the Change of Grade form in the Registrar's Office.
3. Once in possession of the student's request for the challenge, the academic chair should contact the instructor and request a detailed accounting, in writing, of how the student's grade was determined. The academic chair should also have in hand the syllabus for the course.
4. Once in possession of the documentation, the academic chair should review the documents to see if there is clear evidence suggesting the grade should be changed. If so, the academic chair should pursue a grade change through the instructor. If there is no clear evidence

suggesting a grade change, the academic chair should communicate in writing to the student that there appears to be no clear evidence suggesting the need for a change in grade. As a part of this communication, the academic chair should inform the student that she/he may request in writing through the academic chair a review of the challenge by a committee.

5. If the student requests a committee review, the academic chair should forward the request and all documentation to the dean of the academic chair.
6. The dean will appoint a different academic chair and two faculty members to review the documentation and to make a recommendation as to the challenge. The academic chair will act as chair of the committee. The committee will report, in writing, its recommendation to the dean. The committee will also forward all documentation to the dean.
7. Unless there is clear reason to reject the committee's recommendation, the dean will accept it and communicate it to the student, chair, and instructor.

Students and employees found in violation of this policy are subject to various sanctions including dismissal from the University. Copies of the substance abuse program and policy are distributed annually to all students and employees. Anyone who has not yet received a copy can obtain one from the Registrar's Office.

Any student in need of counseling is encouraged to contact the Director of Administrative Services. All contacts are held in strict confidence. No student or employee should fear negative academic, economic, or other ramifications arising out of seeking assistance.

Sexual Misconduct

The University's sexual misconduct and sexual harassment policy can be found on the University's website at www.humphreys.edu

Substance Abuse Referral Program

Humphreys University is devoted to providing effective instruction and related learning experiences and to supporting the intellectual, cultural, and economic life of the community. We believe that it is in the best interest of the faculty, staff, students, and the community to enforce a policy of discouraging and prohibiting the use and abuse of controlled substances on the campus and maintaining a drug-free workplace and learning environment.

The University prohibits the unlawful manufacture, distribution, dispensing, possession, or use of any controlled substance on its property. As a condition of employment in the case of employees, or enrollment in the case of students, it is required to abide by the University policy concerning a drug-free workplace and learning environment. Employees and students are required to notify the University of any criminal drug statute conviction for a violation occurring on the campus no longer than five (5) days after such conviction, as required by the Drug-Free Workplace Act of 1988, 34 CFR Par 87, Subpart F, and the Drug-Free Schools and Campuses Act, 34 CFR Part 86.



Tuition and Fees

A detailed "Schedule of Tuition and Fees" can be obtained from the Admission Office or the Student Services Department. The "Schedule of Tuition and Fees" is also available at the University's website. All tuition and fees are due and payable in advance each quarter.

Refund Policy

Refunds of tuition will be made in accordance with the schedule below. The amount of the refund will be computed as of the date of withdrawal. The date of withdrawal for the purpose of computing any tuition refund will be the date the Change of Schedule Request is received by the Registrar's Office. A holiday falling within the first six weeks of the quarter does not extend the refund period.

On or before Friday of the first week of scheduled classes 100%

After Friday of the first week of scheduled classes but on or before Friday of the second week..... 90%

After the Friday of the second week of scheduled classes but on or before the Friday of the third week 50%

After Friday of the third week of scheduled classes but on or before Friday of the sixth week..... 25%

No refunds will be made after the beginning of the seventh (7th) week of classes. Date of enrollment or when the class first meets has no effect on refund period. Refunds are calculated from the 1st day of the quarter. Seminars and workshops for which no units or grade is awarded are not eligible for any refund.

Scholarships

The following scholarships are available to Humphreys University students. Students who are on academic probation during the scholarship application period are not eligible to apply. Scholarships are applied during the fall quarter unless otherwise approved.

John R. Humphreys Jr. Memorial Scholarship

Awarded to a Junior or Senior student in need of financial assistance.

Gladys Humphreys Memorial Scholarship

Awarded to a student with a stated goal as Certificate or

Associate Degree program.

Ardith Harrison Memorial Scholarship

Awarded to a student graduating with an Associate degree, and continuing for a Humphreys University Baccalaureate degree

Faculty Scholarships

Awarded to a current student, and is open to all majors and degree plans, including Graduate studies.

Len Sipe Scholarship

Awarded to a financially needy student who is maintaining satisfactory progress.

Bockman Scholarship

Awarded to a Junior or Senior student in need of financial assistance.

Ronald M. Guntert Sr. Scholarship

Awarded to a freshman with academic ability, maintaining satisfactory progress toward a Bachelor degree.

Maria Stahl Court Reporting Scholarship

Awarded to a student who demonstrates excellence, meritorious progress, determination, and dedication to the goal of becoming a court reporter in the state of California, especially through adversity.

Humphreys University Trustees Scholarship

Awarded to academically promising incoming high school students.

Gregory Victor Vaughn Memorial Scholarship

Awarded annually to students who demonstrate leadership, community awareness, and academic promise and who are enrolled in either the Humphreys College Academy of Business, Law, and Education (ABLE) or the Humphreys University Concurrent Enrollment program operated in collaboration with school districts in the Greater Stockton area.

Jerry Medina Memorial Scholarship

Awarded to academically promising incoming high school students who are pursuing an Associate degree at the Modesto Campus.

**The Central Valley Risk Management Association
(RMA) Scholarship**

Awarded to a full-time business administration or accounting major in his/her junior year.

The Rowena Walker Scholarship

Awarded to students who are pursuing degrees in legal or liberal studies.

The Richard Hunt Memorial Scholarship

Awarded to undergraduate or graduate students who utilize the tutorial services of the Library and Learning Center.

Donald and Cristi Hickenbotham Memorial Scholarship

Awarded to a first-generation college student.

Please contact the Admission Office for more information on applying for the preceding scholarships.



Overview

Humphreys School offers financial aid to students who would otherwise be unable to pursue a higher education in their respective career due to financial constraints. To meet the needs of all students, Humphreys University provides a variety of financial aid programs. The University is eligible to administer Title IV funds for all degree and certificate programs listed in the Catalog (financial aid).

A Student Services Specialist is assigned to recent high school graduates, transfer students from other post-secondary institutions, and re-entry students to help them navigate and understand the financial aid process throughout their academic experience.

Applying for Financial Aid

Students can apply for federal student aid by completing the Free Application for Federal Student Aid (FAFSA). FAFSA data is also used by states and universities to award their own grants, scholarships, and loans. However, because financial assistance is limited, students must meet the eligibility requirements. Students who complete the FAFSA will be considered for the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant (SEOG), Cal Grants, (state grant), Federal Direct Stafford Loan, as well as the Federal Work Study Program. Nearly all students who apply qualify for some form of federal student aid.

The FAFSA may be completed as early as October of the year the student plans to enroll – students should not wait until applying or being admitted to complete the FAFSA. The 2022/23 FAFSA became available on October 1, 2021 for the 2022/23 award year. The Federal School Code to report on the FAFSA for Humphreys University is 001212. Students are encouraged to file the FAFSA online at fafsa.gov. Applying online is recommended because:

- fafsa.gov has built-in help to guide applicants through the application process;
- fafsa.gov uses “skip logic” that allows applicants to skip questions that do not apply; and
- the schools listed on the application will receive the processed information faster.

Additional methods of completing the FAFSA are available:

- Mobile App, [mystudentaid](https://mystudentaid.com) (iOS and Android).

- PDF FAFSA form (go to fafsa.gov and scroll to FAFSA Filing Options).
- Order and complete a printed version of the PDF FAFSA form (up to three copies of the printed PDF).
- FAFSA form by calling 1-800-4-FEDAID [1-800-433-3243].

Detailed information about application procedures, deadlines, and eligibility may be obtained from the Student Services Department.

Step 1— Complete the FAFSA

Who May Complete the FAFSA?

U.S. citizens and eligible non-citizens who wish to be considered for financial aid may complete the FAFSA. Completing and submitting the FAFSA form is free and easier than ever, and it gives students access to the largest source of financial aid to pay for college. In addition, California uses FAFSA information to determine Cal Grant award eligibility.

When to Apply

The Priority Filing Period is October 1st to March 2nd. Every year that students plan to attend college, they should apply for financial aid as soon as the forms are available. The deadline for a 2022/23 Cal Grant is March 2, 2022. In addition to the FAFSA, a school-certified Cal Grant GPA must also be submitted by the priority deadline of March 2nd. Students who apply after the March 2nd priority deadline will not be considered for Cal Grant awards.

Academic Year 2022/23

Complete the 2022/23 FAFSA to attend anytime throughout the 2022/23 year (July 1, 2022, through June 30, 2023). The 2022/23 FAFSA will collect 2020 income and tax information and will be available on October 1, 2021. The FAFSA will decide whether both the parent's and the student's income and assets must be reported.

Tips for Completing the FAFSA

- The first "F" in FAFSA stands for "Free." Don't get tricked into paying to file the FAFSA – the only official FAFSA website is fafsa.gov.
- Deadlines: The application deadline is March 2nd for the upcoming academic year.
- Create a FSA ID. If dependent, both the student and the parent will require an FSA ID to file the FAFSA.

Students should be very careful to enter their correct social security number and date of birth.

- Organization! Gather income documents and current asset statements before attempting to complete the FAFSA.
- Dependency guidelines are set by Congress and are different from those used by the Internal Revenue Service (IRS). Even if the student lives, supports, and files his/her own taxes, they may still be considered a dependent student for federal student aid purposes. If the student is determined to be a dependent student, he/she will be required to report information about their parent(s).
- Use the IRS Data Retrieval Tool to easily pull tax information into the FAFSA.
- Enter the school code for Humphreys University: 001212
- Some families believe they earn too much money to be eligible for financial aid. It is critical that students do not assume they are ineligible for financial aid. Everyone will be eligible for a federal loan, which has the most flexible repayment options and low, fixed interest rates.

FAFSA Application Assistance

The [Student Services Department](#) assists all prospective and current students with their FAFSA applications.

Step 2— California Dream Act Application

The California Dream Act of 2011 allows undocumented and documented students who meet certain provisions of AB 540 to apply for a Cal Grant award to attend eligible California Colleges and Universities.

Who Can Apply for the California Dream Act Application?

Students are eligible to complete the Dream Act Application if:

- Student who is not eligible to file the FAFSA and;
- Meet the requirements of AB540 or AB 2000 and/or;
- Reside in California with a U-Visa or;
- Reside in California on a Temporary Protected Status (TPS)

Information within the California Dream Act Application is

not shared with federal databases. Student and parent information is protected by the same privacy and information security laws and safeguards as with all other state financial aid applicants

How to Submit the California Dream Act Application

Go to dream.csac.ca.gov to complete the California Dream Application and apply.

When to Apply

To be considered for a Cal Grant Award, the Dream Act Application and a school-certified Cal Grant GPA must be submitted by the March 2nd priority deadline. Dream Act applicants must meet the same application deadline as FAFSA applicants. To ensure that the student's information is sent to Humphreys University, the School Code 001212 must be entered under the "School Selection" tab of the California Dream Act Application. The California Dream Act Application, like the FAFSA, will determine dependency status and may request parental financial and demographic information.

Academic Year

To attend the 2022/23 year (July 1, 2022 through June 30, 2023), complete the 2022/23 California Dream Act Application. The 2022/23 Dream Act Application will collect 2020 income and tax information and will be available on October 1, 2021 and is due no later than March 2, 2022.

California Dream Act Application Assistance

Assistance is available to students completing the California Dream Application in the Student Services Department.

Step 3 — Apply for Scholarships

Students should apply for scholarships as a way to decrease student loan debt. The best advice students can follow when searching the web for scholarships is to allow themselves plenty of time. Many sites will ask for detailed questions to match students up with potential scholarships. It takes a bit of searching and exploration. FastWeb is a national scholarship search service. It is FREE! Over 600,000 scholarships are in their database. It is easy to use, and they will even email students as new scholarships become available.

Step 4— Complete your Financial Aid Requirements

Monitor your [Financial Aid Portal](#) and respond to all notifications regarding your financial aid eligibility and award offers. Financial aid notifications are only emailed to HU email accounts.

Basic Eligibility Requirements

Students must meet certain requirements to qualify for federal student aid (grants, work-study, and loans):

- demonstrate financial need (for most programs);
 - be a U.S. citizen or an eligible noncitizen of the United States;
 - have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
 - be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
 - be enrolled or accepted for enrollment in an eligible degree or certificate program as a regular student.;
 - be enrolled at least half-time
 - (Undergraduate and Law.JD programs, 6 units, or
 - Master degree programs, 4 units
 - to be eligible for Direct Loan Program funds, students must be enrolled at least half-time.
 - maintain satisfactory academic progress (SAP) in accordance with University Policy for both Institutional and Financial Aid SAP;
 - sign the certification statement on the Free Application for Federal Student Aid (FAFSA) form stating that
 - not in default on a federal student loan,
 - do not owe money on a federal student grant, and
 - will use federal student aid only for educational purposes; and
 - show qualification to obtain a college education by
 - have a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate;
- completed a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completed a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law)

Many types of federal student aid, such as the Federal Pell Grant or subsidized loans (government pays the interest while the student is in college) require a financial need. Additionally, once a student completes his/her bachelor's degree or a first professional degree requirements, he or she is generally not eligible for Pell or Federal Supplemental Educational Opportunity Grants (FSEOG).

Cost of Attendance and Determining Financial Need

Many financial aid awards, specifically those funded by the federal and state governments, are based on financial need. This means that institutions must evaluate each student's financial need before awarding financial aid. Need is defined as the difference between the cost of attendance at a particular institution and the student's (and family's) ability to pay for those costs. The Expected Family Contribution commonly referred to as the student's EFC is calculated when a student submits his/her FAFSA or CA Dream Act Application. The difference between the cost and the EFC is called "financial need."

A student's Cost of Attendance (COA) is an estimated figure used to determine financial aid eligibility. It includes tuition as well as average amounts for standard expenses such as books, supplies, room, board, and other living expenses for three quarters of study, not just expenses paid directly to Humphreys University. A student's actual expenses may be different, and most items are not paid directly to the university. The only COA item paid directly to the university is tuition.

A student's Cost of Attendance includes the following components:

1. Tuition and fees
2. Books and supplies
3. Room and board
4. Transportation

5. Personal and miscellaneous expenses
6. Child/Dependent care if applicable – Reasonable expenses with adequate documentation must be provided by the student, depending upon age and number of children.
7. Loan fees – For student borrowers, actual or average loan origination and insurance fees apply.

2022—2023

Estimated Undergraduate Cost of Attendance (COA) at Humphreys University

The COA below is based on 9-month period of enrollment; tuition rates vary based on the academic program. See the Schedule of Tuition and Fees posted on the Humphreys University webpage.

	With Parents	Off-Campus
Tuition & Fees	\$14,760	\$14,760
Books & Supplies	\$1,152	\$1,152
Room & Board	\$9,360	\$17,784
Personal & Miscellaneous	\$3,348	\$3,924
Transportation	\$1,026	\$936
Total	\$29,646	\$38,556

Awarding Financial Aid

Awarding Process for New Students

Financial aid eligibility will be determined for all new students who have completed the FAFSA and have applied to the University. A thirty-day disbursement delay applies to undergraduate new and returning new students. Humphreys University has chosen to distribute funds in two quarterly installments. See "Disbursements" for further information about disbursements.

The [Student Financial Aid Portal](#) will provide access to financial aid information throughout the financial aid awarding process, including a detailed list of all accepted and offered financial aid. When a student is accepted to Humphreys University, he or she will be emailed information on how to set up their Student Financial Aid Portal account. The Financial Aid portal provides students a secure manner to examine, submit, and edit information about financial aid application. Students who have met all eligibility requirements will be emailed a Financial Aid

Offer Notification to their Humphreys University email account.

Awarding Process for Current Students

All financial aid is awarded on an annual basis. The preferential due date for the 2022/23 (July 1, 2022 – June 30, 2023) award year is March 2, 2022. To receive financial aid the student must complete the FAFSA on a yearly basis. Cal Grant recipients must also complete the FAFSA annually. Need-based awards may be continued, increased, or decreased from one year to another depending on changes in the Expected Family Contribution (EFC), as determined by the FAFSA. The most common factors impacting changes in EFC are number of family members enrolled in college and/or a change in family income. Renewal for all awards requires maintaining satisfactory academic progress.

If the Department of Education selects a student for verification or if additional information is necessary, the student will be emailed to their Humphreys University email account. Current students who have satisfied all financial aid eligibility requirements (validated FAFSA, provided all documents to satisfy verification, cleared conflicting information, and eligibility issues C-codes) will be emailed a Financial Aid Offer Notification. The [Student Financial Aid Portal](#) provides access to information throughout the financial aid process, including a detailed list of all approved and offered financial aid.

Although the student may initially decide to accept all awards, changes can be requested. For example, if a student decides to borrow a student loan and accepts, the student can reduce the loan amount or cancel the loan by updating the award status in their [Financial Aid Portal](#). However, declining one form of financial aid, such as loans, will not increase other types of financial aid to compensate. Students must accept their awards via their Financial Aid Portal as notification of either acceptance or denial of awards. They must also follow all instructions regarding accepting awards.

Important: Federal Financial Aid is subject to adjustment, recalculation, proration, cancellation, and immediate repayment even if it has already disbursed for the following reasons:

- Errors found or made during the application, verification, awarding, auditing, or processing of the student's application,
- Changes made to the FAFSA at any time that result in

- the verification of the application data,
- Conflicting information related to the determination of a student's financial aid eligibility,
- Failure to submit any requested documentation after federal aid has been offered or disbursed,
- The addition or adjustment of scholarships, waivers, outside financial assistance, and living allowances, etc., at any time during the award year,
- Changes in enrollment from full-time to part-time,
- Academic progress including low GPA, excessive credits, dropping, failing, or repeating classes,
- Complete withdrawals,
- Changes in, tuition costs, due to complete withdrawals, schedule changes, etc.,
- Changes in a student's admission status, grade level,
- Changes made to financial aid amounts at other schools from which the student received financial aid in the past,
- Notifications from the United States Department of Education about Federal Pell and student loan limits, default, overpayment, change or loss of eligibility, etc.,
- Changes in federal and state laws, regulations, or funding appropriations.
- Students are notified in writing by email if immediate repayment of any financial aid is required that was adjusted for any of the reasons above.

Financial Aid Counseling

Entrance Counseling

Students who have not previously received a Federal Direct Loan must complete entrance loan counseling and a Federal Direct Loan Master Promissory Note. The U.S. Department of Education requires students receiving a direct loan to complete loan entrance and exit counseling. Entrance counseling assists students in understanding their loan rights and responsibilities of their loans before incurring student loan debt. This counseling is mandatory and it covers:

- The importance of repayment
- The consequences of default
- The use of the Master Promissory Note
- Provides sample monthly repayment plans and amounts

Humphreys University cannot make the first disbursement

of a Federal Direct Student Loan until entrance counseling is completed. To complete Entrance Counseling for Federal Direct Loans, students must log on to [complete counseling](#) and click on the link to Complete Entrance Counseling. Students will be prompted to enter their FSA ID and password as identifying information. Entrance Counseling is completed in the form of an online session.

Exit Counseling

Student loan exit counseling is a required informational session that all federal student loan borrowers must complete before leaving school. Students are required to go complete exit counseling when any of the following occurs:

- Graduate
- Drop out of school (even if the student plans to return or transfer to another school)
- Drop below half time

The purpose of exit counseling is to ensure borrowers understand their options before repayment begins. It guides borrowers through the different types of federal loans and repayment plans, gives tips for avoiding default and provides general advice for financial planning as a college graduate. Typically, it takes around 20 to 30 minutes from start to finish.

To complete Exit Counseling for Federal Direct Loans, students must log on to [Federal Student Aid \(FSA\)](#) website by logging in to their FSA account. link During the session, students will be asked to provide their expected permanent address, the phone number of two family members and the name and address of the student's expected employer (if known). Students who plan to re-enroll at Humphreys University or another post-secondary institution, should contact their loan servicer. Students may need to complete an in-school deferment request to postpone repayment. Students should continue to make monthly payments until their deferment request is approved.

Exit Counseling helps students to understand their rights and responsibilities as federal student loan borrowers and provides useful tips and repayment information to help students manage their loans. Students must repay their student loans, even if they do not graduate or are dissatisfied with their academic program. Exit Counseling includes:

Student Loan Basics

- Provides the overall amount borrowed - students find out exactly how much they owe.

- National Student Loan Database System - (NSLDS) provides details of each loan borrowed, including the loan servicer contact information.
- Important terms to know - A refresher on definitions for terms like interest accrual, capitalized interest, master promissory note and acceleration.

Loan Repayment Options

- Review repayment plans – Budgets and expected income are examined to find the best possible repayment plan.
- Learn how to save - Students are taught how taking small steps like making interest-only repayments during deferment or forbearance could help you save in the long run. Plus, find out what repayment incentives students might be eligible for and other tips for reducing the cost of student loans.
- Find out how to make repayments – provides basic information on what a loan servicer is, how to get in contact the loan servicer and how to change repayment plans.

Information About the Importance of Repayment

- Tips on how to stay current on student loan payments - The FSA recommends finishing your program, making payments on time and contacting the loan servicer whenever payments cannot be made.
- Learn about deferment and forbearances.
- Learn about loan forgiveness, cancellation, and discharge programs.
- Learn about the negative consequences of student loan default.

Borrower Rights & Responsibilities

The borrower has the right to receive the following information before leaving school:

- The amount of the student's total debt (principal and estimated interest), what the student's interest rate is, and the total interest charges on the loan(s)
- A loan repayment schedule that lets the student know when his/her first payment is due, the number and frequency of payments, and the amount of each payment
- If the student has FFEL Program Loans, the name of the lender or agency that holds the student's loan(s), where to send the student's payments, and where to

write or call if the student has questions

- The fees the student should expect during the repayment period, such as late charges and collection or litigation costs if delinquent or in default
- An explanation of available options for consolidating or refinancing the student's loan
- A statement that the student can repay his/her loan without penalty at any time
- The borrower has a responsibility to do the following.
 - Understand that by signing the promissory note, the student is agreeing to repay the loan according to the terms of the note
 - Make payments on the student loan even if the student does not receive a bill or repayment notice
 - If the student applies for a deferment or forbearance, he/she must continue to make payments until notification that the request has been granted
 - Notify the appropriate representative (institution, agency, or lender) that manages the student's loan when the student graduates, withdraws from school, or drops below half-time status; changes his/her name, address, or Social Security Number, or transfers to another institution
 - Receive entrance counseling before being given the first loan disbursement, and to receive exit counseling before leaving school

Please contact the Student Services Department when submitting a complete withdrawal.

Federal and State Assistance Programs

Federal and state assistance for all students who have not yet earned a bachelor's degree includes:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work-Study
- Federal Direct Student Loan Program
 - Direct Subsidized Loan
 - Direct Unsubsidized Loan
 - Direct Parent Plus Loan
- Cal Grants, A, B and C

- Institutional Awards
- Other Scholarships

Federal Pell Grants, unlike loans, do not have to be repaid. Eligible undergraduate students who have not earned a bachelor's or professional degree are awarded a specified amount each year. (In some cases, a student enrolled in a post baccalaureate teacher certification program may be eligible to receive a Federal Pell Grant.) The U.S. Department of Education uses a standard formula to evaluate the information collected on the Federal Application for Federal Student Aid (FAFSA) when applying for a Pell Grant. This formula produces a number called the Expected Family Contribution (EFC), which determines if the student is Pell Grant eligible.

The award will depend on the student's financial need, the cost of attendance, and enrollment status. Amounts can change yearly. The maximum Federal Pell Grant award is \$6,895 for the 2022-23 award year (July 1, 2022 to June 30, 2023). Pell Grants are considered the foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added.

The Consolidated Appropriations Act of 2012 reduced a student's Pell Grant Award lifetime eligibility from 27 to 18 quarters, or its equivalent. Effective July 1, 2012, a student may receive Pell Grant no more than 18 quarters or 600%.

The Consolidated Appropriations Act of 2017 recently implemented Year-Round Pell Grant allowing students to receive Pell Grant funds up to 150% of his/her Pell Grant scheduled over the course of an academic year (Summer, Fall, Winter). At Humphreys University this means that students may receive Pell Grant in the spring quarter.

To benefit from the entire annual Federal Pell Grant or state Cal Grant award, the student must be enrolled in at least 12 units quarterly. Part-time awards are prorated for less than full-time enrollment according to the following schedule:

Full-Time = 12 or more units
(100% of quarter award)

Three Quarter Time = 9 to 11.5 units
(75% of quarter award)

Half-Time = 6 to 8.5 units
(50% of quarter award)

Please keep in mind that less than half time, 1 to 5.5 units.

Pell Grants may be awarded for less than half-time enrollment, but Cal Grants will be canceled.

Federal Supplemental Educational Opportunity Grants (FSEOG) The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. Just like Pell Grants, the FSEOG does not have to be repaid. Humphreys University awards FSEOG awards on an academic year basis to students with the lowest EFCs.

Cal Grant Programs

A Cal Grant is money for college that does not have to be paid back. To apply, the student completes the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA) by the deadline and meet the eligibility and financial requirements as well as any minimum GPA requirements.

There are three kinds of Cal Grants — A, B, and C. — The student's eligibility is based on the FAFSA or CADAA responses, and his or her verified Cal Grant GPA, the type of California colleges listed on the FAFSA and whether the student is a recent high school graduate. The California Student Aid Commission will determine the Cal Grant award type.

Cal Grant Eligibility Requirements* (Competitive and Entitlement)

Cal Grants are for students who are pursuing an undergraduate degree or vocational or career training, and do not have to be repaid. In addition to meeting the financial criteria and Cal Grant requirements, students must:

- submit the FAFSA or CADAA application and a verified Cal Grant GPA by the deadline
- be a U.S. citizen or eligible noncitizen or meet AB540 eligibility criteria
- be a California resident for 1 year
- attend a qualifying California college
- not have a bachelor's or professional degree
- have financial need at the college selected
- have family income and assets below the minimum levels

- be enrolled or plan to enroll in a program leading to an undergraduate degree or certificate
- be enrolled or plan to enroll at least half time
- not owe a refund on any state or federal grant or be in default on a student loan
- not be incarcerated
- maintain the Satisfactory Academic Progress standards as established by Humphreys University. Recipients who do not meet the standards are ineligible for Cal Grant payment and will not use eligibility during the terms they are ineligible for payment.

* To participate in the Cal Grant Program, an institution must meet certain requirements according to California law. Therefore, an institution's Cal Grant eligibility is subject to change on an annual basis.

Cal Grant Awards

The CSAC will determine which Cal Grant the student is qualified to receive. The Cal Grant programs include the following:

- Cal Grant A Entitlement Award
- Cal Grant B Entitlement Award
- Cal Grant A Competitive Award
- Cal Grant B Competitive Award
- Cal Grant C

What's the difference between "Entitlement" and "Competitive"?

Cal Grants were created by the California Legislature to provide financial aid to low- and middle-income families. Cal Grant Entitlement Awards are guaranteed for every high school graduate who has at least a 2.0 GPA, meets the Cal Grant requirements (including financial need), and applies by March 2nd of his or her senior year or the year following graduation. Students who are not high school seniors or recent graduates can compete for Cal Grant Competitive Awards. These awards are not guaranteed and only a limited number are available each year.

Cal Grant A Entitlement Awards are guaranteed to students who meet general Cal Grant eligibility requirements, have at least a 3.0 grade point average, and apply by March 2nd of the year they graduate from high school or the following year. The Cal Grant A Entitlement award provides for tuition expenses. At Humphreys University, a Cal Grant A Entitlement award will award up

to \$9,220 towards tuition. Students must be a two-year or four-year degree.

Cal Grant B Entitlement Awards provide low-income students with a living allowance and assistance with tuition and fees. Students who meet general Cal Grant eligibility requirements, have at least a 2.0 GPA, and apply by March 2nd of the year they graduate from high school, or the following year are guaranteed a Cal Grant B Entitlement award. Most first-year students only receive an allowance of up to \$1,648 for books and living expenses; in the following years, the student receives the access award and tuition and fees award in the same amount as a Cal Grant A. Students awarded a Cal Grant B Entitlement award must declare a program of at least one academic year.

Cal Grant A Competitive Awards are for students not eligible for a Cal Grant A Entitlement award. Cal Grant A eligibility is based on financial need, income, and asset ceilings, and at least a 3.0 GPA. Cal Grant A awards up to \$9,220 to help pay tuition costs for students pursuing a program of at least two years in length.

Cal Grant B Competitive Awards are for students with a minimum 2.0 GPA who are from disadvantaged and low-income families. This award can be used for tuition and access costs at qualifying California schools whose programs are at least one year in length. Students in the first year only receive an access award of \$1,648 (unless awarded at grade level 2 or higher); in subsequent years, students receive the access award and tuition and fees award in the same amount as the Cal Grant A. The access costs include living expenses, transportation, supplies and books.

Cal Grant C Awards help pay for tuition and training costs for vocationally oriented students rather than the academically oriented students. There is a \$547 award for books, tools and equipment and a \$2,462 award for tuition costs. To qualify, students must enroll in a vocational program that is at least four months in length. Funding is available for up to 6 full-time quarters.

According to the California Student Aid Commission (CSAC) students must be informed of the disbursement options available in regard to their Cal Grant B Access and Cal Grant C Books and Supplies awards. A student may choose to have his/her Cal Grant B Access or Cal Grant C Books and Supplies award disbursed directly to him/her by submitting the Cal Grant B Access and Cal Grant C Books and Supplies Payment Authorization form. This form is a

formal written request to have the award directly disbursed to the student. This authorization must be submitted annually.

Cal Grant B Access and Cal Grant C Books and Supplies Payment Options

According to the California Student Aid Commission (CSAC), students must be notified of their payment choices available for their Cal Grant B Access and Cal Grant C Books and Supplies awards. By submitting the Cal Grant B Access and Cal Grant C Books and Supplies Payment Authorization form, a student can have his or her Cal Grant B Access or Cal Grant C Books and Supplies award disbursed directly to him or her. This form is a formal written request for the award to be paid directly to the student. This authorization must be renewed on an annual basis. Students who choose to receive their Access or Books and Supplies awards issued directly are responsible for resolving their account balance.

Federal Work Study (FWS) program provides jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. Often FWS employment provides the student with the opportunity of working in a field related to his/her major. To qualify for FWS, the student must complete the FAFSA, demonstrate financial need and be enrolled at least at half-time. The FWS award represents the maximum amount of wages the student is permitted to earn during the academic year. Students employed under the FWS program are typically paid at the prevailing minimum wage and receive a semi-monthly paycheck for wages earned. The student's earnings are to be used for educationally related expenses. Students interested in FWS employment are encouraged to complete a Federal Work Study Application found in Student Services Department.

The Golden State Teacher Grant Program

Program Overview

The 2019-20 California State Budget established the Golden State Teacher Grant Program (GSTG). The Golden State Teacher Grant Program (GSTG) 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 3 years from the first distribution of GSTG funds.
- Commit to work at a priority school in California for 4 years within 8 years of completing their program.

Eligibility

To be eligible for the Golden State Teacher Grant, a student must meet the following eligibility criteria:

- Be currently enrolled in a California-based professional preparation program approved by the Commission on Teacher Credentialing (CTC).
 - List of eligible schools: [Approved Institutions and Programs](#)
 - Maintain satisfactory academic progress (SAP)
- Be working toward a preliminary teaching or pupil personnel services credential.
- Submit a Free Application for Federal Student Aid ([FAFSA® Application](#)) or CA Dream Act Application ([CA Dream Act Application](#)).
- Complete their program and obtain their credential within 3 years from the first distribution of GSTG funds.
- Commit to work at a priority school in California for 4 years within 8 years of completing their program.

Priority School

Priority schools have more than 55% of pupils classified as English Learners, eligible for free or reduced-price meals, or current foster youth. When determining an eligible school for employment, GSTG recipients may refer to the GSTG Priority List published for the school year they received initial GSTG funds or the school year they are seeking employment for after completing their program.

Nonpublic schools are not eligible as priority schools as they do not report data to CDE.

How To Apply

STEP 1: Submit a Free Application for Federal Student Aid ([FAFSA® Application](#)) or CA Dream Act Application ([CA Dream Act Application](#)).

STEP 2: Submit a [Golden State Teacher Grant \(GSTG\) Application](#).

The 2022-23 GSTG application is now open.

Applications will be accepted until March 31, 2023, or until all funds have been awarded, whichever occurs first.

Next Steps

Once a student has submitted a GSTG application, they will receive a confirmation email. The student's institution will verify their eligibility and determine their award amount.

After the institution verifies the student's eligibility, the student will be asked to sign their [Service Agreement \(SA\)](#). The SA outlines the program requirements, service commitment, and repayment obligation of the grant.

After the SA has been signed, CSAC will process the award across term(s) of enrollment during the academic year and send payment to the institution for disbursement.

Students must:

- Complete their program and obtain their credential within 3 years from the first distribution of GSTG funds.
- Commit to work at a priority school in California for 4 years within 8 years of completing their program.

For information regarding the status of your Golden State Teacher Grant award, you may contact [Chia Xiong](#), our GSTG Coordinator. For GSTG application questions, please email: goldenstateteachers@csac.ca.gov.

On-Campus and Off-Campus Federal Work-Study Jobs are available to students who qualify for the FWS program. Please contact the department if interested. Limited positions are available; completion of a Federal Work Study Application establishes a student's desire to be awarded FWS. Department Chairs/Supervisors review applications submitted for FWS to fill vacant positions.

The William D. Ford, Federal Direct Loan Student Loan Program (FDSLPL) provides low interest rate loans to postsecondary students and their parents. It is managed by the U.S. Department of Education and is the only government-backed loan program in the United States. Students who wish to apply for funding from the Federal Direct Loan program must first submit the Free Application for Federal Student Aid (FAFSA). Several types of loans are available under the FDSLPL, including Direct Subsidized Loans, Direct Unsubsidized Loans and Direct PLUS Loans. The Federal Direct Subsidized and Federal

Direct Unsubsidized loans have maximum amounts set each year, with each successive year allowing for an increase in the total maximum yearly amount, with set aggregate loan amounts. Direct PLUS loans are federal loans for graduate or professional degree students and parents of dependent undergraduate students to help pay educationally related expenses. Direct student loans have loan fees that are a percentage of the total loan amount. The loan fee is deducted proportionately from each loan disbursement. This means the loans disbursed will be less than the amount borrowed. The student is responsible for repaying the entire amount borrowed and not just the amount disbursed. For details regarding the Direct Loan Program origination and interest rates, go to [federal student aid](#). Repayment begins six months after graduating, dropping below half-time enrollment status, or complete withdrawal. A grace period begins the day after the student stops attending school on at least a half-time basis. Once the grace period ends, repayment begins on the Subsidized and Unsubsidized Direct Loans.

Direct Stafford Subsidized Loans are available to undergraduate students with financial need. The school determines the amount the student may borrow based on the annual loan limits established by the Department of Education, and the amount may not exceed the student's financial need. The U.S. Department of Education pays the interest on a Direct Subsidized Loan while the student is enrolled at least half-time, for the first six months after leaving school (referred to as a grace period*), and during a period of deferment (a postponement of loan payments). First-time Direct Stafford Subsidized Loan borrowers (on or after July 1, 2013) will have a time limitation for subsidized loan eligibility. In general, the maximum period of time (measured in academic years) that these students can receive a Direct Subsidized Loan is 150% of the published length of their program. Once a student reaches the Subsidized Loan time limitation, he or she may be eligible for Unsubsidized Stafford Loans only.

Direct Stafford Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. The school is responsible to determine the amount the student can borrow based on the cost of attendance and other financial aid awarded. The student is responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If the student chooses not to pay the interest while in school and during grace periods and deferment or forbearance periods, the interest will accrue (accumulate) and be capitalized

(meaning that the interest will be added to the principal amount of the loan).

Direct Parent PLUS loans are available to parents who do not have adverse credit history. Direct PLUS loans are not based on financial need and may be used to help pay for education expenses up to the cost of attendance minus all other financial assistance of dependent undergraduate students. Interest is charged during all periods. The current Direct PLUS Loan interest rates can be found at [federal student aid](#). A parent borrower is generally expected to begin making payments on the Direct PLUS Loan once the loan is fully disbursed. However, the parent may contact the loan servicer to request a deferment while the dependent student is enrolled at least half-time and for an additional six months after the student graduates, leaves school, or drops below half-time enrollment. Borrowers do not have to make any payments while the loan is deferred. If the Direct PLUS loan is deferred, interest will accrue on the loan during the deferment. The parent may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. The loan servicer will notify the parent when the first payment is due.

Federal Direct Loan Awarding Limits

The amount available in Federal Direct Loan funding will vary for each student. The type and amount of each loan is determined based on demonstrated financial need, grade level, other financial aid, and previous borrowing totals. Transfer credit is evaluated by the Registrar's Office. See Transfer Credit within the Application and Admission section of this catalog. Direct loans funds are awarded at the grade level determined by the Registrar's academic program degree audit. If the student's grade level changes from the, he or she will be notified through a 'Revised Award Offer' detailing the updated loan award(s).

Grade level classification for the purpose of financial aid determination is as follows:

- **Freshman** 0 to 44 completed units applicable to active program
- **Sophomore** 45 to 89 completed units applicable to active program
- **Junior** 90 to 134 completed units applicable to active program
- **Senior** at least 135 completed units applicable to active program

Special Note: Students pursuing associate degree programs

may never be awarded more than a grade level two.

Students accepted to the **Juris Doctorate program** must satisfy the federal definition of a graduate/professional student. The maximum amount a graduate/professional student can borrow under the federal Direct Unsubsidized Loan program for graduate school is \$20,500 a year, with a maximum lifetime limit of \$138,500 (includes undergraduate funds borrowed).

Students without a bachelor's degree will be evaluated to determine if they qualify for graduate level Direct Loan funds. Students who do not meet the federal criteria for a graduate/professional student will be awarded undergraduate loan limit funding. More information is available from the Student Services Department upon request.

Disbursements

Humphreys University disburses Federal Direct Loans in two quarterly installments; the first installment is scheduled for new/returning students 30 days after the quarter start date, and the second installment is scheduled for the sixth week of the quarter.

Undergraduate new and returning new students are subject to a 30-day disbursement delay as a condition of admittance.

Graduate student installments are scheduled for disbursement as follows:

Master Students: Week 3 and Week 6
Law Students: Week 1 and Week 6

Students whose Federal Direct Loan funds are disbursed will receive Disbursement Notifications via their HU-email account. The notification includes:

- The anticipated date and amount of the disbursement (s);
- The right to cancel all or part of the loan or disbursement; and
- The procedures and time by which the student or the parent must notify the school of the desire to cancel the loan or disbursement.
- A Disbursement Notification does not imply that a student's account has a credit balance.

Financial Aid Refunds

University will be disbursed to the student in the form of a refund check. Typically, a credit balance of financial aid occurs when the second installment of financial aid is disbursed to a student's account.

Aid refunds are processed within 14 days of the student account reaching a credit balance status. If a student's financial aid file is complete and eligibility conditions are met, their aid will be disbursed and a financial aid refund will be processed; a check will be issued by mail in week 7 of the quarter to the student's primary address as specified in Populi. Financial aid funds include federal and state grants, scholarships, and Federal Direct Loans (DL funds). DL Funds must be repaid according to the conditions found within a student's Master Promissory Note. It is possible for students who have received a refund to still owe a balance to the University. Changes in the student course load, charges added after a refund is generated, or a balance from a prior aid year or quarter that cannot be paid with current funds are all reasons a student may receive a refund but still have a balance and a hold on their account. Humphreys University does not hold (credit balances) excess Title IV Funds.

Dropping Some, But Not All Classes

From a financial aid perspective, dropping or withdrawing from some courses, but remaining enrolled in other courses has different consequences than dropping or withdrawing from all courses. In general, a student who drops some courses, but remains enrolled at least half-time, will have financial aid awards adjusted proportionally based on the revised enrollment status. Financial aid awards are not based on tuition costs.

- If the student drops below half-time enrollment before federal or state aid has been transmitted to the student's account, most financial aid will be cancelled.
- A student who drops some courses after federal and/or state financial aid has been transmitted to his or her student account, but who remains enrolled in at least one course will have financial aid re-calculated proportionally to the reduction of units if the courses are dropped within the financial aid census period (week 1 through week 6 of any quarter).
- Reduction of aid will always be required for students whose enrollment status changes due to classes not

attended.

- Courses dropped within the seventh week of a quarter have no effect on financial aid disbursed for the current quarter. Awards will remain as disbursed.
- The student is responsible for all unpaid charges caused by financial re-calculations and will not be allowed to register for subsequent quarters or receive financial aid until all fees are satisfied.
- Additionally, in accordance with federal and state regulations, Financial Aid Satisfactory Progress must be monitored quarterly. Dropping from some or all courses may cause unsatisfactory academic progress for financial aid purposes. All enrolled units as of Friday of the second week of classes will be counted as units attempted for the determination of satisfactory academic progress. Units dropped after the quarter's add/drop period will be counted as unsuccessful attempts. Students not meeting satisfactory academic progress may suffer the loss of financial aid eligibility. Reinstatement of financial aid may be requested by filing a Satisfactory Academic Progress Appeal, or by completing the coursework necessary to resolve academic deficiencies at the student's own expense.

Financial Aid Census Date

The University has set the financial aid census date for Friday of the sixth week of the term. The census date is when enrollment for a term becomes official for financial aid purposes. Through this date Financial Aid is revised to match a student's enrollment status. The University's Academic Census date and Financial Aid Census date are not the same.

Return of Federal Title IV Funds

Complete Withdrawal

Circumstances may require a student to withdraw from all classes. The federal government requires a return of Title IV federal aid that was received if the student withdrew on or before completing 60% of the quarter. Federal funds, for the purposes of this federal regulation, include Pell Grant, Supplemental Educational Opportunity Grant, Unsubsidized Direct Loans, Subsidized Direct Loans, and Parent PLUS Loans. The formula used in this federal "return of funds" calculation divides the aid received into earned aid and unearned aid.

Before withdrawing or ceasing academic participation, the student should be aware of the proper procedure for withdrawing from classes and the consequences of either withdrawing or stopping participation. Complete withdrawal is always the responsibility of the student and questions regarding withdrawal should be addressed to their Academic Advisor, Student Services Department, and Registrar's Office.

- **Complete Withdrawal:** Official withdrawal from Humphreys University by the student. The current withdrawal policy can be found in current General University Catalog under "Withdrawal from Courses."
- **No Passing Grades:** A student is considered to have unofficially withdrawn for Title IV Federal Student Aid purposes when the student receives all failing grades due to stopping participation in all courses before the last scheduled day of academic activity.
- **Student Fails to Begin Academic Participation:** If a student receives financial aid, but never begins academic participation, the Student Services Office will return all disbursed funds to the respective federal and/or state aid programs.

The Return of Title IV calculation is a federal formula used to determine the portion of federal grants and loans a student is entitled to receive by comparing the total number of days in the given quarter to the number of days completed before the student withdrew, up to the end of the 60% point of the quarter. Return of Title IV funds is no longer required after the 60% point. However, if a student withdraws prior to the 60% point, the school, or the student, or both may be required to return some, or all the federal funds awarded to the student for the quarter, if the Return of Title IV calculation determines any unearned aid. The unearned repayment calculation is performed utilizing the federal government's repayment worksheet: "Treatment of Title IV Funds When a Student Withdraws from a Credit -Hour Program" found at <https://ifap.ed.gov/sites/default/files/attachments/2019-07/CreditHourWorksheets2017.pdf>

For example:

If a student completes 30% of the quarter, he/she has earned 30% of the aid originally received. This means that 70% of the aid received is considered to be unearned and must be returned to the appropriate grant and/or loan programs. If a student does not receive all the aid earned, the student may be due a post-withdrawal disbursement. If a student withdraws from Humphreys University after 60%

of completing the quarter, he or she has earned all (100%) aid received.

In compliance with federal regulations, Humphreys University will perform the calculation within 30 days of the student's withdrawal and funds will be returned to the appropriate federal aid program within 45 days of the withdrawal date. An evaluation will be done to determine if aid was eligible to be disbursed but had not disbursed as of the withdrawal date. If the student meets the federal criteria for a post withdrawal disbursement, the student will be notified of their eligibility within 30 days of determining the student's date of withdrawal. If the eligibility is for grant disbursement, the funds will be disbursed within 45 days of determining the student's date of withdrawal. If the eligibility is for a loan, the student will be notified in the same timeframe, but they must also reply to the Student Services Department if they wish to accept the post withdrawal loan. A post withdrawal disbursement of any funds would first be used toward any outstanding charges before any funds are processed as an aid refund.

Unless the student completes 60% of the term in which federal aid was disbursed, Humphreys University or the student will be required to return all, or part of the federal student aid disbursed. This applies to students who officially (including medical), or unofficially withdraw. In accordance with the Higher Education Amendments of 1998, which established the Return of Title IV Funds Policy, Humphreys University is required to recalculate earned and unearned portions of Title IV funds if the student:

1. Completely withdrawals, or
2. Stops attending before completing the quarter (unofficial withdrawal), or
3. Fails to begin academic participation.

Important: Humphreys University's tuition refund policy is separate from the federal requirement to repay unearned aid. Tuition refunds have no bearing on the amount that must be returned to federal aid programs.

Unofficial Withdrawals

Within 30 days of the final date of final exams of each quarter, Humphreys University's Student Services Office will receive notification of students who have no passing grades and will consider those students to have unofficially withdrawn. Students are identified based on having received all F grades. Based on those grades, the quarter's

federal Title IV financial aid will be recalculated to determine what portion of that aid was "earned" by the student. The Return of Title IV calculation will be performed (after the quarter has ended and grades are available) for students determined to have unofficially withdrawn, using the midpoint of the quarter as the withdrawal date, or the last date of attendance at an academically related activity. Based on these calculations, Humphreys University will return "unearned" federal assistance within 45 days after determining the student earned no passing grade. Students are not considered to have unofficially withdrawn if they have received all failing grades and their academic participation confirms course completion. Such students are not subject to the Return of Title IV Federal funds policy.

Who returns the unearned federal student aid funds:

Humphreys University will return any unearned portion of the Title IV funds to the appropriate federal grant and/or loan programs. Students will be notified of the amount of returned funds through email. Returned federal student aid funds made by Humphreys University will be charged to the student's Humphreys University financial account.

If grant funds must be returned, the law provides that the amount is reduced by 50%. Please note this reduction only applies to Title IV grants. Any grant return is considered a grant overpayment. The overpayment must be either repaid in full or establish satisfactory payment arrangements with either Humphreys University or the Department of Education, whichever applies, to repay the entire balance owed. In any case, if the Return of Title IV Funds return of unearned aid causes an outstanding balance, the student is responsible for the outstanding balance. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution and/or the U.S. Department of Education. If a student fails to repay grant funds, the student may be ineligible for future Title IV aid.

If a return is due, Humphreys University will satisfy its institutional responsibility by repaying unearned aid funds to the following sources, in order, up to the total net amount disbursed from each source.

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Parent PLUS Loan
- Pell Grant
- FSEOG
- Other Title IV Grant Funds

Treatment of Title IV Credit Balances when a Student Withdraws

Title IV credit balances are issued to students within the 14-day delivery time frame. However, when a student withdraws with an outstanding Title IV credit balance, Humphreys University, is required to perform an R2T4 calculation to determine, among other things, whether adjustments to the credit balance will occur. For this reason, the existing 14-day payment requirement is placed on hold to determine the final Title IV credit balance. We are not required to obtain a student's or parent's authorization to hold a Title IV credit balance that existed prior to the return calculation (beyond the original 14-day deadline) while it determines the final amount of the credit balance.

To allow time to appropriately apply any credit balance after it has been recalculated, a new 14-day deadline is triggered when a R2T4 calculation is performed. The new 14-day deadline begins on the date the school performs the return calculation, not the date the school performs any calculations required by its institutional refund policy. Of course, to determine the correct Title IV credit balance, the school must consider both the results of the R2T4 calculation and any applicable refund policy. Title IV credit balances due to the student or parent that remain after the completion of the R2T4 calculation are issued via paper check within 14 days of the date the credit balance occurred.

Special Notes

Students who do not follow the official withdrawal process and are identified as unofficial withdrawals will not be issued a tuition refund. A student's record will be placed on Financial Lock if he or she fails to pay Humphreys University funds owed to the university as a result of the university returning unearned federal funds. No diploma will be issued nor will any notation of degree conferral be posted on unofficial/official transcripts when there is an unpaid balance due and payable to the University. Withdrawing from classes may have a negative impact on a student's satisfactory academic progress because it affects the Cumulative PACE/Completion Rate. When a student withdraws from a course, the credit is recorded as attempted but not completed.

Return of Other Aid than Federal Title IV Aid

A Cal Grant recipient's Cal Grant disbursement for any

term may not exceed the original tuition charge or the Cal Grant need. If a Cal Grant award recipient withdraws, the Cal Grant award is subject to recalculation. Humphreys University's Tuition Refund Policy will determine the Cal Grant return to the California Student Aid Commission. As a result, if the student withdraws during the 50 percent tuition refund period in the third week of the quarter, the Cal Grant refund will be 50 percent of the Cal Grant award disbursed.

Satisfactory Academic Progress: Financial Aid And Loss of Financial Aid Eligibility

According to federal and state laws and regulations, Humphreys University students receiving federal financial aid are required to meet Satisfactory Academic Progress (SAP). The following revisions reflect changes made to financial aid eligibility; the Humphreys University academic probation policy is not altered or superseded by this policy. A student's academic standing and financial aid eligibility may differ. However, if the student is suspended for academic reasons, he/she is automatically ineligible for financial aid. Academic records are reviewed for all students receiving financial aid or being considered for financial aid from the following sources:

- Federal Pell Grant
- Federal Work Study Program
- Federal Supplemental Educational Opportunity Grant
- Federal Direct Parent PLUS Loan
- Federal Direct Stafford Loan Program (Subsidized and Unsubsidized)
- Cal Grants A, B, or C
- Institutional Awards
- Other Scholarships

Maximum Time Frame

Federal financial aid regulations require that all institutions participating in financial aid programs set a maximum time frame, or number of units, in which a student is expected to complete the requirements for his/her degree/major. Humphreys University has chosen to define this time frame in terms of the number of units required for completion of the degree or major.

Students will be eligible for financial aid benefits for a maximum of 150% of the units required to complete their declared program. Maximum time frame is measured on a

quarterly basis.

Units transferred from another institution will be counted as units attempted and will be included in the unit count.

Satisfactory Academic Progress

The following are the SAP requirements for all federal financial aid programs. Students are considered to be meeting SAP and are eligible for federal financial aid at Humphreys University if all three of the following requirements are met at the end of each quarter:

- Cumulative GPA - Maintain a cumulative grade point average (CGPA) of 2.0 (undergraduate student), or 3.0 (graduate student) or better (qualitative progress).
- PACE (program completion progression) - Satisfactorily complete (a final course grade of A, B, C, or D) enough credit hours to have a pace of completion of 2/3 or higher (see Chart A for example). Withdrawals (W), incompletes (INC), and grades of F are not considered satisfactory completions (quantitative progress).
- Maximum Timeframe - Graduate within the maximum timeframe (150% of the required credit hours) of the student's declared program (see Chart B for example). All satisfactory completions, withdrawals, repeats, and failed courses at Humphreys University, and all credit hours transferred from other institutions count towards the 150% measure, regardless of whether the student received financial aid in previous quarters. Students who pursue multiple degrees, are likely to reach the maximum timeframe. In certain cases, the maximum timeframe may be adjusted upon receipt of an appeal. Regardless, of maximum timeframe status, students are not eligible for additional financial aid beyond completion of their degree requirements.

At the end of each quarter all periods of enrollment are reviewed, including quarters during which no financial aid was received. Students who do not meet Satisfactory Academic Progress standards are emailed notification of their appropriate SAP status. Furthermore, students who fail to meet SAP standards are notified of their potential ineligibility to receive further financial aid and the options available to them.

Chart A

A student is expected to complete at least 2/3 of his/her total attempted classes. The total number of attempted credit hours is multiplied by 2/3 (66.67%) to obtain the minimum hours that he/she must have completed successfully.

For example, a student who attempted 24 credit hours must have successfully completed at least 16 credits to meet SAP eligibility.

Total Hours	Required	Min. Hours
24	$\times 2/3$	16
16	$\times 2/3$	11
12	$\times 2/3$	8
8	$\times 2/3$	6

Chart B

A student who has exceeded the maximum timeframe allowed for completion of a degree or certificate is ineligible for federal financial aid. Examples of common maximum time frames include:

	Total Credit Hours Required	Maximum Attempted Hours Allowed for Financial Aid Eligibility
Certificate	36	54
AA Degree	Between 92 and 97	138 to 145.5
AS Degree	108	162
Bachelor's Degree	181 Credit Hours	271.5
Master's Program	40–52 Credit Hours	60–78

Other Factors Regarding Satisfactory Academic Progress

Audits

Classes taken for audit are not considered in SAP calculations.

Remedial/Developmental Courses

A student may receive federal financial aid for a maximum

of 45 attempted credit hours of remedial/developmental coursework. Remedial/developmental coursework beyond 45 units will not count towards financial aid enrollment status or cost of attendance but will count toward maximum timeframe.

Repeated Coursework

A student may receive financial aid for repeating courses. If a student retakes a previously passed course, financial aid can be used for only one repeat of the course. A failed course may be repeated until passed. Courses that are repeated are used in the calculation of SAP eligibility.

Transfer Credit

Units accepted for transfer from another institution will be considered as attempted units, as well as credit attempted in the computation of PACE.

Review of SAP Status

At the end of each quarter, SAP status is reviewed. Students are classified into one of three financial aid classification based on the results of the review:

1. **Eligible:** SAP requirements are met, and the student is eligible for financial aid in the current quarter
2. **Warning:** SAP requirements were not met (qualitative and/or quantitative). The student will be placed on Warning for the current quarter. During this quarter, the student is eligible for financial aid. Students are encouraged to seek tutoring or other support services for help. If at the end of the current quarter the student meets SAP, the Warning status is removed and considered eligible.
3. **Ineligible:** SAP requirements were not met at the end of the Warning quarter. The student is ineligible for financial aid at Humphreys University until SAP has been reestablished.

Example: In fall quarter a new student attempted 12 credit hours and successfully completed 4 credit hours with a CGPA of 2.0 (undergraduate)/ 3.0 (graduate). The student meets the required CGPA but has not completed the required 2/3 of credit hours attempted (4 divided by 12 = 0.333 or 33.33%). Therefore, the student will be on Financial Aid Warning status for the winter quarter. In the winter quarter the student is enrolled in 12 credit hours. The total number of credit hours attempted is 24 (12 from fall and 12 from winter). The minimum number of credits the student must successfully complete is calculated by

taking the 24 attempted credits X 2/3 (66.67%) = 16 credits. Since the student earned 4 credits in fall, the student must successfully complete all 12 credits in winter and have a CGPA of 2.0 or better (undergraduate) or 3.0 or better (graduate) in the winter quarter in order to remain eligible for financial aid.

If a student has not corrected all the deficiencies in SAP after a quarter of Financial Aid Warning, or if the student has reached the maximum timeframe, the student becomes ineligible for financial aid.

Example: The same student as described above completes only 8 credit hours in the winter quarter. Since the student needed to complete at least 12 credit hours to correct the deficiency in SAP, the student is no longer eligible for financial aid.

Reinstatement of Financial Aid

Students determined ineligible for financial aid due to failure to meet SAP can reestablish eligibility by fulfilling one of the following conditions:

1. Eliminate all academic deficiencies by completing the number of credit hours necessary to meet 2/3 (66.67%) pace and/or complete enough credit hours to achieve the minimum 2.0 cumulative GPA (undergraduate) or 3.0 cumulative GPA (graduate), at his/her own expense.
2. Successfully appeal his/her ineligible status by demonstrating unforeseen, documentable extenuating circumstances.

Financial Aid Appeals

A student with unforeseen, documentable extenuating circumstances who has been denied financial aid due to SAP status may appeal in writing by completing the Satisfactory Academic Progress Appeal Packet. The entire packet should be returned to the Student Services Department along with the supporting documentation and a written statement by Friday of the 1st week of the quarter following disqualification.

Written statement submitted with the Satisfactory Academic Progress appeal should follow the format below:

1. Explain the situation which caused unsatisfactory academic performance.
2. Explain how life circumstances have changed or what steps have been taken to support the efforts to achieve Satisfactory Academic Progress.

3. Explain how these changes or steps will ensure academic success if the appeal is approved.

Appeals are reviewed by the Academic Policies Committee. Only those appeals that include the aforementioned documentation will be considered. Examples of circumstances for an appeal that will be considered include unexpected injury or illness of the student, death of a close family member, or other unforeseen extenuating circumstances. The Student Services Department will respond in writing to an appeal within one week of the Committee's decision.

If a student's appeal is approved, he/she will be placed on Financial Aid Probation and will be provided an SAP Academic Plan. While on Financial Aid Probation, the student is eligible to receive financial aid for one quarter. To be eligible for financial aid for subsequent quarters, the student must meet the terms of the SAP academic plan. For all students on Financial Aid Probation this includes:

- Satisfactorily complete all courses attempted during the quarter; and
- Maintain a minimum quarter GPA of 2.0 (undergraduate) or 3.0 (graduate).

Students who are on Financial Aid Probation due to maximum timeframe must also:

- Complete their degree within the time frame determined by their appeal; and
- Follow the academic plan submitted with their appeal.

The appeal approval may include additional requirements.

Failure to meet the requirements specified by the SAP academic plan will result immediate disqualification of financial aid eligibility. To re-establish financial aid eligibility, all academic deficiencies must be eliminated by completing the required number of credit hours necessary to meet 2/3 (66.67%) pace and/or complete enough credit hours to achieve the minimum 2.0 cumulative GPA (undergraduate) or 3.0 cumulative GPA (graduate), at the student's expense.

Per federal regulation, if a student fails an academic plan, he or she may not be granted an additional plan. In cases where a new, unexpected, extenuating, and documented circumstance exists, a new SAP appeal may be considered. The extenuating circumstance in the new appeal cannot be the same as the circumstance outlined in the previous appeal. The new circumstance must also have occurred

within the quarter for which the academic plan was failed. Even in this latter case, an additional approval to receive financial aid is not guaranteed.

All information is subject to change based on changes to federal law, regulation, or Humphreys University policy and procedure. If changes are made, students must abide by the new policy. Note: Due to changes in federal regulations, the described Financial Aid Satisfactory Academic Progress Policy became effective the 2011-2012 award year.

Book Vouchers

Humphreys University has developed a book voucher program to assist students who are eligible for financial aid with the purchase of books and supplies. Book vouchers allow students to charge their student account for the costs of required books and basic supplies for registered courses. Students with expected excess financial aid, usually from a combination of grants and or loans funds, may be eligible for a book voucher. These funds are not additional financial aid granted to students solely for the purpose of purchasing books. Not all students are eligible for a book voucher.

An authorized amount will be determined based on the student's financial aid eligibility, units enrolled, and tuition charge at the time the student submits a book voucher request. The requested amount and authorized amount may differ. The authorized amount is the amount the student is able to use to purchase required books, basic supplies, and tools for registered courses.

If the student chooses to utilize a book voucher to obtain books and supplies, the Department of Education has indicated that the institution does not need to obtain written authorization to credit the student's account with Title IV funds for books and supplies. The student may opt out of the above process implemented by Humphreys University by not requesting a book voucher.

A book voucher is funded through a student's financial aid package. The student's account will only be charged for the costs of the books charged, reducing the amount of any financial aid refund that the student may receive for the quarter.

Book Voucher Request Time Frame

The book voucher timeframe generally begins finals week and ends Friday of the second week of the following

quarter. For example, if a book voucher is needed for the fall quarter, it may be requested starting finals week of the summer quarter through Friday of the second week of the fall quarter. Book vouchers are only applicable for purchases made on our virtual bookstore [eCampus](#).

Book Voucher Procedure

To be eligible for a book voucher, a student must meet the following requirements:

1. Have excess financial aid awarded and accepted after tuition costs are subtracted from his/her financial aid package sufficient to cover the book voucher request.
2. Maintain Satisfactory Academic Progress.
3. Be registered for classes at least half time (6-8 units, undergraduate and law students; 4 units, master's students) for the upcoming term.
4. Have no overdue balance on his/her account or have been approved for an exception to register with an outstanding balance.
5. Funds must not be set for disbursement within 2 business days of the book voucher request.

How to Request a Book Voucher

1. Submit a Book Voucher Request Form to Student Services Department for the amount needed to purchase all required books and supplies. [Book Vouchers Request](#) Form is available on the Humphreys University website and in Student Services Department.
2. Student Services will review the student's account and approve or deny the request.
3. An e-mail notification will be sent to the student's Humphreys University e-mail account indicating the date on which the book voucher will be available.

Using the Book Voucher

By using a book voucher, the student is authorizing Humphreys University to deduct all book charges from any amount of financial aid refund due to him/her. Financial Aid awards will be reduced because of these charges. The student is responsible to pay all book purchase charges not covered by financial aid credit at the time of purchase. This credit is for educational expenses associated only with classes in which the student is currently enrolled. Only the books required according to the student's class schedule will be sold. Students are not permitted to purchase books for other students. Misuse of financial aid credit is in

violation of federal regulations.

1. Authorized book vouchers will be available to eligible students beginning finals' week of every quarter.
2. If a student's financial aid eligibility changes or his/her awards require re-calculation due to a change in units, the student is responsible for the balance created on his/her student account from this book voucher.
3. If a student does not receive his/her financial aid or withdraws prior to receiving his/her financial aid, all outstanding charges including the books charged will be his/her responsibility.

New Term, New Request

Book vouchers are granted on a term-by-term basis. The student must request a separate book voucher for each term. It is best to request a voucher before the term starts.

Graduate Studies Financial Aid



Overview

Financial Aid is available to those who because of financial constraints, might not otherwise have the resources to pursue a college education. The total cost of attending Humphreys University includes tuition and fees, room and board, books and supplies, personal expenses, and transportation.

The Free Application for Federal Student Aid (FAFSA) is the all-purpose application to apply for Federal Student Aid available to U.S. citizens and eligible non-citizens. A student may choose any of the following methods to file the FAFSA:

- Complete FAFSA online (Recommended) or
- Mobile App mystudentaid (iOS and Android)

Complete the FAFSA

Who May Complete the FAFSA?

U.S. citizens and eligible non-citizens who wish to be considered for financial aid may complete the [FAFSA](#). Completing and submitting the FAFSA form is free and easier than ever, and it gives students access to the largest source of financial aid to pay for college.

When to Apply

Complete the 2022/23 FAFSA to attend anytime throughout the 2022/23 year (July 1, 2022, through June 30, 2023). The 2022/23 FAFSA will collect 2020 income and tax information and will be available on October 1, 2021.

One of the biggest considerations that sets undergraduate and graduate students apart is whether they are considered dependent or independent from their parents. Most of the time, graduate students file as independent students, meaning they are not usually required to provide parent information. The other main difference at the graduate level is that students aren't eligible for subsidized loans. While enrolled as an undergraduate, a student may receive a subsidized federal loan, meaning the U.S. government pays interest on the loan while the student is in school (and often for a few months after the student graduates). When working toward graduate and professional degrees, students can only apply for unsubsidized loans, meaning interest accrues from the time the loan is taken out — and if the loan goes into deferment or forbearance

Detailed information about application procedures, deadlines, and eligibility may be obtained from the [Student](#)

[Services Department](#).

Apply for Scholarships

Students should apply for scholarships as a way to decrease student loan debt. The best advice students can follow when searching the web for scholarships is to allow themselves plenty of time. Many sites will ask for detailed questions to match students up with potential scholarships. It takes a bit of searching and exploration. FastWeb is a national scholarship search service. It is FREE! Over 600,000 scholarships are in their database. It is easy to use, and they will even email students as new scholarships become available.

Complete your Financial Aid Requirements

Respond to all notifications regarding your financial aid eligibility and awards by monitoring your [Financial Aid Portal](#). Students who have satisfied all financial aid eligibility requirements (validated FAFSA, provided all documents to satisfy verification, cleared conflicting information, and eligibility issues C-codes) will be emailed a Financial Aid Offer Notification. The [Student Financial Aid Portal](#) provides access to information throughout the financial aid process, including a detailed list of all approved and offered financial aid. Conditions such as completing the MASTER Promissory Note, and Entrance Counseling will be displayed as a requirement, if applicable, in the student's financial aid portal.

Cost of Attendance

Humphreys University uses information provided by the California Student Aid Commission to determine the student costs of attendance (Student Expense Budget). A student's Cost of Attendance (COA) is an estimated figure used to determine financial aid eligibility. It includes tuition as well as average amounts for standard expenses such as books, supplies, room, board, and other living expenses for three quarters of study, not just expenses paid directly to Humphreys University. A student's actual expenses may be different, and most items are not paid directly to the university. The only COA item paid directly to the university is tuition.

The Student Expense Budget takes into consideration the following items:

- Tuition and fees
- Books and supplies

- Room and board
- Transportation
- Personal and miscellaneous expenses
- Child/Dependent care if applicable – Reasonable expenses with adequate documentation must be provided by the student, depending upon age and number of children.
- Loan fees – For student borrowers, actual or average loan origination and insurance fees apply.

2022—2023 Estimated Graduate Cost of Attendance (COA) at Humphreys University

The COA below is an estimate based on full-time, 9-month period of enrollment; tuition rates vary based on the academic program. See the [Schedule of Tuition and Fees](#) posted on the Humphreys University webpage.

	With Parents	Off-Campus
Tuition & Fees	\$10,320	\$10,320
Books & Supplies	\$1,152	\$1,152
Room & Board	\$9,360	\$17,784
Personal & Miscellaneous	\$3,348	\$3,924
Transportation	\$1,026	\$936
Total	\$25,206	\$34,116

Financial Aid Assistance

Federal and state assistance for students who have earned a bachelor's degree and have been admitted to the Graduate Studies Department include:

- Federal Pell Grant*
- Federal Work-Study
- Federal Direct Student Loan Program
- Direct Subsidized Loan *
- Direct Unsubsidized Loan **
- Direct Graduate Plus Loan **
- Institutional Awards
- Other Scholarships

*Available only for Stand-Alone Credential Program

**Programs that apply to students who have already earned a bachelor's degree.

Federal Work Study (FWS) provides federal funds for student employment which is supplemented by funds from Humphreys University. Students must demonstrate financial need and must be enrolled at least half-time to be eligible for FWS. Wages are earned hourly and paid directly to the student bi-weekly. FWS employment may be used as a means of helping to finance a student's education. Interested applicants should contact the Student Services Department for a Federal Work-Study Application.

The **William D. Ford, Federal Direct Loan Student Loan Program (FDSLPL)** provides low interest rate loans to postsecondary students and it is the largest source of federal student aid for graduate students. Under this program, the Department of Education is the lender rather than a bank or other financial institution. It is managed by the U.S. Department of Education and is the only government backed loan program in the United States. Students who wish to apply for funding from the Federal Direct Loan program must first submit the Free Application for Federal Student Aid (FAFSA). Graduate and professional degree students may borrow Direct Unsubsidized and Direct Graduate PLUS Loans. Eligible graduate students enrolled at least half-time may borrow from the Direct Loan program. Students must meet the federal definition of a graduate/professional student to be eligible for graduate loan limits.

The **Direct Unsubsidized Loan** is a non-need-based loan with a maximum of \$20,500.00 per academic year. Most students are eligible for the maximum annual loan limit with the lesser of \$20,500.00 or the cost of attendance minus other financial aid. Interest accrues beginning at disbursement until paid in full. The interest rate is fixed for the life of the loan and borrowers can choose to pay the interest or allow the interest to accrue and capitalize. The maximum total debt allowed from the Department of Education for non-health related professions is \$138,500. This maximum total graduate debt limit includes Direct Loans received for undergraduate study. Graduate and professional degree students are not eligible to receive Direct Subsidized Loans for loan periods beginning on or after July 1, 2012.

Repayment begins six-months after graduation, dropping to less than half-time enrollment status, or when completely withdrawing. The loan servicer will contact the borrower during the six-month grace period to begin repayment arrangements.

Direct Graduate PLUS Loans are also available to eligible graduate and professional degree students who need to borrow more than maximum Direct Unsubsidized annual loan limit. Eligibility is not based on financial need, but a credit check is required. Borrowers who have an adverse credit history must meet additional requirements to qualify. The maximum PLUS loan amount you can borrow is the cost of attendance (determined by the school) minus any other financial assistance you receive. The interest rate is fixed for the life of the loan and borrowers can choose to pay the interest or allow the interest to accrue and capitalize.

Repayment is due six months after graduation, dropping to less than half-time enrollment status, or when completely withdrawing. During periods while students are not required to make payments, interest will accrue. Students may choose to pay the accrued interest or allow the interest to be capitalized (meaning added to the principal balance). Capitalization increases the total loan amount that must be repaid. The loan servicer will contact the borrow regarding repayment.

If a student accepts a federal student loan, he or she will be required to repay that loan with interest. It is important students understand how interest is calculated and the fees associated to the loan(s). If the borrower chooses not to pay the interest while in school and during grace periods and deferment or forbearance periods, the interest will accrue (accumulate) and be capitalized (that is, the interest that will be added to the principal amount of your loan). These are factors that will impact the amount required to repay. Additionally, Direct Loans include loan fees that are deducted proportionately from each loan disbursement. This means the funds disbursed to the student is less than the amount borrowed. The student is responsible for repaying the entire amount borrowed, not only the amount received. For current interest rate and origination fee information, go to [federal student aid rates](#).

Review [Financial Aid for Graduate or Professional Students](#) for details about federal student aid eligibility, types of aid available, and the key points to consider when accepting a student loan.

Financial Aid Counseling

Direct Loan Program borrowers will be required to complete Entrance and Exit Counseling.

Return of Federal Title IV Funds

Complete Withdrawal

Circumstances may require a student to withdraw from all classes. Humphreys University is required to calculate Title IV refunds for all financial aid recipients who withdraw. Before withdrawing or ceasing academic participation, the student should be aware of the proper procedure for withdrawing from classes and the consequences of either withdrawing or stopping participation. Please review the [Return of Federal Title IV funds Policy](#). Official withdrawal is always the responsibility of the student and questions regarding withdrawal should be addressed to their Academic Advisor, Student Services Department, and Registrar's Office.

Stand-Alone Credential Program

Students in the Graduate Studies Department who are pursuing a stand-alone teacher credentialing program are considered undergraduates for financial aid purposes, must be enrolled in 12 units per quarter to be considered full-time, and are subject to undergraduate-level loan limits. In these limited cases, Pell grants are available to students who already possess a baccalaureate degree.

When completing the 2022-2023 Free Application for Federal Student Aid (FAFSA), stand-alone credential students must provide the following answers:

- When you begin the 2022-2023 school year, what will be your grade level?
Answer: 5th year/other undergraduate
- When you begin the 2022-2023 school year, what degree or certificate will you be working on?
Answer: Teaching credential (non-degree program)
- At the beginning of the 2022-2023 school year, will you be working on a master's or doctorate program?
Answer: No

Federal Pell Grants are available to undergraduate students only with one exception for teacher certification students (Stand Alone Credential). The Pell Grant, unlike loans, does not have to be repaid. The U.S. Department of Education uses a standard formula to evaluate the information collected on the FAFSA when applying for a Pell Grant. This formula produces a number called the Expected Family Contribution (EFC), which determines if the student is eligible. For the 2022-23 award year (July 1, 2022, to June 30, 2023), Pell Grant awards will range up to

a maximum of \$6,895. Pell Grants are considered the foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added. Effective on July 1, 2012, students may only receive Pell Grant up to 18 quarters, or its equivalent. Students who have used their Federal Pell Grant lifetime eligibility of 18 quarters, will not be eligible for further Pell Grant funds.

Direct Loans are available to students with a baccalaureate degree taking coursework necessary for a credential or teacher certification at the elementary or secondary level. These loans are either subsidized (based on financial need) or unsubsidized (eligibility not based on financial need). The annual loan limits are \$5,500 in subsidized Stafford Loans and \$5,000 additional in unsubsidized Stafford Loans.

Additional Information for Stand-Alone Credential Students

Students may be eligible for Federal Pell Grant, Federal Work-Study, and for the Federal Direct Student Loan Program. Undergraduate annual loan limits and aggregate loan limits apply to stand-alone credential program students.

Stand-alone credential students are only eligible to receive aid for coursework that is required by the State to receive a teaching credential, for the program in which they are enrolled. Cost of Attendance and enrollment status will be based on enrollment in required courses only. Courses not required by the State may not be included, even if they are in related subject areas.

If the student is eligible for a Pell Grant, he/she must be enrolled in a minimum of 6 units of coursework required by the State of California to receive a teaching credential. The Pell Grant is not available for prerequisite courses, courses that are suggested as beneficial, or elective courses. Students who choose to take coursework outside of their credential program plan and are enrolled in less than 12 units of Pell eligible coursework may be required to repay Pell Grant that they previously received. Pell Grant is available for only the initial credential program.



Honor System

Humphreys University students subscribe to a personal honor code whereby they neither offer nor accept assistance during testing sessions.

Plagiarism is not condoned or excused. Term papers, research reports, and essays are expected to be the individual work of the student. References and sources of information should be identified and accurately documented within the body of any written work.

Violation of the honor code or plagiarism may result in the reduction of an assignment grade, a failing grade in a class, or suspension from the University.

Credit

The unit of credit for Humphreys University is the standard quarter hour. One unit of credit represents the work assigned in one quarter (approximately 11 weeks) in a class meeting for one class period a week for lecture or class discussion and performing two hours of assigned preparation or laboratory work. One unit of credit is also given for two to three class periods of supervised laboratory work per week for one quarter.

From another viewpoint, the standard quarter hour represents the amount of proficiency acquired by an average student in approximately 36 hours of concentrated study, including classroom, laboratory, and preparation. The standard quarter hour credit is arithmetically related to the semester-hour credit in the ratio that 3 is related to 2. Thus, a quarter unit equals two-thirds a semester unit.

Load Limit

Undergraduate students enrolled for 12 or more units per quarter are considered full time. In some instances, the student may register for 18 units or more with permission of the Dean of Undergraduate Studies and after evaluation of the student's previous academic record and transcripts. Students on Academic Probation and/or Financial Aid Probation are not allowed to enroll in more than 12 units without the written approval of the Dean of Undergraduate Studies and may not add courses to their schedule after Friday of the first week of the quarter.

Residency

A candidate for any undergraduate degree or certificate

must complete a minimum of 36 quarter units of study at Humphreys University, of which the final 16 units for the degree must be earned at Humphreys University.

Academic Calendar and Class Times

The University's academic calendar is based on a quarter system, with each quarter lasting approximately eleven weeks. Quarters generally start at the end of September, and the first week of January, April, and July.

The hours of attendance for on-ground classes vary with the individual student's program. In general, face-to-face, or virtual classes, conducted synchronously online, offered during the evening meet once a week. Evening classes are offered on Mondays, Tuesdays, Wednesdays, Thursdays, and sometimes Fridays. A limited number of Saturday classes are offered. Evening classes meet for three hours and thirty minutes. Saturday classes meet for five hours for approximately eight weeks.

Other online classes may meet asynchronously with participation based on weekly assignments stipulated on the course website or be a combination of the face-to-face and online course modality. Therefore, students are advised to refer to the published online quarterly schedule for complete information.

Vacations are scheduled each academic year, usually with two weeks at the end of each quarter. Other holidays include Veterans Day, two days at Thanksgiving, Martin Luther King Day, Presidents' Day, Good Friday, Juneteenth, Memorial Day, Independence Day, and Labor Day.

For exact dates of term openings, vacations, and holidays, see the University Calendar.

Attendance and Participation Policy

Regular attendance or participation in class and laboratory sessions is an obligation which the student assumes at the time of enrollment. By being absent or not participating, the student misses both the content of the session and the continuity of the course.

There is no uniform University rule as to the number of absences permitted or the degree of participation required. These standards are set periodically for each academic discipline in terms of the needs of the subject matter.

Grades

- A: Excellent (4 grade points)
- B: Above Average (3 grade points)
- C: Average (2 grade points)
- D: Passing but Below Average (1 grade point)
- F: Failure (0 grade points)
- INC: An Incomplete may be issued at the discretion of the instructor if the student has satisfactorily completed a minimum of 75% of the required work for the course, is otherwise passing, and is not on probation. An INC must be made up by the end of the 5th week of the quarter immediately following the quarter in which it was received (including the summer quarter). Otherwise, it will automatically turn into an F at that time.
- IP: (In Progress) A grade of IP may be issued only for machine and keyboarding courses and for the research preparation course in the master's degree. Work for the quarter is proceeding satisfactorily, at a grade level of "C" or better, but competency/skill requirements for the course have not been completed. IP grades are not included in GPA calculations. A student receiving a grade of IP should enroll for, and pay tuition for, the same course in the next quarter. When all requirements for the course have been completed, the IP grade will be replaced by a letter grade which will appear on the transcript in the quarter in which the class was completed. IP grades in the completed class in all previous quarters will remain but will not affect Cumulative Grade Point Average (CGPA).
- W: Withdrawal from class
- NG: No grade issued

Grades may be modified by plus (+) or minus (-). However, these indicators are for the student's information only and do not influence the grade point average.

Undergraduate Dean's List

The University publishes a Dean's List at the completion of each quarter. Every student who achieves a 3.5 grade point average while completing at least 12 units with no Incompletes for the quarter, and is otherwise in good academic standing, will be included on this list.

Campus Designation

Students who begin classes at Humphreys University Stockton Campus will be designated as Stockton students. Students who begin classes at Humphreys University Modesto Campus will be designated as Modesto students.

Undergraduate Academic Warning

A student pursuing a certificate or degree will be placed on Academic Warning whenever his/her current GPA for a term falls below 2.0. A student receiving an INC or NG grade may be placed on Academic Warning if the INC/NG causes the student's current GPA to fall below 2.0. A student who is on Academic Warning may not enroll for more than 12 units without the written approval of the Dean of Undergraduate Studies. Students placed on warning will be notified of their status in writing via their Humphreys University email account.

Undergraduate Academic Probation

A student will be placed on Academic Probation if he/she does not attain a CGPA or current GPA of 2.0 after being placed on Academic Warning the previous quarter

While on Academic Probation, a student will be required to meet criteria outlined in the probationary contract. Students placed on a probationary contract will be notified of their status in writing via their Humphreys University email account.

Undergraduate Academic Suspension

A student will be subject to suspension from the University

- if he/she does not show improvement in his/her CGPA or current GPA at the end of the quarter while on Academic Probation.
- If he/she does not earn any credits during an enrolled quarter
- If he/she violates the Honor System or Student Code of Conduct

Students placed on suspension will be notified of their status in writing via their Humphreys University email account. If you are not sure of your academic status, please contact the Registrar's Office.

See Graduate Studies section for academic status descriptions and policies.

A student suspended under the provisions of this section is automatically ineligible for financial aid. A student's academic standing and financial aid eligibility may differ. Students must meet all conditions of Satisfactory Academic Progress in order to remain eligible for financial aid according to the policies described in the Financial Aid Eligibility section of this Catalog.

Readmission

Once suspended from school, a student must wait at least one full quarter before he/she may appeal to be readmitted. Appeals for reinstatement due to suspension must be made in writing using the SAP Appeal form, available in the Financial Aid Office, and received by Friday of the ninth week of the quarter preceding the anticipated quarter of readmission. Students may be readmitted on Academic and Financial Aid Probation if, in the Academic Policies Committee's judgment, the appeal demonstrates sufficient evidence that the mitigating circumstances for unsatisfactory scholarship have been removed and that the student is able to benefit from further study. A student whose appeal is accepted will be readmitted and placed on an academic plan and subject to a 30-day financial aid disbursement delay; the student must meet the conditions of the SAP plan in each period specified in order to continue.

A student can be readmitted from Academic Suspension only once.

Withdrawal From Course(s)

A student may withdraw from regular courses prior to the end of the second week of a quarter without notation being placed on the permanent academic record. After the second and before the end of the seventh week, a student may withdraw from a course or courses but will receive a notation of W next to each course. Withdrawals during this period are included in the calculation of Quantitative Progress. After the seventh week, a grade of A, B, C, D, F, or INC, will be recorded.

It is the student's responsibility to withdraw from a class or classes. Instructors will not withdraw a student from a class for non-attendance or any other reason. To withdraw from a class, a student must obtain a Change of Schedule Request Form from the Admission, Student Services, or Registrar's Offices, have it signed by his/her academic advisor, and file it with the Registrar's Office. Students

who withdraw or terminate class attendance without filing such a form may incur academic penalties (such as failing one or more classes).

Complete Withdrawals

Circumstances may necessitate a complete withdrawal from courses for the quarter in which a student is registered. A student who needs to withdraw from all courses in a quarter must fill out a Complete Withdrawal Form and obtain all necessary signatures. Forms are available online at the University website. The Registrar is the only designated campus official who can accept official notification of a student's complete withdrawal. You must contact the Registrar to withdraw completely from a quarter. A student does not need to fill out a Complete Withdrawal Form if he/she is adding/dropping individual classes but will remain enrolled in the current quarter.

A complete withdrawal will likely impact a student's financial aid. The impact on his/her financial aid depends on when the withdrawal is initiated, and the type of financial aid received. The student may be responsible for repayment of some of the federal financial aid funds received for the quarter and may incur an outstanding balance with Humphreys University. Additionally, complete withdrawals are included in the calculation of Quantitative Progress and may affect the student's financial aid eligibility. Before withdrawing or ceasing attendance, the student should be aware of the consequences of withdrawing or stopping attendance.

A student who fails to officially withdraw and who earns none of the units attempted in a quarter will be considered an unofficial withdrawal who stopped attending all his/her courses prior to the end of the quarter. Such a student's financial aid eligibility for that term may need to be recalculated and may result in an outstanding balance with Humphreys University depending on whether the student earned their financial aid for the term according to Department of Education regulations. Additionally, this may have an impact on the student's repayment status if he/she received federal student loans.

A student considered to be an unofficial withdrawal will not be allowed to register for the subsequent quarter if their status requires a Return of Title IV funds and creates a balance on the student's account. Such a student will be ineligible for further aid until all outstanding balances with the University are resolved.

While instructors are requested to inform the Registrar of

students who have absences or have not been attending, they do not have the authority to withdraw a student from a class, and such notification does not constitute withdrawal. A signed withdrawal form submitted by the student to the Registrar's office is the only way that a withdrawal can be completed. No other process will be accepted as an official withdrawal for tuition or grade adjustments.

Medical Withdrawals

Students who find it necessary to withdraw from registered classes, either partially or fully for medical reasons may seek a Medical Withdrawal. A student must submit a signed note from a doctor stating that the student must partially or fully withdraw from registered courses. Medical withdrawals can be a total withdrawal from courses or a reduction in course load due to medical limitations; however, a medical withdrawal cannot reduce course load to below part-time status. The doctor's note must be accompanied by a completed Change of Schedule form and be submitted to the Registrar's Office within the quarter of disability. Late or incomplete Medical Withdrawal requests will not be accepted. Once approved by the Registrar, the academic transcript will reflect the appropriate notation (cleared if withdrawal occurred before the census date; "W" if the withdrawal occurred after the census date). The University policy for tuition adjustment in this case is based upon the premise that no student should be financially penalized for a medical condition which resulted in the adjustment of his/her course load. Therefore, the six-week percentage refund calculation for tuition adjustment does not apply in the case of medical withdrawals. The student will be relieved of an outstanding balance for tuition based upon the classes dropped and financial aid that is required to be returned. Adjustments to financial and academic records will not be made retroactively after the end of the quarter in which the student withdraws unless approved by the Director of Administrative Services.

Students who find it necessary to drop cannot rely on a counselor or instructor to do it for them. They are not authorized to take this action. Students are solely responsible for submitting all required Change of Schedule forms and medical notes to the Registrar as soon as they are aware of the need to drop classes. If they are too sick or injured to do this, the Registrar will be glad to assist them. They must notify the Registrar's Office within the quarter of disability in order to qualify for a medical withdrawal and tuition relief.

Census Date

The official day of record is the census date, which is normally the Friday of the second week of the quarter. This date is used for official enrollment reporting and the deletion of unpaid registrants. Additionally, enrollment verification can be completed after this date.

Students who withdraw from courses before this date will have no record of having enrolled in the courses on their official transcript. Courses dropped after this date will receive a grade of W – Withdrawal.

Late Registration/Adding A Class

Courses of study may be changed, new classes may be added, and new enrollments may be accepted through the end of the second week of the quarter if they do not include online courses. In addition, students on Academic Probation and/or Financial Aid Probation may not add courses to their schedule after Friday of the first week of the quarter.

Repeating A Class

A student may repeat a class for which he/she has already received credit for the purpose of obtaining a better grade or better understanding of the subject matter. However, the student is eligible for financial aid for only one repeat of a previously passed course. The highest grade achieved for the class will be used in the GPA calculations, and the units for a repeated class will be applied only once to the academic requirements of the program. Both attempts will be noted on official transcripts and will factor into Quantitative Progress. The regular tuition rate will be applied to all repeated classes.

Prerequisites

Prerequisites must be completed with a grade of "C-" or better in order to enroll in a course having a prerequisite. Prerequisite courses completed with a non-failing grade (D) do not meet the prerequisite conditions and will need to be repeated; however, only one repeat attempt in such cases is eligible for financial aid funding.

Developmental Courses

A student may enroll for credit in a developmental course in mathematics or English (numbered 0-49) only if required

by placement exam scores. If a student is failing or has failed a college-level advanced course, it is recommended that he or she audit the developmental course in the same subject area, if available, to improve proficiency in the subject area.

Audits

An "audit" means that the course is being taken for no credit. No assignments will be expected of "auditors" and no grade will be issued.

If a student has not taken a subject at Humphreys University and wishes to audit for no credit, the regular tuition charge applies. If a student wishes to audit a subject in which he/she has previously received a grade other than INC and for which he/she has paid full tuition, no additional tuition will be charged if the student is regularly enrolled for an equal or greater number of units. Audits will not be allowed in classes in which the student has received an IP grade. When all classes are on an audit basis, the audit fee for students not regularly enrolled in other classes is the regular tuition rate, but not to exceed the eight (8) unit rate plus any applicable lab fees.

Transcripts

Transcript requests for Humphreys University are processed through the National Student Clearinghouse at tsorder.studentclearinghouse.org/school/select. Official electronic or paper version transcripts are available for a fee. Delivery method and shipping and handling choices determine your fees. Official transcript requests may be sent to employers, colleges, and other institutions through the official transcript request process with the National Student Clearinghouse.

The official record, from which transcripts are prepared, contains a notation of any certificates or degrees conferred upon by the student. Conferral of any certificates or degrees will not be notated on any unofficial or official electronic or paper version transcripts when there is an unpaid balance due and payable to the University. Unofficial or official electronic or paper version transcripts will not be released when a student has not provided the University with all necessary admission documentation.

Privacy Act/Student Records

Students at Humphreys University are guaranteed certain

rights regarding school records and information provided to the University by the Family Education Rights and Privacy Act of 1974.

These rights include:

- The right to inspect and review official school records
- The right to challenge the correctness of these records
- The right of controlled access and release of information

The University may release to third parties certain directory information such as name, address, telephone number, and date of attendance. A student may restrict or prevent access to this information by any third party by requesting in writing that the Registrar not release this information.

These rights are designed to protect the privacy of all students. Official school records are kept in the Registrar's Office. Additional information on how to exercise these rights may be obtained from the Registrar.

Graduation and Commencement

Students pursuing the Associate in Science, Associate in Arts, Bachelor of Science, Bachelor of Arts, or a Master's degree are conferred their degree upon successful completion of all academic requirements of their stated program according to their designated catalog and their academic advisor. Degree conferral is an automatic process and does not require the student's initiation or application. The degree conferred date typically is the date of the final day of the term in which the student successfully completes all requirements for the degree. The degree conferred date is final and is not subject to a request for back dating.

Diplomas are issued four to six weeks after the degree conferral date. A student who needs documentation of graduation/conferral of degree prior to receipt of a diploma may obtain a transcript upon request to the Registrar. Diplomas and/or transcripts denoting conferral of a degree will not be released when there is an unpaid balance due and payable to the University or when a student has not provided the University with all necessary admission documentation.

Commencement exercises are usually conducted at the end of the Spring Quarter in June. Undergraduate students who have already graduated or who are within 16 units of completing their program at the end of the spring term and are not on academic dismissal are eligible to participate in

Commencement. Graduate students pursuing a master's degree must complete all requirements of their respective programs in order to participate in Commencement.

Participation in Commencement does not imply or guarantee completion or graduation from an academic program; students will not be conferred a degree or receive a diploma until completing satisfactorily the requirements of their academic program. An Intent to Participate in Commencement form must be filed with the Registrar no later than one month prior to the date of commencement. Please refer to the Schedule of Tuition and Fees for a current listing of graduation fees. Fees are non-refundable once garments and diploma are ordered. See the Academic Calendar for the exact date of commencement exercises.

Catalog Rights

Undergraduate and master's students are entitled to catalog rights with respect to the requirements of their degree program by maintaining continuous attendance. Continuous attendance is defined as having completed at least one academic credit within the prior three quarters. If continuous attendance is maintained and the degree objective is not changed, students may choose to graduate under the requirements for the degree in effect at the time they began the program at Humphreys University. Students who change their major must meet the degree requirements in effect at the time of the change. Students may elect to "jump forward" into a more current catalog but may not "jump backward" to a prior catalog. Students who change majors are advised that some of their courses may not count toward the requirements of their new major. Students are encouraged to discuss degree changes with their academic advisor.

Humphreys University Teach-Out Plans and Agreement Policy

A teach-out plan is a written plan developed by the institution if that institution ceases to operate a program before all students have completed their program of study. According to the Western Senior College and University Commission (WSCUC) Teach-Out Plans and Agreement Policy, "an institution accredited by the Commission must submit to the Commission for its prior approval a teach-out plan or agreement upon the occurrence of any of the following:

1. The Secretary of Education notifies WSCUC that the

Secretary has initiated an emergency action against an institution in accordance with section 487(c)(1)(G) of the HEA or an action to limit, suspend, or terminate an institution participating in any Title IV, HEA program, in accordance with section 487(c)(1)(F) HEA, and that a teach-out plan is required.

2. WSCUC acts to withdraw, terminate, or suspend accreditation or candidacy of the institution.
3. The institution notifies WSCUC that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.
4. A state licensing or authorizing agency notifies WSCUC that an institution's license or legal authority to provide an educational program has been or will be revoked."

Humphreys University Policy

Federal regulations require institutions to submit a teach-out plan to WSCUC for approval should any of the conditions enumerated above occur. The Humphreys University Teach-out Policy aims to satisfy the requirements established by the WSCUC and, more importantly, to protect the interests of students should cessation of operations or closure of at least one academic program occur.

Once a decision is taken, Humphreys University will engage the option of either developing a teach-out plan or executing a teach-out agreement and will inform affected parties about the causes and consequences of its actions.

After the consultations and coordination have occurred, the President will approve the plan and forward it to WSCUC as appropriate. The WSCUC Accreditation Liaison Officer shall be informed in the case of an event enumerated above.

Any proposal for the termination of an undergraduate academic program will be forwarded to the Academic Council. Proposals to terminate graduate academic programs will go to Graduate Council.

The proposal must include a teach-out plan that considers the following:

- Reason for program(s) termination;
- Dates of program termination;
- Number of students currently enrolled;
- Statistics on students' status and progress toward attaining each program's degree and/or certificate;

- Statistics on resources used to offer the program(s);
- Explanation of how students enrolled in the program will be informed of the impending termination;
- Explanation of how students enrolled in the program will be assisted in completing their program of study with minimal disruption or additional expense;
- Signed copies of teach-out agreements with other institutions, if any; and
- Provisions, if any are required, for storing student records, disposition of final financial resources and other assets.

The Council will review the proposal with particular attention to the proposal's effects on student recruitment and degree completion, and academic planning and standards; and the proposal's effects on budgetary, financial, and planning issues.

The Council will forward the proposal to the Executive Committee along with any recommendations or proposed adjustments.

For affected students, an academic plan will be developed for each student that enables the student to complete the curricular program requirements within the teach-out period.

- The teach-out period will, typically, not be continued for more than two academic years following the date on which the notice of termination is given to students. Programs will determine, on a case-by-case basis, the necessary length of a teach-out plan within this timeframe.
- Students who do not make adequate progress in their academic plan for teach-out will be advised into another degree-granting program.
- If a course required for the degree is not offered in the teach-out period, students may make arrangements, with the program chair's consent, either to take the course at another institution and transfer the credit or to arrange with the program to complete the requirements in some other academically appropriate fashion.
- Students are required to have ongoing contact with their academic advisor during the teach-out period to ensure that their academic plans are current and consistent with the projected course offering.

WSCUC may require an institution to enter into a teach-out agreement as part of its teach-out plan. A teach-out agreement is a written agreement between two institutions when the institution or institutional location that provides one hundred percent of at least one program ceases to operate before all students have completed their program of study and enters into an agreement with another institution to teach out the program(s).

When an institution enters into such a teach-out agreement with another institution, the initiating institution must submit the agreement to the Commission for approval prior to its implementation. The teach-out agreement may be approved only if the agreement is between institutions that are accredited by a nationally recognized accrediting agency; and

1. must be consistent with applicable standards of accreditation and Commission Policies;
2. must provide for the equitable treatment of students by ensuring that the teach-out institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is closing or discontinuing its program(s), to remain stable, carry out its mission, and to meet all obligations to its existing students;
3. must ensure that the teach-out institution can provide students access to the program and services without requiring them to move or travel substantial distances;
4. must provide for notification of another accrediting agency if the teach-out institution holds accreditation from that agency; and
5. must specify additional charges, if any, levied by the teach-out institution and provide for notification to the students of any additional charges. If an institution the Commission accredits or has granted candidacy to closes without a teach-out plan, the Commission must work with the Department of Education and the appropriate State agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their education without additional charges.

Teach-Out Agreement



Degrees Offered

	Master's	Bachelor's	Associate's	Certificate
Accounting		BS	AA	
Business Administration	MBA	BS	AA	
Community Studies		BS		
Court Reporting		BS	AS	
Criminal Justice		BS	AA	
Education	MA			
Early Childhood Education		BA	AA	
Legal Studies	MLS	BA	AA	COC
Liberal Studies		BA	AA	
Teaching	MA			

- MA** Master of Arts
- MBA** Master of Business Administration
- MLS** Master of Legal Studies
- BS** Bachelor of Science
- BA** Bachelor of Arts
- AA** Associate in Arts
- AS** Associate in Science
- COC** Certificate of Completion

All major programs and degrees are offered at the Stockton Campus; not all major programs and degrees are offered at the Modesto Campus. See an admission counselor for more information.

Post-Baccalaureate Credentials Offered

Preliminary Multiple Subject Teaching Credential (40 Units)

The Humphreys University Multiple Subject Credential Program will provide the training and experience necessary to qualify candidates for the California Preliminary Multiple Subject Credential. The SB2042 Preliminary Multiple Subject Teaching Credential will prepare candidates for teaching responsibilities in self-contained classroom settings at the elementary and middle-school levels with responsibility for instruction in several subject areas.

The teacher preparation program is designed to prepare candidates for the challenges and opportunities of teaching California's highly diverse student population. The program provides a strong, research-based foundation in both the academic and practical aspects of teaching in multi-ethnic and English learner classrooms. Integrated coursework and hands-on teaching experiences emphasize effective, result-oriented teaching strategies, differentiated instruction, and the practical, real-world skills necessary to manage classrooms within differing organizational structures (e.g., combination classes and block schedules).

The Multiple Subject Credential Program is designed to ensure that teacher candidates meet the California Standards for the Teaching Profession (CSTP), as promulgated by the CCTC. As such, the CSTP become the Outcomes of the Multiple Subject Credential Program.

Requirements for the Master's Degree

The master's degree will be awarded to the student who completes the program requirements with a cumulative grade point average of 3.0 or better. For specific degree requirements, including additional GPA and testing requisites, refer to the Department of Graduate Studies section of this catalog.

Requirements for the Bachelor's Degree

The bachelor's degree will be awarded to the student who completes the following requirements:

1. High school graduation or the equivalent.
2. A minimum of 181 quarter units of baccalaureate-level courses (course number 100 or above) with a cumulative grade point average of 2.0 or better. Developmental or vocational units (course number 99 or less) do not apply toward the bachelor's degree.
3. A minimum of 60 quarter units of upper-division courses (course number 200 or above).
4. A minimum of 56 quarter units with a GPA of 2.0 or greater, in a baccalaureate degree major program, 28 of which are upper-division courses.
5. A minimum of 73 quarter units in general education, other than subjects in the major. Of these 73 units, the following University-wide minimum requirements must be completed:
 - A. Communications (16 units)
 - B. Social Sciences (20 units) of which 8 units must include:
 - American Institutions (4 units)
 - U.S. History (4 units)
 - an upper-division social science elective (4 units)
 - C. Humanities (16 units) of which 4 units must include:
 - an upper-division humanities elective (4 units)
 - D. Mathematics and Natural Sciences (13 units) of which 9 units must include:

- a mathematics elective (4 units)
- a natural science elective with lab (5 units)

Requirements for the Associate's Degree

The associate's degree will be awarded to the student who completes the following requirements:

1. High school graduation or the equivalent.
2. A minimum of 90 quarter units with a cumulative grade point average of 2.0 or better.
3. A minimum of 30 quarter units in an associate's degree major program with a GPA of 2.0 or greater.

Associate in Arts Degree: A minimum of 56 quarter units in general education, other than subjects in the major. Developmental courses do not apply toward the Associate in Arts degree. The general education requirements are:

- A. Communications (12 units) which must include:
 - Written Communications
 - Advanced Written Communications or Intensive Grammar
 - Oral Communications
- B. Social Sciences (16 units) of which 8 units must include:
 - American Institutions (4 units)
 - U.S. History (4 units)
- C. Humanities (12 units)
- D. Mathematics and Natural Sciences (12 units) of which 8 units must include:
 - a mathematics elective (4 units)
 - a natural science elective (4 units)
- E. General Education elective to be determined by the program (4 units)

Associate in Science Degree: A minimum of 24 quarter units in general education, other than subjects in the major. Developmental courses do apply toward the Associate in Science degree as follows: English developmental courses only as electives; mathematics developmental courses as electives or as the mathematics requirement. The general education requirements are:

- A. Communications (8 units) which must include:
 - Written Communications
 - Advanced Written Communications or Intensive Grammar or

- Oral Communications
- B. Social Sciences (8 units) of which 4 units must include:
- American Institutions (4 units)
- C. Humanities (4 units)
- D. Mathematics or Natural Sciences (4 units)

Minors

A minor at Humphreys University is an ensemble of required courses that provide a solid grounding in a discipline other than, but not necessarily unrelated to, the major.

Requirements for the Minor: A minimum of 20 units in a discipline other than the major, 12 of which must be upper-division. Courses may satisfy both a major and a minor requirement when there is an overlap.

A minor will be awarded to the student who completes the following requirements:

1. A Bachelor's degree in major program in conjunction with the minor.
2. A minimum of half of the units making up the minor taken at Humphreys University.
3. A minimum of a 2.0 GPA in the minor.
4. An approved course of study by both the primary degree's and minor degree's program chairs. If a program has a specified minor, those requirements take precedence.
5. A change of records declaring the minor filed with the Registrar's Office.

Double Majors

Students may obtain a baccalaureate degree with two majors. The student must determine which is the primary major and satisfy the general education requirements for the degree of that major. The other major is considered the secondary major. All prerequisites and requirements for both majors must be met, including a minimum of 60 upper-division units in each major and under the same catalog requirements. Each department must approve all double majors. Multiple majors will be recorded on the student's transcript, but only one degree is awarded according to the primary major designation.

Students must be able to complete a double major degree

within the maximum time frame for financial aid eligibility.

General Education Component

Students who are working toward the baccalaureate and associate's degrees at Humphreys University are required to complete a general education component, which is in keeping with the philosophy of the founder of the University who believed that a broad education in the liberal arts was an important complement to the occupational skills that many students seek at this University. This general education component is comprised of courses in the areas of communications, social and behavioral sciences, humanities, natural science, and mathematics.

In the area of communications, students will take courses designed to build competencies in reading and writing, and they will be able to develop an ease and effectiveness in oral communication as well. These essential skills, accompanied by practice in critical thinking, will enhance students' abilities in the study of culture and in the transmission of that culture as well as assisting in the acquisition of knowledge in all areas of the liberal arts.

In the humanities students will be exposed to the great philosophical, religious, and literary traditions of the world's civilizations. While all courses will emphasize the importance of the rational aspects of human beings and their mental processes, it is hoped that students will also--by studying the fine arts and other subjects in the humanities--develop an appreciation for the great expressions of the human spirit.

The social and behavioral sciences are designed to help students acquire the knowledge and understanding of their own behavior as individuals and as part of their society, ethnic group, heritage, and world. The study of history of the United States and that of other parts of the world will provide students with knowledge of events, factual information, and further practice in critical thinking and analysis.

The natural sciences and mathematics should enable students to learn to solve problems, acquire analytical skills, gain knowledge of the physical, and develop a true spirit of inquiry. These qualities, the University believes, will—along with the other liberal arts—strengthen life-long habits of learning and the continued acquisition of knowledge about the world and themselves.

Course Numbering System

Each course number includes a prefix up to four letters and a number for identification. The prefixes indicate the department or academic discipline of the course.

ACCT	Accounting
AM	Art and Music
CAT	Computer-Aided Transcription
CR	Court Reporting
CJ	Criminal Justice Leadership
CRIM	Criminal Justice
CRT	Court Reporting
CS	Community Studies
ECE	Early Childhood Education
ECON	Economics
EDAD	Education
EDCC	Education (Multiple Subject Teaching Credential)
EDUC	Education
ENGL	English
GEOG	Geography
HIST	History
HUM	Humanities
LEGA	Legal Studies
LIT	Literature
MATH	Mathematics
MBA	Master of Business Administration
MGT	Management
MLS	Master of Legal Studies
MODC	Module CAT
MODL	Module Legal
MODM	Module Medical
MS	Machine Shorthand
PHIL	Philosophy
PS	Political Science
PSY	Psychology
REL	Religion
SCI	Science (Natural)
SOC	Sociology
SOSC	Social Sciences
SPAN	Spanish
THY	Theory

The numerical portion of the course number indicates the level of the course as follows:

0 - 49	Developmental
50 - 99	Vocational
100 - 199	Lower division - baccalaureate level
200 - 299	Upper division - baccalaureate level
300 - 399	Graduate Courses

Humphreys University has established articulation agreements with several local colleges relating to the transferability of credit and welcomes the opportunity to establish these agreements with other colleges and universities. The decision to accept transfer credit is that of the receiving institution and Humphreys University does not guarantee the transferability of any course except those that have been specifically articulated.

Institutional Learning Outcomes

All academic programs at Humphreys University are aligned with and serve to inform these six Institutional Learning Outcomes:

- **Communication:** Students will demonstrate the ability to present information clearly using oral, written, and other forms with consideration of their audiences.
- **Information Literacy:** Students will demonstrate the ability to acquire, analyze, interpret, and evaluate data from a variety of sources, using qualitative and quantitative lenses, and incorporate it accurately into original work.
- **Career-Oriented Knowledge and Skills:** Students will demonstrate competency in the theories, applications, and practices appropriate to their career paths.
- **Cultural Awareness:** Students will evaluate the importance and impact of cultural values and beliefs and engage with others from other cultures.
- **Ethics:** Students will evaluate codes of behavior and the impact of choices and decisions from the context of governing values and best practices within their chosen career paths.
- **Critical Thinking:** Students will identify patterns; organize, interpret, and assess information; and assign meaning to facts, including numerical data, in order to evaluate problems, generate reasonable and well-supported conclusions, and apply learning to new problems and issues.



The mission of the Business Department undergraduate programs is to provide educational opportunities compatible with business needs. By the time of graduation, the department will have offered students a strong grasp of ethics, a global perspective, and the ability to examine business issues from the viewpoint of multiple disciplines.

Courses of study emphasize learning Accounting and Business Administration concepts, as well as developing analytical, problem solving, and technological skills.

There are two undergraduate majors in the Business Department: Accounting and Business Administration.

Accounting

This major is for students who desire accounting careers which require tools that enable them to contribute to financial decision making.

Students can use this degree program either to prepare for:

1. Management accounting careers,
2. Financial management careers,
3. The Certified Public Accountant (CPA) examination and public accounting careers, and
4. Other mid-level or higher financial positions.

A Humphreys University graduate with a baccalaureate in accounting will be able to demonstrate the following Program Learning Outcomes:

- Use accounting principles to evaluate and report organizational performance
- Know how to audit processes that have been established to comply with organizational and regulatory objectives
- Develop an understanding of tax reporting requirements
- Understand the forms and structures of organizations

Note: For the Master of Business Administration (MBA) program, please see the Department of Graduate Studies section of this catalog.

Degrees Offered:

- Bachelor of Science in Accounting (181 units)
- Associate in Arts in Accounting (96 units)
- Bachelor of Science in Business Administration (181 units)
- Associate in Arts in Business Administration (96 units)
- Minor in Business Administration (28 units)

The Humphreys University Business Department provides educational opportunities compatible with today’s business needs. Students will gain a strong grasp of ethics, a global perspective, and the ability to examine business issues from the viewpoint of multiple disciplines.

This Accounting major is for students who desire accounting careers which require tools that enable them to contribute to financial decision making. New California state rules require that candidates must complete extra units to become licensed as CPAs. To meet these requirements, the university offers a Master of Business Administration (MBA) program for students who need the extra units.

General Education Requirements
73 Units

<p>Communications (20 Units)</p> <p>ENGL 101 Written Communications</p> <p>ENGL 102 Advanced Written Communications</p> <p>ENGL 103 Intensive Grammar</p> <p>ENGL 110 Oral Communications</p> <p>ENGL 201 Report Writing</p>	<p>Humanities (16 Units)</p> <p>PHIL 101 Introduction to Philosophy</p> <p>Two Humanities Electives</p> <p>Upper-Division Humanities Elective</p>
<p>Social & Behavioral Sciences (24 Units)</p> <p>PS 101 American Institutions</p> <p>Select one of the following:</p> <p>HIST 101 U.S. History I</p> <p>HIST 102 U.S. History II</p> <p>HIST 103 U.S. History III</p> <p>ECON 101 Economics I</p> <p>ECON 102 Economics II</p> <p>ECON 201 Intermediate Economics</p> <p>Social & Behavioral Sciences Elective</p>	<p>Math & Science (13 Units)</p> <p>MATH 101 College Algebra</p> <p>MATH 120 Statistics</p> <p>Science Elective with a Lab (5 units)</p>

Core & Elective Requirements
108 Units

<p>Management Lower Division (16 Units)</p> <p>MGT 105 Business Management</p> <p>MGT 120 Business Law I</p> <p>MGT 160 Computer Applications</p> <p>MGT 164 Spreadsheets</p>	<p>Accounting Upper Division (48 Units)</p> <p>ACCT 200 Accounting Ethics</p> <p>ACCT 201 Intermediate Accounting I</p> <p>ACCT 202 Intermediate Accounting II</p> <p>ACCT 203 Intermediate Accounting III</p> <p>ACCT 210 Advanced Accounting I</p> <p>ACCT 220 Taxes I</p> <p>ACCT 221 Taxes II</p> <p>ACCT 230 Accounting Information Systems</p> <p>ACCT 240 Auditing I</p> <p>ACCT 241 Auditing II</p> <p>ACCT 250 Cost Accounting I</p> <p>ACCT 251 Cost Accounting II</p>
<p>Management Upper Division (24 Units)</p> <p>MGT 205 Principles of Marketing</p> <p>MGT 220 Organizational Behavior</p> <p>MGT 245 Operations Management</p> <p>MGT 270 Financial Management I</p> <p>MGT 271 Financial Management II</p> <p>MGT 280 Business Law II</p>	<p>Free Electives (4 Units)</p> <p>Free Elective</p>
<p>Accounting Lower Division (16 Units)</p> <p>ACCT 101 Accounting I</p> <p>ACCT 102 Accounting II</p> <p>ACCT 103 Accounting III</p> <p>ACCT 150 Computerized Accounting I (QuickBooks)</p>	

Associate in Arts in Accounting

96 Units

The Humphreys University Business Department provides educational opportunities compatible with today's business needs. Students will gain a strong grasp of ethics, a global perspective, and the ability to examine business issues from the viewpoint of multiple disciplines.

The Associate in Arts degree in accounting is designed to form the general education and basic accounting foundation for students who desire degrees at the two-year level, but who may desire to continue for bachelor's degrees at Humphreys University or transfer to another college or university.

General Education Requirements 56 Units

Communications (16 Units)

ENGL 101 Written Communications
ENGL 102 Advanced Written Communications
ENGL 103 Intensive Grammar
ENGL 110 Oral Communications

Social & Behavioral Sciences (16 Units)

PS 101 American Institutions
Select one of the following:
HIST 101 U.S. History I
HIST 102 U.S. History II
HIST 103 U.S. History III
Select one of the following:
ECON 101 Economics I
ECON 102 Economics II
Social & Behavioral Sciences Elective

Humanities (12 Units)

PHIL 101 Introduction to Philosophy
2 Humanities Electives

Math & Science (12 Units)

MATH 101 College Algebra
MATH 120 Statistics
Science Elective

Core & Elective Requirements 40 Units

Management Core (20 Units)

MGT 105 Business Management
MGT 120 Business Law I
MGT 150 Personal Financial Management
MGT 160 Computer Applications
MGT 164 Spreadsheets

Accounting Core (16 Units)

ACCT 101 Accounting I
ACCT 102 Accounting II
ACCT 103 Accounting III
ACCT 150 Computerized Accounting I (QuickBooks)

Free Electives (4 Units)

Free Elective

Business Administration

The Business Administration program has been developed to provide students with the analytical skills necessary to compete in modern business. It seeks to provide practical knowledge for planning, accounting, financial management, marketing, management consulting, entrepreneurship, and general management careers.

A Humphreys University graduate with a baccalaureate in business administration will be able to demonstrate the following Program Learning Outcomes:

- Develop business organizational skills
- Gain a working knowledge of business planning, accounting, and finance
- Develop skills in marketing
- Understand the operations of a business

Bachelor of Science Degree in Business Administration (181 Units) - Management Concentration

This program is for students who desire a career in business administration as a mid-level or higher executive, or as an entrepreneur. It is designed to give students broad exposure to the functional areas of business, including operations, marketing, finance, and accounting.

The overall program is general in nature and includes a Management concentration. For the Management concentration, students take eight upper-division Management-related courses. The Business Administration program also has a strong liberal arts component to enhance students' communications skills.

Degrees Offered:

- Bachelor of Science in Business Administration (181 units)
- Associate in Arts in Business Administration (96 units)
- Minor in Business Administration (32 units)

Note: For the Master of Business Administration (MBA) program, please see the department of Graduate Studies section of this catalog.

The Business Administration program has been developed to provide students with the analytical skills necessary to compete in modern business.

This bachelor's program is for students who desire a career in business administration as a mid-level or higher executive, or as an entrepreneur. It is designed to give students broad exposure to the functional areas of business, including operations, marketing, finance, and accounting.

General Education & Elective Requirements
89 Units

Communications (20 Units)
ENGL 101 Written Communications
ENGL 102 Advanced Written Communications
ENGL 103 Intensive Grammar
ENGL 110 Oral Communications
ENGL 201 Report Writing

Social & Behavioral Sciences (24 Units)
PS 101 American Institutions
Select one of the following:
HIST 101 U.S. History I
HIST 102 U.S. History II
HIST 103 U.S. History III
ECON 101 Economics I
ECON 102 Economics II
Lower-Division Social & Behavioral Sciences Elective
Upper-Division Social & Behavioral Sciences Elective

Humanities (16 Units)
3 Humanities Electives
Upper-Division Humanities Elective

Math & Science (13 Units)
MATH 101 College Algebra
MATH 120 Statistics
Science Elective with a Lab (5 units)

Free Electives (16 Units)
4 Free Electives

Core Requirements
92 Units

Management Lower Division (24 Units)
MGT 105 Business Management
MGT 115 Business Communication
MGT 120 Business Law I
MGT 160 Computer Applications
MGT 161 Word Processing
MGT 164 Spreadsheets

Management Upper Division (24 Units)
MGT 205 Principles of Marketing
MGT 220 Organizational Behavior
MGT 245 Operations Management
MGT 270 Financial Management I
MGT 285 Integrated Analysis
MGT 290 Current Concepts and Ethics

Accounting Lower Division (12 Units)
ACCT 101 Accounting I
ACCT 102 Accounting II
ACCT 103 Accounting III

Concentration Requirements (32 Units)
Choose eight of the following:
MGT 210 Advertising
MGT 215 Public Relations
MGT 216 Salesmanship
MGT 217 Internet Business
MGT 218 Marketing Research
MGT 230 Human Resources Management
MGT 255 Small Business Management
MGT 271 Financial Management II
MGT 275 Money and Banking
MGT 280 Business Law II
MGT 291 Business Leadership
MGT 292 Conflict Management
MGT 231 Compensation and Benefits
MGT 295 International Business
MGT 296 Internship
MGT 298 Special Topics
MGT 299 Directed Study
LEGA 232 Employment Law

The Business Administration program has been developed to provide students with the analytical skills necessary to compete in modern business.

The Associate in Arts degree in Business Administration is designed to form the general education and basic management foundation for students who desire a degree at the two-year level, but who may wish to continue for a bachelor's degree at Humphreys University or transfer to another college or university.

General Education Requirements
56 Units

Communications (16 Units)
ENGL 101 Written Communications
ENGL 102 Advanced Written Communications
ENGL 103 Intensive Grammar
ENGL 110 Oral Communications
Social & Behavioral Sciences (16 Units)
PS 101 American Institutions
Select one of the following:
HIST 101 U.S. History I
HIST 102 U.S. History II
HIST 103 U.S. History III
Select one of the following:
ECON 101 Economics I
ECON 102 Economics II
Social & Behavioral Sciences Elective

Humanities (12 Units)
3 Humanities Electives
Math & Science (12 Units)
MATH 101 College Algebra
MATH 120 Statistics
Science Elective

Core & Elective Requirements
40 Units

Management Core (24 Units)
MGT 105 Business Management
MGT 115 Business Communication
MGT 120 Business Law I
MGT 160 Computer Applications
MGT 161 Word Processing
MGT 164 Spreadsheets
Accounting Lower Division (12 Units)
ACCT 101 Accounting I
ACCT 102 Accounting II
ACCT 103 Accounting III

Free Electives (4 Units)
Free Elective

The Business Administration program has been developed to provide students with the analytical skills necessary to compete in modern business.

This minor is open to students not majoring in any field within the Business Department. The minor provides two options for non-business majors.

Minor in Business Administration, Management Emphasis

32 Units

A broad, non-specialized exposure to business, which may offer entry-level employment skills for a wide range of jobs.

Minor Requirements (32 Units)

ACCT 101 Accounting I (4 units)

ACCT 102 Accounting II (4 units)

Select one of the following:

ECON 101 Economics I (4 units)

ECON 102 Economics II* (4 units)

MGT 105 Business Management (4 units)

MGT 115 Business Communication (4 units)

MGT 205 Principles of Marketing (4 units)

MGT 270 Financial Management (4 units)

Upper-Division Management Elective (4 units)

ECON 102 is recommended

Minor in Business Administration, Marketing & Business Communication Emphasis 32 Units

A specific exposure to both a) research, strategy, and planning involved to successfully provide goods and services to the marketplace, and b) ways to enhance business communication skills.

Minor Requirements (32 Units)

MATH 120 Statistics (4 units)

MGT 105 Business Management (4 units)

MGT 115 Business Communication (4 units)

MGT 205 Principles of Marketing (4 units)

Select one of the following:

MGT 210 Advertising (4 units)

MGT 215 Public Relations (4 units)

MGT 216 Salesmanship (4 units)

MGT 217 Internet Business (4 units)

MGT 218 Marketing Research (4 units)

Courses in the Department of Business

Undergraduate-Level Accounting Courses

ACCT 40

Basic Accounting (4 units)

Prerequisite: None.

A basic introduction to accounting principles and procedures. The course uses practical applications for illustration of accounting principles. The course emphasizes learning step-by-step procedures and teaches students the ability to handle numbers, follow specific procedures, and succeed in problem-solving situations. It is designed for students who do not meet the requirements for ACCT 101.

ACCT 101

Accounting I (4 units)

Prerequisites: 1) Either a passing score on the numerical placement exam (or its equivalent math course) or passing ACCT 40 with a grade of "C-" or better and 2) College-level reading and writing.

This course introduces the current entry level procedures of financial accounting and generally accepted accounting principles, emphasizing the analysis of business transactions and the study of the accounting cycle for a sole proprietorship. Topics include analyzing, journalizing, and posting transactions; processing and preparing adjusting entries; and completion of the worksheet, financial statements, and the closing process for service and merchandising businesses. Accounting for cash and internal controls, and the analysis of various accounts such as accounts payable and inventory are also covered. Ethics issues are discussed throughout the course.

ACCT 102

Accounting II (4 units)

Prerequisite: ACCT 101.

This course focuses on the analysis of assets and liabilities. An in-depth look at tangible and intangible assets and current and long-term liabilities as well as payroll and how to account for them is discussed. This course also introduces accounting concepts for partnerships and corporations. The characteristics of partnerships and corporations are discussed as well as how to account for them. Receivables, preparation of the statement of cash flows, and financial statement analysis are emphasized.

ACCT 103

Accounting III (4 units)

Prerequisite: ACCT 102.

This course introduces current managerial accounting concepts with a focus on practical application. Job order, process costing, and activity-based cost systems are introduced. Flexible budgets and standard costs are presented as methods for cost planning and control. Master Budgeting and profit analysis are also covered in this course. Ethics issues are discussed throughout the course.

ACCT 110

Payroll Accounting and Credit Management (4 units)

Prerequisite: ACCT 101.

This course includes an in-depth study of payroll accounting and its practical application to business, including payroll taxes, payroll tax forms, and filing requirements. It also includes an introduction to credit and collection management, including commercial credit, factors of credit risk, sources of information, and analysis of credit reports.

ACCT 150

Computerized Accounting I (QuickBooks) (4 units)

Prerequisites: ACCT 101, MGT 160.

An introductory course that places accounting principles in a computerized setting and introduces computerized accounting software. This course provides the student with basic computer skills specific to a financial accounting environment. Topics include setting up a business entity's accounting system, recording financial transactions, and preparing financial statements and various other reports. Students will create invoices, reconcile accounts, process payroll and other job-related functions, record and analyze accounts receivable and accounts payable functions.

ACCT 151

Computerized Accounting II (Peachtree) (4 units)

Prerequisites: ACCT 101 or concurrent enrollment, MGT 160.

An introductory course designed to employ computers in recording, processing, and reporting accounting information. This course uses a different computerized accounting software package from the one used in ACCT 150.

ACCT 200

Accounting Ethics (4 units)

Prerequisites: ACCT 103, ENGL 101.

Students gain an understanding of accountants' general ethical and professional responsibilities, as well as specific ethical responsibilities of accounting, auditing, and tax professionals. Also covered are ethical behavior by management and the legal guidelines that address behavior in business settings.

ACCT 201

Intermediate Accounting I (4 units)

Prerequisites: ACCT 103, MGT 160, ENGL 101.

A study of the concepts and theory of accounting and application of accounting principles to the preparation of financial statements. Special consideration is given to current assets, investments, present value concepts, and the balance sheet.

ACCT 202

Intermediate Accounting II (4 units)

Prerequisite: ACCT 201.

A continuation of the study of the theory of accounting and the application of accounting principles to the preparation of financial statements. Special consideration is given to current and long-term liabilities, income statements, and the equity section of the

balance sheet.

ACCT 203

Intermediate Accounting III (4 units)

Prerequisite: ACCT 202.

A study of the accounting for long-term investments, pensions, leases, income recognition and earnings per share, statement of changes in financial position, analysis of financial statements, and segment and interim reporting.

ACCT 210

Advanced Accounting I (4 units)

Prerequisite: ACCT 203.

A study of the application of accounting theory to specialized areas of accounting such as consolidations, partnerships, franchises, foreign operations, corporate liquidations, non-profit organizations, and state and local governmental accounting. The course also will include a review of, and students will do a capstone project covering all Accounting Program Learning Outcomes (PLOs): 1) Accounting Principles, 2) Auditing, 3) Tax Reporting, and 4) Organization Forms/Structures.

ACCT 211

Advanced Accounting I (4 units)

Prerequisite: ACCT 210.

An in-depth study of the application of accounting theory to specialized areas of accounting such as consolidations, partnerships, franchises, foreign operations, corporate liquidations, non-profit organizations, and state and local governmental accounting. Students will do a case study in ACCT 211.

ACCT 220

Taxes I (4 units)

Prerequisites: ACCT 101, ENGL 101.

This course studies the Internal Revenue Code and Regulations covering federal tax returns for individuals and the parallel tax regulations of the state of California. Tax saving methods for various occupations and tax brackets are included.

ACCT 221

Taxes II (4 units)

Prerequisites: ACCT 101, ENGL 101.

The accounting aspects of the federal income tax laws and state of California income tax laws applying to partnerships, corporations, and estates and trusts, as well as specific areas such as installment sales and depreciation.

ACCT 230

Accounting Information Systems (4 units)

Prerequisite: ACCT 103.

A study of accounting information systems that includes an introduction to accounting information systems, decision making, documenting information systems, database management, and

electronic commerce. The course also prepares the student for controlling information systems, applications, and information technology processes. This course is recommended for accounting majors prior to taking auditing courses.

ACCT 240

Auditing I (4 units)

Prerequisite: ACCT 102 (ACCT 230 suggested).

A study of the public accounting profession and its current role in the American economy, including ethics, legal liability, the impact of electronic data processing, and applications of statistical sampling. Auditing objectives, definitions, and procedures are studied.

ACCT 241

Auditing II (4 units)

Prerequisite: ACCT 240.

A detailed study of the procedures to be followed in the performance of an audit including the preparation of working papers, verifications of various financial information, and presentation of audit reports. An audit case study is completed.

ACCT 250

Cost Accounting I (4 units)

Prerequisite: ACCT 103.

A study of cost allocations and capital budgeting. Topics include joint products and byproducts, spoilage and reworked units, capital budgeting and cost analysis, linear programming, and transfer pricing.

ACCT 251

Cost Accounting II (4 units)

Prerequisite: ACCT 250.

A further study of accounting systems expanded to include special topics used by management in the decision-making process.

ACCT 290

Internship (4 units)

May be repeated for a maximum of 8 units.

Prerequisite: Approval of academic chair.

30 hours per quarter on-the-job is equivalent to one college unit. This includes supervised work experience designed to give qualified students an understanding of the nature and scope of the accounting business. Supervision is provided by the faculty and the cooperating firm. Open to all upper-division students.

ACCT 295

Professional Accounting Seminars (1-5 units)

Prerequisites: Must be a professional accountant. Approval of academic chair.

Seminars on professional trends, emerging client services, law, taxes, management analysis, computer applications, math analysis for professional accountants, and other subjects designed to

update the practicing professional accountant's technical knowledge. Of particular service to the professional accountant who wishes to comply with mandatory continuing education requirements. Seminars are conducted largely by specialists brought in by the college to serve a specific need. May be repeated.

ACCT 299

Directed Study (4 units)

Prerequisites: A cumulative GPA of 3.25, consent of the instructor, and the approval of academic chair.

Designed to enhance and build on the present accounting curriculum with individualized instruction in an area not covered in-depth by current course offerings. Though the student initiates the design of the course through his/her interest in a particular area of study, the instructor and the academic chair must grant final approval of course content.

Undergraduate-Level Management Courses

MGT 105

Business Management (4 units)

Prerequisite: Passing scores on the reading and writing placement examinations, or their equivalent courses.

A study of the functions of management. The course includes the study of management principles as they pertain to organization, policy making, planning, control and evaluation, and a range of functional areas including human resources, marketing, operations, accounting, information systems, finance, and legal studies. The use of economic and accounting analysis in analytical decision making is included in the manager's role as decision maker.

MGT 115

Business Communication (4 units)

Prerequisite: None.

This course introduces students to major business communication and correspondence styles. Students will also discover methods to approach multicultural communications. Presentation and communication skills will be emphasized, including the use of PowerPoint as a communication tool.

MGT 120

Business Law I (4 units)

Prerequisites: ENGL 101 and either MGT 105 or LEGA 101.

An introduction to the legal aspects of business and its environment. Emphasis is placed on contracts, torts, classes and sources of law, agency, employer and employee relations, bailments, civil and criminal liability.

MGT 140

Supervisory Management (4 units)

Prerequisite: None.

An introductory course covering, in general terms, the total

responsibilities of a supervisor in industry such as organization, in-service training, duties and responsibilities, human relations, grievances, training, rating, promotion, quality control, and management-employee relations.

MGT 150

Personal Financial Management (4 units)

Prerequisites: Passing scores on the following placement examinations: Reading, writing, and numerical, or their equivalent courses.

This course studies the aspects of personal financial management at an introductory level. It includes the concepts of personal finances, consumer credit, insurance, investments, and retirement planning.

MGT 160

Computer Applications (4 units)

Prerequisite: None.

An introductory skills-integrated approach to business software for the personal computer. This course provides an introduction to computer hardware and peripherals as well as instruction in the use of Microsoft Internet Explorer, Word, Excel, Access, PowerPoint, Outlook, and the Windows operating system in real-life business settings. Applications are used to open, edit, and share information as well as to construct new documents within each application. The course serves as a foundation for all other software application courses.

MGT 161

Word Processing (4 units)

Prerequisite: MGT 160.

A comprehensive introduction to Microsoft Office Word. Topics include creating and working with the following: Resumes, cover letters, web pages, tables, charts, watermarks, form letters, mailing labels, directories, newsletters, collaboration tools, online forms, macros, master documents, indexes, tables of contents, and XML. This course also focuses on linking an Excel worksheet and charting its data in Word.

MGT 164

Spreadsheets (4 units)

Prerequisite: MGT 160.

A basic spreadsheet course in which students learn about managing workbooks, automating tasks, using, and analyzing list data, enhancing charts and worksheets, working with Excel and the Internet, performing "what if" analyses, exchanging Excel data with other programs, and controlling worksheet properties and calculations.

MGT 165

Relational Database (4 units)

Prerequisite: MGT 160.

A comprehensive course in Microsoft Access, covering

introductory through post-advanced database concepts and skills. This course covers all the skills required for successful mastery of the Microsoft Office User Specialist Access Examination.

MGT 166

Records Management (4 units)

Prerequisite: None.

This course covers basic alphabetic filing rules that are adapted from the standards published by the Association of Records Managers and Administrators. Emphasis is placed on the development of knowledge and skills in filing and managing records, including principles of alphabetic, geographic, subject, and numeric filing systems. Students apply the alphabetic indexing rules to a computer records database after achieving an understanding of manual filing. Also included is the study of advancements and changes in office technology and the resultant effect on the management of office records.

MGT 167

Administrative Procedures (4 units)

Prerequisites: College-level reading and writing, MGT 100, MGT 161, the ability to type 40 wpm on a five-minute test.

Students improve office skills by providing practical application in such areas as processing information with computers, telephone procedures, filing and managing records, processing business documents, procedures for sending and receiving mail, and accounting and record keeping applications in the office. Also included is a study of human relations with an emphasis on the role of the office worker in contact with superiors, peers, subordinates, and the general public.

MGT 205

Principles of Marketing (4 units)

Prerequisites: Non-Business Department students: ENGL 101, one Lower-Division Social Science course, Junior or Senior status.

Business Department students: MGT 105, ENGL 101.

(This course may be used as a Social and Behavioral Science elective.)

An interdisciplinary study of principles and methods of marketing consumer and industrial goods. The course emphasizes managerial decision making and the use of research in solving marketing problems. It uses the case-analysis method of analyzing marketing problems.

MGT 210

Advertising (4 units)

Prerequisites: Non-Business Department students: ENGL 101, one Lower-Division Social Science course, Junior or Senior status.

Business Department students: MGT 105, ENGL 101.

(This course may be used as a Social and Behavioral Science elective.)

Emphasis is placed on developing an understanding of advertising from a marketing management standpoint. The course includes an

evaluation of advertising as a tool in sales promotion. Topics covered are principles of advertising, selection of media, planning the advertisement, and analyzing layout and copy.

MGT 215

Public Relations (4 units)

Prerequisites: Non-Business Department students: ENGL 101, one Lower-Division Social Science course, Junior or Senior status.

Business Department students: MGT 105, ENGL 101.

(This course may be used as a Social and Behavioral Science elective.)

A study of public relations methods for business, with an emphasis on public relations policies and techniques. The course focuses on developing good relationships with customers, employees, stockholders, the government, and the general public. It also covers the role of research, publicity, and mass media in public relations.

MGT 216

Salesmanship (4 units)

Prerequisites: Non-Business Department students: ENGL 101, one Lower-Division Social Science course, Junior or Senior status.

Business Department students: MGT 105, ENGL 101.

(This course may be used as a Social and Behavioral Science elective.)

A survey of personal salesmanship, the course emphasizes the importance of good salesmanship and the personal qualifications required for effective selling. The psychological principles involved in selling are examined and applied to the sales interview.

MGT 217

Internet Business (4 units)

Prerequisites: MGT 105, MGT 160, ENGL 101.

This course teaches students the basic concepts of Internet business, including Internet marketing, customer relationship management (CRM), supply chain management (SCM), infrastructure management, and Internet business strategy.

MGT 218

Marketing Research (4 units)

Prerequisites: MGT 205, MATH 120.

Students will develop an understanding of how to systematically and objectively gather, analyze, and interpret data relevant to marketing products and services. Students will learn to examine strategy and procedures used to identify, formulate, and evaluate methodology used in producing a marketing plan.

MGT 220

Organizational Behavior (4 units)

Prerequisites: Non-Business Department students: ENGL 101, one Lower-Division Social Science course, Junior or Senior

status.

Business Department students: MGT 105, ENGL 101.

(This course may be used as a Social and Behavioral Science elective.)

The business organization is examined as a social system; the system concept is used as a vehicle in examining problems of effective organizations. Emphasis is placed upon the importance of the communication process, growth and change, motivation, group behavior, and other human factors relevant to managers.

MGT 230

Human Resources Management (4 units)

Prerequisites: MGT 105, ENGL 101.

The study of the human resource functions in the modern organization and how each functional activity can support and add value to the organization's strategy. These HR functions include: Planning, Staffing, Training/Development, Compensation and Benefits, Performance Management, Employee Relations, Labor Relations, and Risk Management. Ethical considerations and employment law are embedded within each of these functions.

MGT 231

Compensation and Benefits (4 units)

Prerequisites: MGT 230.

This course will primarily emphasize strategic use of compensation systems for attracting, motivating, and retaining employees. It also secondarily will emphasize using technology to learn in a virtual environment.

MGT 240

Quantitative Methods (4 units)

Prerequisite: MATH 101 or passing score on college algebra section of entrance examination.

Study of the algorithms, terminology and techniques of quantitative decision making. The course covers the following topics: linear programming, duality and sensitivity analysis and decision making under uncertainty. The use of the computer as an aid to decision making will be discussed.

MGT 245

Operations Management (4 units)

Prerequisites: MATH 101, MGT 105, MGT 120, ENGL 101.

Management of production and operations in manufacturing and service enterprises, including product design, process selection, location and layout of the facility, control of quality and productivity, and production planning.

MGT 255

Small Business Management (4 units)

Prerequisites: MGT 105, ENGL 101.

This course studies the importance of small business problems and requirements. Focus is on application of the principles of business management in the small business setting. It includes ownership, management, planning the start-up phase, selecting

employees, marketing strategy, financial planning, and controls, short- and long-range planning, and financing.

MGT 270

Financial Management I (4 units)

Prerequisites: ACCT 102, MATH 100 or MATH 101, ENGL 101.

This course analyzes the role of finance in the economy, financial decision-making in the modern firm, and the role of the financial manager in the firm. It includes a review of accounting, financial statements, and taxes; cash flows and financial analysis; the financial system and interest rates; time value of money; and valuation and characteristics of stocks and bonds.

MGT 271

Financial Management II (4 units)

Prerequisite: MGT 270.

This course analyzes bonds and their valuation, risk and rates of return, stocks and their valuation, cost of capital, capital budgeting, capital structure and leverage, working capital, and financial planning.

MGT 275

Money and Banking (4 units)

Prerequisites: ECON 101, MATH 101, ENGL 101.

This course presents a study of American and international monetary and financial institution policies. Financial institutions, financial markets, credit and interest rate concepts, as well as monetary policy and theory are discussed.

MGT 280

Business Law II (4 units)

Prerequisites: MGT 120, ENGL 101.

A continuation of MGT 120 Business Law I. The course emphasizes partnerships, corporations, insurance, suretyship, carriers, shippers, and accountants' responsibilities.

MGT 285

Integrated Analysis (4 units)

Prerequisites: ACCT 103, MGT 205, MGT 220, MGT 245, MGT 270, MGT 290.

This is the capstone course for all Business Administration students. An integrative analysis of the business enterprise as a total system in the modern business environment. Students will be exposed to the problems, opportunities and ethical responsibilities facing today's business executive. Emphasis will be on the formulation and implementation of various strategies in the modern corporation.

MGT 290

Current Concepts and Ethics (4 units)

Prerequisites: Non-Business Department students: ENGL 101, one Lower-Division Social Science course, Junior or Senior status.

Business Department students: MGT 105, ENGL 101.

(This course may be used as a Social and Behavioral Science elective.)
Through the review of current literature on management-related subjects, students are presented an awareness and appreciation for trends and issues which illustrate past, present, and future business activities and the impact of managerial performance. Discussion of ethical dilemmas and social responsibility of business constitutes a major part of the learning objectives of this course.

MGT 291

Business Leadership (4 units)

Prerequisites: Non-Business Department students: ENGL 101, one Lower-Division Social Science course, Junior or Senior status.

Business Department students: MGT 105, ENGL 101.

(This course may be used as a Social and Behavioral Science elective.)

Administrative Leadership provides an in-depth study and analysis of the key components and foundations of leadership. Major leadership theories are introduced, and historical case studies are utilized as backdrops to aid students in the synthesis of the concepts covered. Leadership styles are explored within various contexts and special emphasis is placed on the problems encountered in a culture of change. The relationships between leaders and subordinates are analyzed within various contexts and students are encouraged to form their own personal leadership styles. Techniques are studied to effectively move organizations through change. The role leaders play in the dynamics of the organization is studied from a management as well as a subordinate perspective.

MGT 292

Conflict Management (4 units)

Prerequisites: Non-Business Department students: ENGL 101, one Lower-Division Social Science course, Junior or Senior status.

Business Department students: MGT 105, ENGL 101.

(This course may be used as a Social and Behavioral Science elective.)

A study of the role of conflict in interpersonal and professional settings. The course studies theory and research on the underlying sources of conflict and its effects on communication. Conflict management approaches, including negotiation, mediation, and arbitration will be discussed, as well as the human behaviors associated with conflict and resolution.

MGT 295

International Business (4 units)

Prerequisites: MGT 105, ENGL 101.

This course presents a systematic overview of international business. There will be an integrated progression of topics beginning with an understanding of the political, economic, cultural, and monetary influences on international investment and business. Managing across cultures, conducting multi-cultural

negotiations and attitudes across cultures will be examined. Developing an understanding of the strategic and operational alternatives when conducting international business will be examined.

MGT 296

Internship (1-4 units)

May be repeated for a maximum of 8 units.

Prerequisite: Approval of academic chair

30 hours per quarter on-the-job is the equivalent of one college unit. Supervised work experience is designed to give qualified students an understanding of the nature and scope of business operations. Supervision is provided by the faculty and the cooperating agencies. Open to all upper-division students.

MGT 298

Special Topics (1-4 units)

Prerequisite: Approval of academic chair.

An in-depth study of a subject related to business.

Department of Court Reporting



The Court Reporting Department curriculum provides students with a solid academic foundation and the skills and training required to succeed in a professional reporting career. Humphreys University has been teaching machine stenography courses since the 1920s and has been providing the judicial community with qualified court reporters and deposition reporters since the 1950s. The program not only meets the Court Reporters Board of California prescribed course of study, but also provides an associate or bachelor degree.

The overall focus of the department is to provide the academic foundation, skill and training development through dictation and instruction with guided practice that enables students to achieve California State CSR licensure while earning a degree. Completion of the program, licensure, and/or degree will prepare students to work in many different professional positions, such as Certified Shorthand Reporter (CSR), Official Court Reporter, Freelance Reporter, and State Hearing Reporter. The program provides the foundation for those seeking positions as a Communication Access Realtime Translation Reporter (CART) and Broadcast Captioner.

Humphreys' court reporting students are trained to utilize skills and equipment to capture, store, retrieve, and translate the spoken word in realtime. They are taught how to create a word-for-word, written account of everything that is said.

Court reporting classes are offered online and required general education academics may be offered during the day, evening hours or online. The program is proficiency-based, and students are able to progress from one level to the next as soon as they meet the requirements for each speed level. Students are expected to meet the department's Schedule of Progress in order to complete the program in a timely manner. Regular participation in online classes and completion of assignments are obligations which the student assumes at the time of enrollment and become key factors in successfully completing the degree. To ensure satisfactory progress for students, the University offers extensive online digital audio and video libraries of dictation practice.

Degrees Offered:

- Bachelor of Science in Court Reporting (181 units)
- Bachelor of Science in Court Reporting Online Degree Completion (181 units)
- Associate in Science Degree in Court Reporting (108 units)

Certified Shorthand Reporter (CSR) Certification

In addition to earning a degree in Court Reporting, students must pass a qualifying test to meet the Court Reporters Board of California requirements. Upon completion of all degree and program requirements, students are qualified to sit for the CA state licensure examination. The California examination consists of two academic written knowledge portions and a dictation/transcription component. The dictation test is administered two or three times per year for students who have qualified. The two written tests are available during three, four-month cycles at computerized testing centers for students who have qualified.

The prescribed course of study, school approval, and administration of the examination are regulated by the Court Reporters Board of California (CRBC). In order for a person to qualify from a school to take the state licensing examination, the person shall complete a program at a recognized school. The court reporting program at Humphreys University is approved by the Court Reporters Board of California and complies with all of the Board's rules and regulations. For information concerning the minimum requirements that a court reporting program must meet in order to be recognized, contact:

Court Reporters Board of California
2535 Capitol Oaks Drive #230, Sacramento, CA 95833
(916) 263-3660
www.courtreportersboard.ca.gov

Transfer Students

Students from other approved court reporting programs are eligible to transfer into the Humphreys University program. However, credit toward a degree can be granted only for courses taken at institutions accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC) or other similar regional accrediting agencies. Courses from other schools may meet the requirements to sit for the state examination provided

they meet the regulations of the CRBC regarding the prescribed course of study and the requirements of the Humphreys University Court Reporting program. Any transfer credit will be based on hours awarded on submitted official transcripts and demonstration of competency in the subject matter or course proficiency prerequisites.

Program Learning Outcomes

A Humphreys University graduate with a baccalaureate in court reporting will be able to demonstrate the following Program Learning Outcomes:

- Demonstrate a minimum of 97.5% accuracy in the transcription of live four-voice dictation material dictated at 180 wpm
- Demonstrate a proficiency in the use of general and special terminologies (spellings, definitions, grammar, etc.) that are likely to be encountered in court proceedings, depositions, hearings, and other meetings and/or legal proceedings
- Demonstrate a working knowledge of the computer technology currently in use by court reporters in performing realtime computer-aided transcription
- Demonstrate a thorough knowledge of the minimum transcript format standards imposed by the CA Court Reporters Board
- Demonstrate a thorough knowledge and application of current laws, codes, ethics, research resources, and professional standards which apply to the court reporting profession

The Court Reporting Department curriculum provides students with a solid academic foundation and the skills and training required to succeed in a professional reporting career. The program not only meets the Court Reporters Board of California prescribed course of study, but also provides an associate or bachelor degree.

General Education Requirements
69 Units

Communications (16 Units)
ENGL 101 Written Communications
ENGL 102 Advanced Written Communications
ENGL 103 Intensive Grammar
Upper-Division Communications Elective

Humanities (16 Units)
LIT 101 Introduction to Literature
2 Lower-Division Humanities of Literature Electives
Upper-Division Humanities or Literature Elective*

Social & Behavioral Sciences (24 Units)
PS 101 American Institutions
Select one of the following:
HIST 101 U.S. History I
HIST 102 U.S. History II
HIST 103 U.S. History III
LEGA 101 Introduction to the Legal System
PSY 101 Introductory Psychology or SOC 101 Introduction to Sociology
2 Upper-Division Social & Behavioral Sciences Electives*

Math & Science (13 Units)
MATH 100 College Math ⁺ or Math 101 College Algebra
SCI 120 / SCI 121 Human Biology with Lab
Math or Science Elective
<small>*MATH 100 may not satisfy the math requirement for other majors.</small>

Core & Elective Requirements
112 Units

Court Reporting, Stenography, and Technology (78 Units)
<small>Machine proficiency requires completion of 200 SM and 180 M/V</small>
MODC 1 Computer-Aided Transcription (2 units)
MODC 2 Computer-Aided Transcription (2 units)
MGT 160 Computer Applications (4 units)

Legal/Medical (18 Units)
MODL 1, MODL 2, Legal Terminology (2 units each)
MODM 1, MODM 2, MODM 3, Medical Terminology (2 units each)
2 Upper-Division CR, CRIM or LEGA Electives*

Lower-Division Machine Classes (50 units)
THY 101, THY 102, THY 103 (6 units each)
CRT 101, CRT 102, CRT 103, CRT 104, CRT 105, CRT 106, CRT 107, CRT 108 (4 units each)

Business/Legal Studies/Communications (4 Units)
Upper-Division MGT, LEGA, or Communications Elective*

Upper-Division Machine Classes (16 units)
CRT 209, CRT 210, CRT 211, CRT 212 (4 units each)

Free Electives (12 Units)
3 Upper-Division Free Electives

Core (4 Units)
CR 290 Professional Practice & Ethics

To meet the CA CSR Examination, the student must complete the following additional CR Board Requirements:

- Typing certificate at 45 nwpm
- Senior Project, including 40 hours of supervised internship and transcription requirements
- Completion of all items listed on the Court Reporting Requirements (on-campus program)
- Pass one qualifier examination: 200 wpm, 4-V unfamiliar material, 10 minutes, transcribed at 97.5%

ONLINE DEGREE COMPLETION PROGRAM

The Court Reporting Department curriculum provides students with a solid academic foundation and the skills and training required to succeed in a professional reporting career. The program not only meets the Court Reporters Board of California prescribed course of study, but also provides an associate or bachelor degree. Current California CSR licensees and other equivalent licensees may be eligible to enroll in a degree completion program if the following admission requirements are met:

- Candidate must possess a current “active” status California CSR or other equivalent license or certificate.
- Candidate must show verification of a minimum of one year of reporting experience as an official or freelance reporter during the previous ten years.

116 Units Awarded for CSR License and Reporting Experience

65* Additional Units Required:

Lower Division Requirements 25 Units

Social Sciences (12 Units)

PS 101 American Institutions

Select one of the following:

HIST 101 U.S. History I

HIST 102 U.S. History II

HIST 103 U.S. History III

PSY 101 Introductory Psychology or SOC 101 Introduction to Sociology

Humanities (4 Units)

One Humanities or Literature Elective

Science and Math (9 units)

Science w/lab Elective (5 units)

MATH 100 College Mathematics or MATH 101 College Algebra

Upper Division Requirements 40 Units

Communications (4 Units)

Communications Elective

Humanities (4 units)

HUM or LIT Elective

Social Sciences (8 units)

2 Social Science Electives

Business/Legal Studies/Criminal Justice (12 Units)

3 MGT, LEGA, or CRIM Electives

Free Electives (12 Units)

3 Upper Division Free Electives

*Note: The University’s residency policy requires that 36 of the 65 units be taken through Humphreys University (9 classes).

ONLINE DEGREE

The Associate in Science online degree meets the CRBC curriculum requirements to be qualified to sit for the CA CSR examination and adds a general education component, which provides the student with a strong academic background along with the technical proficiency and professional training required to function effectively upon entering the field.

The Associate in Science in Court Reporting online degree is designed to be a quarterly part-time program; however, the workload will often be that of a full-time program. Students will take 4-8 units each quarter. All classes are offered online. The online associate program is designed to allow students to move as quickly as they can through the stenography courses. Some students may complete all speed levels prior to the final course while others may take longer to meet speed requirements and will need to meet benchmarks to remain enrolled in the program. There is a synchronous component to the program which may be accessed asynchronously, if necessary.

General Education Requirements 24 Units

Communications (8 Units)	Humanities (4 Units)
ENGL 101 Written Communications	Humanities Elective
ENGL 103 Intensive Grammar	
Social & Behavioral Sciences (8 Units)	Math & Science (4 Units)
PS 101 American Institutions	SCI 120 Human Biology
LEGA 101 Introduction to the Legal System	

Core & Elective Requirements 84 Units

Core (4 Units)	Legal/Medical/Technical Modules (14 Units)
CR 290 Professional Practice & Ethics	MODL 1 Legal Terminology 1 (2 Units)
	MODL 2 Legal Terminology 2 (2 Units)
CR Machine Classes (66 Units)	MODM 1 Medical Terminology 1 (2 Units)
THY 101 Beginning Theory 1 (6 Units)	MODM 2 Medical Terminology 2 (2 Units)
THY 102 Intermediate Theory 1 (6 Units)	MODM 3 Medical Terminology 3 (2 Units)
THY 103 Advanced Theory/Beginning Speed Building (6 units)	MODC Computer-Aided Transcription 1 (2 Units)
CRT 101 Speed Building 1	MODC Computer-Aided Transcription 2 (2 Units)
CRT 102 Speed Building 2	
CRT 103 Speed Building 3	
CRT 104 Speed Building 4	
CRT 105 Speed Building 5	
CRT 106 Speed Building 6	
CRT 107 Speed Building 7	
CRT 108 Speed Building 8	
CRT 209 Speed Building 9	
CRT 210 Speed Building 10	
CRT 211 Speed Building 11	
CRT 212 Speed Building 12	

To meet the CA CSR Examination, the student must complete the following additional CR Board Requirements:

- Typing certificate at 45 nwpm
- Senior Project, including 40 hours of supervised internship and transcription requirements
- Completion of all items listed on the Court Reporting Requirements (on-campus program)
- Pass one qualifier examination: 200 wpm, 4-V unfamiliar material, 10 minutes, transcribed at 97.5%

Courses in the Department of Court Reporting

Online CR Machine Classes

THY 101

Beginning Theory 1 (6 units)

Prerequisites: Placement at ENGL 101 level or grade of C or better in ENGL 49; typing proficiency at 30 nwpm. Students currently on academic probation are not allowed to enroll in THY 101.

This course is designed to give the student an understanding of the concepts of a computer-compatible, conflict-free realtime theory and the application of the principles of phonetics with an introduction to writing words, phrases, and abbreviations on the stenotype machine with emphasis on producing accurate translation. Instruction on reading shorthand notes is included. Introduction to transcription of steno notes and electronic delivery is included. The student must achieve a final course grade of C or higher to advance to THY 102.

THY 102

Intermediate Theory (6 units)

Prerequisites: Completion of THY 101 with a grade of C or better or approval of instructor. Students currently on academic probation are not allowed to enroll in THY 102.

This course is designed to give the student additional concepts of a computer-compatible, conflict-free, realtime theory, building upon THY 101. The student continues to learn the principles of phonetics, writing words, phrases, and abbreviations on the stenotype machine. Principles of conflict resolution, punctuation techniques, producing numbers in words and numerals, and reading of shorthand notes will be included. The student must achieve a final course grade of C or higher to advance to THY 103.

THY 103

Advanced Theory/Beginning Speed Building..... (6 units)

Prerequisites: Completion of THY 102 with a grade of C or better or approval of instructor. Students currently on academic probation are not allowed to enroll in THY 103.

This course is designed to give the student additional concepts of a computer-compatible, conflict-free, realtime theory, building upon THY 101 and 102. The student continues to learn the principles of phonetics, writing words, phrases, and abbreviations on the stenotype machine. Principles of advanced numbers, creating question-and-answer formats, word boundary solutions, and reading of shorthand notes will be included. Emphasis will be placed on speed building and testing along with basic transcription skills. The student must achieve a final course grade of B or higher to advance to CRT 101.

CRT 101

Speed Building 1 (4 units)

Prerequisites: Completion of THY 103 with a grade of B or better or completion of an approved machine theory with a grade of C or better.

This course provides for speed development (60-80 wpm) through

the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions.

CRT 102

Speed Building 2 (4 units)

Prerequisites: Completion of CRT 101 or approval of instructor.

This course provides for speed development (80-100 wpm) through the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions.

CRT 103

Speed Building 3 (4 units)

Prerequisites: Completion of CRT 102 or approval of instructor.

Completion of five hours of court observation along with written summaries (prior to 120 nwpm).

This course provides for speed development (100-120 wpm) through the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions.

CRT 104

Speed Building 4..... (4 units)

Prerequisites: Completion of CRT 103 or approval of instructor.

This course provides for speed development (120-140 wpm) through the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions.

CRT 105

Speed Building 5..... (4 units)

Prerequisites: Completion of CRT 104 or approval of instructor.

This course provides for speed development (120-140 wpm) through the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions. Introduction to multi-voice dictation speaker identifications is included.

CRT 106

Speed Building 6..... (4 units)

Prerequisites: Completion of CRT 105 or approval of instructor.

This course provides for speed development (140-160 wpm) through the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased

proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions. Introduction to multi-voice dictation testing and transcription is included.

CRT 107

Speed Building 7 (4 units)

Prerequisites: Completion of CRT 106 or approval of instructor. This course provides for speed development (140-160 wpm) through the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions. Instruction on 4-voice dictation testing and transcription is included.

CRT 108

Speed Building 8 (4 units)

Prerequisites: Completion of CRT 107 or approval of instructor. Completion of an additional five hours of court observation along with written summaries (prior to 180 nwpw). This course provides for speed development (160-180 wpm) through the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions. Instruction on 4-voice dictation testing and transcription formatting is included.

CRT 209

Speed Building 9 (4 units)

Prerequisites: Completion of CRT 108 or approval of instructor. This course provides for speed development (160-180 wpm) through the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions. Instruction on 4-voice dictation testing and transcription formatting is included.

CRT 210

Speed Building 10 (4 units)

Prerequisites: Completion of CRT 209 or approval of instructor. This course provides for speed development (180-200 wpm) through the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions. Emphasis is placed on 4-voice dictation testing and transcription formatting. Students are to begin the 40 hours of required internship at this point.

CRT 211

Speed Building 11 (4 units)

Prerequisites: Completion of CRT 210 or approval of instructor.

This course provides for speed development (180-200 wpm) through the use of online dictation, drills, and exercises with emphasis on accurate notes, conflict-free theory, and increased proficiency in read back of steno notes. Synchronous classes will include the same type of material and will include live read back and class discussions. Emphasis is placed on 4-voice dictation testing and transcription formatting. Students may sit for qualifiers if all prerequisites are met (see CR Program Requirements).

CRT 212

Speed Building 12 (4 units)

Prerequisites: Completion of CRT 211 or approval of instructor. Students may sit for qualifiers if all prerequisites are met (see CR Program Requirements).

This course provides the opportunity for students to pass a qualifier exam as required by the CRBC to become eligible to sit for the CA CSR Examination.

Online CR Modules

MODL 1

Legal Terminology 1 (2 units)

Prerequisites: College-level reading and writing. Concurrent enrollment in a CRT speed building class and approval of instructor.

This course is designed to give the student a background in basic legal terminology. Chapters 1-20 are included in this module and include terms in context related to legal systems and procedure, constitutional and criminal law, torts, and contracts. Students who successfully complete this course will be able to correctly spell, pronounce, define, and understand common legal terms and their usage in the legal field, depositions, and courtrooms.

MODL 2

Legal Terminology 2 (2 units)

Prerequisites: College-level reading and writing. Completion of MODL 1 module with a C or better. Concurrent enrollment in a CRT speed building class and approval of instructor.

This course is designed to complete the student's background in basic legal terminology. Chapters 21-40 are included in this module and include terms in context related to personal property, wills and estates, real property, family law, business organizations and bankruptcy. Students who successfully complete this course will be able to correctly spell, pronounce, define, and understand common legal terms and their usage in the legal field, depositions, and courtrooms.

MODM 1

Medical Terminology 1 (2 units)

Prerequisites: College-level reading and writing. Concurrent enrollment in a CRT speed building class and approval of instructor.

This course is a study of the roots, suffixes, and structure of

medical terminology. This course develops basic medical vocabulary and the ability to use and understand medical terms. Students will learn word parts, prefixes, suffixes, the human body in health and disease, and the integumentary system.

MODM 2

Medical Terminology 2 (2 units)

Prerequisites: College-level reading and writing. Completion of MODM 1 with a grade of C or better. Concurrent enrollment in a CRT speed building class and approval of instructor.

This course develops basic medical vocabulary and the ability to use and understand medical terms. Students will learn about the skeletal and muscular systems including blood, the lymphatic system, and immunology; the cardiovascular system; respiratory system; and digestive system.

MODM 3

Medical Terminology 3 (2 units)

Prerequisites: College-level reading and writing. Completion of MODM 2 with a grade of C or better. Concurrent enrollment in a CRT speed building class and approval of instructor.

This course develops basic medical vocabulary and the ability to use and understand medical terms. Students will learn about the urinary system; the reproductive system and obstetrics; the nervous system and mental health; the special senses of sight and hearing; and the endocrine system.

MODC 1

Computer-Aided Transcription 1 (2 units)

Prerequisites: Completion of 100 speed level or approval of instructor.

This course provides instruction in computer-aided transcription software for court reporting applications, realtime writing, realtime connectivity, and computer terminology. The student refines the realtime dictionary for use with basic editing and printing techniques to produce computer-generated transcripts in compliance with the CA Court Reporters Board Minimum Transcript Format Standard (MTFS) and to develop realtime proficiency. Students are required to earn a grade of C or better to pass this course.

MODC 2

Computer-Aided Transcription 2 (2 units)

Prerequisites: Completion of 140 speed level or approval of instructor. Completion of MODC 1 with a grade of C or better.

This course provides advanced instruction in computer-aided transcription software for court reporting applications. Students learn advanced features of the Case CATalyst software that go beyond basic transcript production, including indexing, keyboard maps, macros, and compress print. Also included are advanced features of Finish 'em, Send 'em e-mail, and importing and exporting using different formats. Adherence to the CA Court Reporters Board MTFS standards is mandatory.

Depo/Court Reporting/Professional Practices

CR 290

Professional Practice and Ethics (4 units)

Prerequisite: CRT 108 or approval of advisor.

This capstone course is designed to give the student a thorough understanding of the working world of the reporter through a study of California codes and statutes relating to the profession, court and deposition procedures, professional practices, standards, and ethics. The course also includes a survey of state and federal legal systems, court personnel, legal citations, and skills including job search, interview techniques, and resume writing. Students must earn a grade of C or better to pass this course.

CAT Reporting

CAT 101

Introduction to Captioning (4 units)

Prerequisites: ENGL 101; approval of advisor.

This course provides an introduction to captioning for the hard of hearing and deaf. The student will learn basic sign language skills and have some exposure to the deaf culture. Emphasis is placed on realtime dictionary development through basic dictation and editing. The student will also receive a basic understanding of ethics involved with captioning. This is not a speed building course.

CAT 102

Advanced Captioning (4 units)

Prerequisites: CAT 101; approval of advisor.

This course provides in-depth instruction on the deaf culture, including study of the Americans with Disabilities Act (ADA), off-campus realtime writing experience, sign language skills, captioning ethics, and advanced dictation and vocabulary/dictionary building. This is not a speed-building course.

CAT 199/299

Independent Study (2 units)

May be repeated for a maximum of 4 units.

Prerequisites: Completion of CRT 108 and all CR modules and/or approval of advisor.

Under the guidance of a court reporting instructor, students develop special projects which utilize and enhance realtime and CAT competency by more effectively incorporating computer strategies in areas related to course of study or field of interest.

CAT 265

Realtime Practicum (4 units)

May be repeated for a maximum of 8 units.

Prerequisites: Completion of CRT108 and approval of advisor.

In this independent-study course, the student is provided with opportunities to increase realtime competence by completing specific assignments utilizing available software options. The student will gain realtime experience through reporting academic classes, deposition and court sessions, government proceedings, and public meetings. Computer knowledge and competency are enhanced by application of advanced strategies and management of software and hardware resources.

CR 240

Special Topics(1-4 units)

May be repeated for a maximum of 8 units.

Prerequisite: Approval of academic advisor.

Topics approved by the academic advisor offer students a specialized course in a specific area of court reporting and realtime applications, giving students the opportunity for in-depth and concentrated study of particular issues.

Court Reporting Seminar

CR 49

CSR Prep Seminar(No units)

(No units or grade awarded; ineligible for refund upon withdrawal)

Prerequisites: Completion of CRT 212 or certificate at 200 wpm; completion of CRBC minimum curriculum, proficiency, and application requirements to qualify for the CA CSR Examination.

Students who have not passed a 200 four-voice test may be required to do so prior to entrance into qualifiers.

This seminar provides preparation for the CSR examination and also serves as a review for certified, out-of-state reporters and previous CSR examinees. Students may attend online dictation classes and sit for qualifying examinations (if prerequisites are met).

Court Reporting Program Requirements (Online Program)

The following requirements are in addition to the prerequisites listed under the course descriptions section of the catalog.

Prerequisite to THY 101, THY 102, or THY 103: Students must place at the ENGL 101 level or pass the equivalent of ENGL 49; students currently on academic probation are not allowed to register for THY 101, THY 102, or THY 103. Students must have a computer-compatible steno writer with tripod, power cord/charger, and realtime cable along with CaseCATalyst software and a compatible laptop prior to CR online orientation. Assistance with this requirement is available through the Department Chair.

Speed	Number Required and %	Prerequisites for Each Level
60—80	1 LIT @ 95% 1 JC @ 97.5% 1 2V @ 97.5% (3 required, any combination)	PRIOR TO 60-80 CLASS: Students must complete THY 101 and 102 with a grade of C or better; THY 103 with a grade of B or better.
100—120	1 LIT @ 95% 1 JC @ 97.5% 1 2V @ 97.5% (3 required, with only 1 JC allowed)	PRIOR TO 120: 5 hours of court observation PRIOR TO 140: 45 NWPM typing (5-minute) certificate
140—160	@ 140 1 LIT @ 95% 1 JC @ 97.5% 1 2V @ 97.5% (3 required, with only 1 JC allowed) @ 160 1 LIT @ 95% 1 JC @ 97.5% 1 2V @ 97.5% 1 3V or 4V @ 97.5% (3 required, with 1 multi-voice and only 1 JC allowed)	PRIOR TO 180: 5 additional hours of court observation
180—200	@ 180 1 LIT @ 95% 1 2V @ 97.5% 1 JC @ 97.5% 1 4V (10") @ 97.5% (3 required, with 1 4V and only 1 JC allowed) @ 200 1 JC @ 97.5% 1 2V @ 97.5% 2 4V (10") @ 97.5% (3 required with 2 @ 4V)	PRIOR TO 200: Writing Across the Curriculum (HU Req)
QUALIFIER	1, 10-MINUTE 200 4V QUALIFIER @ 97.5% Note: Students must transcribe all qualifiers until one is passed.	PRIOR TO QUALIFICATION: (completion of qualifier checklist) and English Challenge Tests – students must pass online tests @ 85%. Legal Terminology - students audit MODL 1 and MODL 2 with score of 80% on all quizzes required. Senior Project w/40 hours of internship & transcription (as indicated on project handout). Completion of CRBC-mandated academics and requirements.



The Department offers two Bachelor of Arts in Liberal Studies, a Bachelor of Science in Community Studies, and an Associate in Arts in Liberal Studies. A minor in Community Studies is also offered in conjunction with a bachelor's degree other than Community Studies. In addition to the courses required for its degrees, the Department also offers additional liberal arts courses used by other departments to meet their general education requirements.

A Humphreys University graduate with a baccalaureate in liberal studies will be able to demonstrate the following Program Learning Outcomes:

Communications: The ability to state clearly and support with evidence well-reasoned positions through concise and proper use of the English language as delivered in logically organized and MLA-formatted written and oral presentations reflecting a keen sense of audience needs and expectations relevant to the rhetorical context.

Humanities: The ability to identify the common and divergent artistic, philosophical, and religious expressions of world societies; recognize these expressions as cultural products of their times with an emphasis on literature as that product; and understand how these expressions have been historically used. Facility to reflect, conduct research, synthesize, and critically approach the humanities.

Social and Behavioral Sciences: A national and global understanding of the interrelationships of individual and social forces that have given rise to political, social, and individual developments and of how these forces and developments affect the direction of humanity on both the individual and social levels. Intellectual capacity in depth of knowledge and synthesis in the areas of social and behavioral sciences.

Natural Science: An understanding of the scope, terminology, methodology, and applications of the natural sciences and the benefits and risks of the interaction between humans and nature.

Mathematics: The ability to use and represent properly mathematical processes—operations, numbers, formulas—in order to solve increasingly sophisticated arithmetic, geometric, and algebraic problems, and to generalize these processes for use in solving applied problems that pertain to other academic disciplines or professional uses.

Critical Thinking: The ability to think critically and to use

research techniques and methods as part of the habit of life-long learning.

Degrees Offered:

- Bachelor of Arts in Liberal Studies (181 units)
- Bachelor of Arts in Liberal Studies with a Multiple Subject Education Concentration (181 units)
- Associate in Arts in Liberal Studies (93 units)
- Bachelor of Science in Community Studies (181 units)
- Minor in Community Studies (28 units)

Bachelor of Arts in Liberal Studies is designed to provide graduates with a well-rounded education in communications, humanities, social and behavioral sciences, mathematics, and natural sciences. The Bachelor of Arts in Liberal Studies imparts breadth in its scope of subjects; therefore, graduates are provided with a liberal studies foundation that affords them the opportunity to thrive in a variety of careers requiring a bachelor's degree as a requisite for advancement in business or education.

**General
Education &
Elective
Requirements**
181 Units

Communications (20 Units)	Math & Science (13 Units)
ENGL 101 Written Communications	MATH 100 College Math
ENGL 102 Advanced Written Communications	Science elective with lab or SCI 110 Physical Science (5 units)
ENGL 103 Intensive Grammar	Math or Science Elective
ENGL 110 Oral Communications	
Select one of the following:	
ENGL 201 Report Writing	
ENGL 202 Critical Thinking and Writing	
	Technology (4 Units)
	MGT 160 Computer Applications
Humanities (44 Units)	Free Electives (52 Units)
LIT 101 Introduction to Literature	13 Free Electives
PHIL 101 Introduction to Philosophy	All Units Must Be College-Level. 20 Units Minimum of Upper-Division Free-Electives.
Foreign Language (8 Units)	
2 Lower-Division Humanities Electives	
Upper-Division Literature Course	
4 Upper-Division Humanities Electives	
Social & Behavioral Sciences (48 Units)	
Select one of the following:	
HIST 101 U.S. History I	
HIST 102 U.S. History II	
HIST 103 U.S. History III	
PS 101 American Institutions	
Select one of the following:	
ECON 101 Economics I	
ECON 102 Economics II	
PSY 101 Introductory Psychology	
SOC 101 Introduction to Sociology	
Select one of the following:	
ECON 102 Intermediate Economics	
HIST 201 U.S. American Immigrant Experience	
HIST 210 The Supreme Court in American Life	
PS 205 International Relations	
PS 210 Mass Media and Society	
PS 220 The American Presidency	
SOSC 202 A Critical Study of World	
SOSC 290 Special Topics	
3 Lower-Division Social & Behavioral Sciences Electives	
3 Upper-Division Social & Behavioral Sciences Electives	

WITH MULTIPLE SUBJECT EDUCATION CONCENTRATION

The Bachelor of Arts in Liberal Studies with a Multiple Subject Education Concentration is designed to provide graduates with a preparation concentration for those intending to become K-8 teachers in California along with a multidisciplinary education in communications, humanities, social and behavioral sciences, mathematics, and natural sciences. By completing this program, students meet the Subject Matter Competency requirements for the California Multiple Subject Teaching Credential and, therefore, do not need to pass the CSET examinations; additionally, if grades in specific reading, writing, and math courses are sufficient, students meet the Basic Skills Requirement for the California Multiple Subject Teaching Credential and, therefore, do not need to pass the CBEST examinations.

General Education Requirements 181 Units

Communications (20 Units)	Humanities (40 Units)
ENGL 101 Written Communications*	LIT 101 Introduction to Literature*
ENGL 102 Advanced Written Communications*	PHIL 101 Introduction to Philosophy
ENGL 103 Intensive Grammar	AM 101 Art & Music Appreciation
ENGL 110 Oral Communications	Foreign Language (8 Units)
ENGL 202 Critical Thinking & Writing*	Upper-Division Literature Course*
	4 Upper-Division Humanities Electives
Social & Behavioral Sciences (48 Units)	Math & Science (13 Units)
Select one of the following:	MATH 100 College Math*
HIST 101 U.S. History I	SCI 110 Physical Science
HIST 102 U.S. History II	SCI 120 Human Biology
HIST 103 U.S. History III	
PS 101 American Institutions	Technology (4 Units)
Select one of the following:	MGT 160 Computer Applications
ECON 101 Economics I	
ECON 102 Economics II	Multiple Subject Education Concentration (40 Units)
Select three of the following:	EDCC 300 Foundations of Teaching in California
HIST 100 California History	EDCC 350 Cultural Diversity
HIST 110 Western Civilization I	EDCC 351 Curriculum & Instruction
HIST 111 Western Civilization II	EDCC 352 Language & Literacy
HIST 112 Western Civilization III	EDCC 353 Mathematics Education
PS 105 Modern World Issues	EDCC 354 Social Science Education
GEOG 101 World Geography	EDCC 355 Science Education
PSY 101 Introductory Psychology	EDCC 356 Theories & Methods of Bilingual/ Multilingual Education
SOC 101 Introduction to Sociology	EDCC 372 or 377A
Select one of the following:	EDCC 372B or 377B
ECON 201 Intermediate Economics	
HIST 201 American Immigrant Experience	Free Electives (16 Units)
HIST 210 The Supreme Court in American Life	4 Free Electives
PS 205 International Relations	
PS 210 Mass Media and Society	
PS 220 The American Presidency	
SOCS 202 A Critical Study of World Cinema	
SOCS 290 Special Topics	
3 Upper-Division Social & Behavioral Sciences Electives	

*To serve as prerequisites to Multiple Subject Education Concentration student must earn a B- or better.

The Associate in Arts degree in Liberal Studies introduces and stimulates intellectual experience in major fields of knowledge and provides a foundation for further and more specialized education either at Humphreys University or at another college or university.

**General
Education &
Elective
Requirements**
93 Units

Communications (16 Units)
ENGL 101 Written Communications
ENGL 102 Advanced Written Communications
ENGL 103 Intensive Grammar
ENGL 110 Oral Communications

Social & Behavioral Sciences (24 Units)
PS 101 American Institutions
Select one of the following:
HIST 101 U.S. History I
HIST 102 U.S. History II
HIST 103 U.S. History III
Select one of the following:
ECON 101 Economics I
ECON 102 Economics II
Select one of the following:
PSY 101 Introductory Psychology
SOC 101 Introduction to Sociology
2 Lower-Division Social Science Electives

Humanities (16 Units)
LIT 101 Introduction to Literature
PHIL 101 Introduction to Philosophy
2 Lower-Division Humanities Electives

Math & Science (13 Units)
MATH 100 College Math ⁺ or Math 101 College Algebra
SCI 110 Physical Science or/ Science Elective with Lab
Math or Science Elective

* Note: If a student is planning to transfer with the A.A. degree, he/she should consult the receiving institution regarding its math requirement.

Technology (4 Units)
MGT 160 Computer Applications

Free Electives (20 Units)
5 Free Electives

Community Studies

The Community Studies Program is a course of study based in the field of sociology and behavioral sciences yet focused on the topic of community and its place in modern American society.

While there is a permanent set of courses organized within Community Studies, only a handful are required by the CS major, the many others covering special topics that focus on modern American society and may be of interest to major and non-major alike. Most students in the Program have chosen areas of emphasis such as business, law, criminology, or education, indicating their field of choice upon graduation while preferring a major that allows a broad range of study and freedom of individual growth. Students are encouraged to connect their degree plans to their area of employment or a possible graduate program. At its heart, the Community Studies Program is liberal in its emphasis on a well-rounded set of courses that educate the mind without a prescribed approach. If there was any one phrase that best encapsulates the Program, it would be, “The future is your own. Own it here.”

Program affiliations include

- Member of the American Sociological Association
- Pacific Sociological Association

Degrees Offered:

- Bachelor of Science in Community Studies (181 units)
- Minor in Community Studies (28 units)

A Humphreys University graduate with a baccalaureate in community studies will be able to demonstrate the following Program Learning Outcomes:

- An awareness of the social processes and structures that make up a modern America. Specific emphasis will be placed on the social institutions that influence our lives and the importance that the concept of community has in the future of our society on a local and a national level.
- A working knowledge of the vital role of research design, ethical application, practical implementation, and presentation as a catalyst for changing and sustaining social institutions. Scientific research methods with application to all fields of social and behavioral science will be covered, culminating in real-world research on areas of local and national importance.
- Applied experience and reflection of the inner-workings of service providers in our/the student’s own local community with additional focus on employment opportunities for graduates as well as potential employer’s needs. Students will be required to participate within the real world of social and human services, using their experiences to add depth of understanding to other courses within the Program as well as help them understand future career goals.
- An understanding of the dynamic interrelationships of social science, human services, education, law, and business as they applied within local community institutions. The strengths of Humphreys University and the social and employment needs of the local community are immediately compatible with the Community Studies Program. Students will exit these required courses with a better understanding of important social dynamics that exist apart from yet impact upon the human services.

The Humphreys University Community Studies Program is a course of study based in the field of sociology and behavioral sciences yet focused on the topic of community and its place in modern American society. The program prepares students for work and employment in public service, business, law, criminal justice, and education. Students are given flexibility for individualized programs of study while being directed through a rigorous set of required behavioral science courses with an emphasis on social research, methodology and reporting.

General Education Requirements
73 Units

Communications (20 Units)

- ENGL 101 Written Communications
- ENGL 102 Advanced Written Communications
- ENGL 103 Intensive Grammar
- ENGL 110 Oral Communications
- Select one of the following:
 - ENGL 201 Report Writing
 - ENGL 202 Critical Thinking and Writing

Humanities Electives (20 Units)

- LIT 101 Introduction to Literature
- PHIL 101 Introduction to Philosophy
- Select one of the following:
 - LIT 201 Masterpieces of World Literature
 - LIT 202 Major Figures of American Literature
 - LIT 203 California Literature
 - LIT 204 Shakespeare
 - LIT 205 Literature of the Ancient World
 - LIT 206 Masterpieces of British Literature
 - HUM 201 Biographies
 - HUM 202 A Critical Study of World Cinema
 - HUM 290 Special Topics
- 2 Humanities Electives

Social & Behavioral Sciences (20 Units)

- PS 101 American Institutions
- SOC 100 Interpersonal Communication
- Select one of the following:
 - HIST 101 U.S. History I
 - HIST 102 U.S. History II
 - HIST 103 U.S. History III
- Select one of the following:
 - GEOG 101 World Geography
 - PS 105 Modern World Issues
 - HIST 110 History of Western Civilization I
 - HIST 111 History of Western Civilization II
 - HIST 112 History of Western Civilization III
 - HIST 120 Modern Asian History
- Select one of the following:
 - PS 205 International Relations
 - PS 210 Mass Media and Society
 - PS 220 The American Presidency
 - HIST 201 American Immigrant Experience
 - ECON 201 Intermediate Economics
 - SOSC 290 Special Topics

Math & Science (13 Units)

- Science elective with lab or SCI 110 Physical Science (5 units)
- MATH 101 College Algebra
- Math or Science Elective

Major Coursework & Electives
108 Units

Community Studies (24 Units)

- CS 101 Introduction to Community Studies
- CS 201 Social Research Methods
- CS 210 Proposal Writing/Date Analysis
- CS 220 Community Studies Colloquium
- CS 295 Internship
- CS 295 Internship

Legal Studies (Minimum 8 Units)

- LEGA 101 Introduction to the Legal System
- Select one of the following:
 - LEGA 204 Criminal Law
 - LEGA 216 Family Law
 - LEGA 217 Administrative Law
 - LEGA 218 Workers Compensation

Major Coursework & Electives

108 Units

Continued

Social & Behavioral Sciences (12 Units)

SOC 101 Introduction to Sociology

PSY 101 Introductory Psychology

Select one of the following:

ECON 101 Economics I

ECON 102 Economics II

Business Management (Minimum 8 Units)

Select two of the following:

MGT 105 Business Management

MGT 120 Business Law

MGT 140 Supervisory Management

MGT 215 Public Relations

MGT 220 Organizational Behavior

MGT 230 Human Resources Management

MGT 270 Financial Management

ACCT 101 Accounting I

ACCT 102 Accounting II

Major Electives (24 Units)

6 Major Electives

Select from courses in the following subject areas: Community Studies, Business, Legal Studies, Early Childhood Education, Social & Behavioral Sciences

Free Electives (32 Units)

8 Free Electives

Note: All bachelor's degree students must complete a total of 60 upper-division units; therefore, choose all elective courses with this requirement in mind.

The Humphreys University Community Studies Program is a course of study based in the field of sociology and behavioral sciences yet focused on the topic of community and its place in modern American society.

A minor in Community Studies is open to any student enrolled in any baccalaureate degree program other than community studies. The fundamental premise of the Community Studies minor is parallel to that of the major: to emphasize the interdependence of the social sciences, management, and law in an integrated community system. The minor offers the student a better understanding of the collaborative process in addressing and resolving community problems. In addition, the minor enables the student majoring in the disciplines of management, education, or law an opportunity to broaden his or her knowledge of the social sciences with the unifying principle of community involvement and public service.

Curricula & Requirements
16 Units

Core Requirements (16 Units)
CS 101 Introduction to Community Studies (4 units)
PSY 101 Introductory Psychology (4 units)
SOC 101 Introduction to Sociology (4 units)
Select one of the following:
LEGA 101 Introduction to the Legal System (4 units)
MGT 105 Business Management (4 units)

Electives
12 Units

Upper-Division Electives (12 Units)
Select three from the following:
LEGA 204 Criminal Law (4 units)
LEGA 216 Family Law (4 units)
LEGA 217 Administrative Law (4 units)
LEGA 218 Workers' Compensation (4 units)
LEGA 232 Employment Law (4 units)
MGT 215 Public Relations (4 units)
MGT 220 Organizational Behavior (4 units)
MGT 230 Human Resources Management (4 units)
CS 201 Social Research Methods (4 units)
CS 280 Criminology (4 units)
CS 290 Community Planning (4 units)
CS 291 Community Health Analysis (4 units)
CS 292 Human Service Delivery (4 units)
CS 293 Police and Community Relations (4 units)
CS 294 Deviant Behavior (4 units)
CS 295 Community Studies Internship (4 units)
CS 296 Rural Problems and Prospects (4 units)
CS 297 Gerontology (4 units)
CS 298 Social Stratification in American Society (4 units)
CS 299 Special Topics in Community Studies (4 units)*

* Repeatable with new topic for up to 8 towards the minor.

Courses in the Department of Liberal Arts

Many of the courses in the Liberal Arts Department require that a student be at college level in reading and writing. The following are ways in which a student can demonstrate college-level proficiency in both reading and writing:

- By achieving passing scores on both the University's writing and reading placement examinations or
- By earning a C or higher in both ENGL 49 and PSY 100. Both courses must be taken only at Humphreys University.

Communications

ENGLISH

Note: A student who is required to take both ENGL 49 and PSY 100 must complete the courses within his/her first two quarters.

ENGL 49

Composition and Reading (4 units)

Prerequisite: Based on scores of both the writing and reading sections of placement examinations. Corequisite: PSY 100

The course is designed to prepare students to enter college-level English composition. The emphasis in the course is writing well-developed paragraphs in an organized essay, improving reading comprehension, and reviewing grammar and usage. The student will produce multiple basic essays, based on research and reading, to demonstrate competency of the learning outcomes.

ENGL 100

The Study of the English Language (4 units)

An intensive study of word structure, elementary semantics, etymology, word analysis, and spelling. Included are Latin, Greek, and English roots and affixes and an introduction to the history of the English language.

ENGL 101

Written Communications (4 units)

Prerequisite: College-level reading and writing.

A directed writing course that develops the student's written communication skills through the critical examination and production of organized and coherent essays and a research paper. Students read and discuss the essays of accomplished writers and use them as examples in the production of their own writing assignments.

ENGL 102

Advanced Written Communications (4 units)

Prerequisite: ENGL 101.

Further directed writing extending the writing skills developed in ENGL 101. Emphasis is placed on logic, critical analysis, and research techniques in the composition of writing assignments that are expected to be more proficient than those produced in ENGL 101.

ENGL 103

Intensive Grammar (4 units)

Prerequisite: College-level reading and writing.

An intensive examination of English grammar. This course is designed to improve the student's communication skills by emphasizing grammar, word usage, conciseness, clarity, punctuation, spelling, and word study.

ENGL 110

Oral Communications (4 units)

Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

The study and practice of oral presentation skills. This course provides individualized experience enabling the student to deal with specific, practical opportunities to present information in front of relatively small groups. The course includes the study of modes of oral communication and methods used to develop and support both informative and argumentative speaking while emphasizing both analytical and critical thinking in oral expression.

ENGL 120

Medical Terminology I (4 units)

Prerequisite: College-level reading and writing.

A study of the roots, affixes, and structure of medical terminology. The course develops basic medical vocabulary and the ability to use and understand medical terms. Students study diagnostic, systematic, and operative terms as well as abbreviations and symbols.

ENGL 121

Medical Terminology II (4 units)

Prerequisite: ENGL 120.

A continuation of ENGL 120 Medical Terminology I. Students study additional topics such as cancer medicine; pharmacology; radiology, nuclear medicine, and radiation therapy; psychiatry; and the endocrine system.

ENGL 201

Report Writing (4 units)

Prerequisites: ENGL 101, ENGL 102 or ENGL 103.

Analysis and production of the organization, style, and format of both technical and non-technical reports. Students engage in the preparation of informal and formal reports often directly related to the student's field of professional or educational interest.

ENGL 202

Critical Thinking and Writing (4 units)

Prerequisites: ENGL 102, ENGL 103, ENGL 110.

An advanced writing course emphasizing research and critical thinking as the foundation for defensible, well-written argumentative essays. Students will advance their understanding of audience, research strategies, and documentation.

ENGL 210

Advanced Oral Communications (4 units)

Prerequisites: ENGL 110, ENGL 102.

This course is designed to provide the student with advanced skills and techniques to refine style, delivery, choice of materials, and methods of organization for public speaking with a focus on persuasive speaking, including argumentation and debate.

Humanities

AM 101

Art and Music Appreciation (4 units)

A course designed to increase the student's appreciation of the great masterpieces of art and music through lecture, films, and recordings. Consideration is given to the historical setting as well as the significance of art and music as interrelated expressions of Western culture.

HUM 201

Biographies: Great Figures in the Humanities (4 units)

Prerequisites: ENGL 101, one humanities course.

An in-depth study of select figures in the humanities. Students study biographies and important works of great men and women who have profoundly influenced history with significant contributions in the humanities, including art, music, literature, philosophy, and religion.

HUM 202

A Critical Study of World Cinema (4 units)

Prerequisite: ENGL 102.

This course is a critical exploration of film as a comparative art form used to exemplify the human experiences. Students will comprehensively examine genre, formal composition, and critical perspectives. A history and screening of cinema, both international and domestic, will be included.

HUM 290

Special Topics (1-4 units)

(repeatable with new topic for up to 8 units)

Prerequisite: ENGL 101 and others determined by the Liberal Arts faculty.

An intensive study in communications and/or the humanities from a critical perspective.

HUM 299

Directed Study (1-4 units)

(repeatable with new topic for up to 8 units)

Prerequisites: ENGL 101, upper-division standing with CGPA 3.25 or better and approval of instructor and academic chair.

Designed to enhance and build on present curriculum in the humanities with individualized instruction in an area not covered in-depth by current course offerings. Though the student initiates the design of the course through his/her interest in a particular area of study, the instructor and the academic chair must grant final approval of course content.

PHIL 101

Introduction to Philosophy (4 units)

Prerequisite: ENGL 101.

An introduction to philosophy by study of the works of ancient and modern philosophers, concentrating on questions of morality and ethical conduct, reality, knowledge, religion, politics, and science. The course infuses both analytical and critical thinking in the discussion and study of the sources.

REL 101

Great Religions of the World: An Introduction (4 units)

Prerequisite: ENGL 101.

A study of the history and basic principles of the world's major religions. Students study Judaism, Christianity, Buddhism, Islam, Hinduism, and the Confucian school of philosophy. The importance and significance of religion and the continuous influence on humanity provide the backdrop for this study.

Literature

LIT 101

Introduction to Literature (4 units)

Prerequisite: ENGL 101.

An introduction to and survey of fiction, poetry, and drama. Students learn to read, analyze, discuss, and write about literature. Students are introduced to the perspectives of various literary criticism theories as applied to the works of many well-known writers.

LIT 201

Masterpieces of World Literature (4 units)

Prerequisite: LIT 101 or ENGL 102.

A study of several well-known masterpieces of world literature. Students synthesize the knowledge and critical reading and writing strategies learned in previous courses to embark on in-depth analyses of world literature.

LIT 202

Major Figures of American Literature (4 units)

Prerequisite: LIT 101 or ENGL 102.

An intense study of the major authors and their works in American literature from the Colonial Period to modern times. Students synthesize the knowledge and critical reading and writing strategies learned in previous courses to examine in-depth the writings of America's major authors.

LIT 203

California Literature (4 units)

Prerequisite: LIT 101 or ENGL 102.

A concentrated, thematic study of California literature, focusing on authors from and works about the Central Valley. This course offers a selection of writers from diverse ethnic, cultural, and socioeconomic backgrounds.

LIT 204

Shakespeare (4 units)

Prerequisite: LIT 101 or ENGL 102.

A critical study of the dramatist, his plays, his poetry, the Elizabethan theater, and the historical period. Applying their literary skills, students focus their efforts on the study of Shakespeare's works.

LIT 205

Literature of the Ancient World (4 units)

Prerequisite: LIT 101 or ENGL 102.

A critical study of literature from the Greeks and Romans with emphasis on mythology and other major works as well as the impact of these classical cultures on both our civilization and contemporary times.

LIT 206

Masterpieces of British Literature (4 units)

Prerequisite: LIT 101 or ENGL 102.

An intense study of British authors with a selection of their major works in poetry, drama, prose fiction and nonfiction from the medieval to the modern.

LIT 211 / ECE 211

Adolescent Literature and Curriculum (4 units)

Prerequisites: ENGL 102, LIT 101 or ECE 155

This upper-division literature course is designed to encourage a love of reading and the use of literature to nurture an adolescent's critical thinking skills and knowledge. Participants become more knowledgeable about selecting appropriate books for students from fourth through twelfth grade, and how to effectively integrate literature into the curriculum. Understanding Common Core literature standards and developing appropriate lesson plans for this age group will be an important aspect of the course. The concept of developing an adolescent's creative, cognitive, social, cultural, and emotional growth is emphasized.

Spanish

SPAN 101

Elementary Spanish I (4 units)

Prerequisite: College-level reading and writing.

An introduction to the Spanish language and Hispanic cultures. The following language skills are emphasized: listening, speaking, reading, and writing.

SPAN 102

Elementary Spanish II (4 units)

Prerequisite: SPAN 101.

An extension of the study of the Spanish language and Hispanic cultures. The following language skills are emphasized: listening, speaking, reading, and writing.

SPAN 201

Intermediate Spanish (4 units)

Prerequisite: SPAN 102.

This course continues the study of the Spanish language and Hispanic cultures with some work in advanced grammar concepts. Reading, writing, and Hispanic literature will be emphasized.

Mathematics

Note: A student who needs MATH 40, MATH 48, and/or MATH 49 must complete the course(s) within his/her first three quarters with a C or better. A student whose degree plan requires only MATH 100 must complete MATH 40 within his/her first three quarters with a C or better. Prior to beginning the math sequence, students should seek counseling from their faculty advisors for proper placement.

MATH 40

Basic Mathematics (4 units)

Prerequisite: Based on score of numerical section of entrance examination.

A review of the number system and operations of numbers. Fundamentals of addition, subtraction, multiplication, division, fractions, decimals, and percentages are stressed by application; practical applications of arithmetic are used for illustrations of principles, introduction to elementary algebra and geometry.

MATH 48

Introductory Algebra (4 units)

Prerequisite: MATH 40 with a C or better; or passing score on numerical section of entrance examination.

An introduction to algebraic concepts. Topics to be discussed include the number system and the properties of real numbers, solving linear equations and inequalities in one variable, graphs and linear equations, systems of equations in two and three variables, polynomials and exponents, and an introduction to factoring.

MATH 49

Intermediate Algebra (4 units)

Prerequisite: MATH 48 with a C or better; or passing score on elementary algebra section of entrance examination.

A continuation and more advanced treatment of algebraic concepts. Topics to be discussed include an in-depth exploration of factoring, rational expressions, functions, roots and radicals, the quadratic formula and quadratic equations, and sequences and series.

MATH 100

College Math (4 units)

Prerequisite: MATH 40 with a C or better; or passing score on the numerical section of entrance examination. (May not be open to students already having credit for MATH 101 or equivalent.)

A course to acquaint students with mathematical concepts and theories with the purpose of developing and increasing skills in mathematical, quantitative, and critical thinking and reasoning, as well as problem-solving skills. (Does not satisfy the math

requirement for all majors.)

MATH 101

College Algebra (4 units)

Prerequisite: MATH 49 with a C or better; or passing score on intermediate algebra section of entrance examination.

An in-depth treatment of algebra with the intent of advancing students' mathematical, quantitative, critical reasoning, and problem-solving skills. It will include but not be limited to quantitative problem-solving techniques, rational expressions and equations, functional notation, exponential and logarithmic equations, polynomials, analytic geometry, linear and nonlinear equations and inequalities, and sequences and series.

MATH 110

Calculus (4 units)

Prerequisite: MATH 101 or passing score on college algebra section of entrance examination.

A course in the fundamental concepts and applications of calculus to problems in business and the social sciences. The course covers the following topics: functions and graphs, limits and continuity, the derivative and its applications in maximization and minimization, exponential and logarithmic functions, definite and indefinite integrals, and functions of several variables.

MATH 120

Statistics (4 units)

Prerequisite: MATH 101 or passing score on college algebra section of entrance examination.

A beginning course in statistics. The course covers the following topics: describing sets of data, probability, and probability distributions of discrete and continuous random variables, measures of central tendency and variability, the Poisson, binomial and normal probability distributions, hypothesis testing, sampling techniques and regression and correlation, inferences from large and small samples.

MATH 199

Special Problems in Mathematics (1-6 units)

Prerequisite: MATH 100 or MATH 101 and others as determined by the Liberal Arts faculty.

Small groups and individualized programs of study in mathematics designed to fit the special interests or needs of students.

Natural Sciences

Note: If you are in a bachelor's degree program, or think you may continue toward a bachelor's after you earn your associate's degree, or if you are a Liberal Studies major, you need to take SCI 110 or a lecture course in science along with the corresponding lab course, SCI 121 or SCI 131, to satisfy the lab requirement.

SCI 110

Physical Science (5 units)

Prerequisite: College-level reading and writing.

An introduction to physical science with information drawn from physics, geology, astronomy, and meteorology. This lab-embedded course covers a selection of topics with lab activities in the following: mechanics, electricity and magnetism, plate tectonics, earthquakes and volcanoes, seasons and weather, the solar system, and stars.

SCI 120

Human Biology (4 units)

Prerequisite: College-level reading and writing.

An introduction to life science with emphasis on the basic concepts of anatomy and physiology, including the anatomical structure of cells, tissues, skin, skeleton, and organs together with their physiological functions. The course also covers the basic systems of the body (respiratory, circulatory, nervous, endocrine, digestive, muscular, skeletal, and urinary).

SCI 121

Human Biology Laboratory (1 unit)

Co-requisite: To be taken concurrently with SCI 120.

Students engage in laboratory work and hands-on demonstrations in the anatomical structure and processes occurring in man.

Students learn to use scientific instruments in the examination of cells and tissues, the senses, and human inheritance and genetics.

SCI 130

Environmental Science (4 units)

Prerequisite: College-level reading and writing.

An introductory analysis of the complex of biological and physical sciences and their interactions with societal concerns which constitute environmental problems. Students investigate such environmental concerns as the dimensions and causes of the population problem, energy development and conservation, and pollution, as well as the conservation of natural environments.

SCI 131

Environmental Science Laboratory (1 unit)

Co-requisite: To be taken concurrently with SCI 130. Students participate in and observe field laboratory work, field investigations, and applied approaches to the study of environmental science topics. This laboratory requires students to travel to field locations announced at the first meeting.

Social and Behavioral Sciences

ECONOMICS

ECON 101

Economics I (4 units)

Prerequisite: College-level reading and writing.

A study of macroeconomics. The course covers the following topics: organization, operation, and control of the American economy; measurement, level, and distribution of national income; economic fluctuations; business and government finance; money and banking; fiscal and monetary stabilization techniques.

ECON 102

Economics II (4 units)

Prerequisite: College-level reading and writing.

A study of microeconomics. The course covers the following topics: pricing process under perfect and imperfect competition, utility, marginal products, government policies for agriculture, distribution of income.

ECON 201

Intermediate Economics (4 units)

Prerequisite: ECON 101 or ECON 102.

An advanced analysis and discussion of economics. Students examine, discuss, and write about current economic trends, events, conditions, policies, players, and directions.

GEOGRAPHY

GEOG 101

World Geography (4 units)

Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

Students taking this course will study the geographical characteristics—both physical and human—of the vast regions of the world. Attention will be given to the locations of continents and major countries of their regions, their climates, resources, and their roles in the global community. The differences in levels of wealth among nations will be studied in the context of their individual needs and their abilities for healthy and permanent growth and stability.

HISTORY

HIST 100

History of California (4 units)

A historical background of the state. The course teaches students to understand the significance that events in California history have had on the entire United States. While covering the geography, the Spanish and Mexican eras, the California missions, the war with Mexico, the Gold Rush, the admission of California to the United States, and other main events, a special emphasis is directed toward the cultural diversity in California.

HIST 101

History of the United States I (4 units)

Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

A history of the United States, the events, ideas, and main currents from its beginning until 1860. The course focuses on the

discovery of America, its colonization, the American Revolution, the Declaration of Independence, the Bill of Rights, the Constitution, the territorial acquisitions, slavery, and the causes of the Civil War.

HIST 102

History of the United States II (4 units)

Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

The ideas, events, and main currents in the United States history from 1860 to 1920. Emphasized are the Civil War, the Reconstruction Period, the westward movement, industrialization during the Gilded Age, the growth of labor unions and big business, and America's involvement in World War I.

HIST 103

History of the United States III (4 units)

Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

A history of the United States from 1920 to the present. The three wars—World War II, the Korean War, and the war in Vietnam—are studied along with the important events and movements in the following decades.

HIST 110

History of Western Civilization I (4 units)

Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

A survey of the development of Western culture from its classical antiquity to the end of the Middle Ages. Emphasis is placed on the intellectual and institutional foundations of Western civilization.

HIST 111

History of Western Civilization II (4 units)

Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

A survey of the development of Western society and culture from the Renaissance to the French Revolution. Consideration is given to the social, intellectual, and institutional changes that led to the birth of the modern Western world.

HIST 112

History of Western Civilization III (4 units)

Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

A survey of the development of Western society during the nineteenth and twentieth centuries. Emphasis is placed upon the social, institutional, and intellectual changes that have formed the basis of the contemporary Western world.

HIST 120

Modern Asian History (4 units)

Prerequisite: College-level reading and writing.

A study of the histories of China, Japan, and Korea since the advent of the modern West, from the fifteenth century to the

modern day. Other countries such as the Philippines, Taiwan, Indonesia, and Vietnam are included in the context of their effect on and significance to the histories of the major powers. Students become acquainted with the uniqueness of East and Southeast Asian cultures and traditions and their importance in understanding their historical impact on and interaction with each other as well as with the West.

HIST 201

American Immigrant Experience (4 units)

Prerequisites: ENGL 101, PS 101, HIST 101, 102, or 103.

An intense study of the past, present, and future of the United States as an ethnically diverse country. Immigration issues are traced both as a process and as a current phenomenon. Special attention is paid to the California immigrant experience.

HIST 210

The Supreme Court in American Life: Landmark Cases

..... (4 units)

Prerequisites: ENGL 101, PS 101, HIST 101, 102 or 103.

An in-depth analysis of landmark U.S. Supreme Court decisions in light of their economic, social, political, and cultural consequences. Both the Court's role in the national and state legal system and the justices' roles in the constitutional system are examined.

POLITICAL SCIENCE

PS 101

American Institutions (4 units)

A study of American government and other institutions, their constitutional bases, structure, functions, and their influence on the national, state, and local level. Consideration is given to the Constitution, political systems, and historical background of California. This course fulfills the California State recommendations in federal, state, and local government.

PS 105

Modern World Issues (4 units)

Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

An introduction to history in the making and current, international issues with worldwide social, political, and economic implications. Issues such as war and peace, terrorism, foreign relations, and international trade are studied in the context of the geography, history, and current policies of the countries involved.

PS 205

International Relations (4 units)

Prerequisites: ENGL 101, PS 101.

An in-depth examination of the geography, resources, terminology, recent history, comparative political philosophies, and politics of the regions of the world engaged in international affairs and diplomacy. Students analyze the historical and modern

perspectives of specific approaches and methods that nations use in the conduct of foreign affairs.

PS 210

Mass Media and Society (4 units)

Prerequisites: ENGL 101, PS 101.

The role of the media in American and global politics and society. The course emphasizes the relationship of American political and other social institutions with the media, especially in terms of how popular opinion is affected by both objective and subjective means. Particular attention is given to news journalists and commentators as they communicate via television, radio, print, and/or the Internet.

PS 220

The American Presidency (4 units)

Prerequisites: ENGL 101, HIST 101, 102, or 103; PS 101.

This upper-division course deals with the role of U.S. presidents in national and international life. It extends students' knowledge of the constitutional functions of the presidency and its place in the federal governmental system. The historically relevant executive decisions are analyzed in light of their economic, social, political, and cultural consequences.

PSYCHOLOGY

PSY 100

Student Success (4 units)

Prerequisite: Based on scores of both the writing and reading sections of placement examinations. Co-requisite: ENGL 49.

This course 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 and communication skills. Introduction to college and online resources will also be included.

PSY 101

Introductory Psychology (4 units)

Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

An introduction to facts and theories in the scientific study of human behavior. Includes attention to psychological factors in sensation, perception, emotion, motivation, learning, personality, the brain, and other behavioral factors.

SOCIOLOGY

SOC 100

Interpersonal Communication (4 units)

A survey of techniques and processes of person-to-person interaction, including verbal and non-verbal communication, active listening, and positive relationship building. Students study and practice the concepts related to improving interpersonal communication skills.

SOC 101

Introduction to Sociology (4 units)
Prerequisite: Concurrent enrollment in ENGL 49 or College-level reading and writing.

An introduction to the principal concepts, perspectives, methods, and insights of the scientific study of human society. The course includes the analysis and explanation of culture, personality, social institutions, population, social processes, and collective behavior.

SOSC 202

A Critical Study of World Cinema (4 units)
Prerequisite: ENGL 102.

This course is a critical exploration of film as a comparative art form used to exemplify the human experiences. Students will comprehensively examine genre, formal composition, and critical perspectives. A history and screening of cinema, both international and domestic, will be included.

SOSC 290

Special Topics (1-4 units)
(repeatable with new topic for up to 8 units)
Prerequisite: ENGL 101 and others as determined by Liberal Arts faculty.

An intensive study in the social sciences from a critical perspective.

SOSC 299

Directed Study (1-4 units)
(repeatable with new topic for up to 8 units)
Prerequisite: ENGL 101 and upper-division standing with CGPA 3.25 or better and approval of instructor and academic chair.

Designed to enhance and build on present curriculum in the social sciences with individualized instruction in an area not covered in-depth by current course offerings. Though the student initiates the design of the course through his/her interest in a particular area of study, the instructor and the academic chair must grant final approval of course content.

Note: Some Community Studies, Early Childhood Education, and Criminal Justice courses may satisfy elective requirements for social and behavioral sciences. Consult your academic advisor for details.

Community Studies

CS 101

Introduction to Community Studies (4 units)
Prerequisite: College-level reading and writing.
(Can count as Social and Behavioral Sciences elective.)

Introduces students to the concept of community and related ideas, including integrated versus fragmented communities and institutions that comprise communities, such as families, schools, businesses, nonprofit organizations, and government agencies.

Students also learn techniques for community analysis and mechanisms for promoting greater connections among individuals, families, and organizations within the community.

CS 201

Social Research Methods (4 units)
Prerequisites: Junior or Senior status and one of the following: SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *

Teaches students to understand and utilize various methods of social research, including qualitative (interviews, observation, etc.) and quantitative (descriptive and inferential statistics) research techniques. Students design a research project which employs one or more of the methods covered in class. This course is intended to make students informed consumers of social science research.

CS 210

Proposal Writing/Data Analysis (4 units)
Prerequisite: CS 201.

Provides more in-depth guidance on how to write a research proposal with the needs of a local community organization in mind. Organization of the proposal is balanced by attention given to data-gathering instruments and analysis of data. This class is very useful for anyone hoping to enter a management position in the field of social services. An absolute requirement for any Community Studies major before entering CS220, Colloquium.

CS 220

Community Studies Colloquium (4 units)
Prerequisites: CS 101, CS 201, CS 210.

Taught in seminar format, this capstone course is intended to allow students to carry out a formal research project. The instructor serves as facilitator for the interactive format in which students provide input to one another concerning the design and conduct of individual research projects. The focus is on real-world challenges, such as evaluating a social program, observing social group interactions, or analyzing a public or private organization.

CS 280

Criminology (4 units)
Prerequisites: Junior or Senior status and one of the following: SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *

This course is designed to address the impact crime has on society. Students will study multiple criminological theories dating back to the 1700s, including the Classical, Marxist, Sociological, and Multifactor theories. Specific emphasis will be placed on reasons crimes are committed, their effect on society, specific behavioral patterns, and the current criminal justice system in the United States, including Law Enforcement, the Courts, detention facilities, probation, parole, and offender counseling/rehabilitation.

CS 290

Community Planning (4 units)
Prerequisites: Junior or Senior status and one of the following:

SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *
(Can count as Social and Behavioral Sciences elective.)
A study of the physical layout and built environment that characterizes communities, with an emphasis on how communities can be designed, built, or redeveloped to promote sustainability and to maximize human interaction.

CS 291

Community Health Analysis (4 units)

Prerequisites: Junior or Senior status and one of the following: SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *
(Can count as Social and Behavioral Sciences elective.)
An overview of health and wellness issues as they affect the functioning of communities. Health care institutions within the community are emphasized, along with a discussion of the holistic health model, which encompasses prevention, education, and lifestyle issues in addition to traditional medical approaches to health care.

CS 292

Human Service Delivery (4 units)

Prerequisites: Junior or Senior status and one of the following: SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *
(Can count as Social and Behavioral Sciences elective.)
A review of the history of social services in the Western world with primary emphasis on the United States over the last century. The course presents a balance of information on the structural causes, program components, social attitudes, and recipients of social resources given to the less powerful in our country. A text provides historical perspective while handouts and guest speakers give up-to-date information on the reality of what "welfare" means in modern America.

CS 293

Police and Community Relations (4 units)

Prerequisites: Junior or Senior status and one of the following: SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *
(Can count as Social and Behavioral Sciences elective.)
Law enforcement institutions and practitioners are covered by this course, which stresses concepts such as community-based policing, conflict resolution between neighborhood residents and the police department and the integration of police services into a community's human service delivery network.

CS 294

Deviant Behavior (4 units)

Prerequisites: Junior or Senior status and one of the following: SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *
(Can count as Social and Behavioral Sciences elective.)
Societal definitions of deviance, the process by which individuals within a community are labeled as deviant and the role of deviance in determining and reinforcing the stratification of society are among the key themes of this course. Cross-cultural interpretations of deviant behavior are also addressed.

CS 295

Community Studies Internship (2-4 units)

Prerequisites: Junior or Senior status and one of the following: SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *
This course is designed to provide practical experience in a community-based setting, augmented by class discussions and written assignments.

CS 296

Rural Problems and Prospects (4 units)

Prerequisites: Junior or Senior status and one of the following: SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *
(Can count as Social and Behavioral Sciences elective.)
An examination of the challenges faced by rural families and communities in the United States and abroad. Topics include urbanization as it affects the rural landscape, environmental degradation, and the growing trend toward corporate agriculture.

CS 297

Gerontology (4 units)

Prerequisites: Junior or Senior status and one of the following: SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *
(Can count as Social and Behavioral Sciences elective.)
A study of the aging process and the problems of the aged, with an emphasis on issues such as the changing roles of individuals as they grow old and the policy challenges associated with an increasingly aging population.

CS 298

Social Stratification in American Society (4 units)

Prerequisites: Junior or Senior status and one of the following: CS 101, SOC 101, PSY 101, ECON 101, ECON 102. *
(Can count as Social and Behavioral Sciences elective.)
Explores the multidimensional nature of stratification and examines the theoretical perspectives as well as the historical and social-structural context of stratification and inequality in the U.S.

CS 299

Special Topics in Community Studies (1-4 units)

Prerequisites: Junior or Senior status and one of the following: SOC 101, PSY 101, CS 101, ECON 101, ECON 102. *
Issue-oriented courses addressing topics of relevance to the study of communities.

* All upper-division Community Studies courses require at least one social science course as well as Junior or Senior status as prerequisites; however, taking more than one social science course, such as SOC 101, PSY 101, CS 101, ECON 101, ECON 102, may substitute for Junior/Senior status requirement. See your academic advisor for more information.



The Department seeks to train and educate students in all types of skills—academic, technological, and legal—that are necessary for work in law-related careers.

The seriousness of the law requires high competency levels in those who seek jobs in the field. For students interested in the bachelor's degree, both procedural and substantive areas of the law will be studied and will meet the requirements of the State of California regarding the Paralegal profession.

A Humphreys University graduate with a baccalaureate in legal studies will be able to demonstrate the following Program Learning Outcomes:

- Demonstrate the professional and ethical role of a paralegal
- Demonstrate an understanding of the roots and sources of the American Legal System
- Demonstrate an ability to understand and use the appropriate forms related to litigation and trial procedures
- Demonstrate a proficiency in legal research, writing, and legal drafting
- Become familiar with the operation and management of a modern law office Develop a conceptual and substantive knowledge of substantive law courses
- Develop the ability to analyze and apply law to factual situations
- Develop habits of critical thinking

Degrees Offered:

- Bachelor of Arts in Legal Studies (181 units)
- Associate in Arts in Legal Studies (93 units)
- Certificate of Completion in Paralegal Studies
- Minor in Legal Studies (28 units)

Note: For the Master of Legal Studies (MLS) program, please see the department of graduate studies section of this catalog.

The Humphreys University Department of Legal Studies seeks to train and educate students in all types of skills—academic, technological, and legal—that are necessary for work in law-related careers.

Legal Studies is an undergraduate program managed by the Drivon School of Law and is designed to train and educate students in all types of skills that are necessary for work in law-related careers. It is an excellent pathway for law school.

General Education Requirements 73 Units

Communications (20 Units)

- ENGL 101 Written Communications
- ENGL 102 Advanced Written Communications
- ENGL 103 Intensive Grammar
- ENGL 110 Oral Communications
- ENGL 201 Report Writing or ENGL 202 Critical Thinking and Writing

Humanities (16 Units)

- 3 Lower-Division Humanities Electives
- Upper-Division Humanities Elective

Math & Science (13 Units)

- MATH 100 College Math
- Science Elective and Lab (5 units)
- Math or Science Elective

Social & Behavioral Sciences (24 Units)

- PS 101 American Institutions
- Select one of the following:
 - HIST 101 U.S. History I
 - HIST 102 U.S. History II
 - HIST 103 U.S. History III
- 3 Lower-Division Social & Behavioral Science Electives
- Upper-Division Social & Behavioral Science Elective

Core & Elective Requirements 108 Units

Legal Studies Requirements (36 Units)

- LEGA 101 Introduction to the Legal System
- LEGA 102 Torts
- LEGA 103 Contracts
- LEGA 204 Criminal Law
- LEGA 206 Legal Studies Capstone
- LEGA 207 Legal Research
- LEGA 210 Civil Litigation
- LEGA 212 Professional Responsibility
- LEGA 230 Evidence

Management & Legal Studies Requirements (24 Units)

- MGT 150 Personal Financial Management
- MGT 160 Computer Applications
- LEGA 160 Legal Terminology and Beginning Legal Research
- LEGA 161 Legal Office Procedures
- LEGA 162 Legal Practice Overview
- Management Elective

Legal Studies Major Electives (20 Units)

- Select five of the following:
 - LEGA 211 Advanced Civil Litigation
 - LEGA 216 Family Law
 - LEGA 217 Administrative Law
 - LEGA 218 Workers Compensation
 - LEGA 219 Probate
 - LEGA 221 Partnerships and Corporations
 - LEGA 222 Bankruptcy Practice
 - LEGA 223 Real Estate
 - LEGA 232 Employment Law
 - LEGA 295 Internship
 - CRIM 102 Criminal Procedure I
 - CRIM 201 Criminal Procedure II
 - CRIM 220 Correctional Law
 - HIST 210 The Supreme Court in American Life: Landmark Cases
 - MGT 280 Business Law II

Free Electives (28 Units)

- 7 Free Electives

*Students must have 60 units in upper division coursework in order to graduate.

The Humphreys University Department of Legal Studies seeks to train and educate students in all types of skills—academic, technological, and legal—that are necessary for work in law-related careers.

This degree prepares students for entry positions in law offices or any legal-related fields of work, including as a paralegal. Completion of the AA in Legal studies also meets the eligibility requirements to sit for the NALA Certified Paralegal exam. While taking many skill-level courses, students will have 56 units of required courses in the Liberal Arts, preparing them for working toward the Bachelor of Arts in Legal Studies.

General Education Requirements
52 Units

Communications (12 Units)

- ENGL 101 Written Communications
- ENGL 102 Advanced Written Communications or
- ENGL 110 Oral Communications

Social & Behavioral Sciences (16 Units)

- PS 101 American Institutions
- Select one of the following:
 - HIST 101 U.S. History I
 - HIST 102 U.S. History II
 - HIST 103 U.S. History III
- 2 Social & Behavioral Sciences Electives

Humanities (12 Units)

- 3 Lower-Division Humanities or Literature Electives

Math & Science (12 Units)

- MATH 100 College Math
- Science Elective
- Math or Science Elective

Core & Elective Requirements
44 Units

Management Requirements (16 Units)

- MGT 115 Business Communication
- MGT 150 Personal Financial Management
- MGT 160 Computer Applications
- MGT 161 Word Processing

Legal Studies Requirements (20 Units)

- LEGA 101 Introduction to the Legal System
- LEGA 160 Legal Terminology and Beginning Legal Research
- LEGA 161 Legal Office Procedures
- LEGA 162 Legal Practice Overview
- LEGA 195 Internship or LEGA 102 or LEGA 103

Free Electives (8 Units)

- 2 Free Electives

The Humphreys University Department of Legal Studies seeks to train and educate students in all types of skills—academic, technological, and legal—that are necessary for work in law-related careers.

The Certificate of Completion in Paralegal Studies indicates the successful completion of a core of nine legal studies courses developed and approved by the Legal Studies faculty. The Certificate of Completion is designed to provide the student with theoretical and practical exposure to certain areas of the law and meet the conditions of the California Business and Professions Code Sections 6450 through 6456 necessary to designate oneself as a Paralegal in the State of California.

All students must also have previously taken, and passed with a C or better, any college-level written English course or be taking it concurrently during their first quarter. It is highly recommended that students have a basic working ability with computers and word processing prior to entry into the Certificate of Completion program or that a software applications course be taken during the student's first quarter. A strong grasp of English grammar conventions, such as spelling, punctuation, and composition, is also recommended.

A Certificate of Completion will be awarded to the student who completes nine of the following courses with a grade point average of 2.0 or higher.

Curricula & Requirements

36 Units

Core Requirements (36 Units)

Select nine from the following courses:

LEGA 101 Introduction to the Legal System (4 units)

LEGA 160 Legal Terminology (4 units)

LEGA 161 Legal Office Procedures (4 units)

LEGA 162 Legal Practice Overview (4 units)

LEGA 102 Torts (4 units)

LEGA 103 Contracts (4 units)

LEGA 204 Criminal Law (4 units)

LEGA 206 Legal Drafting (4 units)

LEGA 207 Legal Research (4 units)

LEGA 210 Civil Litigation (4 units)

LEGA 212 Professional Responsibility (4 units)

LEGA 230 Evidence (4 units)

MGT 120 Business Law I (4 units)

MGT 280 Business Law II (4 units)

Certified Paralegal Pathway

The National Association of Legal Assistants (NALA) offers a voluntary, industry-recognized professional certification examination for a fee that designates one as a Certified Paralegal (CP). The Certified Paralegal Pathway is designed for students who seek the NALA CP professional designation. Completion of the Certified Paralegal Pathway also meets the conditions of the California Business and Professions Code Sections 6450 through 6456 necessary to designate oneself as a Paralegal in the State of California. Admission to the Certified Paralegal Pathway requires graduation or completion of one of the following:

- a minimum of 36 semester/54 quarter college-level units in any field

Included with admission to the Certified Paralegal Pathway is a student membership to NALA (while actively enrolled) and a voucher* for the cost of the student's initial sitting for the Certified Paralegal examination**.

* Voucher covers the current NALA Paralegal Student testing fee only. Any other charges, fees, costs are the sole responsibility of the student.

** The Certified Paralegal Examination is available to currently enrolled students only if they are in their last quarter of their program. Otherwise, students will need to apply for their exam upon entering their last quarter of the program or by completing the program.

The Humphreys University Department of Legal Studies seeks to train and educate students in all types of skills—academic, technological, and legal—that are necessary for work in law-related careers.

A minor in Legal Studies is open to any student enrolled in any other baccalaureate degree program. One objective of a minor in Legal Studies is to provide students in other disciplines with exposure to the law of the United States and the underlying theories and principles which form the foundation of the current legal atmosphere. A second objective of a minor in Legal Studies is to broaden the students' knowledge and skill base, thereby increasing their potential value to an employer and their career opportunities.

Curricula & Requirements

16 Units

Core Requirements (16 Units)

LEGA 101 Introduction to the Legal System (4 units)

LEGA 102 Torts (4 units)

LEGA 103 Contracts (4 units)

LEGA 212 Professional Responsibility (4 units)

Electives

12 Units

Electives (12 Units)

LEGA 160 Legal Terminology and Beginning Legal Research (4 units)

2 Upper Division LEGA courses (4 units each)

Humphreys University Legal Studies Program to Drivon School of Law Transfer Plan

Legal studies students who are admitted to attend the Drivon School of Law may use the first nine courses in their law program to satisfy the last nine courses of the Bachelor's Degree in Legal Studies, according to the relationship set out below. The Bachelor's Degree in Legal Studies will be conferred after the successful completion and recognition by the department of the first nine courses in the law program:

The first nine Drivon School of Law classes will replace the following nine LEGA Bachelor of Arts classes.

Legal Studies Program	Drivon School of Law
5 courses from the Legal Studies Major Electives	First
+	9
4 courses from the Free Electives	courses in Law School

Undergraduate to Law School Unit Matrix
4 units = 3 units

Incoming students wishing to take advantage of this Transfer Plan shall notify the Chair of the Legal Studies Department after his or her first quarter at Humphreys University. It is strongly recommended that students complete an AA degree before attempting the Transfer Plan.

The agreement would allow, under certain specific guidelines, for a Humphreys University Legal Studies major to enter law school with three years of college. After completion of the first year of law school (nine classes), the nine law school courses will be used to complete the Legal Studies bachelor's degree requirements. Law classes will be applied to the undergraduate transcript as credit only and will not be counted in GPA calculation.

Courses in the Department of Legal Studies

LEGA 101

Introduction to the Legal System (4 units)

Prerequisite: ENGL 101.

This course provides a general perspective of the history of law and the origins of the American legal system. It includes sources of the law, legal terminology, and the structure and function of the courts. Some attention is given to torts, contracts, criminal law, and a glance at other areas of the law. Students will become acquainted with the duties and responsibilities of the legal profession and the workings of a law office.

LEGA 102

Torts (4 units)

Prerequisite: ENGL 101.

An introduction to the study of torts, including intentional torts such as assault and battery, negligence, and products liability. Students will learn about burden of proof, remedies, and the formulation of definitive legal positions important to specific tort actions.

LEGA 103

Contracts (4 units)

Prerequisite: ENGL 101.

An introduction to the formation, construction, and legal operation of contracts. Course includes the conditions of contracts, rights of third parties, assignments, joint and several contracts, breach of contracts, illegal bargains, remedies, and the Uniform Commercial Code.

LEGA 160

Legal Terminology and Beginning Legal Research (4 units)

Prerequisite: College-level reading and writing.

The course is designed to give the student a background in basic legal terminology. Students who successfully complete this course will be able to correctly spell, pronounce, and define basic legal terms used in law offices. The student will be introduced to the beginnings of legal research.

LEGA 161

Legal Office Procedures (4 units)

Prerequisite: ENGL 101.

This course is designed to give the student the necessary background to work as a legal professional in a law firm. Students learn how to be an effective employee, whether their ultimate goal is to become a legal secretary, paralegal, or an attorney. The course is designed to impart hands on information regarding day-to-day skills that are necessary to be successful in a law firm.

LEGA 162

Legal Practice Overview (4 units)

Prerequisite: ENGL 101.

This course is designed to give the student an overview and broad understanding of the twelve most common types of law that are practiced.

LEGA 195

Internship (4 units)

Prerequisite: Approval of academic chair.

Supervised work experience designed to give qualified students an understanding of the nature and scope of the legal secretary's function in the workplace. Supervision is provided by the faculty and the cooperating agencies.

LEGA 204

Criminal Law (4 units)

Prerequisite: LEGA 101 and ENGL 102 (may be taken concurrently).

A general survey course to provide an understanding of the state criminal code and other statutory provisions relating to the criminal justice system, from arrest to trial decisions, elements of various crimes such as murder, rape, larceny, and conspiracy; and criminal procedure questions such as search and seizure, Miranda warnings, and suppression of evidence.

LEGA 206

Legal Studies Capstone (4 units)

Prerequisite: LEGA 101, 102, 103, 207, and 210.

This course is designed to provide the student with practical training in the various techniques of legal drafting. The student learns to prepare office memoranda, legal citations, interrogatories, motions, and various other legal documents. A major legal drafting project is required along with several smaller exercises.

LEGA 207

Legal Research (4 units)

Prerequisites: LEGA 101, 102, 103, and 160.

This course is designed to provide the student with experience in doing legal research projects and then utilizing the results of this research in preparing letters, motions, memoranda, and other legal documents based upon the research. This course integrates the knowledge gained in prerequisite courses with substantive course material.

LEGA 210

Civil Litigation (4 units)

Prerequisites: LEGA 101, 102, 103, 160, and 207.

This is a study of the forms and practice of civil procedure. Students learn to use legal forms and library materials in order to be of valuable assistance to the attorney in drafting pleadings, motions, and other documents required in civil actions. Further study of trial and appeal procedure and the forms and procedures required by the court clerk's office.

LEGA 211

Advanced Civil Litigation (4 units)

Prerequisite: LEGA 210.

This course is designed to define and develop in greater depth the skills and knowledge used by the legal assistant already familiar with litigation practice. Topics such as federal practice, handling

and organizing a big case, and appellate procedure are covered.

LEGA 212

Professional Responsibility and Client Contact (4 units)

Prerequisites: LEGA 101 and ENGL 102.

The objective of this course is to improve and sharpen verbal communication skills in interviewing, negotiating, and advocacy situations. The student is prepared to conduct fact-finding interviews with clients, to listen effectively, and to prepare reports of information obtained from the clients for the use of the attorneys. An overview of the ethical considerations within the legal profession is emphasized.

LEGA 216

Family Law Practice (4 units)

Prerequisite: LEGA 101 and ENGL 102.

This course covers the basic substantive and procedural law regarding adoptions, guardianships, non-support, uncontested, and contested divorces, child custody, and paternity and other aspects of the social system. Emphasis is given to the use of family court forms, the preparation of pleadings and proposed decrees, the drafting of property settlement agreements, and the use of interviewing checklists.

LEGA 217

Administrative Law (4 units)

Prerequisite: LEGA 101 and ENGL 102.

This course surveys the various functions of government agencies and the laws involving the public sector. Students become acquainted with the procedures involved in the implementation of public laws and the general role of the paralegal in this field.

LEGA 218

Workers' Compensation (4 units)

Prerequisites: LEGA 101 and ENGL 102.

This course involves a study of the Workers' Compensation Act and the procedures and steps that are required to assist the attorney in cases involving such areas as employment, earnings, temporary disability benefits, permanent disability benefits, and medical benefits. Students will become aware of the large role of paralegals in the system.

LEGA 219

Probate (4 units)

Prerequisite: LEGA 101 and ENGL 102.

This course provides the basic legal concepts of the more common forms of wills and trusts, as well as intestacy; a study of the fundamental principles of law applicable to each; the organization and jurisdiction of the probate court, and an analysis of estate administration and fiduciary accounting. Emphasis is placed on the practice of probate law including the ability to follow a probate through the courts and tax agencies to final closing.

LEGA 221

Partnerships and Corporations (4 units)

Prerequisite: ENGL 101 and LEGA 101 or MGT 120.

This course provides the student with a familiarity with the legal principles and statutory requirements of business entities commonly used in California. The course also involves the preparation of the basic documents required for the formation, operation, and dissolution of California sole proprietorships, general and limited partnerships, limited liability companies, and various forms of corporations.

LEGA 222

Bankruptcy Practice (4 units)

Prerequisite: LEGA 101 and ENGL 102.

The following subjects are included in the course: bankruptcy and wage earner plans, alternatives to bankruptcy, and proceedings under the Bankruptcy Act from the point of view of individuals, businesses, and creditors; collection procedures; handling assets; preparing and filing forms; negotiation with creditors; discharge, and post-discharge responsibilities.

LEGA 223

Real Estate (4 units)

Prerequisite: LEGA 101 and ENGL 102.

An introduction to the law and regulations governing transactions in California real estate, with instruction in the practical aspects of real estate. Topics to be addressed include property, contracts, agency, listing, financing, deeds, liens, encumbrances, escrows, title insurance, land descriptions, and other subjects appropriate to the study of real estate law.

LEGA 230

Evidence (4 units)

Prerequisite: LEGA 101 and ENGL 102.

This course examines the system of fact finding operating in American courts and its moral and economic underpinnings. Students will study the accepted principles of evidence, the nature of fact finding and risk of error, character evidence, and several other aspects of the principles of evidence.

LEGA 232

Employment Law (4 units)

Prerequisite: LEGA 101 or MGT 105 and ENGL 102.

This course will examine the relationship between employers and individual employees. The employment relationship, its establishment, and the boundaries of the relationship will be explored. Topics to be addressed include hiring, wrongful termination, duty of loyalty, evaluation of workplace performance, protection against discrimination and harassment, and workplace privacy.

LEGA 295

Internship (4 units)

(May be repeated for a maximum of 8 units.)

Prerequisite: Approval of academic chair.

Supervised work experience designed to give qualified students

an understanding of the nature and scope of the paralegal's function in the workplace. Supervision is provided by the faculty and the cooperating agencies.



The Criminal Justice program has been developed to provide students with critical thinking, report writing, and public speaking skills necessary to become a competent peace officer. It seeks to provide practical and theoretical training through hands-on classroom activities taught by law enforcement professionals.

The Humphreys University Criminal Justice Program provides a distinctive education, which emphasizes a pragmatic hands-on approach to understanding crime and deviant behavior, the nature of law and social control, and the organization and management of criminal justice agencies. The University's educational goals are achieved primarily through direct classroom or online instruction. Instructors will supplement the information of the textbooks with their own unique experiences. The academic backgrounds of the faculty are multidisciplinary, and all faculty members are currently working or recently retired from the criminal justice field. The program of study leads to a Bachelor of Science in Criminal Justice and prepares the student for positions in the criminal justice profession. In addition, many graduates may continue their education at Humphreys Drivon School of Law.

The program has a subordinate chapter (Beta Alpha Sigma) of the American Criminal Justice Association – Lambda Alpha Epsilon. Any student majoring in Criminal Justice is eligible to apply. The purpose of the Club is to broaden criminal justice students' exposure through educational activities, foster professionalism, academic and public awareness of criminal justice issues, encourage the establishment and expansion of higher education and professional training in criminal justice, and promote high standards of ethical conduct, professional training, and higher education within the criminal justice field. Beta Alpha Sigma will accomplish these goals through field trips, practical exercises, and competitions with other criminal justice clubs.

The degree is comprised of two concentrations designed to give students an in-depth exposure to a particular aspect or profession within criminal justice. Concentrations include:

Law Enforcement: A concentration in law enforcement will prepare the student to work in an entry-level police officer or deputy sheriff position.

Corrections, Probation, and Parole: A concentration in corrections, probation and parole will prepare the student to work in an entry-level juvenile or adult detention facility along with preparing the student to work in an entry-level juvenile or adult probation/parole position.

Degrees Offered:

- Bachelor of Science in Criminal Justice (181 units)
 - Law Enforcement concentration
 - Corrections, Probation & Parole concentration
- Associate in Arts in Criminal Justice (97 units)
- Minor in Criminal Justice (28 units)

A Humphreys University graduate with a baccalaureate in criminal justice will be able to demonstrate the following Program Learning Outcomes:

Ethical Behaviors: Analyze and apply ethical standards to evaluate behavior and the consequences of ethical failure for criminal justice professionals

Legal & Criminal Justice Systems: Demonstrate an understanding of the roots and sources of the American legal system, its structure and administration, while paying special attention to the foundations of procedural and substantive criminal law

Research & Investigation: Demonstrate the ability to evaluate and apply the appropriate research and investigatory techniques needed to solve social issues and crimes

Communication: Develop and apply proficiency in observational and investigative report writing utilizing effective oral and written communication to include proper grammar and language skills

Critical Thinking: Analyze and evaluate a contemporary issue in criminal justice and present a creative solution that demonstrates critical thinking

The Criminal Justice program has been developed to provide students with critical thinking, report writing, and public speaking skills necessary to become a competent peace officer. It seeks to provide practical and theoretical training through hands-on classroom activities taught by law enforcement professionals.

The degree is comprised of two concentrations designed to give students an in-depth exposure to a particular aspect or profession within criminal justice. **Law Enforcement concentration** will prepare the student to work in an entry-level police officer or deputy sheriff position. **Corrections, Probation, and Parole concentration** prepares the student to work in an entry-level juvenile or adult detention facility along with preparing the student to work in an entry-level juvenile or adult probation/parole position.

General Education Requirements
73 Units

Communications (20 Units)
ENGL 101 Written Communications*
ENGL 102 Advanced Written Communications*
ENGL 103 Intensive Grammar
ENGL 110 Oral Communications
ENGL 202 Critical Thinking & Writing*

Math & Science (13 Units)
College-level Math
Science Elective
CRIM 233 Crime Scene Preservation
CRIM 200 Crime Scene Preservation Lab

Social & Behavioral Sciences (24 Units)
PS 101 American Institution
Select one of the following:
HIST 101 U.S. History I
HIST 102 U.S. History II
HIST 103 U.S. History III
3 Lower-Division Social & Behavioral Science Electives
Upper-Division Social & Behavioral Science Elective

Humanities (16 Units)
3 Lower-Division Humanities Electives
Upper Division Humanities Elective

Core & Elective Requirements
108 Units

Lower Division Core & Electives (44 Units)
CRIM 101 Introduction to Criminal Justice
CRIM 102 Criminal Procedure I
CRIM 103 Ethics in the CJ System
CRIM 104 Report Preparation
CRIM 105 Critical Thinking in CJ
MGT 160 Computer Applications
Select five of the following:
CRIM 120 Introduction to Corrections, Probation and Parole*
CRIM 130 Criminal Investigations
CRIM 131 Drug Abuse and Gangs
CRIM 132 Introduction to Homeland Security
CRIM 133 Police and Patrol Procedures
CRIM 150 Juvenile Law and Procedures
CRIM 151 Juvenile Corrections Academy I
CRIM 152 Juvenile Corrections Academy II
CRIM 160 Juvenile Corrections Academy II
MGT 105 Business Management
LEGA 101 Introduction to Legal Studies

Upper Division Core Courses (28 Units)
CRIM 201 Criminal Procedure II
CRIM 202 Evidence or LEGA 230 Evidence
CRIM 203 Multicultural Issues within CJ
CRIM 204 Criminal Justice Capstone
CRIM 205 Criminal Analysis
CS 293 Police and Community Relations
LEGA 204 Criminal Law or MGT 220 Organizational Behavior

Choose one of the following concentrations:

Corrections, Probations, and Parole (20 Units)
Select five of the following:
CRIM 205 Correctional Law
CRIM 222 Advanced Topics in Probation & Parole
CRIM 223 Community Based Corrections
CRIM 224 Probation Academy I
CRIM 225 Probation Academy II
CRIM 231 Interview and Interrogation
CRIM 298 Special Topics
CS 294 Deviant Behavior
CS 280 Criminology

Law Enforcement (20 Units)
Select five of the following:
CRIM 230 Sexual Offences and Offenders
CRIM 231 Interview and Interrogation
CRIM 232 Domestic Violence Investigations
CRIM 233 Crime Scene Preservation
CRIM 234 White Collar Crimes
CRIM 291 Victimology
CRIM 298 Special Topics
CS 280 Criminology

Free Electives (16 Units)
4 Free Electives

LAW ENFORCEMENT—ONLINE COMPLETION PROGRAM

The Humphreys University Criminal Justice Program provides a distinctive education, which emphasizes a pragmatic hands-on approach to understanding crime and deviant behavior, the nature of law and social control, and the organization and management of criminal justice agencies.

The Criminal Justice faculty of the BS in Law Enforcement program recognize the value of advanced education and the unique experiences of Law Enforcement Officers. That value is manifested in this completion program by waiver of over half the units of the full program. A Law Enforcement Officer with at least one year's full-time duty should not have to take courses that duplicate the knowledge he/she already has. Earning a Basic POST Certificate is approximately 1,000 hours of classroom instruction and real-life job experiences are translated into learning and should be recognized as such.

Enter into the online completion program with one-year experience as a Law Enforcement officer with one of the following:

Post and AA in Criminal Justice
36 units to complete
Post and AA in Any Subject
56 units to complete
San Joaquin Delta AS Degree/POST
91 units to complete
POST only
125 units to complete

The Humphreys University Criminal Justice Program provides a distinctive education, which emphasizes a pragmatic hands-on approach to understanding crime and deviant behavior, the nature of law and social control, and the organization and management of criminal justice agencies.

This AA degree prepares students for entry-level law enforcement positions or any legal-related fields of work. While taking many skill-level courses, students will have 57 units of required courses in the Liberal Arts, preparing them for working toward the Bachelor of Science in Criminal Justice.

General Education Requirements
57 Units

<p>Communications (12 Units)</p> <p>ENGL 101 Written Communications*</p> <p>ENGL 102 Advanced Written Communications*</p> <p>ENGL 110 Oral Communications</p>	<p>Social & Behavioral Sciences (20 Units)</p> <p>PS 101 American Institution</p> <p>Select one of the following:</p> <p>HIST 101 U.S. History I</p> <p>HIST 102 U.S. History II</p> <p>HIST 103 U.S. History III</p> <p>3 Lower-Div Social & Behavioral Science Electives</p>
<p>Math & Science (13 Units)</p> <p>College-level Math</p> <p>Science Elective</p> <p>CRIM 233 Crime Scene Preservation</p> <p>CRIM 200 Crime Scene Preservation Lab (1 unit)</p>	<p>Humanities (12 Units)</p> <p>3 Lower-Division Humanities Electives</p>

Core & Elective Requirements
40 Units

<p>Core Requirements (20 Units)</p> <p>CRIM 101 Introduction to Criminal Justice</p> <p>CRIM 102 Criminal Procedure I</p> <p>CRIM 103 Ethics in the CJ System</p> <p>CRIM 104 Report Preparation</p> <p>CRIM 105 Critical Thinking in CJ</p>
<p>Elective Courses (20 Units)</p> <p>Select five of the following:</p> <p>CRIM 120 Introduction to Corrections, Probation and Parole</p> <p>CRIM 130 Criminal Investigations</p> <p>CRIM 131 Drug Abuse and Gangs</p> <p>CRIM 132 Introduction to Homeland Security</p> <p>CRIM 133 Police and Patrol Procedures</p> <p>CRIM 150 Juvenile Law and Procedures</p> <p>CRIM 151 Juvenile Corrections Academy I</p> <p>CRIM 152 Juvenile Corrections Academy II</p> <p>CRIM 160 Criminal Justice Internship</p> <p>LEGA 101 Introduction to Legal Studies</p> <p>MGT 105 Business Management</p> <p>MGT 160 Computer Applications</p>

The Humphreys University Criminal Justice Program provides a distinctive education, which emphasizes a pragmatic hands-on approach to understanding crime and deviant behavior, the nature of law and social control, and the organization and management of criminal justice agencies.

A minor in Criminal Justice is open to any student enrolled in any other baccalaureate degree program. One objective of a minor in Criminal Justice is to provide students in other disciplines with exposure to the criminal justice system of the United States and the underlying theories and principles which form the foundation of the criminal legal system. A second objective of a minor in Criminal Justice is to broaden the students' knowledge and skill base, thereby increasing their potential value to an employer and open up career opportunities.

Curricula & Requirements 16 Units

Core Requirements (16 Units)

CRIM 101 Introduction to Criminal Justice (4 units)

CRIM 102 Criminal Procedure I (4 units)

CRIM 103 Ethics in the CJ System (4 units)

CRIM 104 Report Preparation (4 units)

Electives 12 Units

Electives (12 Units)

Select three of the following:

CRIM 201 Criminal Procedure II (4 units)

CRIM 202 Evidence (4 units)

CRIM 203 Multicultural Issues within CJ (4 units)

CRIM 205 Criminal Analysis (4 units)

CRIM 231 Interview and Interrogation (4 units)

Humphreys University Criminal Justice Program to Drivon School of Law Transfer Plan

Criminal Justice students who are admitted to attend the Drivon School of Law may use the first nine courses in their law program to satisfy the last nine courses of the Bachelor’s Degree in Criminal Justice, according to the relationship set out below. The Bachelor’s Degree in Criminal Justice will be conferred after the successful completion and recognition by the department of the first nine courses in the law program:

The first nine Drivon School of Law classes will replace the following nine CRIM Bachelor of Science classes.

Criminal Justice Program	Drivon School of Law
<p style="text-align: center;">4</p> <p style="text-align: center;">courses from the Lower Division Core Criminal Justice Electives</p> <p style="text-align: center;">+</p> <p style="text-align: center;">5</p> <p style="text-align: center;">courses from the Corrections, Probation and Parole concentration:</p> <p style="text-align: center;">CRIM 220 Correctional Law CRIM 231 Interview and Interrogation CRIM 222 Advanced Topics in Probation & Parole CRIM 223 Community Based Corrections CS 294 Deviant Behavior</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">5</p> <p style="text-align: center;">courses from the Law Enforcement concentration</p> <p style="text-align: center;">CRIM 230 Sexual Offenses & Offenders CRIM 231 Interview & Interrogation CRIM 232 Domestic Violence Investigations CRIM 233 Crime Scene Preservation CRIM 234 White Collar Crimes</p>	<p style="text-align: center;">First</p> <p style="text-align: center;">9</p> <p style="text-align: center;">courses in Law School</p>

Undergraduate to Law School Unit Matrix

4 units = 3 units

Incoming students wishing to take advantage of this Transfer Plan shall notify the Criminal Justice Department Chair after his or her first quarter at Humphreys. It is strongly recommended that students complete an AA degree before attempting the Transfer Plan.

The agreement would allow, under certain specific guidelines, for a Humphreys Criminal Justice major to enter law school with three years of college. After completion of the first year of law school (nine classes), the nine law school courses will be used to complete the CRIM bachelor’s degree requirements.

Law classes will be applied to the undergraduate transcript as credit only and will not be counted in GPA calculations.

CA P.O.S.T. Basic Certificate

Humphreys University will grant up to 13 classes, 52 quarter units, for a CA P.O.S.T. Certificate with approval from the Criminal Justice Department Chair.

CA P.O.S.T. Intermediate Certificate

Humphreys University will grant up to 4 classes, 16 quarter units, for a CA P.O.S.T. Intermediate Certificate with approval from the Criminal Justice Department Chair.

CA P.O.S.T. Advance Certificate

Humphreys University will grant up to 4 classes, 16 quarter units, for a CA P.O.S.T. Advance Certificate with approval from the Criminal Justice Department Chair.

Corrections CDC Certificate

Humphreys University will grant up to 4 classes, 16 quarter units, for a CA Department of Corrections Certificate with approval from the Criminal Justice Department Chair.

Citizens' Police Academy Certificate

Humphreys University will grant one class (4 units), for the completion of a Citizens' Police Academy Certificate from Lodi Police Department or Stockton Police Department or San Joaquin County Certificate with approval from the Criminal Justice Department Chair.

BS in CJ/Law Enforcement Online Completion Program (POST)

The faculty of the BS in the Law Enforcement program recognize the value of the advanced education and unique experiences of Law Enforcement Officers. That value is manifested in this Criminal Justice BS Online Completion by waiver of over half the units of the full program. A Law Enforcement Officer with at least one year's full-time duty should not have to take courses that duplicates the knowledge they already have. Earning a Basic Post Certificate is a lot of hard work and real-life job experiences is also learning and should be recognized as such.

Partnership with Board of State and Community Corrections (BSCC)

Humphreys University has been certified to present the Probation Officer Core Course, a 212.5-hour Probation Officer Academy. Humphreys University also offers a Bachelor of Science in Criminal Justice and the Probation Academy embedded into the degree. By taking CRIM 224 and CRIM 225, Probation Academy I and II respectively,

the student earns an STC certificate for completion of the Academy.

Experiential Law Enforcement Learning

In recognition that learning does not always have to occur in a classroom, the University will grant up to three classes (3) – 12 units of credit based on documented learning from work experience, volunteer work, military training, Law Enforcement training, certification programs, professional development, and other nontraditional modalities.

To apply for experiential learning credit, a student must submit to the academic chair the Petition for Experiential Learning Credit. Once received, the chair will advise the student of the documentation that will be required to consider the request for experiential learning credit. Such documentation may include a letter, or letters, from the employer(s) stating that the student did the work for the organization, a description of work performed, the dates of work, and whether the work was performed on a full or part time basis. Once the petition along with the documentation is completed, the academic chair, consulting with the Dean of Undergraduate Studies, will determine if the nature of the experience qualifies for experiential learning credit and, if so, how many units should be awarded, bearing in mind the value of the Carnegie unit, and the placement. Special consideration will be given to the application of experiential learning credit to the program's internship requirement, if applicable.

If experiential learning credit is awarded, the chair will communicate the decision to the student and will forward the completed petition from the Registrar. Work experience units will be given CR (Credit) as the grade, which will not factor into the cumulative GPA.

Criminal Justice Plagiarism Policy

Approximately 80% of the content should be original thoughts, analysis, and paraphrasing written by the student. No more than 20% of the content should be quoted material (i.e., one quote per page). All content taken from sources, whether paraphrased or quoted directly, must be properly cited, and referenced. Research should be incorporated to support the writing and analysis, not as a substitute for it.

The American Psychological Association (APA) states that academic writing should contain no more than 20% quoted material. However, instructors are permitted to indicate that a lower percentage is required for an assignment. An originality report with a score higher than 20% may be

cause for concern regarding the originality of content and should be thoroughly reviewed by both student and instructor for possible plagiarism.

Please note that, even if the originality report is under the 20% guideline, instructors are still required to review the report to ensure that no portion of the assignment is plagiarized. The acceptable similarity rate for plagiarism is zero. Therefore, a 20% or higher score may result in an unread submission which constitutes as an “F” for that assignment.

Criminal Justice APA Citation Policy

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. All Criminal Justice lower and upper division courses will only use and accept APA cite sources. The APA manual offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (6th ed., 2nd printing).

Criminal Justice Department Textbook Policy

In order to make expected progress in Criminal Justices courses, students must have the required textbooks that are listed in the class syllabus by the beginning of the quarter. Not having a textbook will negatively impact a student’s grade in all Criminal Justice courses and will have a detrimental effect on the student’s GPA. Strict compliance of this policy is required without exception.

Courses in the Department of Criminal Justice

CRIM 101

Introduction to Criminal Justice (4 units)

Prerequisite: College-level reading and writing.

This course provides an introduction to the criminal justice system. The primary goal is to develop a general understanding of the criminal justice system's response to crime in society. The general theme of this course involves the delicate balance between community interests and individual rights that criminal justice decision making requires. The course will explore this theme by examining the criminal justice process in some detail, focusing on how the system is structured to respond to crime. This requires an understanding of the core elements of the criminal justice system: police, courts, and corrections.

CRIM 102

Criminal Procedure (4 units)

Prerequisite: ENGL 101 with a C or better.

This course is an introduction to the general principles and theories of criminal procedure including due process, arrest, and search and seizure. Additionally, the course will examine the recent developments in criminal procedural law and the evaluation of evidence and proof.

CRIM 103

Ethics in the CJ System (4 units)

Prerequisite: ENGL 101 with a C or better.

This course introduces basic ethical theories, emphasizing their applications to contemporary problems in law enforcement, corrections, and probation/parole. Students will be called upon to apply these ethical frameworks to typical moral dilemmas in criminal justice.

CRIM 104

Report Preparation (4 units)

Prerequisite: ENGL 101 with a C or better and CRIM 101.

This course presents investigative report writing in criminal justice relative to police, probation, institutional and parole activities; it includes practical experience in preparing field notes, statements, and reports.

CRIM 105

Critical Thinking of Criminal Justice (4 units)

Prerequisite: ENGL 101 with a C or better.

The student will use critical thinking skills to evaluate the points in an argument and will agree with or disprove the argument. Furthermore, the student will identify and avoid errors in reasoning. Learning how to use critical thinking skills to make strong decisions by comparing, interpreting, and prioritizing all relevant material as well as construct ideas clearly and concisely for maximum stakeholder buy-in will be explored.

CRIM 120

Introduction to Corrections, Probation and Parole

..... (4 units)

Prerequisite: ENGL 101 with a C or better.

This course is a survey of the historical and contemporary treatment of convicted offenders, including the analysis of the prison social system, as well as the theory, practice, and function of correctional programs. Additionally, the course presents an overview of the history and philosophical foundations of probation and parole agencies as distinct segments of the criminal justice system, including probation as part of the judicial process and parole as part of the correctional system. The theoretical and practical implications of probation and parole are examined.

CRIM 130

Criminal Investigations (4 units)

Prerequisite: ENGL 101 with a C or better.

This course is an introduction to modern methods used in detection, investigation, and solution of crime. Students are taught basic and advanced investigative techniques utilized by law enforcement agencies. Actual cases are used to demonstrate these techniques.

CRIM 131

Drug Abuse and Gangs (4 units)

Prerequisite: ENGL 101 with a C or better.

This course is an overview of drug abuse in the United States, focusing on the basic understanding of controlled substances, including identification, physiological effects, testing, use detection, methods of control and investigation, applicable laws controlling use, treatment processes, and patient rights to confidentiality. Furthermore, students will be exposed to an in-depth look into gangs and gang membership and identification. Topics include historical, psychological, sociological, and economic rationales for gang involvement, as well as the origins, identification, causal factors, coping mechanisms, and remedial approaches.

CRIM 132

Introduction to Homeland Security (4 units)

Prerequisite: ENGL 101 with a C or better.

This course discusses the major theories of terrorism, while focusing on the domestic and international threat of terrorism and the basic security issues associated with it. Additionally, at-risk populations and prevention and intervention strategies are discussed.

CRIM 133

Police and Patrol Procedures (4 units)

Prerequisite: ENGL 101 with a C or better.

This course explores the historical evolution of policing as an institution of social control with emphasis on the contemporary roles of police officers, including patrol strategies, training procedures, ethical standards, and discretion. The course studies under-represented groups in policing and the issues of corruption in police agencies.

CRIM 150

Juvenile Law and Procedure 4 units

Prerequisite: ENGL 101 with a C or better.

This course explores juvenile law and procedure in the United States, including the origins of juvenile delinquency, the juvenile justice system, the nature and causes of delinquent behavior, strategies to prevent delinquency, and current trends in the juvenile justice system.

CRIM 151

Juvenile Corrections Academy I

Prerequisite: ENGL 102 with a C or better, ENGL 103 with a C or better, ENGL 110 with a C or better, CRIM 104 with a C or better, GPA of 3.0 or higher, and approval from the Criminal Justice Department Chair.

Juvenile Corrections Officer Core Course (Academy) is part I of an intensive 174-hour Standards and Training in Corrections (S.T.C.) training course that includes: law and procedure of juvenile court, security and supervision, social and cultural theory of behavior, First Aid/CPR, oral and written communications, interviewing techniques, and counseling. It is the entry level course needed to work in a county juvenile hall. Because this course is designed to provide practical hands-on training in police tactics and weapon usage, participants in this course will engage in physically demanding classroom training exercises that include a risk of injury to the participants.

CRIM 152

Juvenile Corrections Academy II

Prerequisite: ENGL 102 with a C or better, ENGL 103 with a C or better, ENGL 110 with a C or better, CRIM 104 with a C or better, GPA 3.0 or higher, approval from Criminal Justice Department Chair, and successful completion of CRIM 151.

Juvenile Corrections Officer Core Course (Academy) is part II of an intensive 174-hour Standards and Training in Corrections (S.T.C.) training course that includes: law and procedure of juvenile court, security and supervision, social and cultural theory of behavior, First Aid/CPR, oral and written communications, interviewing techniques, and counseling. It is the entry level course needed to work in a county juvenile hall. Because this course is designed to provide practical hands-on training in police tactics and weapon usage, participants in this course will engage in physically demanding classroom training exercises that include a risk of injury to the participants.

CRIM 160

Criminal Justice Internship(4 units)

Prerequisites: CRIM 101 with a C or better, CRIM 102 with a C or better, CRIM 103 with a C or better, CRIM 104 with a C or better and GPA of 3.0 or higher and approval of academic chair (see department policy for internships).

The internship offers supervised work experience designed to give qualified students an understanding of the nature and scope of a peace officer's functions in the workplace. Supervision is provided by the faculty and the cooperating agencies. This course is open to lower-division students meeting the prerequisites. Students wishing to intern will undergo a background check by their

respective interning agency. It is imperative the student contact the Criminal Justice Program Coordinator six months prior to enrolling into the class so there is ample time for the participating agency to conduct a background investigation.

CRIM 200

Crime Scene Preservation Lab(1 unit)

Prerequisite: ENGL 102 with a C or better and successful completion of CRIM 130 with a "C" or better.

This course complements CRIM 233 - Crime Scene Preservation and is the lab component. Students will apply theories learned in lecture to the collection, examination, and evaluation of evidence. CRIM 233 and CRIM 200 must be taken simultaneously and cannot be taken separately.

CRIM 201

Criminal Procedure II (4 units)

Prerequisite: ENGL 102 with a C or better.

In this course students confront issues and processes relevant to safeguarding personal liberties consistent with constitutional provisions. Also discussed are the complexities of the rule of law in a democratic society. This course advances the students' working knowledge of criminal procedures, major rules of evidence, search and seizure, arrest, and the application of force to show how evidence is used in a courtroom. Additional topics address the role of witnesses in criminal trials.

CRIM 202

Evidence (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 101 with a C or better or by permission.

This course advances the subject of evidence and examines the operation of the rules of evidence at trial as well as the interaction of those rules with the skills of trial advocacy. Students learn to apply the rules of evidence through the examination of witnesses, laying foundations for real and demonstrative evidence, introducing expert and scientific evidence, impeaching witnesses, and similar exercises.

CRIM 203

Multicultural Issues within CJ (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 101 with a C or better or SOC101 or PSY101 or LEGA101 with a C or better.

*This course can also be used as a social science.

This course examines major ethnic and minority groups and offers a comprehensive treatment of the impact of diversity on the field of criminal justice. The course emphasizes case studies, protocols, and guidelines to illustrate the importance of understanding other cultures and ethnic groups in both a diverse society and a diverse workforce.

CRIM 204

Criminal Justice Capstone (4 units)

Prerequisite: ENGL 101, ENGL 102, ENGL 110, ENGL 110, ENGL 202: all English courses with a C or better, completion of

Upper Division Core Criminal Justice Courses and Concentration Courses, or by permission of the criminal justice advisor. Should be taken last six months of BS degree. Must successfully complete this course with a “C” or better. Other mandatory criteria apply and are in instructor’s syllabus.

The goal of the course is to demonstrate fluency with the tools of scholarship and professional practice in the criminal justice field. The student demonstrates an ability to plan and carry out a project of his or her own choosing under the supervision of a faculty advisor. The student addresses a practical, real- world challenge utilizing knowledge and skills gained during the criminal justice program.

CRIM 205

Criminal Analysis (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 101 with a C or better or by permission.

This course provides an introduction to criminal analysis and crime mapping and examines types of techniques used to study crime and disorder patterns and problems in law enforcement today. It covers the theory, data collections methods, and statistics used as well as the history of crime analysis. Students will develop basic skills in using analytical techniques to create product to inform tactical and strategic decision making, support investigative efforts, assist in the study of resource needs, and facilitate the development of criminal justice policy.

CRIM 220

Correctional Law (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 101 with a C or better, or by permission. *This course can also be used as a social science.

This course analyzes the law of criminal corrections including sentencing, release, parole, probation, punishments, special treatments for special offenders, pardon, and the prisoner’s civil rights are also examined. A basic understanding of the First, Fourth, Fifth, Sixth, and Eighth Amendments are recommended.

CRIM 222

Advanced Topics in Probation and Parole (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 101 with a C or better, or by permission.

This course investigates special topics or emerging issues within the probation and parole systems. Topics are selected for their social importance with regards to the specific academic interests of students and the expertise of the instructor.

CRIM 223

Community Based Corrections (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 101 with a C or better, or by permission.

This course provides students with an in-depth analysis of the community corrections complex. It examines the history of community corrections, the probation system, methods of post-incarceration supervision, intermediate sanctions, and correctional

programming and treatment in the community.

CRIM 224

Probation Academy I

Prerequisite: ENGL 102 with a C or better, ENGL 103 with a C or better, ENGL 110 with a C or better, CRIM 104 with a C or better, GPA of 3.0 or higher, and approval from the Criminal Justice Department Chair.

Probation Officer Core Course (Academy) is part I of an intensive 211-hour course designed on the S.T.C. Probation Academy Model. Testing on various topics covered will be written and practical in nature. Hands on training for report writing and oral interviews skills are covered as well as: juvenile and adult criminal justice systems and processes, legal foundations for probation and terminology, restitutions, fines and other payments, case information gathering and written records, court reports and presentations, codes, statutes and case law, indicators of psychological problems, gang affiliation indicators, interviewing and counseling. Because this course is designed to provide practical hands-on training in police tactics and weapon usage, participants in this course will engage in physically demanding classroom training exercises that include a risk of injury to the participants.

CRIM 225

Probation Academy II

Prerequisite: ENGL 102 with a C or better, ENGL 103 with a C or better, ENGL 110 with a C or better, CRIM 104 with a C or better, GPA of 3.0 or higher, successful completion of CRIM 224, and approval from the Criminal Justice Department Chair.

Probation Officer Core Course (Academy) is part I of an intensive 211-hour course designed on the S.T.C. Probation Academy Model. Testing on various topics covered will be written and practical in nature. Hands on training for report writing and oral interviews skills are covered as well as: juvenile and adult criminal justice systems and processes, legal foundations for probation and terminology, restitutions, fines and other payments, case information gathering and written records, court reports and presentations, codes, statutes and case law, indicators of psychological problems, gang affiliation indicators, interviewing and counseling. Because this course is designed to provide practical hands-on training in police tactics and weapon usage, participants in this course will engage in physically demanding classroom training exercises that include a risk of injury to the participants.

CRIM 230

Sexual Offenses and Offenders (4 units)

Prerequisite: ENGL102 with a C or better, ENGL 102 with a C or better, CRIM 101 or LEGA101 with a C or better, or by permission. *This course can also be used as a social science.

This course examines sexual deviance, with an emphasis on rape, child molestation, and other sexual activities that may or may not be criminal in nature. Sex offenses are explored by examining the personality traits of the individuals who commit them, along with

the social, clinical, and legal aspects of sexual offending and the effects on victims and society.

CRIM 231

Interview and Interrogation (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 101 with a C or better, or by permission. *This course can also be used as a social science.

The course examines in-depth interview techniques of witnesses, victims, suspects, and children. Students also demonstrate an understanding of the difference between interviewing and interrogation. Students will perform mock interrogations.

CRIM 232

Domestic Violence Investigations (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 101 or LEGA101 or PSY101 with a C or better or by permission. *This course can also be used as a social science.

This course is an overview of domestic violence and abuse. Methods of detection, analysis of issues, and application of techniques for treatment are discussed. Furthermore, students are exposed to intervention techniques for the prevention of domestic violence.

CRIM 233

Crime Scene Preservation (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 130 with a “C” or better, or by permission.

This course familiarizes students with the principles of the collection, examination, evaluation, and interpretation of evidence. It focuses on the application of modern science to physical evidence collection, preservation, and analysis.

CRIM 234

White Collar Crimes (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 101 or LEGA101 or SOC101 with a C or better, or by permission. *This course can also be used as a social science.

This course examines the nature and magnitude (cost in dollars and lives) of white collar and computer crimes, committed by professionals for the benefit of both individuals and organizations.

CRIM 291

Victimology (4 units)

Prerequisite: ENGL 102 with a C or better, CRIM 101 or LEGA101 or PSY101 with a C or better, or by permission. *This course can also be used as a social science.

This is a study of victims of crime. Topics include the victim-offender relationship, victim vulnerability, and victim culpability. A typological study of characteristics of crime, its victims and offenders are presented. Victim rights and compensation are also discussed.

CRIM 297

Directed Study (2-8 units)

Prerequisite: Advanced GPA standing of 3.5 or higher in the Criminal Justice Program, consent of the instructor, and approval of the Criminal Justice Department Chair.

This course is designed for qualified students desiring to pursue advanced study, including reading, writing, and research in particular areas associated to their degree program.

CRIM 298

Special Topics (1-4 units)

Prerequisite: CRIM 102 with a C or better, upper-division courses in Criminal Justice of C or better, or by permission.

A variety of topics and subjects of interest relevant to criminal justice students are offered. The course is not regularly scheduled; it is available to cover subject areas not found in other courses of the Criminal Justice Program.

CRIM 299

Internship (1-8 units)

Prerequisite: GPA of 3.0 or higher, Approval of Criminal Justice Department Chair and Agency approval.

The internship offers supervised work experience designed to give qualified students an understanding of the nature and scope of a law enforcement officer’s functions in the workplace. Supervision is provided by the faculty and the cooperating agencies.



The goal of the Early Childhood Education Department is to fully equip students to pursue and advance in careers involving educating and caring for young children.

The Early Childhood Education program is designed for the student wishing to pursue a career in Early Childhood Education. Students may pursue an associate's degree or bachelor's degree in this program. Completion of courses and degrees will qualify toward placement on the Child Development Permit Matrix prepared by the Child Development Training Consortium. Completion of the BA degree will also qualify students to apply for admission to the Multiple Subject Teaching Credential Program at Humphreys University. The Program has five specific learning outcomes that successful ECE majors should attain.

The ECE program also offers a Minor in Early Childhood Education which is open to any student enrolled in any baccalaureate degree program other than Early Childhood Education. The fundamental premise of the Early Childhood Education minor is to give students a foundation for working with children, specifically those planning to enter the Humphreys University Multiple Subject Credential Program. In addition, the minor enables the student majoring in other disciplines opportunity to broaden his or her knowledge of child development.

Careers Related to Early Childhood Education

- Early Interventionist
- Program Director/Site Supervisor
- Teacher Educator
- Researcher
- Inclusion Specialist
- Infant Teacher
- Preschool Teacher
- Licensing Specialist

Degrees Offered:

- Bachelor of Arts in Early Childhood Education (181 units)
- Associate in Arts in Early Childhood Education (92 units)
- Minor in Early Childhood Education (28 units)

A Humphreys University graduate with a baccalaureate in early childhood education will be able to demonstrate the following Program Learning Outcomes:

- Develop an understanding of young children's characteristics, needs, and the multiple influences on their development and learning, which will enable them to create environments that are healthy, respectful, supportive, and challenging for all children
- Study the importance and characteristics of children's families and communities, and use this understanding to create respectful relationships that support and empower families, and to involve all families in their child's development and learning
- Gain an understanding of the goals, benefits, and uses of assessment, and learn to use observation, documentation, and other effective assessment strategies to positively influence children's development and learning
- Learn to design, implement, and evaluate curriculum experiences that promote positive development and learning for all children
- Develop the skills for administrating and supervising a successful Early Childhood Education program within ethical guidelines

The Early Childhood Education program equips students to pursue and advance in careers involving educating and caring for young children.

Students may pursue an associate's degree or bachelor's degree in this program. Completion of courses and degrees will qualify toward placement on the Child Development Permit Matrix prepared by the Child Development Training Consortium. Completion of the bachelor's degree will also qualify students to apply for admission to the Multiple Subject Teaching Credential Program at Humphreys University.

General Education Requirements
73 Units

Communications (16 Units)
ENGL 101 Written Communications
ENGL 102 Advanced Written Communications
ENGL 103 Intensive Grammar
ENGL 110 Oral Communications

Social & Behavioral Sciences (24 Units)
PS 101 American Institutions
Select one of the following:
HIST 101 U.S. History I
HIST 102 U.S. History II
HIST 103 U.S. History III
2 Lower-Division Social & Behavioral Sciences Electives
2 Upper-Division Social & Behavioral Sciences Electives

Technology (4 Units)
MGT 160 Computer Applications

Math & Science (13 Units)
MATH 100 College Math or MATH 101 College Algebra
Select one of the following:
SCI 120 & 121 Human Biology and Lab
SCI 130 & 131 Environmental Science and Lab
SCI 110 Physical Science
Math or Science Elective

Humanities Electives (16 Units)
Select one of the following:
LIT 101 Introduction to Literature
ECE 155 Children's Literature and Curriculum
2 Lower-Division Humanities Electives
Upper-Division Humanities Elective

Core & Elective Requirements
108 Units

ECE Major Requirements (60 Units)
ECE 100 Introduction to Early Childhood Education
ECE 101 Child Development
ECE 105 Child and Society
ECE 110 Curriculum Development DAP or other curriculum-based course
ECE 130 Infant & Toddler Care
ECE 150 Adult Supervision
ECE 200 Language Development
ECE 206 Across the Life Span I
ECE 207 Across the Life Span II
ECE 215 Assessment Practices in ECE Programs
ECE 225 Cultural Diversity in ECE
ECE 237 Administration I
ECE 238 Administration II
ECE 240 Advanced Internship in Early Childhood Education/Work Experience
ECE 270 Professionalism in ECE

ECE Internships (8 Units)
Select two of the following:
ECE 135 Preschool Internship in ECE/Work Experience
ECE 136 Preschool Internship in ECE/Work Experience
ECE 137 Infant/Toddler Internship in ECE/Work Experience
ECE 138 School Age Internship in ECE/Work Experience
ECE 139 Special Needs Internship in ECE/Work Experience

Free Electives (40 Units)
10 Free Electives

Note: All bachelor's degree students must complete a total of 60 upper-division units; therefore, choose all elective courses with this requirement in mind.

The Early Childhood Education program equips students to pursue and advance in careers involving educating and caring for young children.

Students may pursue an associate's degree or bachelor's degree in this program. Completion of courses and degrees will qualify toward placement on the Child Development Permit Matrix prepared by the Child Development Training Consortium.

General Education Requirements
60 Units

Communications (12 Units)

- ENGL 101 Written Communications
- ENGL 110 Oral Communications
- Select one of the following:
 - ENGL 102 Advanced Written Communications
 - ENGL 103 Intensive Grammar

Social and Behavioral Sciences (20 Units)

- PS 101 American Institutions
- Select one of the following:
 - HIST 101 U.S. History I
 - HIST 102 U.S. History II
 - HIST 103 U.S. History III
- 3 Lower-Division Social & Behavioral Sciences

Technology (4 Units)

- MGT 160 Computer Applications

Math & Science (12 Units)

- MATH 100 College Math or MATH 101 College Algebra*
- Select one of the following:
 - SCI 120 Human Biology
 - SCI 130 Environmental Science
 - SCI 110 Physical Science
- Math or Science Elective

*If a student is planning to transfer with the A.A. degree, he/she should consult the receiving institution regarding its math

Humanities Electives (12 Units)

- Select one of the following:
 - LIT 101 Introduction to Literature
 - ECE 155 Children's Literature and Curriculum
- 2 Lower-Division Social & Behavioral Sciences Electives

Core & Elective Requirements
32 Units

ECE Major Requirements (24 Units)

- ECE 100 Introduction to Early Childhood Education
- ECE 101 Child Development
- ECE 105 Child and Society
- ECE 110 Curriculum Development DAP or other curriculum-based course
- ECE 130 Infant & Toddler Care
- ECE 150 Adult Supervision

ECE Internships (8 Units)

- Select two of the following:
 - ECE 135 Preschool Internship in ECE/Work Experience
 - ECE 136 Preschool Internship in ECE/Work Experience
 - ECE 137 Infant/Toddler Internship in ECE/Work Experience
 - ECE 138 School Age Internship in ECE/Work Experience
 - ECE 139 Special Needs Internship in ECE/Work Experience

The Early Childhood Education program equips students to pursue and advance in careers involving educating and caring for young children.

The fundamental premise of the Early Childhood Education minor is to give students a foundation for working with children, specifically those planning to enter the Humphreys University Multiple Subject Credential Program. In addition, the minor enables the student majoring in other disciplines opportunity to broaden his or her knowledge of child development.

Curricula & Requirements

12 Units

Required Courses (12 Units)
ECE 101 Child Development (4 units)
ECE 105 Child & Society (4 units)
Select one of the following:
ECE 110 Curriculum Development (4 units)
ECE 140 Math and Science Curriculum (4 units)
ECE 155 Children's Literature and Curriculum (4 units)

Upper-Division Electives

16 Units

Upper-Division Electives (16 Units)
ECE 206 Across the Life Span I (4 units)
ECE 207 Across the Life Span II (4 units)
Select two of the following:
ECE 200 Language Development (4 units)
ECE 225 Cultural Diversity (4 units)
ECE 245 Children at Risk (4 units)
ECE 255 Inclusion in ECE (4 units)
ECE 260 Bilingual/Bicultural Education and Curriculum (4 units)

Humphreys University Child Development Permit Matrix

Permit Title	Education Requirement	Experience Requirement
ASSOCIATE TEACHER	ECE 100 Introduction to ECE (*) ECE 101 Child Development ECE 105 Child & Society ECE 110 Curriculum Development or other curriculum-based course ECE 130 Infant & Toddler Care (20 UNITS)	50 DAYS of 3+ hours per day within 2 years or 2 Internships
TEACHER	ECE 100 Introduction to ECE (*) ECE 101 Child Development or other curriculum-based course ECE 105 Child & Society ECE 110 Curriculum Development or other curriculum-based course ECE 130 Infant & Toddler Care ECE 150 Adult Supervision ECE ELECTIVES (12 units) COMMUNICATIONS (4 units) SOCIAL SCIENCE (8 units) HUMANITIES (4 units) MATH 100 (4 units) SCIENCE (4 units) (60 UNITS)	175 DAYS of 3+ hours per day within 4 years or 3 Internships and 100 days of 3+ hours per day within 4 years
MASTER TEACHER	ECE 100 Introduction to ECE (*) ECE 101 Child Development ECE 105 Child & Society ECE 110 Curriculum Development or other curriculum-based course ECE 130 Infant & Toddler Care ECE 150 Adult Supervision ECE 237 Administration I ECE 238 Administration II ECE SPECIALIZATION COURSES (8 units) ECE ELECTIVES (8 units) COMMUNICATIONS (4 units) SOCIAL SCIENCE (8 units) HUMANITIES (4 units) MATH 100 (4 units) SCIENCE (4 units) (73 UNITS)	350 DAYS of 3+ hours per day within 4 years
SITE SUPERVISOR	AA DEGREE (92 UNITS) INCLUDING: ECE 100 Introduction to ECE (*) ECE 101 Child Development ECE 105 Child & Society ECE 110 Curriculum Development or other curriculum-based course ECE 130 Infant & Toddler Care ECE 150 Adult Supervision ECE 237 Administration I ECE 238 Administration II (92 UNITS)	350 DAYS of 3+ hours per day within 4 years including at least 100 days of supervising adults
PROGRAM DIRECTOR	BA DEGREE (181 UNITS) INCLUDING: ECE 100 Introduction to ECE (*) ECE 101 Child Development or other curriculum-based course ECE 105 Child & Society ECE 110 Curriculum Development ECE 130 Infant & Toddler Care ECE 150 Adult Supervision ECE 237 Administration I ECE 238 Administration II (181 UNITS)	350 DAYS of 3+ hours per day within 4 years including at least 100 days of supervising adults and one program year of Site Supervisor experience

(*) ECE 100 may be substituted with another ECE lower division course.
Alternative qualifications are available as stated on the child development permit matrix.

Courses in the Department of Early Childhood Education

ECE 100

Introduction of Early Childhood Education (4 units)

Prerequisites: None.

This course is designed to introduce students to the basics for teaching young children. Emphasis will be placed on the history of Early Childhood Education, current issues in the field, knowledge of the young child, the roles and responsibilities of the teachers, and the dynamics of environment and curriculum. Key themes for the course will include: the importance of childhood, social reform, transmitting values, and professionalism. The purpose of this course is to promote the competence and effectiveness of new teachers through a presentation of basic knowledge, skills, attitudes, and philosophies.

ECE 101

Child Development (4 units)

Prerequisites: None.

(This course may be used as a Social Science elective.)

(This course is required by the California Commission on Teacher Credentialing and a grade of “C” or better is required.)

The design of this course is to introduce the student to the discipline of Child Development. History, theory, and the topic of genetics will be examined along with child growth and development from conception through adolescence. Physical, cognitive, social, and emotional growth is examined with discussion emphasizing the relationship each domain has with the others. The concept of nurturing the “whole” child is a focus. Theoretical perspectives include psychoanalytic, cognitive, behavioral, and socio-cultural. Current research on brain development and multiple intelligences will also be explored along with learning styles and the influences of personality. In addition, Maslow’s theory of basic needs and the importance of culture to a child’s development will be introduced.

ECE 105

Child and Society (4 units)

Prerequisites: None.

(This course may be used as a Social Science elective.) (This course is required by the California Commission on Teacher Credentialing and a grade of “C” or better is required.)

This course is designed to sensitize teachers and prospective teachers to the complex nature of parenting in today’s world. Students will begin to perceive their role in communication with individual families to help parents become stronger in their parenting skills and to make appropriate decisions for their child’s care and education.

ECE 110

Curriculum Development: Developmentally Appropriate Practice (4 units)

Prerequisites: ECE 101.

(This course is required by the California Commission on Teacher Credentialing and a grade of “C” or better is required.)

This course will examine developmentally appropriate practice in the early childhood education program as it relates to the

development of an enriched learning environment. Methods for creating centers of interest appropriate to the ECE setting will be a major focus and the use of integrated curriculum, thematic units, field trips, and guest speakers as a means of planning and implementing activities for infants, toddlers, and preschoolers will be explored.

ECE 115

Child Discipline and Guidance (4 units)

Prerequisite: None.

(This course may be used as a Social Science elective.)

The purpose of this course is to familiarize students with appropriate methods of guidance and discipline for young children. The concepts of guidance, discipline, and punishment will be discussed along with their relationship to parenting and teaching styles. Students will learn to arrange developmentally appropriate environments for infants, toddlers, and preschoolers that will minimize behavioral problems and facilitate positive interaction among children and staff. An understanding about the functionality and use of appropriate limits will be gained, effective communication skills will be taught, and effective teaching strategies will be developed.

ECE 120

Special Needs (4 units)

Prerequisite: None.

(This course may be used as a Social Science elective.)

This course will examine the inclusion of children with special needs in the early childhood program. Identification, screening, and the referral of children with special needs will be part of the focus along with legislative mandates related to inclusion, mainstreaming, and accommodations. Strategies for mainstreaming and the full inclusion of children with special needs will be discussed as will how to make accommodations for the physically, mentally, and behaviorally challenged child.

ECE 125

Health, Safety, and Nutrition (4 units)

Prerequisite: None.

(This course may be used as a Social Science elective.)

This course will provide students with the opportunity to examine the issues of health, safety, and children’s nutrition in child development programs and family childcare homes. Topics include emergency preparedness, environmental safety in childcare, prevention of infectious disease, exclusion policies, mandated reporting, appropriate meal patterns, and safety standards for food storage and preparation.

ECE 130

Infant and Toddler Care (4 units)

Prerequisites: None.

(This course is required by the California Commission on Teacher Credentialing and a grade of “C” or better is required.)

This course provides the students the knowledge for implementing appropriate practices in infant and toddler care.

Stages of growth and development, temperament traits, and attachment will be examined as well as best practice strategies in infant/toddler care. Health and safety, licensing requirements, the environment, impact of culture, and parenting styles will also be discussed.

ECE 135

Preschool Internship in Early Childhood Education..(4 units)

Prerequisites: ECE 100, 101, 105 and 110.

(This course is required by the California Commission on Teacher Credentialing and a grade of “C” or better is required.)

This course is designed to prepare students for teaching in various types of ECE programs. Participation involves observing, planning, and implementing developmentally appropriate learning activities for children ranging from six weeks to five years of age. Students are expected to collaborate with other ECE students, teachers, and site administrators and to interact with children in approved ECE settings as they gain necessary skills for employment.

ECE 136

Preschool Internship in Early Childhood Education .(4 units)

Prerequisites: ECE 100, 101, 105 and 110.

(This course is required by the California Commission on Teacher Credentialing and a grade of “C” or better is required.)

Students participating in this course are involved in planning, implementing, and evaluating developmentally appropriate learning experiences for children ages two through five years. Child observation, learning objectives, and assessment are part of the experience as students are preparing for employment in a variety of child development programs.

ECE 137

Infant/Toddler Internship in Early Childhood Education

.....(4 units)

Prerequisites: ECE 100, 101, 105 and 110.

(This course is required by the California Commission on Teacher Credentialing and a grade of “C” or better is required.)

This course is designed to prepare students for teaching in ECE programs which include infants and toddlers. Participation involves observing, planning, and implementing developmentally appropriate learning activities for children ranging in age from birth through 2 years of age. Students are expected to collaborate with other ECE students, teachers, and site administrators and to interact with infants and toddlers in approved ECE settings as they gain necessary skills for employment.

ECE 138

School Age Internship in Early Childhood Education

.....(4 units)

Prerequisites: ECE 100, 101, 105 and 110.

(This course is required by the California Commission on Teacher Credentialing and a grade of “C” or better is required.)

This course is designed to prepare students for teaching in various types of ECE programs, including those with school age children.

Participation involves observing, planning, and implementing developmentally appropriate learning activities for children ranging in age from five to twelve. Students are expected to collaborate with other ECE students, teachers, and site administrators and to interact with school age children in approved ECE settings as they gain necessary skills for employment.

ECE 139

Special Needs Internship in Early Childhood Education

.....(4 units)

Prerequisites: ECE 100, 101, 105 and 110.

(This course is required by the California Commission on Teacher Credentialing and a grade of “C” or better is required.)

This course is designed to prepare students for teaching in various types of ECE programs, with emphasis on children with special needs. Participation involves observing, planning, and implementing developmentally appropriate learning activities for children with special needs ranging in age from six weeks to eight years of age. Students are expected to collaborate with other ECE students, teachers, and site administrators and to interact with children in approved, inclusive ECE settings as they gain necessary skills for employment.

ECE 140

Math and Science Curriculum

.....(4 units)

Prerequisite: None.

This course is designed to assist the early childhood educator with the development of appropriate math and science curriculum for children. A variety of mathematical and scientific concepts are explored as are how to plan and implement activities throughout the environment. Students are given curricular and material resources that enable them to provide concrete math and science activities for young children and links with children’s literature to enhance learning potential.

ECE 145

Child Observation

.....(4 units)

Prerequisites: ECE 100 and 101.

This course is designed to educate ECE professionals about methods available for studying and observing children’s behavior. Students are introduced to a variety of techniques and methods used to observe, record, and interpret patterns related to a child’s growth and development. Opportunities for observing, recording, and analyzing children’s behavior in a variety of settings are provided. Ethical considerations are emphasized and skills for working with children are developed.

ECE 150

Adult Supervision

.....(4 units)

Prerequisites: ECE 100, 101 and 105.

(This course is required by the California Commission on Teacher Credentialing and a grade of “C” or better is required.)

The purpose of this course is to provide the ECE student with the necessary skills to mentor adults in ECE classrooms. Supervision,

evaluation, and professional growth are among the topics to be covered as the student is prepared for the role of mentoring student teachers, new assistant teachers/teachers, volunteers, and other adults.

ECE 155

Children's Literature and Curriculum (4 units)

Prerequisite: None.

This course is designed to assist parents, students, and educators interested in learning how to utilize literature to nurture a child's growth and development. Participants become knowledgeable about selecting appropriate stories and books for young children, how to effectively integrate them within curriculum, and how to incorporate the use of puppets and flannel board into the classroom setting. The concept of developing a child's creative, cognitive, social, cultural, and emotional growth is emphasized.

ECE 160

Creative Arts (4 units)

Prerequisites: ECE 101.

This course is designed to provide the student with comprehensive knowledge about a child's creative abilities with all the "arts" and its importance to a child's overall growth and development.

Emphasis will be placed on child-directed activities related to creative experiences in visual art, music, dance, drama, and literature.

ECE 165

Supporting Play (4 units)

Prerequisites: ECE 101.

This course is recommended for ECE students, parents, teachers, and family childcare providers. It involves the subject of play and its value to a child's overall growth and development. The focus is on infant, toddler, and pre-school age children and their play patterns. The needs of children and cultural aspects as they relate to play are addressed. Developmentally appropriate play materials and activities will also be explored.

ECE 175

Anti-Bias Curriculum (4 units)

Prerequisites: ECE 101.

This course will focus on methods for developing an anti-bias curriculum appropriate to the early childhood setting. Students will gain an understanding of anti-bias curriculum as it relates to planning and implementing activities, setting up environments, selecting children's literature and music, and communication. Culture, ethnicity, age, ability, and gender will be among the areas of potential bias examined.

ECE 180

Autism in Children (4 units)

Prerequisite: None.

This course is designed for ECE students, administrators, and parents interested in learning about autism and other disorders that affect children. The definitions and potential causes of these

disorders are discussed, and students are provided with knowledge about characteristics and community resources. Methods for meeting the physical, social, and cognitive needs of children with these disorders are a primary focus.

ECE 199

Special Topics (1-4 units)

Prerequisites: ECE 100, 101, 105 and 110.

A specialized lower-division course focusing on an area directly related to ECE.

ECE 200

Language Development (4 units)

Prerequisites: ENGL 101; ECE 100, 101, 105 and 110.

(This course may be used as a Social Science or Humanities elective.)

The purpose of this course is to provide the advanced ECE student with comprehensive knowledge about the development of language. Chomsky's theory of language acquisition and Skinner's theory of behaviorism as it relates to language development is emphasized. Students learn about the developmental sequence related to language acquisition and methods for fostering language development. Identification for problems with speech development and multi-linguistic influences are discussed.

ECE 206

Across the Life Span I (4 units)

Prerequisites: ENGL 101.

(This course may be used as a Social Science elective.)

In this course the student will become familiar with human growth and development in the following areas: physical, cognitive, social/emotional, cultural, environmental, genetics, and epigenetic. Students will discover how the endless variety of human experiences affects that growth. A key focus of the course will be to discover how our thoughts and actions change over the life span including "what happens" from conception through age eleven. New research and theory especially on the brain will be included with every age group.

ECE 207

Across the Life Span II (4 units)

Prerequisites: ENGL 101.

(This course may be used as a Social Science elective.)

In this course the student will become familiar with human growth and development (multidirectional and multicontextual) and how the endless variety of human experiences affect that growth. A key feature is how our thoughts and actions change over the life span including "what happens" as humans grow older. New research and theory especially on the brain will be included with every age group. Across the Life Span II covers the science of human development from eleven to late adulthood.

ECE 211 / LIT 211

Adolescent Literature and Curriculum (4 units)

Prerequisites: ENGL 102; LIT 101 or ECE 155.
 (Pending Academic Senate Approval)
 (This course may be used as a Humanities elective.)
 This upper-division literature course is designed to encourage a love of reading and the use of literature to nurture an adolescent's critical thinking skills and knowledge. Participants become more knowledgeable about selecting appropriate books for students from fourth through twelfth grade, and how to effectively integrate literature into the curriculum. Understanding Common Core literature standards and developing appropriate lesson plans for this age group will be an important aspect of the course. The concept of developing an adolescent's creative, cognitive, social, cultural, and emotional growth is emphasized.

ECE 215
Assessment Practices in ECE Programs (4 units)
 Prerequisites: ENGL 101; ECE 100, 101, 105, and 110.
 Students enrolled in this course will gain knowledge about research methods as they relate to child development along with assessment tools appropriate to early childhood education programs. Specific ethical considerations will be discussed. Students will learn to assess early childhood education programs, become familiar with assessment tools used with children of various ages, and how to develop and complete staff evaluations.

ECE 225
Cultural Diversity in ECE (4 units)
 Prerequisites: ENGL 101.
 (This course may be used as a Social Science elective.)
 Child rearing across cultures is examined in this comprehensive course recommended for the advanced ECE student and other professionals working with children and adolescents. Students have the opportunity to learn about historical and current trends and issues related to diverse cultures. Cross-cultural communication, discipline, parenting, education, traditions, religion, and recreation are a few of the topics to be discussed.

ECE 230
Infant & Toddler Curriculum (4 units)
 Prerequisites: ECE 101 and 130.
 This course expands on the student's knowledge to implement appropriate practices in infant and toddler care. The focus of this course is on the ongoing planning and implementation of the curriculum and environment. The importance of educators and parents/caregivers working together is emphasized.

ECE 237
Administration I (4.5 units)
 Prerequisites: ENGL 101; ECE 100, 101, 105, and 110.
 (This course is required by the California Commission on Teacher Credentialing and a grade of "C" or better is required.)
 This course is designed to help students identify administrative styles and roles in a childcare setting. Students discuss ways to create a positive climate of community and how to motivate and encourage staff. Various types of childcare facilities are

examined. The steps of the licensing process and its purpose are explored. Students examine the function and purpose of boards, articles of incorporation, and bylaws. Students will study the budgeting process, resources available for funding a childcare program and purchasing supplies and equipment.

ECE 238
Administration II (4.5 units)
 Prerequisites: ENGL 101; ECE 100, 101, 105, and 110.
 (This course is required by the California Commission on Teacher Credentialing and a grade of "C" or better is required.)
 This course is designed to help students identify the major sections of a personnel policy and understand the interview process. Students discuss the implications of the laws pertaining to servicing children with disabilities in a childcare setting. The rationale for different types of child grouping is examined. The need for staff training is explored. Students examine the process for monitoring procedures for caring for injured or sick children. Students study the importance of evaluating center components and discuss how to develop professional development strategies and the components of a parent program.

ECE 240
Advanced Internship in Early Childhood Education/Work Experience (4 units)
 Prerequisites: Two of the following: ECE 135, 136, 137, 138 or 139.
 This course is designed for the experienced ECE professional who desires to experience professional growth in a variety of areas. Curriculum planning and implementation, staff collaborations and evaluation, quality program review, and desired results are explored. Students have an opportunity to give input regarding their personal needs and issues related to professional growth and coursework is developed to address those needs.

ECE 245
Children at Risk (4 units)
 Prerequisites: ENGL 101.
 (This course may be used as a Social Science elective.)
 The design of this course is to provide knowledge to the educator or other professional who is working with children at risk. Areas to be covered include identification of risk factors, impact on a child's overall growth and development, strategies for intervention, and working with the families of children who are at risk.

ECE 250
Chemical Dependency Issues in Families (4 units)
 Prerequisites: ENGL 101.
 (This course may be used as a Social Sciences elective.)
 This course is designed to educate the student about chemical dependency and the impact it can have on a child's growth and development from conception through the developmental years. Identification of risk factors for children and adults; types of chemicals and their effects; and coping strategies including

interventions will be discussed. The impact on family structures will be explored and information about community agencies available for support will be provided.

ECE 255

Inclusion in ECE (4 units)

Prerequisites: ENGL 101.

(This course may be used as a Social Sciences elective.)

This course will examine the implications of inclusion for young children and their families. The teamwork it takes to ensure successful inclusion will be discussed. Planning for transition from early intervention programs into public schools will be explored. Strategies for mainstreaming and the full inclusion of the child who has special needs will be discussed.

ECE 260

Bilingual/Bicultural Education and Curriculum (4 units)

Prerequisites: ENGL 101.

(This course may be used as a Social Sciences elective.)

This course provides an overview of bilingual education including understanding the historical, philosophical, and legal foundations of bilingual education, the various models of bilingual education and the rationales both supportive and critical of bilingual education. An emphasis will be placed on how young children learn more than one language and on instructional patterns related to the acquisition of more than one language.

ECE 270

Professionalism in ECE (4 units)

Prerequisites: ENGL 101; ECE 200, 206, 207, 237 and 238.

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

ECE 280

School Age Development (4 units)

Prerequisites: ENGL 101.

(This course may be used as a Social Science elective.)

In this course we will focus on the characteristics of an effective care giver, the education and experience needed, and the ways in which adults affect children's lives. We will use the NAEYC Code of Ethical Conduct to solve ethical dilemmas as they relate to working with school-age children and their families. We will discuss bullying—including the latest version of cyber-bullying. We will focus on families, their makeup, culture, configuration, and the ways in which these factors affect the physical, cognitive, and psychosocial development of school-age children. Our

discussions will include topics such as the increasing rate of childhood obesity and conflict resolution.

ECE 281

School Age Curriculum (4 units)

Prerequisites: ENGL 101.

(This course may be used as a Social Science elective.)

In this course students will discuss the NAEYC developmentally appropriate practice, anti-bias curriculum, intentional planning, and how to use a project approach to enhance children's development. We will reflect on the newest thinking about children as natural scientists and mathematicians and how to engage them in constructing knowledge about the world around them. The process of learning to read and write will be discussed and how to create activities that support literacy skill development. We will discuss activities and programs which promote health and fitness. The use of community resources will be discussed, as well as quality standards for childcare programs, accreditation, credentialing, and evaluation.

ECE 299

Advanced Special Topics (1-4 units)

Prerequisites: ENGL 101; ECE 200, 206, 207, 237 and 238.

An intensive upper-division course focusing on an area directly related to ECE.



The Department of Graduate Studies offers five programs:

- Master of Business Administration (MBA)
- Master of Legal Studies (MLS)
- Multiple Subject Teaching Credential (MSTC)
- Master of Arts in Teaching (MAT)
- Master of Arts in Education (MAEd)

The graduate programs have their own admission requirements, as well as other specific policies and procedures. These unique elements of the programs are presented under the headings of each program below.

There are also a number of requirements, policies, and procedures that the graduate programs have in common, and these are presented first in this section under the heading Graduate Studies: Common Policies. Financial aid information related to the specifics of graduate programs is presented in the Graduate Studies: Financial Aid section of this catalog.

There are also a number of requirements, policies, and procedures that the graduate programs have in common with undergraduate programs, and these are presented in the first half of this catalog.

Graduate Studies: Common Policies

Advising

Each student will be assigned an advisor upon admission into the program, and this advisor will usually be the chair of the department and will serve as the primary point of contact. Students will be required to have contact with their advisors quarterly for course advising.

Satisfactory Academic Progress, Warning, Probation, and Suspension

A graduate student whose cumulative grade point average (CGPA) is 3.0 or higher is considered to be making satisfactory academic progress. To complete a graduate program, a student must have a CGPA of at least 3.0. Each student's CGPA is reviewed at the end of each term.

A student whose CGPA is less than 1.50 will be suspended from Humphreys University. A student whose CGPA is 1.50 or higher but less than 3.0 will first be placed on warning. A student who is on warning and does not

improve the CGPA by the end of the next quarter of enrollment will be subject to suspension from the University; otherwise, a student who is on warning and does not raise the CGPA to 3.0 by the end of the next quarter of enrollment will be placed on probation. A student who is on probation and does not improve the CGPA to at least 3.0 by the end of the next quarter of enrollment will be subject to suspension from the University.

Graduate Academic Warning

Unless subject to academic suspension (see below), a student will be placed on academic warning if the student fails to maintain a CGPA of at least 3.0 in all units applicable to the degree. A student on academic warning must raise the CGPA to at least 3.0 by the end of the next quarter of enrollment. If the student does not raise the CGPA to at least 3.0 by the end of the next quarter of enrollment but nonetheless improves the CGPA, the student will be placed on academic probation. If a student on academic warning does not improve the CGPA by the end of the next quarter of enrollment, the student will be subject to suspension from Humphreys University. A student on warning will be suspended from the University if the student earns lower than C- in any course while on warning. Students placed on warning will be notified of their status in writing via their Humphreys University email account.

Graduate Academic Probation

A student is placed on academic probation if the student was on academic warning and did not improve the CGPA to at least 3.0 but nonetheless improved the CGPA by the end of the next quarter of enrollment. A student on probation must improve the CGPA to at least 3.0 by the end of the next quarter of enrollment or be subject to suspension from the University. A student may also be placed on academic probation for repeated withdrawal, failure to progress toward an educational objective, plagiarism, or noncompliance with the University's or Graduate Studies Department's program requirements or policies. A student on probation will be subject to suspension if the student earns lower than a C- in any course while on probation. Students placed on probation will be notified of their status in writing via their Humphreys University email account.

Graduate Academic Suspension

A student on warning will be subject to suspension from the University if the student does not show improvement in the CGPA at the end of the next quarter of enrollment. A student on probation will be subject to suspension from the University if the student does not raise the CGPA to at least 3.0 by the end of the next quarter of enrollment. A student who has a CGPA of less than 1.5 will be suspended from the university. A student may also be suspended for repeated withdrawal, failure to progress toward an educational objective, plagiarism, or noncompliance with the University's or Graduate Studies Department's program requirements or policies. A provisionally admitted student who does not meet the requirements stated in the acceptance letter will be suspended from the university if the student does not meet the requirements by the time stated in the acceptance letter. A suspended student is not considered a student at the University. Students placed on suspension will be notified of their status in writing via their Humphreys University email account.

Regardless of a student's academic status, a graduate course in which a student receives a grade lower than a C- will not be accepted toward the program requirement; however, the grade will be included in grade point average calculations.

Honor System

Humphreys University students subscribe to a personal honor code whereby they neither offer nor accept assistance during testing sessions.

Plagiarism is not condoned or excused. Term papers, research reports, and essays are expected to be the individual work of the student. References and sources of information should be identified and accurately documented within the body of any written work according to APA guidelines. Violation of the honor code or plagiarism may result in the reduction of an assignment grade, a failing grade in a class, or dismissal from the University.

Maximum Time Frame

Students are eligible for financial aid benefits for a maximum of 150% of the units required to complete their declared program. Maximum time frame and Satisfactory Academic Progress are measured on a quarterly basis.

Reservation of Rights

The Graduate Studies Department reserves the right to add, amend, or repeal any information contained herein upon publication of such addition, amendment, or repeal. Any policies not specifically enumerated by the Graduate Studies Department will be covered by the relevant institutional policy found in the General Catalog.

Master of Business Administration (MBA)

The mission of the MBA program is to provide an advanced-degree curriculum designed to enhance the skills and knowledge of business professionals. The program is intended to meet the needs of current and future business leaders. Students will pursue in-depth study of both theoretical and applied concepts, with a focus on developing the skills to become effective business leaders.

In keeping with the University's philosophy of complementing an individualized educational experience with a rich academic foundation, the curriculum of the graduate degree is structured to provide students with a balanced, flexible approach to pertinent topics in business. It incorporates theory, analysis, and practice. An additional focus is to train international students in business so they can return to their countries with augmented academic backgrounds that would permit them to be business leaders with connections to the United States.

The MBA program is an advanced degree curriculum to provide students with the analytical skills necessary to compete in modern organizations. It is designed to give students broad exposure to the functional areas of business, including operations, marketing, finance, and accounting. Students will study both theoretical and applied concepts in depth, with a focus on developing the skills needed to become effective decision makers and organizational leaders.

Admissions Requirements

Applicants to the Master Business Administration program must submit the following:

1. A completed graduate application, available on the University web site.
2. Applicants must send official copies of transcripts from all colleges/universities attended.
 - One of the official transcripts must show proof of an earned bachelor's degree from a regionally accredited institution. If the bachelor's degree is in business or a closely related field, up to six required courses may be credited (waived), at the discretion

of the Chair of the Business Department.

- A minimum 2.50 undergraduate cumulative GPA is required.

- Secure official electronic transcripts are accepted from third-party vendors, but not directly from applicants.

Electronic transcripts can be sent to:

registrargraduate@humphreys.edu

Sealed hardcopy official transcripts can be sent to:

Humphreys University Registrar

6650 Inglewood Avenue, Stockton, CA 92507

3. Writing Requirements:

- Other than applicants with a 3.0 or higher undergraduate cumulative GPA, all applicants must provide proof of either 1) an advanced writing course with a grade of B- or better, 2) a passing score on the CBEST, or 3) a passing score on the Humphreys University Writing Proficiency Exam.

4. Mathematics Requirements:

- Applicants who did not earn their bachelor's degree in business or a closely related major must provide proof of either 1) a Humphreys MATH 100: College Math course (or equivalent math course from another institution) with a grade of B- or better, 2) a Humphreys MATH 101: College Algebra or higher-level math course (or equivalent math course from another institution) with a grade of C- or better, or 3) a passing score on a designated Humphreys University mathematics placement exam.

For international graduate applicants, see International Students under the Admissions section of this catalog for additional requirements.

Transfer of Credit

Up to 24 quarter units of graduate-level credit from another regionally accredited institution may be accepted, if applicable, subject to the approval of the Department Chair of the MBA program. A student must have earned a B- or better in the transferred course, in keeping with the academic requirements of the program. Courses taken 10 or more years prior to admission to the program will not be eligible for transfer, unless work experience substantiates the coursework, as determined by the Dean of Graduate Studies.

The University, at its sole discretion, may award a maximum of 24 quarter-units of graduate course unit credit for undergraduate courses it feels are substantially similar to selected Humphreys core MBA courses. Only unit credit potentially could be given; no grade point credit could be given.

Residency and Time Frame

The minimum number of quarter units that must be completed at Humphreys University in the MBA program is 28. This residency requirement must be completed within the five-year maximum allowable time frame for coursework completion. The final 16 units of the program cannot be transfer units and, therefore, must be completed at Humphreys University.

The mission of the MBA program is to provide an advanced-degree curriculum designed to enhance the skills and knowledge of business professionals. The program is intended to meet the needs of current and future business leaders. Students will pursue in-depth study of both theoretical and applied concepts, with a focus on developing the skills to become effective business leaders.

Graduates of the MBA program will meet the following Program Learning Outcomes (PLO) identified and developed by the faculty:

- Develop a comprehensive understanding of core business functions and organizational theories to inform planning and decision making
- Analyze and apply business planning, accounting, and finance skills to practical business scenarios
- Expand knowledge of and exercise skills in marketing, social media, and other internet-driven technologies
- Evaluate a variety of data types to make astute operational business decisions

Core Requirements 40 Units

MBA Core Requirements (40 Units)	
MBA 301	Financial Accounting (4 units)
MBA 303	Managerial Accounting for Decision-Making (4 units)
MBA 305	Marketing Management (4 units)*
MBA 306	Macroeconomics: Business Conditions (4 units)*
MBA 307	Microeconomics: Decision-Making (4 units)
MBA 320	Organizational Behavior (4 units)*
MBA 321	Data Analysis for Decision-Making (4 units)*
MBA 345	Operations and Supply Chain Management (4 units)*
MBA 370	Corporate Financial Management (4 units)*
MBA 385	Strategic Management Capstone (4 units)

Concentration Requirements 12 Units

General Business Concentration (12 Units)	
Select three of the following:	
MBA 317	Internet Marketing (4 units)
MBA 380	Business Law: Issues in the Legal Environment of Business (4 units)
MBA 391	Business Leadership (4 units)
MBA 395	International Management (4 units)
MBA 396	Internship (1-4 units)
MBA 397	Seminar on Selected Business Topics I (1-4 units)
MBA 398	Seminar on Selected Business Topics II (1-4 units)
MBA 399	Seminar on Selected Business Topics III (1-4 units)
Information Technology Concentration (12 Units)	
MBA 393	Networking in Business Environments (4 units)
MBA 394	Data in Business Environments (4 units)
MBA 395	International Management (4 units)

* Course may be credited (waived) for students whose bachelor's degree is in business or a closely related field, at the discretion of the Chair of the Business Department.

Master of Business Administration Courses

MBA 301

Financial Accounting (4 units)

Prerequisite: Full admission to the graduate program.

This course focuses on the concepts and objectives underlying the preparation of financial statements. It emphasizes exploring measurement and valuation problems associated with components of financial statements, using financial statements to analyze an organization's operations, and understanding the accounting cycle.

MBA 303

Managerial Accounting for Decision-Making (4 units)

Prerequisite: MBA 301.

This course focuses on financial, nonfinancial, and ethical analyses of accounting information used in managerial decision-making. Emphasis will be on cost behavior, cost systems, cost-volume-profit analyses, budgeting, and controls.

MBA 305

Marketing Management (4 units)

Prerequisite: Full admission to the graduate program.

This course focuses on decision-making that lets firms align their products and/or services with the wants and needs of customers within a continuously changing multicultural environment. It emphasizes environmental scanning; target marketing; customer relationship management; analyzing the market mix of product, price, place, and promotion; and implementing marketing control systems.

MBA 306

Macroeconomics: Business Conditions (4 units)

Prerequisite: Full admission to the graduate program.

This course focuses on using available economic data to assess business conditions. It emphasizes developing a macroeconomic context to understand and evaluate the usefulness of government and private sources of data in analyzing business conditions.

MBA 307

Microeconomics: Decision-Making (4 units)

Prerequisite: Full admission to the graduate program.

This course focuses on applying microeconomic principles to managerial decision-making, including consumer choice, production, and cost. It emphasizes analyzing and estimating consumer demand; elasticity; production theory; cost structure and estimation; profit maximization; and the effect of market structure on pricing, output, and profit.

MBA 317

Internet Marketing (4 units)

Prerequisite: Full admission to the graduate program.

This course focuses on emerging business models, rules, tactics, and strategies associated with Internet marketing. It emphasizes online advertising, search engine optimization, interactive marketing, online privacy issues, e-commerce, social media, and integrating social media with traditional media.

MBA 320

Organizational Behavior (4 units)

Prerequisite: Full admission to the graduate program.

This course examines the basic psychological and social psychological processes which shape human behavior. It emphasizes applying these processes to organizational problems, including motivation, job design, commitment, socialization, culture, individual and group decision making, and team building.

MBA 321

Data Analysis for Decision-Making (4 units)

Prerequisite: Full admission to the graduate program.

This course focuses on using statistics and analyzing data to make decisions in managing businesses. It emphasizes descriptive statistics, principles of data collection, sampling, quality control, and statistical inference.

MBA 345

Operations and Supply Chain Management (4 units)

Prerequisite: Full admission to the graduate program.

This course examines of the processes that create and deliver goods and/or services. It emphasizes operations strategy, product/process design, quality management, supply chain management, inventory management, and continuous improvement.

MBA 370

Corporate Financial Management (4 units)

Prerequisite: MBA 301.

This course focuses on analyzing and implementing optimal financial decisions by firms. It emphasizes the effect of time and uncertainty on investment and financing decisions, including basic discounting techniques, stock and bond valuation, capital budgeting, portfolio theory, asset pricing, and capital structure.

MBA 380

Business Law: Issues in the Legal Environment of Business ..

..... (4 units)

Prerequisite: Full admission to the graduate program.

This course focuses on business law issues in the legal environment. It emphasizes contracts, ethics, antitrust, intellectual property, employment and labor law, and risk management issues.

MBA 385

Strategic Management Capstone (4 units)

Prerequisites: MBA 301, MBA 303, MBA 305, MBA 306, MBA 307, MBA 320, MBA 321, MBA 345, MBA 370.

To satisfy the requirements of the MBA degree, students must satisfactorily complete MBA 385: Strategic Management Capstone with a grade of C- or higher.

This capstone course focuses on developing business strategy in a global business environment. It emphasizes identifying strategic alternatives, developing strategies for the functional areas of an organization, and creating a business plan.

MBA 391

Business Leadership (4 units)

Prerequisite: Full admission to the graduate program.

This course focuses on leading people to meet and exceed performance expectations. It emphasizes creating a vision, motivating, decision-making, communicating effectively, managing group dynamics in multicultural environments, and using power and influence.

MBA 393

Networking in Business Environments (4 units)

This course focuses on the use of networking technologies to propagate, support, and sustain business strategies, objectives, and tactics. The course may emphasize one or more networking technologies, such as Blockchain and Cloud, to focus on how these technologies may propel business efficiencies and advantages. The course highlights different networking technologies as current business trends emerge.

MBA 394

Data in Business Environments (4 units)

Prerequisite: Full admission to the graduate program and approval of academic chair.

This course focuses on data as a business resource that is ultimately used to drive business decisions as they relate to operational efficiency, marketing insights, and strategic movements. The course may emphasize one or more data technologies and trends, including data warehousing, data mining, Big Data, and data ethics.

MBA 395

International Management (4 units)

Prerequisite: Full admission to the graduate program.

This course focuses on managing organizations that span nations and cultures. It emphasizes international differences; competitive advantages resulting from international differences; and developing a clear awareness of international business operations, practices, and environments.

MBA 396

Internship (1-4 units)

Prerequisites: Full admission to the graduate program and approval of the academic chair.

30 hours per quarter on-the-job is the equivalent of one college unit. Supervised work experience is designed to give qualified students an understanding of the nature and scope of how organizations operate. Supervision is provided by the faculty and the cooperating organizations. Open to all MBA students who meet the internship requirements.

MBA 397

Seminar on Selected Business Topics I (1-4 units)

Prerequisite: Full admission to the graduate program and approval of academic chair.

An in-depth study of a subject related to business.

MBA 398

Seminar on Selected Business Topics II (1-4 units)

Prerequisite: Full admission to the graduate program and approval of academic chair.

An in-depth study of a subject related to business.

Master of Legal Studies (MLS)

The Master of Legal Studies is a graduate legal degree for those who interact professionally with the law, the American legal system, and lawyers, but who are not necessarily seeking to become lawyers themselves. The MLS program can be beneficial to professionals in a variety of fields, including healthcare, law enforcement, compliance, business, education, public administration, government regulation, social services, and any other occupational, vocational, or professional endeavor that involves negotiations, regulations, or working with legal issues.

Students take their courses at the Humphreys University Drivon School of Law. The course requirements generally follow the pattern of the traditional first year of law school, with a focus on contracts and torts. Students in the MLS program take the same courses as do the Drivon School of Law students with the same professors and are held to the same academic and attendance standards, but students in the MLS program are not students in the Drivon School of Law. The program can be completed part or full time in one to two years.

Admission Requirements

Applicants to the Master of Legal Studies program must submit the following:

1. A completed graduate application, available on the University web site.
2. Applicants must send official copies of transcripts from all colleges/universities attended.
 - One of the official transcripts must show proof of an earned bachelor's degree from a regionally accredited institution with a recommended 3.0 or higher cumulative grade point average in the transcript from the same college/university.
 - Secure official electronic transcripts are accepted from third-party vendors, but not directly from applicants.
 - Electronic transcripts can be sent to: registrarlaw@humphreys.edu
 - Sealed hardcopy official transcripts can be sent to:

Humphreys University Law Registrar
6650 Inglewood Avenue, Stockton, CA 92507

Students from the Drivon School of Law who wish to transfer to the Master of Legal Studies (MLS) program may apply to the MLS program if they have earned a bachelor's degree from a regionally accredited college or university, regardless of cumulative undergraduate grade point average.

All applications will be considered by the Chair of the Legal Studies Department of Humphreys University. Based on examination of transcripts, the Chair of the Legal Studies Department may require applicants to take the Humphreys University Writing Proficiency Examination or to submit other documentation.

Transfer of Credit

Students from the Drivon School of Law may transfer up to 36 converted quarter units. Most courses in the program are graded on the number system (not a percent) used by the faculty of the Humphreys University Drivon School of Law; some courses are graded as Pass/Fail. The grade numbers are converted to letter grades for the Master of Legal Studies program as follows:

100-74	A
73-67	B
66-60	C
59-0	F

Courses for transfer from the Drivon School of Law must have a number grade of 60 or higher and will be designated on the Master of Legal Studies transcript as CR, as will courses that are graded Pass. Drivon School of Law courses with number grades below 60 or that have a grade of Fail are not transferable to the Master of Legal Studies program. If accepted for transfer from the Drivon School of Law, 3 law school units is equal to 4 Master of Legal Studies units.

Up to 20 units of graduate-level credit from another regionally accredited institution or state- or ABA-approved law school may be accepted, if applicable, subject to the approval of the Chair of the Legal Studies Department. A student must have earned a B- or better in the transferred course. Courses taken 10 or more years prior to admission to the program will not be eligible for transfer.

The transferability of courses from Humphreys University to another institution is at the discretion of the receiving institution. The transfer of courses from the Master of Legal Studies program to the Drivon School of Law is not available at this time due to The State Bar of California regulations.

Residency and Timeframe

The minimum number of quarter units that must be completed at Humphreys University in the MLS program is 20. This residency requirement must be completed within the five-year maximum allowable timeframe for coursework completion. The final 16 units of the program cannot be transfer units (unless from Drivon School of Law) and, therefore, must be completed at Humphreys University.

The MLS program can be beneficial to professionals in a variety of fields, including healthcare, law enforcement, compliance, business, education, public administration, government regulation, social services, and any other occupational, vocational, or professional endeavor that involves negotiations, regulations, or working with legal issues.

Graduates of the program will meet the following program learning outcomes identified and developed by the faculty

- Gain specialized knowledge about the legal system and processes
- Practice legal analysis by examining laws, regulations, and cases
- Apply reasoning and writing skills to solve legal problems
- Learn to conduct legal research

Core Requirements 32 Units

MLS Core Requirements (32 Units)

- MLS 300 Introduction to Law/Legal Writing (4 units)
- MLS 301 Legal Research and Writing (4 units)
- MLS 310 Contracts I (4 units)
- MLS 311 Contracts II (4 units)
- MLS 312 Contracts III (4 units)
- MLS 320 Torts I (4 units)
- MLS 321 Torts II (4 units)
- MLS 322 Torts III (4 units)

Capstone Project 4 Units

Capstone (4 Units)

- MLS 399 Capstone Project (4 units)

Capstone Elective 4 Units

Capstone Elective (4 Units)

Select one of the following:

- MLS 330 Family Law (4 units)
- MLS 331 Educational Law (4 units)
- MLS 335 Juvenile Law (4 units)
- MLS 340 Business Association I – Agency (4 units)
- MLS 342 Employment & Labor Law (4 units)
- MLS 345 Sales (4 units)
- MLS 355 Bankruptcy (4 units)

Master of Legal Studies Courses

Core Courses

MLS 300

Introduction to Law/Legal Writing (4 units)
The course consists of eleven three-hour classes and is graded in a pass/fail basis. The course is designed as an introduction to the study of law and an orientation to graduate studies in law in general. This course will develop a strong foundation in the important skills of case briefing, case analysis, critical thinking, and legal writing. Students will learn what it takes to become clear and concise writers. The course offers students the opportunity to perform writing assignments and to have those assignments critiqued by a professor with extensive feedback and a primary focus specifically on IRAC.

MLS 301

Legal Research and Writing (4 units)
Prerequisite: MLS 300 or LAW 100.
Introduction to the tools and methods of legal research. Use of Federal and California materials, including constitutions, statutes, cases, and regulations. The use of print and electronic media.

MLS 310

Contracts I (4 units)
Formation of contracts; statute of frauds; interpretation; parol evidence; mistake; construction and legal operation of contracts; conditions; rights of third parties; assignments; joint and several contracts; breach of contracts; discharge and impossibility; illegal bargains; remedies; Uniform Commercial Code transactions.

MLS 311

Contracts II (4 units)
Prerequisite: MLS 310 or LAW 110.
Formation of contracts; statute of frauds; interpretation; parol evidence; mistake; construction and legal operation of contracts; conditions; rights of third parties; assignments; joint and several contracts; breach of contracts; discharge and impossibility; illegal bargains; remedies; Uniform Commercial Code transactions.

MLS 312

Contracts III (4 units)
Prerequisite: MLS 310 and 311 or LAW 110 and 111.
Formation of contracts; statute of frauds; interpretation; parol evidence; mistake; construction and legal operation of contracts; conditions; rights of third parties; assignments; joint and several contracts; breach of contracts; discharge and impossibility; illegal bargains; remedies; Uniform Commercial Code transactions.

MLS 320

Torts I (4 units)
Intentional torts such as assault, battery, false imprisonment, intentional infliction of emotional distress, trespass to land and chattels; negligence; strict and products liability; miscellaneous torts with a multiple basis of liability such as nuisance,

misrepresentation, defamation, privacy.

MLS 321

Torts II (4 units)
Prerequisite: MLS 320 or LAW 120.
Intentional torts such as assault, battery, false imprisonment, intentional infliction of emotional distress, trespass to land and chattels; negligence; strict and products liability; miscellaneous torts with a multiple basis of liability such as nuisance, misrepresentation, defamation, privacy.

MLS 322

Torts III (4 units)
Prerequisite: MLS 320 and 321 or LAW 320 and 321.
Intentional torts such as assault, battery, false imprisonment, intentional infliction of emotional distress, trespass to land and chattels; negligence; strict and products liability; miscellaneous torts with a multiple basis of liability such as nuisance, misrepresentation, defamation, privacy.

Capstone Electives

MLS 330

Family Law (4 units)
Prerequisite: Completion of all non-capstone courses.
This course focuses on dissolution of marriage; legal separation and nullity procedures; cohabitation contracts; adoption; child and spousal support and parent and child relationship.

MLS 331

Educational Law (4 units)
Prerequisite: Completion of all non-capstone courses.
This course focuses on judicial doctrine, statutory law, and administrative regulations affecting public schools in the United States. Topical coverage includes First Amendment rights, desegregation and equal access to quality education, campus safety and privacy, bilingual education, special education, religions in the schools, threats and peer harassment, and students' rights.

MLS 335

Juvenile Law (4 units)
Prerequisite: Completion of all non-capstone courses.
A comprehensive analysis of juvenile law as it evolved from its inception to the present system, including study of laws and procedures relating to abuse and neglect, foster care, treatment and punishment of delinquency, status offenders, intake and diversion, school discipline, special education, and the liability of public officials.

MLS 340

Business Association I – Agency (4 units)
Prerequisite: Completion of all non-capstone courses.

An examination of the law relating to private organization, including the law of agency, partnerships, and related legal entities. Included are the methods of creating agency and partnership relationships, the rights and liabilities of the parties, the form of governance, state and federal regulation, and current issues relating to agency and partnership law.

facts similar to those found in a moot court case.

MLS 342

Employment & Labor Law (4 units)

Prerequisite: Completion of all non-capstone courses.

An examination of the legal implications inherent to employment, including creating the employment relationship, workplace discrimination, wage and hour requirements, employer benefits, freedom in the workplace, and terminating the employment relationship. Also included is an overview of labor law principles, including collective bargaining and union organization.

MLS 345

Sales (4 units)

Prerequisite: Completion of all other required courses.

A detailed study of Article 2 of the UCC including history of the UCC formation of sales contracts, statute of frauds; parol evidence rule; warranty provisions of Article 2; performance problems in sales contracts; Buyer remedies; Seller remedies.

MLS 355

Bankruptcy (4 units)

Prerequisite: Completion of all other required courses.

Voluntary proceedings outside the courts, including moratoria, extensions, arrangements and assignments for benefits of creditors; state court receiverships, proceedings under the Bankruptcy Act. The latter include initiation of the proceedings, voluntary and involuntary; duties of a bankrupt, procedures subsequent to commencement in the typical wage-earner bankruptcy, discharge and dischargeability, and proposals for summary administration of a no-asset state.

MLS 375

Local Government (4 units)

Prerequisite: Completion of all non-capstone courses.

This course is an elective course offered for students after their second year. The course is designed as an introduction to the study of local government law. It consists of eleven three-hour classes and will be graded on a pass/fail basis.

Capstone

MLS 399

Capstone Project (4 units)

Prerequisite: Completion of all other required courses.

This course focuses on a study of U.S. Constitutional Law and the legal knowledge and skills learned, developed, and honed in the program as manifested in a legal brief that is the result of the student's legal research and analysis as applied to a specific set of

Master of Arts in Teaching with MSTC

At Humphreys University, the California Multiple Subject Teaching Credential program (MSTC) comprises the bulk of the requirements for the Master of Arts in Teaching. Students complete the multiple subject teaching program and a few additional courses to earn the Master of Arts in Teaching. By combining both programs into one, students save time, save on tuition, learn more, and graduate in a much better position to earn a higher salary as a credentialed teacher. Students may also take the MSTC program without the master's addition.

Approved by the California Commission on Teacher Credentialing, the MSTC portion of the Master of Arts in Teaching program provides the training and experience necessary for candidates to successfully earn the California Preliminary Multiple Subject Teaching Credential (SB2042). This credential will prepare candidates for teaching responsibilities in self-contained classroom settings at the elementary and middle-school grade levels.

The MSTC program is designed to prepare teacher candidates for the challenges of and opportunities for teaching at the elementary and middle levels (TK-8) of California's highly diverse schools. The program provides a strong, research-based foundation in both the academic and practical aspects of teaching in multi-ethnic and English Learner classrooms. Integrated coursework, highly engaging instruction, and hands-on teaching experiences emphasize effective, result-oriented teaching strategies, differentiated instruction, instructional technology integration, and practical real-world skills necessary to manage classrooms within differing organizational structures.

Admission Requirements

Applicants to the Master of Arts in Teaching with the Multiple Subject Teaching Credential program must submit the following:

1. A completed graduate application, available on the University web site.
2. Official copies of transcripts from all colleges/universities attended, including an official transcript showing proof of an earned bachelor's degree from a

regionally accredited institution and an undergraduate cumulative GPA of at least 2.50.

- Secure official electronic transcripts are accepted from third-party vendors, but not directly from applicants.
 - Electronic transcripts can be sent to: registrargraduate@humphreys.edu
 - Sealed hardcopy official transcripts can be sent to: Humphreys University Registrar
6650 Inglewood Avenue, Stockton, CA 92507
3. Proof of satisfying the Basic Skills Requirement by CBEST exam passage; B- or higher in college-level reading, writing, and math courses (determined by the program administrator); scores on certain AP exams; as well as achieving acceptable scores on SAT and ACT exams; and other options, including combinations of options.
 4. Verification of negative Tuberculosis test reading or proof of pending verification.
 5. A Certificate of Clearance, or a photocopy (front and back) of a valid CCTC-issued permit or teaching/services credential.
 6. Proof of CPR certification that covers infant, child, and adult CPR skills that meets the standards established by the American Heart Association or Red Cross.
 7. Pre-admission presentation. An applicant must successfully watch a pre-admission presentation, during which the University will verify the prospective candidate's understanding of all credential requirements.

Re-admission

If a credential candidate withdraws from the program or does not register for courses for three consecutive quarters, that candidate will be considered a complete withdrawal. In order to return to the program, that candidate will need to re-apply to the program and completion requirements will fall under the catalog of the most recent admissions acceptance.

Notice of Delay Policy

When a student in our program is placed on a Notice of Delay List, by CCTC's Professional Practices Division, he/she will be immediately placed on a leave of absence from the University's credential program (not necessarily removed from the program) until the issue that placed him/

her on the Notice of Delay list is resolved. Individuals on a Notice of Delay List, by law, are not allowed to participate in classrooms. Students on this list are not allowed to continue in coursework, field related or not, until the Division of Professional Practices has made a determination about his/her status. Should a student appear on the Notice of Delay List, he or she must immediately contact the Director of the Humphreys program.

Transfer Credit

Subject to the approval of the Director of the program, up to 20 units of credit from a state-approved multiple subject teaching credential program may be accepted for transfer into the MSTC program; an additional 6 units of graduate-level course work in education may be transferred to satisfy non-MSTC unit requirements. In keeping with the academic requirements of the program, a student must have earned a B- or better in the transferred course. Courses taken more than 7 years prior to admission to the program will not be eligible for transfer.

Residency Requirements

Students must complete the course work and CCTC required assessments within the following parameters

Transfer candidates must complete a minimum of 20 MSTC program units at Humphreys University.

All course work must be completed within 7 years of initial enrollment.

Teacher Performance Assessments must be completed within one calendar year of initial enrollment into the first seminar course.

According to the CCTC, candidates who do not complete the TPAs within the timeframe of their clinical practice must continue to enroll in the Seminar course until the TPAs are completed.

Meeting State Requirements

The Multiple Subject Teacher Credential program is designed to ensure that teacher candidates meet the Teacher Performance Expectations (TPEs) as determined by the CCTC. As such, the TPEs comprise most of the learning outcomes of the Master of Arts in Teaching program.

Upon successful completion of the program, candidates

will be able to demonstrate the following:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator
- Designing projects to gather data to answer education research questions and/or solve problems

For more information on the substandards of the TPEs, visit the Credential Program Handbook or follow this link to the CCTC website: [California TPEs](#)

There are a number of other requirements that must be met before a candidate can be recommended for the Preliminary Multiple Subject Teaching Credential and be awarded the Master of Arts in Teaching degree.

The following course or its transferrable equivalent is also necessary in order to be recommended to the state for a preliminary teaching credential:

- U.S. Constitutional Requirement

Often, students have taken a course in their undergraduate program that satisfy the US Constitution requirement. In cases that students do not meet this requirement upon admission, additional coursework may be required.

The following requirements must also be fulfilled prior to being recommended for the Preliminary Multiple Subject credential:

- Passage of the Reading Instruction Competency Assessment (RICA). The RICA is usually attempted during or immediately after taking EDCC 352 Language and Literacy in Elementary Schools. The RICA can be taken anytime but must be passed before the preliminary credential is recommended. The RICA is arranged to be taken by the student and is taken at a Pearson testing center.
- Satisfying the Subject Matter Competency Requirement: This requirement must be satisfied before enrolling in a Seminar A course. This state requirement can be met a number of different ways. The most common ways are by

- earning a bachelor's degree in Liberal Studies from a regionally accredited institution passing a significant number of specific undergraduate courses with acceptable grades (as determined by the program administrator)
- passing the California Subject Examinations for Teachers (CSET). There are three CSETs to pass to demonstrate required knowledge and skills to teach multiple subjects: CSET I, CSET II, and CSET III. The CSETs are arranged to be taken by the student and are taken at a Pearson testing center: <http://www.ctcexams.nesinc.com/>.
- successful completion of applicable coursework verified by a Commission-approved program of professional preparation. Coursework must be completed at a regionally-accredited institution and addresses each of the domains of the subject matter requirements adopted by the Commission in the content areas of the Multiple Subject Credential.
- successful completion through a combination of coursework and examination options that meet or exceed the domains of the subject matter requirements adopted by the Commission in the content areas of the Multiple Subject Credential. Such mixing of the options may only be done by candidates enrolled in a Commission-approved preparation program.
- Successful completion of the Teacher Performance Assessments (TPAs). California statute (Chap. 517, Stats. 2006) requires all teacher candidates to pass an assessment of their teaching performance with TK-12 public school students as part of the requirements for earning a preliminary teaching credential. Humphreys University has adopted the CalTPA model of assessments. These assessments assure that teacher candidates have the knowledge, skills, and abilities required of a beginning teacher in California public schools. The CalTPA are based on the California Standards for the Teaching Profession, as exemplified in the Teaching Performance Expectations (TPEs) for beginning teachers. Each teacher candidate must pass all parts of the CalTPA in order to be recommended for a Preliminary Teaching Credential.

The CalTPA is comprised of performance tasks designed by the CCTC and assessed independent of the University by CCTC-trained assessors. Within the credential program structure, the TPAs are to be completed after the completion of Block I coursework and during the Seminar courses. (See course Blocks below.)

The CalTPA is structured around two full instructional cycles based on the pedagogical sequence of plan, teach, and assess, reflect, and apply, each conducted within a school placement. The complete sequence is addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step within the context of their teaching assignments.

All materials and information necessary for the candidates to complete the TPA are publicly available. Candidates will have the opportunity to review the tasks and scoring rubrics before they begin the assessment. The formative aspect of the CalTPA system allows them to confer with, collaborate with, and receive support from both instructors and peers while completing the TPA. To complete the assessment, however, they must submit an individual response to each instructional cycle that represents their own unaided work.

The TPAs measure a candidate's attainment of the Teacher Performance Expectations (TPEs), which are listed under the Meeting State Requirements section above and are addressed throughout the program. There are two TPAs, called Cycle 1 and Cycle 2. Candidates are prepared to submit their material for the TPAs while enrolled in Block III courses. CCTC requires candidates to be enrolled in a seminar course for the duration of clinical practice and while completing the TPAs. If candidates do not complete the TPAs during their clinical practice, they will need to enroll in the EDCC 378 Seminar Extension, which is not eligible for financial aid.

For further information on the TPA process and requirements, please consult the Credential Program Handbook or follow this link to the CCTC website: CalTPA

Cross-cultural, Language, and Academic Development (CLAD) Certificate

Candidates who successfully complete the teacher credential program will also have earned a CLAD certificate. This certificate shows that candidates are proficient in strategies for both Instruction for English Language Development (ELD) and Specially Designed Academic Instruction Delivered in English (SDAIE). This knowledge and skill set allows candidates to teach in English Language Learner integrated classrooms and content areas.

Clinical Practice Pathways

The MSTC program at Humphreys University allows students to choose one of two teaching pathways as part of their credential program: The Student Teaching Pathway or the Teaching Internship Pathway.

Student Teaching Pathway

Student-teaching consists of one quarter (16 weeks) of successful school and classroom involvement, five days per week for the full teaching day. The candidates become fully immersed in the school site and attend all required teacher meetings, professional development, and functions. Candidates experience working in at least one elementary grade level during the placement. In this placement, candidates work alongside a Master Teacher as they progress from observation to co-teaching, to solo teaching. Dedicated time for the Master Teacher and Student Teacher to discuss feedback, challenges, and goals regarding the candidates' performance and progression is provided. The Student Teacher also receives feedback from a Coach/Supervisor from the University.

Student-teaching placements are arranged by the Credential Programs Administrator in conjunction with the hosting school or district. Grades for student-teaching are issued by the Teaching Seminar Faculty in coordination with the assessment of the student teacher by the cooperating district-employed supervisor.

Teaching Internship Pathway

The Teaching Internship consists of two quarters of successful school and classroom involvement, five days per week for the full teaching day. Candidates become the Teacher of Record, are fully immersed in the school site, and attend all required teacher meetings, professional development, and functions. In this placement, candidates are hired by a school site which has an MOU with Humphreys University. Intern candidates have responsibility for their own classroom for the duration of their employment contract. They have the support of an on-site Mentor Teacher with whom dedicated time is provided to discuss feedback, challenges, and goals regarding the candidates' performance and progression. The Intern also receives feedback from a Coach/Supervisor from the University.

To earn an internship placement, candidates apply for a

teaching position in a district with which the University has a current agreement. The steps for this process are as follows

1. Once candidates have completed all the requirements for an intern credential, the Credential Programs Administrator provides them with a letter acknowledging eligibility for an internship placement and a list of schools and districts with which the program has an MOU.
2. Candidates then apply for positions at the school/districts from the list. They provide the eligibility letter to the potential site/district during the application process.
3. Once the candidate receives a written job offer, she/he provides that letter to the University Credential Programs Administrator.
4. The Credential Programs Administrator then recommends the candidate to the CCTC for an intern credential for that particular site. Intern credentials are site-specific and cannot be changed, so written job offers are required.
5. Once the recommendation has been issued by the CCTC, the Candidate accepts the intern credential through their CCTC account, and the credential is posted to the CCTC website.
6. Once the credential is posted, the school/district can officially hire the candidate.
7. The Credential Programs Administrator then works with the school/district to determine an appropriate Mentor Teacher.

Credential Conferral

As per CCTC regulations, Humphreys University does not confer the teaching credential but provides a record and a recommendation that the candidate has successfully met all requirements for the Preliminary Teaching Credential. There is no certificate or degree provided by the University for the completion of the MSTC portion of the Master of Arts in Teaching program nor does completion of only the MSTC portion enable a student to participate in graduation ceremonies.

A Humphreys University Credential Analyst is registered with CCTC as an Authorized Designee (AD) and Authorized Submitter (AS). Humphreys University assures that only Authorized Submitters will recommend candidates for their credential.

The credential is called the Preliminary Multiple Subject Teaching Credential, because it must be “cleared” before it expires. The preliminary credential is cleared by successfully passing through an induction program during the first years of teaching. The school or school district for which the holder of the Preliminary Multiple Subject Teaching credential works usually arranges for groups of new teachers to go through an induction program that is designed to address additional areas of instruction and skill development.

WITH MULTIPLE SUBJECT TEACHING CREDENTIAL

Candidates experience the core of the program through course groups, called Blocks, to support progressive learning that provides some flexibility in course sequencing through the curriculum while maintaining a general structure of order. Candidates may complete the majority of courses within a block before completing all the courses in the subsequent block. Candidates may progress through the program on either a full-time (eight units per quarter) or a part-time (four units per quarter) schedule, though financial aid eligibility may differ based on enrollment status. Please check with the Student Services Department for more information. The block-sequenced schedule guides the teacher candidate through all course requirements for the Master of Arts in Teaching with the Multiple Subject Teaching Credential.

Curricula & Requirements 52 Units

Block I Courses: Pre-Service (16 Units)

These courses must be passed before Clinical Practice and Seminar courses

EDCC 300 Foundations of Teaching in California (4 units)

EDCC 351 Curriculum and Instruction for Diverse Elementary Settings (4 units)

EDCC 352 Language and Literacy in Elementary Schools (4 units)

EDCC 356 Multilingual Education in Elementary Schools (4 units)

Block II Courses: Core Subjects (16 Units)

EDCC 350 Cultural Diversity (4 units)

EDCC 353 Mathematics Education in Elementary Schools (4 units)

EDCC 354 Social Studies Education in Elementary Schools (4 units)

EDCC 355 Science Education in Elementary Schools (4 units)

Block III Courses: Clinical Practice / Seminars (8 Units)

EDCC 377A and 377B Student Teaching Seminar (4 units / 4 units) or

EDCC 372A and 372B Teaching Internship Seminar (4 units / 4 units)

Floating Block Courses (12 Units)

These courses may be taken at any stage of the program.

EDUC 301 Research Methods (4 units)

EDUC or EDAD Electives (8 units)

Preliminary Multiple Subject Teaching Credential (40 Units)

Students can complete the requirements for the preliminary multiple subject teaching credential without enrolling in the Master of Arts in Teaching program. Talk with a financial aid counselor at Humphreys to understand the financial aid implications for enrolling in only the credential program and not the master's program. The difference between the credential-only program and the master's program is that the credential-only program does not require the Floating Block courses listed above. After being recommended for the Preliminary Multiple Subject Teaching Credential, a student may enroll in the Master of Arts in Teaching program and complete the 12 units of Floating Block courses to earn the Master of Arts in Teaching but must do so within three years of being recommended for the credential. After three years have elapsed since being recommended, a student cannot enroll in the Master of Arts in Teaching program but may enroll in the Master of Arts in Education program, which would require 22 units to complete.

Master of Arts in Teaching with MSTC Courses

EDCC 300

Foundations of California Education (4 units)

This course creates the framework for the candidates work throughout the credential program. In addition to being introduced to common practices and expectations in the credential program, the course focuses on theoretical and philosophical foundations of becoming an effective teacher as well as expectations specific to the California Commission on Teacher Credentialing including Universal Design for Learning, Culturally Relevant Pedagogy, and Asset-Driven Instruction. This course helps candidates learn to approach classroom practice with a contextual understanding of the structure of education and the belief that all students can learn. It will also help them recognize the tremendous impact that the social, emotional, and academic environments they create within their classroom have on student learning.

EDCC 350

Cultural Diversity (4 units)

This course focuses on the principles of first and second-language acquisition, including historical and current theories, psychological, socio-cultural, political, and pedagogical factors, and issues related to cultural interaction and communication in school and community contexts. Topics are addressed with regard to theoretical foundations and applied contexts. The course includes basic CLAD competencies of culturally and linguistically effective programs as well as teaching strategies for multi-cultural populations.

EDCC 351

Curriculum and Instruction for Diverse Elementary School Settings (4 units)

This course examines educational, curricular, behavior management, and assessment practices in today's elementary schools. Course topics include theories and applications of research on teaching and learning and curriculum design in elementary education, the use of technology in teaching and learning, and theories and applications related to the research on student achievement in elementary schools. Emphasis is placed on teaching and learning in multicultural communities.

EDCC 352

Language and Literacy in Elementary Schools (4 units)

This course focuses on the scope and sequence of language arts in the TK-8 curriculum. It addresses the role of literacy in the elementary school curriculum; methods and materials for teaching language and literacy to students from diverse socio-cultural, ethno- linguistic, and ability backgrounds and experiences; strategies for utilizing literacy across the curriculum; first and second language acquisition theories; and teaching English as a second language. The course also prepares candidates to pass the RICA test.

EDCC 353

Mathematics Education in Elementary Schools (4 units)

This course presents strategies and models for effective

instruction of mathematics in elementary schools.

Course topics include instructional planning, student assessment, the role of culture in mathematics, utilizing technology in teaching to enhance children's math performance and progress, the use of realia and other manipulatives in math education, and integrating mathematics across the elementary school curriculum.

EDCC 354

Social Studies in Elementary Schools (4 units)

This course presents strategies and models for effective instruction of social studies in elementary schools.

Course topics include instructional planning, student assessment, cultural applications of social studies education, utilizing technology in teaching, the use of realia and other artifacts for social studies education, and integrating social studies across the elementary school curriculum.

EDCC 355

Science Education in Elementary Schools (4 units)

This course presents strategies and models for effective instruction of science in elementary schools. Course topics include instructional planning, student assessment, cultural applications of science education, utilizing technology in teaching, the use of realia and other artifacts for science education, and integrating science across the elementary school curriculum.

EDCC 356

Multilingual Education in Elementary Schools (4 units)

The course introduces students to the historical, political, and legal foundations of educational programs for English learners. Theories of second-language learning and the research on the effectiveness of bilingual education programs are discussed. The course also exposes students to research-based methods of facilitating and measuring growth in second-language and literacy acquisition, as well as creating learning environments that promote language development. The course is focused on increasing the ability of candidates to work and communicate effectively and confidently with students and parents from diverse cultural, linguistic, and socio-economic backgrounds. The course also seeks to increase their ability to identify and apply basic CLAD competencies, to participate in culturally and linguistically effective programs, and to develop teaching strategies for multicultural populations.

EDCC 372A

Internship Seminar (4 units)

Prerequisites: Subject Matter Competency. Successful completion of Block I: Pre-Service courses.

Candidates will begin to demonstrate their capacity and readiness to teach in a California public school through the completion of at least two quarters of immersive clinical practice as the designated teacher of record and through successful submission of the Teacher Performance Assessment Cycle 1 task as prescribed by

the California Commission on Teacher Credentialing (CCTC). Candidates who do not pass TPA Cycle 1 may resubmit for TPA Cycle 1 in EDCC 372B

EDCC 372B

Internship Seminar (4 units)

Prerequisite: Successful completion of EDCC 372A.

Candidates will continue to demonstrate their capacity and readiness to teach in a California public school through the completion of at least two quarters of immersive clinical practice as the designated teacher of record and through successful submission of the Teacher Performance Assessment Cycle 2 task as prescribed by the California Commission on Teacher Credentialing (CCTC). Candidates who do not pass TPA Cycle 2 may resubmit for TPA Cycle 2 in EDCC 378 Seminar Extension.

EDCC 377A

Student Teaching Seminar (4 units)

Prerequisites: Subject Matter Competency. Successful completion of Block I: Pre-Service courses.

Candidates will begin to demonstrate their capacity and readiness to teach in a California public school through the completion of a one-quarter immersive student-teaching clinical practice and successful submission of the Teacher Performance Assessment Cycle 1 task as prescribed by the California Commission on Teacher Credentialing (CCTC). Candidates who do not pass TPA Cycle 1 may resubmit for TPA Cycle 1 in EDCC 377B.

EDCC 377B

Student Teaching Seminar (4 units)

Prerequisite: Successful completion of EDCC 377A.

Candidates will continue to demonstrate their capacity and readiness to teach in a California public school through the successful submission of the Teacher Performance Assessment Cycle 2 task as prescribed by the California Commission on Teacher Credentialing (CCTC). Candidates who do not pass TPA Cycle 2 may resubmit for TPA Cycle 2 in EDCC 378 Seminar Extension.

EDCC 378

Seminar Extension (1 unit)

Prerequisite: Successful completion of EDCC 372B or EDCC377B.

This course has an additional administrative fee of \$150

Candidates attend EDCC 372A, EDCC 372B, EDCC 377A, or EDCC 377B to submit and pass TPAs. This one-unit course fulfills the CCTC requirement that candidates be enrolled in a support course in order to submit a TPA. Following the allowable support guidelines, candidates will work to complete their TPAs. Candidates will be assessed with a Pass/Fail as determined by the results of the associated TPA. This course may only be taken once and is not financial aid eligible.

EDUC 301

Research Methods (4 units)

This course is designed to provide students with experience in applying several different qualitative and quantitative research methods. The emphasis is on practical methods that can provide the researcher with new and useful perspectives about education phenomena. Topics include: conceptualizing a research problem; methods of gathering data; coding and structuring data; descriptive statistics; including the basics of sampling and ethical considerations.

See the Master of Arts in Education course list for EDUC and EDAD courses to take for the 8-unit elective requirement.

Master of Arts in Education (MAEd)

The Master of Arts in Education is offered 100% online. It is an asynchronous program; there is no requirement to be online at any specific day or time. Assignments are completed each week. The program is designed to provide educators with the knowledge and skills necessary to advance as leaders and practitioners in their organizations. While the core requirements focus on theoretical approaches and practical research, the elective units allow students to choose a set of courses that match their own interests.

Admission Requirements

Applicants to the Master of Arts in Education program who have a bachelor's degree from a regional accreditation agency and are currently credentialed, certified, or licensed K12 teachers from California, Nevada, and other select states need only to complete the online application.

Verification of credential, certification, or licensure will be made through the state database. No transcripts or other documentation is needed. If admitted to the program, these students will receive "transfer" credit for their teacher preparation education that will apply toward completion of the program.

Applicants to the Master of Arts in Education program without a teaching credential (K12) must have a 3.00 cumulative GPA from the regionally accredited institution that awarded the bachelor's degree (any major is acceptable) and must submit the following:

1. A completed graduate application, available on the University web site.
2. Applicants must send official copies of transcripts from all colleges/universities attended. Secure official electronic transcripts are accepted from third-party vendors, but not directly from applicants.
 - Electronic transcripts can be sent to: registrargraduate@humphreys.edu
 - Sealed hardcopy official transcripts can be sent to: Humphreys University Registrar
6650 Inglewood Avenue, Stockton, CA 92507
 - An applicant's transcript must show an advanced writing course with a grade of B- or better.

Otherwise, the applicant must provide evidence of a passing score on a state-accepted writing examination that demonstrates the ability to meet the writing skills expectations of a holder of a bachelor's degree, such as the CBEST.

Transfer of Credit

For credentialed teachers, up to an additional 6 units of post-graduate education credit from a regionally accredited institution may be accepted, subject to the approval of the Dean of Graduate Studies. For non-credentialed applicants, up to 16 quarter units of post-graduate education credit from a regionally accredited institution may be accepted, if applicable, subject to the approval of the Dean of Graduate Studies. A student must have earned a B- or better in the transferred course, in keeping with the academic requirements of the program. Courses taken 10 or more years prior to admission to the program will not be eligible for transfer, unless work experience substantiates the coursework, as determined by the Dean of Graduate Studies.

Residency and Time Frame

The minimum number of quarter units that must be completed at Humphreys in the MAEd program is 16. This residency requirement must be completed within the five-year maximum allowable time frame for coursework completion. The final 16 units of the program cannot be transfer units and, therefore, must be completed at Humphreys University.

The MAEd program requires that students complete a capstone project by taking two capstone courses as part of the 44 units. During these courses, students progressively either design a program related to education or design and implement a research project. The capstone experience is divided into two courses so that completion of the capstone is manageable. A faculty advisor will guide the students through the two capstone courses

Upon completion of this program, graduates will be able to demonstrate the following program learning outcomes

- Evaluate theoretical educational concepts and articulate how theory informs practice.
- Design projects to gather data to answer research questions and/or solve problems.
- Implement data collection and analyze data for use in education settings.
- Understand the foundations and effects of current issues facing education.

Curricula & Requirements 44 Units

Core Units Required (26 Units)

EDUC 301 Research Methods (4 units)
EDUC 303 Curriculum Design and Evaluation (4 units)
EDUC 305 History of Education in America (4 units)
EDUC 307 Theories of Achievement and Learning (4 units)
EDUC 347 Program Planning for Educators (2 units)
EDUC 397 Capstone: Gathering and Processing Data (4 units)
EDUC 398 Capstone: Analysis and Conclusions (4 units)

Elective Units Required (18 Units)

Select any of the following electives:

EDAD 330 Universal Design for Learning (4 units)
EDAD 333 Linguistics for Educators (4 units)
EDAD 334 Intercultural Communication for Educators (4 units)
EDAD 335 Language, Culture, and Learning (4 units)
EDAD 336 Leadership in Education (4 units)
EDAD 337 Diversity in Education (4 units)
EDAD 339 Federal Law in Education (4 units)
EDAD 340 Common Core (2 units)
EDAD 343 Special Education Law (2 units)
EDAD 350 The Trauma-Informed Educator (2 units)
EDAD 351 Advanced Reading Instruction Strategies and Practices (2 units)
EDAD 352 Teaching the Student with Autism (2 units)
EDAD 353 Philosophies of Education (2 units)

Master of Arts in Education Courses

EDUC 301

Research Methods (4 units)

This course is designed to provide students with experience in applying several different qualitative and quantitative research methods. The emphasis is on practical methods that can provide the researcher with new and useful perspectives about education phenomena. Topics include: conceptualizing a research problem; methods of gathering data; coding and structuring data; descriptive statistics; including the basics of sampling and ethical considerations.

EDUC 303

Curriculum Design and Evaluation (4 units)

This course examines curriculum design theory and the evaluation of the curriculum through assessment of student attainment of stated outcomes. Students apply research-based principles of design and evaluation to district frameworks and to individual units of a curriculum.

EDUC 305

History of Education in America (4 units)

This course examines the historical development of American education from the earliest inhabitants to the 21st Century. Major themes, issues, and reforms are traced and analyzed to inform the current state of education in America.

EDUC 307

Theories of Achievement and Learning (4 units)

This course focuses on theories and principles as they apply to student achievement and learning, including the effects of cognitive, emotional, behavioral, and social constructs.

EDUC 347

Program Planning for Educators (2 units)

In this course, students examine and use a logic model to design an education program, including the identification and development of the situation, stakeholders, inputs, outputs, outcomes, and evaluation processes.

EDUC 397

Capstone: Gathering and Processing Data (4 units)

This course focuses on research/project design, data collection, and data processing. Students gather and process data according to established protocols.

EDUC 398

Capstone: Analysis and Conclusions (4 units)

Prerequisite: Completion EDUC 397

This course focuses on analyzing and synthesizing data to arrive at conclusions, as well as presenting data and applying research results to decision making and planning.

EDUC 330

Universal Design for Learning (4 units)

This course examines how teaching and curricular strategies can

be designed to align with a variety of cognitive processes within a group of diverse learners.

EDAD 333

Linguistics for Educators (4 units)

This course is designed for students with minimal background in the formal study of linguistics. Students will examine the core areas of the field: phonetics, phonology, syntax, morphology, and semantics. The course stresses the foundational aspects of Universal Grammar as revealed through data and examples from the world's languages, from Arabic to Zulu. The interplay between data and theory is highlighted.

Students will practice the fundamental principles of linguistic analysis by examining the main components of language, including the patterning of sounds, the structure of words and sentences, how syntax influences meaning, and how child language acquisition is key to the theory of Universal Grammar.

EDAD 334

Intercultural Communication for Educators (4 units)

This course is a study of how cultures, primarily in their native contexts, impact communication. The course will analyze pathways for successful and competent communication and will also evaluate obstacles and deterrents to effective communication. A point of focus will be on cultures outside the United States. The intercultural approach of the course will provide the framework to develop strategies for understanding how cultural influences affect communication, including in the classroom.

EDAD 335

Language, Culture, and Learning (4 units)

In this course, students study how language, culture, and learning support, define, and distinguish each other in unique combinations among various peoples and nations. Students analyze the historical constructs of language, culture, and learning and their influences and impacts on educational practices.

EDAD 336

Leadership in Education (4 units)

This course is focused on leadership in educational settings. Students examine the major theories of leadership, including classical, postmodern, and critical theories. Students learn to recognize the different leadership roles in education and analyze strategies to use in practical management and decision-making settings.

EDAD 337

Diversity in Education (4 units)

This course examines issues related to diversity in American schooling. Students explore key philosophical and sociological questions in education related to the role of education in a diverse and pluralistic democracy.

EDAD 339

Federal Law in Education (4 units)

This course explores the role of federal law, primarily the Constitution, and the issues that arise in educational settings. The course investigates relevant constitutional provisions and federal statutes that guide school operations and policies. Emphasis is placed on linking historical and theoretical concepts to practical school situations and the development of skills necessary to research legal issues and analyze policy implications.

EDAD 340

Common Core (2 units)

This course examines the history, development, implementation, application, and effectiveness of Common Core.

EDAD 343

Special Education Law (2 units)

This course focuses on federal laws that affect special education in the United States, including the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 that provides the basis for Individualized Education Programs (IEPs) and Section 504 of the Rehabilitation Act of 1973 that provides the basis for 504 Plans. The effect of these laws as manifested in practice is a key focus of the course.

EDAD 350

The Trauma-Informed Educator (2 units)

The course examines the effects of various types of trauma on students and the strategies that can be practiced to create a trauma-sensitive environment for student learning. The focus of the course is on informing the educator about the effects of trauma on students and how to develop positive relationships with traumatized students to effect attainment of learning outcomes.

EDAD 351

Advanced Reading Instruction Strategies and Practices

..... (2 units)

This course places an emphasis on “reading to learn,” particularly reading comprehension and study skills, vocabulary development, individualized instruction, reading in content areas, and literature study. Students learn advanced strategies and practices for integrated instruction in reading and language arts in today’s Common Core elementary school classrooms. To enroll for this course, students must be concurrently and teacher of record.

EDAD 352

Teaching the Student with Autism (2 units)

This course focuses on effective teaching strategies and research-based practices for supporting students on the Autism Spectrum in the TK-12 mainstream classroom.

EDAD 353

Philosophies of Education (2 units)

The course examines the philosophical underpinnings of education and the relationships between various philosophies and the curriculum, students, teachers, and other facets of education.



Full-Time Faculty

CYNTHIA S. BECERRA

DEGREE: Master of Arts, CSU Sacramento, 1984, English and Literature
CERT: Community College Credential
DEPT: Liberal Arts
TITLE: Dean of Undergraduate Studies, Department Chair

JESS BONDS

DEGREE: Doctor of Education, Northcentral University, 2010, Higher Education Leadership
DEPT: Graduate Studies
TITLE: Provost, Dean of Graduate Studies

RICHARD CHABOT

DEGREE: Doctor of Philosophy, Univ. of Hawaii at Manoa, 1991, Sociology
DEPT: Liberal Arts: Community Studies
TITLE: Professor, Community Studies Coordinator

BEVERLY CLARK

DEGREE: Doctoral Degree, University of the Pacific, 2001, Educational Administration
DEPT: Early Childhood Education
TITLE: Professor

PAMELA CLOSS

DEGREE: Bachelor of Arts, Humphreys University, 2011
CERT: Certificate in Realtime Technology (Humphreys University); CRI (Certified Reporting Instructor-NCRA), 2008; RSA (Certified Realtime Systems Administrator-NCRA), 2011
DEPT: Court Reporting
TITLE: Assistant Professor, Department Chair

ROBERT HUMPHREYS, JR.

DEGREE: Doctor of Philosophy, Claremont Graduate University, 2006, Higher Education
DEPT: Business, Liberal Arts, Graduate Studies
TITLE: President

LISA KOOREN

DEGREE: Doctor of Philosophy, Capella University, 2015, Higher Education
CERT: Enrollment Management, Noel-Levitz and Capella University
DEPT: Liberal Arts
TITLE: Dean of Institutional Research, Director of Modesto Campus, Professor

DUANE MCLAUGHLIN

DEGREE: Bachelor of Science, Humphreys University, 2022, Criminal Justice
DEPT: Criminal Justice
TITLE: Assistant Professor, Department Chair

LINDA MOTTISON

DEGREE: Master of Science, National University, 2001, Education
DEPT: Liberal Arts
TITLE: Associate Professor

LINDA RAHMOLLER

DEGREE: Master of Science, Capella University, 2009, Post-Secondary & Adult Education
DEPT: Business
TITLE: Professor

MATTHEW S. REYNOLDS

DEGREE: Juris Doctor, UCLA School of Law, 2004
DEPT: Law, Graduate Studies
TITLE: Dean of Law

KARY RIDENOUR

DEGREE: Master of Arts in Education, Leadership & Administration, CSU Fresno; Bachelor of Science in Horticulture, Cal Poly State University
CERT: Educational Administrative Credential, CLAD, Clear Multiple Subject Teaching Credential
DEPT: Graduate Studies, Teaching Credential Program
TITLE: Assistant Professor

DONNA ROBERTS

DEGREE: Doctor of Education, CSU Stanislaus, 2015,
Educational Leadership

CERT: Reading Specialist K-12 and Adult Credential, CLAD
Multiple Subject Teaching Credential, Administrative
Services Credential

DEPT: Early Childhood Education, Graduate Studies

TITLE: Associate Dean, Professor

ROWENA WALKER

IN MEMORIAM

DEGREE: Master of Arts, University of the Pacific, 1978, Political
Science

CERT: Teaching Credentials, State of Washington, and the
State of California

DEPT: Legal Studies, Liberal Arts

TITLE: Professor Emerita, Department Chair

LESLIE WALTON

DEGREE: Master of Arts, National University, 2013, English;
Master of Business Administration, National University,
2006

HONORS: Magna Cum Laude

DEPT: Liberal Arts, Business

TITLE: Assistant Professor

JASON WOLINS

DEGREE: Juris Doctor, University of the Pacific, McGeorge
School of Law, 1979; Master of Business
Administration, DePaul University, 1995

HONORS: Master of Business Administration degree “With
Distinction”

DEPT: Business

TITLE: Professor, Department Chair

Adjunct Faculty

RUBEN ALFONSO

DEGREE: Bachelor of Arts, CSU Sacramento, Criminal Justice

CERT: Basic POST, POST Instructor, POST Cultural
Awareness Instructor

DEPT: Criminal Justice

KARLA BRANDT

DEGREE: Masters in Planification: An Evaluation of Academics,
University Santa Maria, 2013

DEPT: Liberal Arts

THOMAS BRENNAN

DEGREE: Juris Doctor, Humphreys University Drivon School of
Law

DEPT: Graduate Studies: Legal Studies

GEORGETTE BROWN

DEGREE: Master of Science, Criminal Justice, University of
Cincinnati, 2010

CERT: Advanced POST Certificate

DEPT: Criminal Justice

RAY CALL

DEGREE: Master of Arts, Chapman University, 2009,
Organizational Leadership

CERT: Certificate in Organizational Development and
Nonprofits, Chapman University

DEPT: Business

MICHELLE CANTLIN

DEGREE: Bachelor of Arts, CSU Stanislaus, Psychology

DEPT: Criminal Justice

DONALD G. CARLISLE

DEGREE: Master of Science, UC Santa Cruz, 2008, Finance and
Applied Economics

DEPT: Business, Liberal Arts

SARAH CASKEY

DEGREE: Master of Science, National University, 2009, Special Education
CERT: Multiple Subject Credential with CLAD, Mild/Moderate Special Education Credential with Autism Authorization
DEPT: Graduate Studies

ALBERTO CASTELLO

DEGREE: Master of Arts, Humphreys University, 2020, Education; Bachelor of Science, University of Pacific, 2007, Physics
DEPT: Liberal Arts

JOHN CLANTON

DEGREE: Master of Arts, California State University, Stanislaus, English
DEPT: Liberal Arts

LORRAINE DORIA

DEGREE: Master of Arts, CSU Stanislaus, 2012, History
DEPT: Liberal Arts

BETH DOUGLAS

DEGREE: Associate Degree, Ferris State College, MI, 1980, Court & Conference Reporting
CERT: MI CSR (Certified Shorthand Reporter), 1981; RPR (Registered Professional Reporter), 1982; CA CSR (Certified Shorthand Reporter), 1988
DEPT: Court Reporting

EDNA V. EALEY

DEGREE: Master of Arts, University of Phoenix, Education/Single-Subject Mathematics; Master of Science, Kaplan University, Education/Collegiate Online Teaching
DEPT: Liberal Arts

MARLISA FERREIRA

DEGREE: Juris Doctor, Empire College School of Law
DEPT: Legal Studies, Criminal Justice

AMANDA FOSS

DEGREE: Juris Doctor, Humphreys University Drivon School of Law, 2009
DEPT: Legal Studies

KIMBERLY R. GONZALES

DEGREE: Juris Doctor, University of the Pacific, McGeorge School of Law, 2005
HONORS: Order of the Barristers, High Honors in Written Advocacy
DEPT: Criminal Justice, Legal Studies

SHANNON GONZALES

DEGREE: Master of Public Administration, National University
CERT: Standards and Training for Corrections (STC) Juvenile Detention CORE, Probation Officer CORE, and Supervisor CORE
DEPT: Criminal Justice

GARY GRAFIUS

DEGREE: Bachelor of Science, California Polytechnic State University, San Luis Obispo, 1980, Business Administration
CERT: CSU Stanislaus, 1989, Teaching Credential
DEPT: Business

DEAN GUALCO

DEGREE: Doctor of Education, University of the Pacific, 2009; Master of Public Administration, University of Southern California, 1995; Master of Business Administration, Golden Gate Univ., 1990
DEPT: Graduate Studies

LARRY HANSEN

DEGREE: Master of Arts, CSU Stanislaus, Public Administration
CERT: Advanced POST
DEPT: Criminal Justice

GREGORY HAUSMANN

DEGREE: Master of Science, CSU Long Beach, Emergency Services Administration
CERT: POST Advance, POST Defensive Tactics Instructor
DEPT: Criminal Justice

CRYSTAL HOOTMAN

DEGREE: Master of Science, CSU Sacramento, 2011, Geology
DEPT: Liberal Arts

LINDEN HOWE

DEGREE: Master of Arts, University of San Francisco,
Counseling, 1997
DEPT: Liberal Arts

WILLIAM HUNT

DEGREE: Master of Arts, Biola University, 1986, Intercultural
Studies
DEPT: Graduate Studies

GEOFFREY HUTCHESON

DEGREE: Juris Doctor, University of Pacific, 1976; Master of
Arts, University of Akron, 1972, Sociology
DEPT: Liberal Arts & Legal Studies

KIMBERLY JACOBS

DEGREE: Master of Science, Curriculum & Instructional
Leadership, National University; Bachelor of Science,
Social Science, Sacramento State University
CERT: Education Specialist Instruction Credential, CLAD,
Clear Single Subject Teaching Credential, Clear
Multiple Subject Teaching Credential
DEPT: Graduate Studies: Teaching Credential Program

LARRY LARA

CERT: CSR (Certified Shorthand Reporter), 1995; CRI
(Certified Reporting Instructor-NCRA)
DEPT: Court Reporting

EBA LEDEZMA-MARTINEZ

DEGREE: Master of Arts, Curriculum & Instruction, UC
Stanislaus; Bachelor of Arts, Latin American Studies,
Chico State University
CERT: BCLAD, CLAD, Clear Multiple Subject Teaching
Credential
DEPT: Graduate Studies; Teaching Credential Program

BRANDI MARTIN

DEGREE: Master of Arts in Education, Teaching and Learning in a
Global society, National University; Bachelor of Arts,
Interdisciplinary Education, National University
CERT: Education Administrative Credential, CLAD, Clear
Multiple Subject Teaching Credential
DEPT: Graduate Studies: Teaching Credential Program

JAMES MAZZA

DEGREE: Master of Business Administration, CSU Stanislaus,
1994, Finance
DEPT: Business

ANNITA MCMANUS-WHITE

DEGREE: Doctor of Education, Concordia University; Master of
Arts in Literature, Dominguez Hills; Bachelor of Arts,
UC Davis
CERT: Education Administrative Credential, CLAD, Clear
Multiple Subject Teaching Credential
DEPT: Graduate Studies; Teaching Credential Program

JAMES A. MENARD

DEGREE: Master of Business Administration, Golden Gate
University, 1989, Finance
CERT: National Association of Credit Managers-Certified
Credit Executive
DEPT: Business, Liberal Arts

KERRY MOQUETT

DEGREE: Doctor of Education, Northcentral University, 2012;
Master of Arts, CSU Sacramento, 1990, English
HONORS: Cum Laude
DEPT: Liberal Arts, Graduate Studies

RICHARD MORELAND

DEGREE: Master of Business, Capella University, 2017
CERT: Member, Association of Surgical Technologists,
Member, American College of Cardiovascular
Administrators
DEPT: Business & Liberal Arts

PATRICE OLSEN

DEGREE: Master of Arts, CSU Stanislaus, 2005, Psychology;
Bachelor of Arts, CSU Stanislaus, 1998, Psychology,
Organizational Communication
DEPT: Liberal Arts, Community Studies, Business

EULINE PABILLORE-OLINGER

DEGREE: Doctor of Education, Educational Leadership, UC
Davis; Master of Arts, Social and Philosophical
Foundations of Education, CSU Long Beach; Bachelor
of Science, Linguistics and Nursing, CSU Fullerton
CERT: Teaching English as a Second Language (TESL)
DEPT: Graduate Studies: Teaching Credential Program

STANISLAV PERKNER

IN MEMORIAM

DEGREE: Doctor of Philosophy, Comenius University, Czechoslovakia, 1982, History

DEPT: Liberal Arts

TITLE: Professor Emeritus

CARRIE RAVENSCROFT

DEGREE: Bachelor of Arts, Vanguard University, 1998, Organizational Management

DEPT: Court Reporting

NASEEM REHMAN

DEGREE: Bachelor of Science, CSU Sacramento, 1993, Business Administration (Accounting)

CERT: Certified Public Accountant

DEPT: Business: Accounting

KAY REINDL

DEGREE: Associate in Arts, College of the Redwoods, 1980, Court Reporting

CERT: CSR (Certified Shorthand Reporter), 1982; CRI (Certified Reporting Instructor-NCRA), 2008

DEPT: Court Reporting

SHAREN SCOTT

DEGREE: Master of Business Administration, CSU Sacramento, 1992, Business

DEPT: Business

CHRISTINE SISCO

DEGREE: Bachelor of Science, Political Science/English Literature, UC Irvine

CERT: Education Administrative Credential, CLAD, Clear Multiple Subject Teaching Credential, Clear Single Subject Teaching Credential

DEPT: Graduate Studies: Teaching Credential Program

TAMI SONDEN

DEGREE: Bachelor of Arts, Child Development

CERT: Education Administrative Credential, CLAD, Clear Multiple Subject Teaching Credential

DEPT: Graduate Studies: Teaching Credential Program

MARK STEWART

DEGREE: Doctor of Education, University of Pacific; Master of Arts, Fuller School of Intercultural Studies

DEPT: Liberal Studies

SHIRREEN SUJATA

DEGREE: Master of Science in Accountancy, University of Phoenix, 2012

DEPT: Business

LINDA SWARTZ

DEGREE: Juris Doctor, Humphreys School of Law, 1991

DEPT: Legal Studies

KIM VAN TASSEL

DEGREE: Bachelor of Arts, Criminal Justice, Bachelor of Arts, Psychology, Chapman University

CERT: POST Evidence Tech, Advanced Safety Dispatcher, Advanced Latent Print Comparison

DEPT: Criminal Justice

YEE VANG

DEGREE: Master of Arts, CSU Stanislaus, 2017, Education Technology

DEPT: Liberal Arts, Business

MERILYN VAUGHN

DEGREE: Bachelor of Arts, CSU Stanislaus, 1985, Music

CERT: CRI (Certified Reporting Instructor-NCRA), 2008

DEPT: Court Reporting

ERIC VERSTEEG

DEGREE: Master of Arts, American Military University, Emergency and Disaster Management

CERT: Advanced POST, Supervisor POST, SWAT Certificate

DEPT: Criminal Justice

JULIE WALKER

DEGREE: Master of Arts, CSU Stanislaus, 2004, History

CERT: Diploma of Spanish—National University of Mexico

DEPT: Liberal Arts

JAMES L. WEST

DEGREE: Bachelor of Fine Arts, State University New York

DEPT: Criminal Justice

PAMELA WOOD

DEGREE: Master of Arts, Andrew Jackson University, 2000,
Education

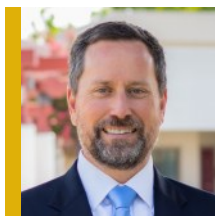
DEPT: Early Childhood Education

KARY YEOMAN

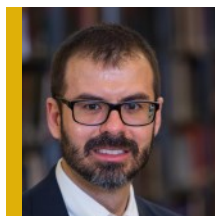
DEGREE: Doctor of Education, Nova Southeastern University,
Master of Arts in Education, Chapman University

DEPT: Graduate Studies

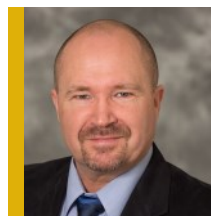
Administration Listing



ROBERT G. HUMPHREYS, JR.
President



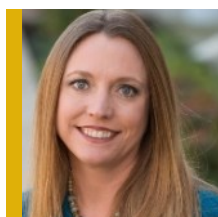
MATTHEW S. REYNOLDS
Dean of the Law School



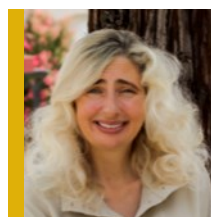
JESS BONDS
Provost



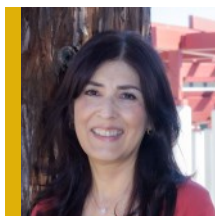
CYNTHIA S. BECERRA
Dean of Undergraduate Studies



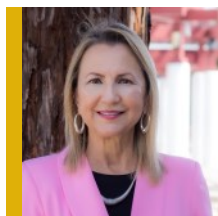
LISA KOOREN
Dean of Institutional Research,
Director of Modesto Campus



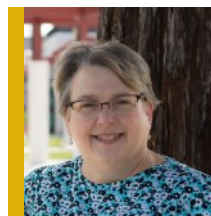
DONNA ROBERTS
Associate Dean of Academic
Administration



RITA FRANCO
Director of Financial Aid



SANTA LOPEZ-MINATRE
Director of Admission



CARRIE CASTILLON
Director of Administrative
Services



MARIA GARCIA-WOODILL
Registrar

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Humphreys University

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2022 - 2023

GENERAL CATALOG

Stockton & Modesto Campus