



Humphreys University
EST. 1896

2023 2024

GENERAL CATALOG



Humphreys
University
EST. 1896

2023 2024

GENERAL CATALOG

EFFECTIVE OCTOBER 1, 2023

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

985 Atlantic Ave., Suite 100
Alameda, CA 94501
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STOCKTON & MODESTO CAMPUSES

Stockton Campus
6650 Inglewood Avenue
Stockton, California 95207
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Modesto Campus
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(209) 543-9411

www.humphreys.edu

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Academic Calendar

2023

FALL QUARTER

October 2, 2023–
December 15, 2023

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 10/02** Quarter begins
- 10/02** Instruction begins
- 10/06** Last day to register or add classes
- 10/13** Last day to withdraw without notation on transcript

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 11/10** Last day to withdraw with partial refund
- 11/10** Veterans Day observed
- 11/17** Last day to withdraw
- 11/23** Thanksgiving observed
- 11/24** Thanksgiving observed

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 12/11** Final exams week
- 12/15** Quarter ends
- 12/25** Christmas observed
- 12/16** Winter break begins
- 12/31** Winter break ends

2024

WINTER QUARTER

January 1, 2024–
March 15, 2024

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 01/01** Quarter begins
- 01/01** New Year's Day observed
- 01/02** Instruction begins
- 01/05** Last day to register or add classes
- 01/12** Last day to withdraw without notation on transcript
- 01/15** Martin Luther King, Jr. Day observed

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

- 02/09** Last day to withdraw with partial refund
- 02/16** Last day to withdraw
- 02/19** Presidents' Day observed

MARCH

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 03/11** Final exams week
- 03/15** Quarter ends
- 03/29** Good Friday observed
- 03/16** Spring break begins
- 03/31** Spring break ends

2024

SPRING QUARTER

April 1, 2024–
June 14, 2024

APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 04/01** Quarter begins
- 04/01** Instruction begins
- 04/05** Last day to register or add classes
- 04/12** Last day to withdraw without notation on transcript

MAY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 05/10** Last day to withdraw with partial refund
- 05/17** Last day to withdraw
- 05/27** Memorial Day observed

JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 06/10** Final exams week
- 06/14** Quarter ends
- 06/15** Commencement
- 06/19** Juneteenth observed
- 06/16** Summer break begins
- 06/30** Summer break ends

Stockton/Modesto campuses are closed weekends unless otherwise specified.

Academic Calendar

2024

SUMMER QUARTER

July 1, 2024–
September 13, 2024

JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 07/01** Quarter begins
- 07/01** Instruction begins
- 07/04** Independence Day observed
- 07/05** Last day to register or add classes
- 07/12** Last day to withdraw without notation on transcript

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 08/09** Last day to withdraw with partial refund
- 08/16** Last day to withdraw

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 09/02** Labor Day observed
- 09/09** Final exams week
- 09/13** Quarter ends
- 09/14** Spring break begins
- 09/29** Spring break ends

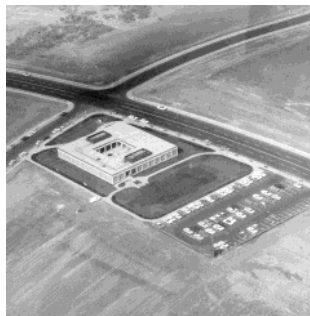
General Information

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

General Information

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

General Information

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.

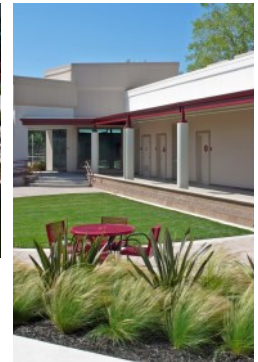
Most of Humphreys' students are from San Joaquin and the seven neighboring counties. Some students are from outside this valley and several foreign countries.

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

General Information

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.

Admissions

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 official transcripts from all other colleges/universities they may have previously attended. Transcripts containing only failing grades and complete withdrawals should not be submitted. Official transcripts are necessary to apply for federal and state financial aid, 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.

Admissions

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

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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®

Admissions

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:

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- **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.

Admissions

Student Services

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.

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

Student Services

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 by 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

Student Services

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 the 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.

SEXUAL MISCONDUCT

Student Services

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

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.

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.

Expenses

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.

Jerry Medina Memorial Scholarship

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

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 Hickinbotham Memorial Scholarship

Awarded to a first-generation college student.

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

Expenses

Financial Aid

OVERVIEW

Humphreys University 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 all students' needs, Humphreys University provides various 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), and the Federal Direct Stafford Loan 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 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:

- The FAFSA has built-in help to guide applicants through the application process;
- The FAFSA 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:

- Complete a FAFSA [PDE](#).
- Students may request a print-out of the FAFSA PDF by calling 1-800-4-FED-AID (1-800-433-3243); then fill out the form and mail it for processing.

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

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 from 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.

Academic Year 2023/24

Complete the 2023/24 FAFSA to attend anytime throughout the year 2023/24 (July 1, 2023, through June 30, 2024). The 2023/24 FAFSA will collect 2021 income and tax information. Each year the FAFSA for the following year becomes available on October 1. The FAFSA will determine if 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." Do not get tricked into paying to file the FAFSA.
- Deadlines: The application deadline is March 2nd for the upcoming academic year.
- Create an FSA ID. If dependent, both the student and the parent will require an FSA ID to file the FAFSA.
- Students should be 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 dependent, they must 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

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- 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 allows undocumented students, DACA recipients (valid or expired), U Visa holders and students under Temporary Protected Status (TPS), who qualify for a non-resident exemption under Assembly Bill 540 (AB 540), Senate Bill 2000 (SB 2000) and Senate Bill 68 (SB 68), to receive certain types of financial aid such as: private scholarships funded through public universities, state administered financial aid, university grants, community college fee waivers, and Cal Grants. In addition, the California Dream Act, allows eligible students to pay in-state tuition at any public college in California.

Who Can Apply for the California Dream Act Application?

Students are eligible to complete the Dream Act Application if:

- Undocumented student who is not eligible to file the FAFSA
- Meet the requirements of AB540 or AB 2000
- Have a valid or expired DACA
- Reside in California with a U-Visa
- 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 2023/24 year (July 1, 2023, through June 30, 2024), complete the 2023/24 California Dream Act Application. The 2023/24 Dream Act Application will collect 2021 income. Each year the FAFSA for the following year becomes available on October 1 and is due by March 2nd.

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 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 the Financial Aid

Requirements

Students should monitor their [Financial Aid Portal](#) and respond to all notifications regarding their 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 (except for 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

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- student in an eligible degree or certificate program;
- Be enrolled at least half-time to be eligible for Program funds; Direct Loan Program funds - Undergraduate students - minimum 6 credits;
 - Maintain satisfactory academic progress (SAP) in accordance with University Policy 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.

Also, once a student completes his/her bachelor's degree or a first professional degree requirements, they are 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 and average amounts for standard expenses such as books, supplies, room, board, and other living expenses for three quarters of full-time study. A student's actual expenses may vary. Tuition is the only COA item that is paid directly to the university. A student's Cost of Attendance is an estimate of the following components:

1. Tuition and fees;
2. Books, course materials, supplies, and equipment;
3. Cost of housing and food (or living expenses);
4. Transportation expenses;
5. Personal and miscellaneous expenses;
6. Loan fees – For student borrowers, actual or average loan origination and insurance fees apply;
7. Costs of obtaining a license, certification, or a first professional credential;
8. Allowance for childcare or other dependent care, if applicable – reasonable expenses with adequate documentation;
9. Costs related to a disability; An allowance, as determined by the institution, for expenses associated with a student's disability, including special services,

2023–2024 Estimated Undergraduate Cost of Attendance (COA) at Humphreys University

The COA below is based on full-time enrollment for a nine-month academic year. Sample Expense Budgets for a full-time student are shown below:

Components	Living with Parents Without Dependents	Living With Parents With Dependents	Living Off Campus Without Dependents	Living Off Campus With Dependents
Undergraduate Tuition & Fees	\$14,760.00	14,760.00	14,760.00	14,760.00
Books & Supplies	\$1,152.00	1,152.00	1,152.00	1,152.00
Living Expenses	\$3,258.00	10,350.00	22,617.00	27,243.00
Transportation Expenses	\$1,026.00	1,026.00	936.00	936.00
Personal Expenses	\$3,348.00	3,348.00	3,924.00	3,924.00
	\$23,544.00	\$30,636.00	\$43,389.00	\$48,015.00

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personal assistance, transportation, equipment, and supplies that are reasonably incurred and not provided for by other agencies.

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](#) provides 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, they will be emailed information on setting up their Student Financial Aid Portal account. The Financial Aid portal provides students with a secure manner to examine, submit, and edit information about financial aid applications. 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

The preferential due date for the 2023/24 (July 1, 2023 – June 30, 2024) award year is March 2, 2023. To receive financial aid, the student must complete the FAFSA yearly. 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 the 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 notified through email 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 through their Student [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.

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- 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.

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.

How to Complete the Loan Entrance Counseling

- Go to [Complete Your Student Entrance Loan Counseling](#).
- Select the student status to begin.
- Enter the FSA I.D.
- Select the school name "HUMPHREYS UNIVERSITY" and progress through the counseling tool until all sections are completed.

Humphreys University will be notified within 3-5 business days after entrance counseling completion.

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 several types of federal loans and repayment plans, gives tips for avoiding default and provides

general advice for financial planning as a college graduate. Students must repay their student loans, even if they do not graduate or are dissatisfied with their academic program. Typically, it takes around 20 to 30 minutes from start to finish.

How to Complete the Loan Exit Counseling

- Go to [Federal Student Aid](#).
- Click on "Sign In."
- Log-in with the same information used for the FAFSA.
- Click on "Complete Counseling"
- Click on "Exit Counseling."
- Select the school name "HUMPHREYS UNIVERSITY".
- Progress through the counseling tool until all sections are completed.

Humphreys University will be notified within 3-5 business days after entrance counseling completion.

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. Typically, it takes around 20 to 30 minutes from start to finish. 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 save overall. 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 contact the loan servicer, and how to change repayment plans.

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Information About the Importance of Repayment

- Tips on how to stay current on student loan payments.
- 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 (FWS)
- Cal Grants, A, B and C
- Federal Direct Student Loan Program
- Direct Subsidized Loan
- Direct Unsubsidized Loan
- Direct Parent Plus Loan
- Institutional Awards
- Other Scholarships

Federal Pell Grant

[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 the Expected Family Contribution (EFC), which determines if the student is eligible for Pell Grant.

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 \$7,395 for the 2023-234award year (July 1, 2023, to June 30, 2024). 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

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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 credits quarterly. Part-time awards are prorated for less than full-time enrollment according to the following schedule:

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

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

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

Less than half-time = 1 to 5.5 credits (50% of the quarterly award and in some cases, students may lose their Pell Grant eligibility for the quarter.) Students who enrolled for less than half-time enrollment should consult with their Student Account Specialist.

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.

Federal Work-Study (FWS)

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. Students' 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 the Student Services Department.

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 March 2nd deadline. Students who apply after the March 2nd priority deadline will not be considered for Cal Grant awards.

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 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 annually.

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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 is 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 be awarded up to \$9,358 towards tuition. Students must be in 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 \$9,358 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.

Cal Grant Access Awards

Students attending a University of California, California State University, California Community College, or private non-profit institution who have dependent children may be eligible for an access award.

To qualify, the student must have dependent children that are under 18 years of age for whom they provide more than half of their financial support during the academic year.

How much are Cal Grant Access Awards

The amounts listed here are the maximum award amount. Your actual award amount will be determined by your institution based on attendance status and unmet financial need:

Cal Grant A – annual access award up to \$6,000 plus:

- California Private Non-Profit institutions: Tuition \$9,358

Cal Grant B – annual access award up to \$6,000 plus:

- California Private Non-Profit institutions: Tuition \$9,358

Cal Grant C (Technical/Vocational Programs only) – annual access award up to \$4,000 plus:

- California Private Non-Profit institutions: Tuition \$2,462

Cal Grant Disbursement Options

The California Student Aid Commission (CSAC) requires students to be informed of the disbursement choices available for their Cal Grant A and B Access and Cal Grant C Books and Supplies awards. A student may request that his or her Cal Grant B Access or Cal Grant C Books and Supplies award be disbursed directly to him or her by submitting the Cal Grant B Access and Cal Grant C Books

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and Supplies Payment Authorization form. This form is a formal written request for the award to be disbursed directly to the student. This authorization form must be renewed annually. Students who choose to receive their Access or Books and Supplies awards issued directly are responsible for resolving their account balance.

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.

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

Federal Work-Study Jobs are available to students who qualify for the FWS program. Please contact the Student Services 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.

Federal Loans

[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

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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 FDSL, including Direct Subsidized Loans, Direct Unsubsidized Loans and Direct PLUS Loans. The Federal Direct Subsidized and Federal

Direct 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. The 150% borrowing limitation will not be applied to Direct Loans made to first-time borrowers with an earliest disbursement date (EDD) on or after July 1, 2021. The 150% borrowing limitation will be applied to Direct Loans made to first-time borrowers with an earliest disbursement date (EDD) on or after July 1, 2013, and prior to July 1, 2021.

[Direct Stafford Unsubsidized Loans](#) are available to undergraduate and graduate students; there is no

requirement to demonstrate financial need. The school is responsible for determining 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, 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 credits applicable to active program
- Sophomore 45 to 89 completed credits applicable to

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active program

- Junior 90 to 134 completed credits applicable to active program
- Senior at least 135 completed credits 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:

- Undergraduate Students: Week 3 and Week 6 (excluding new and returning new students)
- 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

Financial aid disbursements that exceed the amount due to the University will be processed as a financial aid refund check to the student. Typically, a credit balance of financial aid occurs when the second installment of financial aid is disbursed to a student's account. A refund check will be generated within 14 days of the credit balance. Checks are mailed to the student's primary address as listed 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.

Financial Aid Refund Schedule

Law Students

1st Disbursement	2nd Disbursement
Week 1	Week 7

Current Undergraduate, Graduate Students

1st Disbursement	2nd Disbursement
Week 4	Week 7

New Undergraduate and Returning Undergraduate Students

1st Disbursement	2nd Disbursement
Following a 30-day disbursement delay, students with an incomplete academic and/or financial aid record are not eligible for disbursement.	Week 7

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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 disbursed 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 disbursed 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 credits 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 the 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 credits as of Friday of the second week of classes will be counted as credits attempted for the determination of satisfactory academic progress. Credits 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. Financial Aid is revised through this date to

reflect a student's enrollment status. The University's Academic Census date on Financial Aid are not the same.

Enrollment Status Description for Financial Aid

Undergraduate Students

Full-time: 12 or more undergraduate credit hours per quarter.

3/4 time: 9-11 undergraduate credit hours per quarter.

1/2 time: 6-8 undergraduate credit hours per quarter.

Things to be aware of regarding enrollment:

- Must be an active degree seeking student.
- The course must be applicable to the student's program course requirements.
- Most financial aid awards require at least half-time enrollment status.
- Grants, such as the Federal Pell Grant and the California Grant, are offered based on full-time enrollment; however, the actual amount disbursed will be based on enrolled credits as of the date of disbursement and will be revised if enrollment changes occur on or before the Friday of the sixth week of a term.
- Direct Loan awards require at least half-time enrollment.
- A passed course can be repeated once, and it will be calculated into the student's financial aid enrollment status for receipt of federal and state financial aid.

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

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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](#)".

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 been 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 time frame.

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.

It is important to note that Humphreys University's tuition refund policy differs from the federal obligation to repay unearned aid. The amount of a tuition refund has no effect on the amount that must be repaid 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

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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 (Iraq and Afghanistan Service Grant)

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 because 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). For undergraduate students, academic satisfactory progress is determined by the same policies that determine and govern satisfactory academic progress for financial aid eligibility, regardless of the intent to seek financial aid. For graduate students, academic satisfactory progress is determined by a separate policy that is included in the

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Graduate Studies section of this catalog, while the financial aid eligibility of graduate students is determined and governed by the policies in this section of the catalog. Academic records are reviewed for all students, including 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
- Golden State Teacher Grant
- 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 credits, 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 credits required for completion of the degree or major.

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

Credits transferred from another institution will be counted as credits attempted and will be included in the credit count.

SATISFACTORY ACADEMIC PROGRESS

The following are the SAP requirements for all academic and federal and state financial aid programs. Students are considered to be meeting SAP and are eligible for federal and/or state financial aid and are eligible to enroll 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 enroll at Humphreys University and/or 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	x 2/3	16
16	x 2/3	11
12	x 2/3	8
8	x 2/3	6

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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	Max. 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	271.5
Master's Program	40-52 Credit Hors	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. However, units accepted for transfer will not be included in the computation of CGPA.

Review of SAP Status

At the end of each quarter, SAP status is reviewed.

Students are classified into one of three academic and financial aid classifications 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 and is eligible to enroll in courses.
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 and to enroll in courses. A Warning is not printed on a student's transcript. 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 and is suspended from the University until SAP has been reestablished. A suspension is printed on a student's transcript.

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 Academic and 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 Warning, or if the student has reached the maximum timeframe, the student becomes ineligible and

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cannot enroll at Humphreys University.

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 and is suspended from Humphreys University.

Reinstatement

Students determined ineligible 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.

SAP Appeals

A student with unforeseen, documentable extenuating circumstances who has been suspended 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 suspension.

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 Academic and Financial Aid Probation and will be provided an SAP Academic Plan. While on Academic and Financial Aid Probation, the student is eligible to receive financial aid for one quarter and allowed to enroll in courses during that quarter. To be eligible for financial aid and for enrollment for subsequent quarters, the student must meet the terms of the SAP academic plan. For all students on Academic and 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 Academic and 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 in immediate ineligibility and suspension from Humphreys University. To re-establish financial aid and enrollment 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.

If such a student elects to attend Humphreys University and has a CGPA that is less than the minimum required, the student will remain on Probation until the minimum CGPA is met. If the minimum CGPA is not met by the time the student's earned units exceed 75% of the units required for the student's declared academic program, the student will be suspended from the University.

Per federal regulation and Humphreys University policy, 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.

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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 Satisfactory Academic Progress Policy became effective the 2011-2012 award year and was adopted by the academic programs effective the 2023-2024 academic year.

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) 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 with 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).

Students who are on Financial Aid Probation due to maximum time frame 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 in 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), 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 help students eligible for financial aid purchase 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

Financial Aid

excess financial aid, usually from a combination of grants and or loan funds, may be eligible for a book voucher. These funds are not additional financial aid granted to students solely to purchase books. Not all students are eligible for a book voucher.

An authorized amount will be determined based on the student's financial aid eligibility, credits 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 can 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 time frame 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 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.

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. The Book Vouchers Request Form is available on the Humphreys University website and in the 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 for paying 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 credits, 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.

Financial Aid

Graduate Financial Aid

OVERVIEW

A graduate student is deemed a full-time student when taking at least units during a term.

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.

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 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:

- The FAFSA has built-in help to guide applicants through the application process;
- The FAFSA 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:

- Complete a FAFSA [PDF](#).
- Students may request a print-out of the FAFSA PDF by calling 1-800-4-FED-AID (1-800-433-3243); then fill out the form and mail it for processing.
- Detailed information about application procedures, deadlines, and eligibility may be obtained from the Student Services Office.

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

The FAFSA is available on October 1st of each year for the following year. Every year that students intend to attend

college, they should apply for financial aid as soon as the FAFSA becomes available.

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 subsidized federal loans, 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 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 the Financial Aid Requirements

Students should respond to all notifications regarding their financial aid eligibility and awards by monitoring the Student 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

A student's Cost of Attendance (COA) is an estimated figure used to determine financial aid eligibility. It includes tuition and average amounts for standard expenses such as books, supplies, room, board, and other living expenses for three quarters of full-time study. A student's actual expenses may vary. Tuition is the only COA item that is paid directly to the university. A student's Cost of Attendance is an estimate of the following components:

1. Tuition and fees;
2. Books, course materials, supplies, and equipment;
3. Cost of housing and food (or living expenses);
4. Transportation expense;
5. Personal and miscellaneous expenses;
6. Loan fees – For student borrowers, actual or average loan origination and insurance fees apply;
7. Costs of obtaining a license, certification, or a first professional credential;
8. Allowance for childcare or other dependent care, if applicable – reasonable expenses with adequate documentation;
9. Costs related to a disability; An allowance, as determined by the institution, for expenses associated with a student's disability, including special services, personal assistance, transportation, equipment, and supplies that are reasonably incurred and not provided for by other agencies.

2023–2024 Estimated Graduate Cost of Attendance (COA) at Humphreys University

The COA below is based on full-time enrollment for a nine-month academic year. Sample Expense Budgets for a full-time student are shown below:

MBA, MAT and MSTC

Components	Living with Parents Without Dependents	Living With Parents With Dependents	Living Off Campus Without Dependents	Living Off Campus With Dependents
Graduate - MBA, MAT and MSTC Tuition &	10,440.00	10,440.00	10,440.00	10,440.00
Books and Supplies	1,152.00	1,152.00	1,152.00	1,152.00
Living Expenses	3,258.00	10,350.00	22,617.00	27,243.00
Transportation Expenses	1,026.00	1,026.00	936.00	936.00
Personal Expenses	3,348.00	3,348.00	3,924.00	3,924.00
	\$19,224.00	\$26,316.00	\$39,069.00	\$43,695.00

MAEd

Components	Living with Parents Without Dependents	Living With Parents With Dependents	Living Off Campus Without Dependents	Living Off Campus With Dependents
Graduate -MAEd Tuition & Fees	8,400.00	8,400.00	8,400.00	8,400.00
Books and Supplies	1,152.00	1,152.00	1,152.00	1,152.00
Living Expenses	3,258.00	10,350.00	22,617.00	27,243.00
Transportation Expenses	1,026.00	1,026.00	936.00	936.00
Personal Expenses	3,348.00	3,348.00	3,924.00	3,924.00
	\$17,184.00	\$24,276.00	\$37,029.00	\$41,655.00

MLS

Components	Living with Parents Without Dependents	Living With Parents With Dependents	Living Off Campus Without Dependents	Living Off Campus With Dependents
Graduate -MLS Tuition & Fees	10,704.00	10,704.00	10,704.00	10,704.00
Books and Supplies	1,152.00	1,152.00	1,152.00	1,152.00
Living Expenses	3,258.00	10,350.00	22,617.00	27,243.00
Transportation Expenses	1,026.00	1,026.00	936.00	936.00
Personal Expenses	3,348.00	3,348.00	3,924.00	3,924.00
	\$19,488.00	\$26,580.00	\$39,333.00	\$43,959.00

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 (FWS)
- Federal Direct Student Loan Program
- Direct Subsidized Loan*
- Direct Unsubsidized Loan
- Direct Graduate Plus Loan
- Institutional Awards
- Other Scholarships
- Golden State Teacher Grant

*Available only for Stand-Alone Credential Program

Federal Work Study (FWS)

Federal Work Study (FWS) provides federal funds for student employment which are 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 to help finance a student's education. Interested applicants should contact the Student Services Department for a Federal Work-Study Application.

Federal Loans

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. 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

adverse credit history must meet additional requirements to qualify. The maximum PLUS loan amount a student can borrow is the cost of attendance (determined by the school) minus any other financial assistance received. 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 when 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 borrower regarding repayment.

If a student accepts a federal student loan, they must repay it with interest. It is important for students to understand how interest is calculated and the fees associated with 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 the loan). These are factors that will impact the amount required to repay.

Graduate Financial Aid

Also, Direct Loans include loan fees 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.

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.

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

FINANCIAL AID COUNSELING

The Higher Education Act of 1965 requires colleges to provide borrowers of federal student loans with loan counseling.

Entrance counseling occurs before the loan is disbursed and **exit counseling** occurs shortly before the student

Graduate Financial Aid

graduates or drops below half-time enrollment.

Students who are first time borrowers of subsidized or unsubsidized Federal Direct loans must receive entrance counseling at or before the date the school can release the first loan disbursement. Entrance counseling is also required for Federal Grad PLUS loan borrowers who never previously borrowed a Federal Grad PLUS loan.

Entrance counseling ensures that the borrower understands the terms and conditions of the loan and their rights and responsibilities before receiving the loan proceeds.

Click on the following links for more information:

[Federal Direct Loan Entrance Counseling](#)

[Federal Direct Graduate PLUS Counseling](#)

Exit Counseling is required for borrowers no longer attending or registering for less than six credits. Exit Counseling needs to be completed even if the student plans to continue their studies at another institution.

Click on the following links or more information:

[Direct Loan Exit Counseling](#)

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. Financial Aid is revised through this date to reflect a student's enrollment status. The University's Academic Census date on Financial Aid are not the same.

Enrollment Status Description for Financial Aid

Graduate Students

Full-time: 8 or more graduate credit hours per quarter.

3/4 time: 6 graduate credit hours per quarter.

1/2 time: 4 graduate credit hours per quarter.

Things to be aware of regarding enrollment:

- Must be an active degree seeking student.
- The course must be applicable to the student's program course requirements.
- Most financial aid awards require at least half-time enrollment status.
- Direct Loan awards require at least half-time enrollment.
- A passed course can be repeated once, and it will be calculated into the student's financial aid enrollment

status for receipt of federal and state financial aid.

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 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](#)

Graduate Financial Aid

Title IV Funds When a Student Withdraws from a Credit-Hour Program

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 been 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 time frame.

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.

It is important to note that Humphreys University's tuition refund policy differs from the federal obligation to repay unearned aid. The amount of a tuition refund has no effect on the amount that must be repaid 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

Graduate Financial Aid

- Other Title IV Grant Funds (Iraq and Afghanistan Service Grant)

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.

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 credits 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 2023-2024 Free Application for Federal Student Aid (FAFSA), stand-alone credential students must provide the following answers:
- When you begin the 2023-2024 school year, what will be your grade level?
- Answer: 5th year/other undergraduate

When you begin the 2023-2024 school year, what degree or certificate will you be working on? Answer: Teaching credential (non-degree program)

At the beginning of the 2023-2024 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 2023-24 award year (July 1, 2023, to June 30, 2024), Pell Grant awards will range up to a maximum of \$7,395. 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 for 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 the Federal Pell Grant, Federal Work-Study, and for the Federal Direct Student Loan Program. Undergraduate annual loan limits and aggregate

Graduate Financial Aid

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 at least 6 credits of coursework required by the State of California to receive a teaching credential. The Pell Grant funds do not apply to prerequisite courses, courses 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 credits 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.

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 federal or state financial aid.

MAXIMUM TIME FRAME

Federal financial aid regulations require that all institutions participating in financial aid programs set a maximum time frame, or number of credits, 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 credits required for completion of the degree or major.

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

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

SATISFACTORY ACADEMIC PROGRESS

The following are the SAP requirements for all academic and federal and state financial aid programs. Students are considered to be meeting SAP and are eligible for federal and/or state financial aid and are eligible to enroll 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 enroll at Humphreys University and 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

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have successfully completed at least 16 credits to meet SAP eligibility.

Total Hours	Required	Min. Hours
24	x 2/3	16
16	x 2/3	11
12	x 2/3	8
8	x 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	Max. 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	271.5
Master's Program	40-52 Credit Hors	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. However, units accepted for transfer will not be included in the computation of CGPA.

Review of SAP Status

At the end of each quarter, SAP status is reviewed.

Students are classified into one of three academic and financial aid classifications 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 and is eligible to enroll in courses.
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 and to enroll in courses. A Warning is not printed on a student's transcript. 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 and is suspended from the University until SAP has been reestablished. A suspension is printed on a student's transcript.

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 Academic and 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.

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If a student has not corrected all the deficiencies in SAP after a quarter of Warning, or if the student has reached the maximum timeframe, the student becomes ineligible and cannot enroll at Humphreys University.

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 and is suspended from Humphreys University.

Reinstatement

Students determined ineligible 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.

SAP Appeals

A student with unforeseen, documentable extenuating circumstances who has been suspended 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 suspension.

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 Academic and Financial Aid Probation and will be provided an SAP Academic Plan. While on Academic and Financial Aid Probation, the student is eligible to receive financial aid for one quarter and allowed to enroll in courses during that quarter. To be eligible for financial aid and for enrollment for subsequent quarters, the student must meet the terms of the SAP academic plan. For all students on Academic and 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 Academic and 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 in immediate ineligibility and suspension from Humphreys University. To re-establish financial aid and enrollment 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.

If such a student elects to attend Humphreys University and has a CGPA that is less than the minimum required, the student will remain on Probation until the minimum CGPA is met. If the minimum CGPA is not met by the time the student's earned units exceed 75% of the units required for the student's declared academic program, the student will be suspended from the University.

Per federal regulation and Humphreys University policy, 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

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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 Satisfactory Academic Progress Policy became effective the 2011-2012 award year and was adopted by the academic programs effective the 2023-2024 academic year.

BOOK VOUCHERS

Humphreys University has developed a book voucher program to help students eligible for financial aid purchase 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 loan funds, may be eligible for a book voucher. These funds are not additional financial aid granted to students solely to purchase books. Not all students are eligible for a book voucher.

An authorized amount will be determined based on the student's financial aid eligibility, enrollment credits, 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 can 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 time frame 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 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.

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. The Book Vouchers Request Form is available on the Humphreys University website and in the 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 for paying 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.

- Authorized book vouchers will be available to eligible students beginning finals' week of every quarter.
- If a student's financial aid eligibility changes or his/her awards require re-calculation due to a change in credits, the student is responsible for the balance created on his/ her student account from this book

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voucher.

- 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.

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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.

Graduate students enrolled for 8 or more units per quarter are considered full time.

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.

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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, PROBATION, AND SUSPENSION

Undergraduate satisfactory academic performance is determined and governed by the policies in the Financial Aid section of this catalog, beginning with "Satisfactory Academic Progress: Financial Aid and Loss of Financial Aid Eligibility."

See Graduate Studies section for academic status descriptions and policies.

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

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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 for medical reasons may seek a Medical Withdrawal. Requests for medical withdrawal must be submitted to the Registrar prior to the last day of the term in which the withdrawal is requested. A student must provide documentation from a licensed medical provider that describes:

- How has the student's medical condition/symptoms affected their academic progress, functioning, and/or ability to continue as an enrolled student at Humphreys University?
- What additional treatment is recommended for this student to be able to resume academic progress at Humphreys University, including specific details regarding type/level/frequency and goals of treatment recommended. (Students are responsible for demonstrating compliance with treatment recommendations and progress towards/completion of goals prior to approval for return.)

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. Medical documentation must be accompanied by a completed Complete Withdrawal form and be submitted to the Registrar's Office. 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 need to withdraw during the term.

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.

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

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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 to qualify for a medical withdrawal and tuition relief.

Retroactive Medical Withdraw

In rare situations, a student's medical needs and other factors may have prevented them from being able to complete a Medical Withdrawal in a timely manner. In these situations, a student may apply for a Retroactive Medical Withdrawal for a recent term. Retroactive Medical Withdrawals may be applied for up to six months from the last date of the term of requested withdrawal. Requests for Retroactive Medical Withdrawal beyond six months of the last date of the term will not be considered.

Retroactive Medical Withdrawals are a serious matter as it requires that a student's academic record be altered after faculty have submitted grades. A Retroactive Medical Withdrawal allows a student to be withdrawn for health reasons for a prior term that the student recently completed. Retroactive Medical Withdrawals may be considered when there are documented medical/mental health circumstances which may have substantially impacted a student's ability to successfully meet their academic requirements and receive credit for the term. Retroactive Medical Withdrawals require a substantial level of documentation from a medical provider. A Retroactive Medical Withdrawal is different from a Medical Withdrawal where the student is seeking to withdraw from courses while still enrolled in those courses.

If approved, the student will be withdrawn from all courses for the term and a grade of "WD" entered for all courses. There are no partial retroactive withdrawals; a student approved for a retroactive withdrawal will forgo credit in all courses for the relevant term. There are no financial adjustments or refunds.

How to Request a Retroactive Medical Withdrawal:

Deadline for Submission: Requests for a retroactive medical withdrawal for all terms must be made within six months of the last date of the term requested for withdrawal.

Required Information: Requests for retroactive medical withdrawal MUST include the following:

1. A detailed written statement and request by the student that includes:
 - Information about how the student's condition substantially impacted their ability to complete their academic requirements in the term.
 - Explicit dates of service rendered by a medical/mental health provider during the term in which the student is requesting the Retroactive Medical Withdrawal. **Documentation of diagnoses or services provided before the term starts or after the term has ended does not meet the requirements.**
 - An explanation of why the student was not able to request a Medical Withdrawal in a timely manner during the term.
 - Steps taken to mitigate the situation.
2. Detailed documentation by a medical/mental health provider licensed in their state of practice to provide medical care or clinical mental health-related services. Documentation from a family member will not be accepted unless that person is licensed by their state to provide such care to family members. The provider must speak directly to the student's condition during the term in which the student is requesting the withdrawal. As a result, the student must have been under the provider's direct care during the term for which the request is made. Among other aspects, the documentation must include:
 - A list of dates during the relevant term when the provider provided assessment or treatment services including diagnoses and treatment notes.
 - A summary statement about why the condition prevented the student from being able to successfully meet academic obligations (NOTE: While referencing a pre-existing condition may be helpful in context of the student's performance in the term, having verification of a pre-existing medical condition does not in itself meet the standards for granting a retroactive medical withdrawal).
 - Verification of any additional treatment interventions since the relevant term that are designed to mitigate the situation.
 - Verification of the student's compliance with those recommendations.

After the Retroactive Medical Withdrawal Request Is Submitted:

If submitted completely by the deadline for consideration,

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the request will be forwarded to Academic Policies Committee. This committee will consider the request in the context of other relevant information. In the review process, the committee may gather and consider other student educational or service record information that may be helpful in the decision-making process.

If the committee decides to move the request forward for consideration, the student's faculty members for the relevant term will be consulted before a final decision is rendered. The committee will then render a final decision regarding the request.

Students should allow a minimum of 30 days from the receipt of all materials for the committee's final decision to be rendered. If additional materials are needed for consideration, the timeline may be extended. The student will be notified of the final decision by e-mail within five business days of a final decision being rendered. The decision of the committee is final; no further appeal is provided.

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 to take a course for no credit. No assignments are expected of an auditor nor will a grade be given in an audited course. Current and former students may audit previously completed courses at no charge.

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.

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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:

- 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

Academic Information & Policies

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.

- WSCUC acts to withdraw, terminate, or suspend accreditation or candidacy of the institution.
- 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.
- 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 academic program will be forwarded to the Academic Senate.

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 Academic Senate 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 Academic Senate 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.

TEACH-OUT AGREEMENT

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

Academic Information & Policies

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.

Degrees & Credentials

DEGREES OFFERED

	Graduate	Baccalaureate	Associate
Accounting		BS	AA
Business Administration	MBA	BS	AA
Court Reporting		BS	AS
Criminal Justice		BS	AA
Education	MA		
Early Childhood Education		BA	AA
Legal Studies	MLS	BA	AA
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

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 CREDENTIAL OFFERED

Preliminary Multiple Subject Teaching Credential (40 Units)

The Humphreys University Multiple Subject Credential Program provides 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, as promulgated by the California Commission for Teacher Credentialing.

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 higher. For specific degree requirements, including additional GPA and testing requisites, refer to the Department of Graduate Studies section of this catalog.

REQUIREMENTS FOR THE BACCALAUREATE (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, 44 of which are upper division.
5. A minimum of 73 quarter units in general education, other than subjects in the major.

Degrees & Credentials

Bachelor's degree plans are designed according to the following pattern:

56-76 units in a baccalaureate degree major program, 44 of which are upper division.

32-52 units of free electives (Business Department programs exempted).

73 units in general education, 16 of which are upper division.

Communications (16 units)

- Written Communications (4 units)
- Advanced Written Communications or Intensive Grammar (4 units)
- Oral Communications (4 units)
- Upper-division communications elective (4 units)

Social Sciences (20 units)

- American Institutions (4 units)
- U.S. History (4 units)
- Lower-division social science elective (4 units)
- Upper-division social science electives (8 units)

Humanities (20 units)

- Lower-division humanities electives (16 units)
- Upper-division humanities elective (4 units)

Mathematics and Natural Sciences (13 units)

- Mathematics elective (4 units)
- Natural science elective with lab (5 units)
- Math or science elective (4 units)

Technology (4 units)

- Computer Applications (4 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 92 quarter units with a cumulative grade point average of 2.0 or better.
3. A minimum of 32 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:

Associate in Arts degree plans are designed according to the following pattern:

32 units in an associate degree major program

4 units of free elective

56 units in general education:

Communications (12 units)

- Written Communications (4 units)
- Advanced Written Communications or Intensive Grammar (4 units)
- Oral Communications (4 units)

Social Sciences (12 units)

- American Institutions (4 units)
- U.S. History (4 units)
- a lower-division social science elective (4 units)

Humanities (16 units)

- four lower-division humanities electives (16 units)

Mathematics and Natural Sciences (12 units)

- a mathematics elective (4 units)
- a natural science elective (4 units)
- a math or science elective (4 units)

Technology (4 units)

- Computer Applications (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:

Communications (8 units)

- Written Communications (4 units)
- One of the following:
 - Advanced Written Communications (4 units)
 - Intensive Grammar (4 units)
 - Oral Communications (4 units)

Social Sciences (8 units)

- American Institutions (4 units)
- a lower-division social science elective (4 units)

Humanities (4 units)

- a lower-division humanities elective (4 units)

Mathematics and Natural Sciences (4 units)

Degrees & Credentials

- a lower-division mathematics or natural sciences elective (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 career-oriented education

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, mathematics, and technology.

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.

A technology course is required to ensure that students competently engage with foundational aspects of computing and data processing.

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
CRIM	Criminal Justice
CRT	Court Reporting

Degrees & Credentials

CS	Community Studies
ECE	Early Childhood Education
ECON	Economics
EDAD	Education (electives)
EDCC	Education (Teaching Credential)
EDUC	Education (core)
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

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

0 - 49	Developmental
50 - 99	Vocational
100 - 199	Baccalaureate and associate – lower division
200 – 299	Baccalaureate and associate – upper division
300 - 399	Graduate

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

Department of Business

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.

DEGREES OFFERED:

- Bachelor of Science in Accounting (181 units)
- Associate in Arts in Accounting (92 units)
- Bachelor of Science in Business Administration (181 units)
- Associate in Arts in Business Administration (92 units)
- Minor in Business Administration (32 units)

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

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:

- Management accounting careers,
- Financial management careers,
- The Certified Public Accountant (CPA) examination and public accounting careers, and
- 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

DEGREES OFFERED:

- Bachelor of Science in Accounting (181 units)
- Associate in Arts in Accounting (92 units)

Department of Business

Bachelor of Science in Accounting (181 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. Recent 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 & Electives (77 units)

Communications (20 units)

	UNITS
ENGL 101 Written Communications	4
ENGL 102 Advanced Written Communications	4
ENGL 103 Intensive Grammar	4
ENGL 110 Oral Communications	4
ENGL 201 Report Writing	4

Social Sciences (24 units)

	UNITS
PS 101 American Institutions	4
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4
ECON 101 Economics I	4
ECON 102 Economics II	4
ECON 201 Intermediate Economics	4
One Upper-Division Social Sciences Elective	4

Humanities (16 units)

	UNITS
PHIL 101 Introduction to Philosophy	4
Two Humanities Electives	8
One Upper-Division Humanities Elective	4

Mathematics & Natural Sciences (13 units)

	UNITS
MATH 101 College Algebra	4
MATH 120 Statistics	4
Science Elective with a Lab	5

Electives (4 units)

	UNITS
Free Electives	4

Accounting Core (104 units)

Management (40 units)

	UNITS
MGT 105 Business Management	4
MGT 120 Business Law I	4
MGT 160 Computer Applications	4
MGT 164 Spreadsheets	4
MGT 205 Principles of Marketing	4
MGT 220 Organizational Behavior	4
MGT 245 Operations Management	4
MGT 270 Financial Management I	4
MGT 271 Financial Management II	4
MGT 280 Business Law II	4

Accounting (64 units)

	UNITS
ACCT 101 Accounting I	4
ACCT 102 Accounting II	4
ACCT 103 Accounting III	4
ACCT 150 Computerized Accounting I (QuickBooks)	4
ACCT 200 Accounting Ethics	4
ACCT 201 Intermediate Accounting I	4
ACCT 202 Intermediate Accounting II	4
ACCT 203 Intermediate Accounting III	4
ACCT 210 Advanced Accounting I	4
ACCT 220 Taxes I	4
ACCT 221 Taxes II	4
ACCT 230 Accounting Information Systems	4
ACCT 240 Auditing I	4
ACCT 241 Auditing II	4
ACCT 250 Cost Accounting I	4
ACCT 251 Cost Accounting II	4

Department of Business

Associate in Arts in Accounting (92 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 & Electives (56 units)

Communications (16 units)		UNITS
ENGL 101 Written Communications	4	
ENGL 102 Advanced Written Communications	4	
ENGL 103 Intensive Grammar	4	
ENGL 110 Oral Communications	4	
Social Sciences (16 units)		UNITS
PS 101 American Institutions	4	
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4	
ECON 101 Economics I	4	
ECON 102 Economics II	4	
Humanities (12 units)		UNITS
PHIL 101 Introduction to Philosophy	4	
Two Humanities Electives	8	
Mathematics & Natural Sciences (12 units)		UNITS
MATH 101 College Algebra	4	
MATH 120 Statistics	4	
One Natural Science Elective	4	

Accounting Core (36 units)

Management (20 units)		UNITS
MGT 105 Business Management	4	
MGT 120 Business Law I	4	
MGT 150 Personal Financial Management	4	
MGT 160 Computer Applications	4	
MGT 164 Spreadsheets	4	
Accounting (16 units)		UNITS
ACCT 101 Accounting I	4	
ACCT 102 Accounting II	4	
ACCT 103 Accounting III	4	
ACCT 150 Computerized Accounting I (QuickBooks)	4	

Department of Business

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

DEGREES OFFERED:

- Bachelor of Science in Business Administration (181 units)
- Associate in Arts in Business Administration (92 units)
- Minor in Business Administration (32 units)

Department of Business

Bachelor of Science in Business Administration (181 Units)

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.

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

General Education & Electives (93 units)

Communications (16 units)		UNITS
ENGL 101 Written Communications	4	
Select one: ENGL 102 / ENGL 103	4	
ENGL 110 Oral Communications	4	
Select one: ENGL 201 / ENGL 202	4	
Social Sciences (20 units)		UNITS
PS 101 American Institutions	4	
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4	
One Lower-Division Social Sciences Elective	4	
Two Upper-Division Social Sciences Electives	8	
Humanities (20 units)		UNITS
Four Lower-Division Humanities Electives	16	
One Upper-Division Humanities Elective	4	
Mathematics & Natural Sciences (13 units)		UNITS
MATH 101 College Algebra	4	
One Natural Science Elective with a Lab	5	
One Math or Science Elective	4	
Technology (4 units)		UNITS
MGT 160 Computer Applications	4	
Electives (20 units)		UNITS
Free Electives	20	

Business Core (88 units)

Management (52 units)		UNITS
MGT 105 Business Management	4	
MGT 115 Business Communication	4	
MGT 120 Business Law I	4	
MGT 164 Spreadsheets	4	
ECON 101 Economics I	4	
ECON 102 Economics II	4	
MATH 120 Statistics	4	
MGT 205 Principles of Marketing	4	
MGT 220 Organizational Behavior	4	
MGT 245 Operations Management	4	
MGT 270 Financial Management I	4	
MGT 285 Integrated Analysis	4	
MGT 290 Current Concepts and Ethics	4	
Accounting (12 units)		UNITS
ACCT 101 Accounting I	4	
ACCT 102 Accounting II	4	
ACCT 103 Accounting III	4	
Management Concentration (24 units)		UNITS
Select six from the following:		
MGT 210 Advertising	4	
MGT 215 Public Relations	4	
MGT 216 Salesmanship	4	
MGT 217 Internet Business	4	
MGT 218 Marketing Research	4	
MGT 230 Human Resources Management	4	
MGT 231 Compensation and Benefits	4	
MGT 255 Small Business Management	4	
MGT 271 Financial Management II	4	
MGT 275 Money and Banking	4	
MGT 280 Business Law II	4	
MGT 291 Business Leadership	4	
MGT 292 Conflict Management	4	
MGT 295 International Business	4	
MGT 269 Internship	4	
MGT 298 Special Topics	4	
MGT 299 Directed Study	4	
LEGA 232 Employment Law	4	

Department of Business

Associate in Arts in Business Administration (92 Units)

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 & Electives (60 units)

Communications (12 units) UNITS

ENGL 101 Written Communications	4
Select one: ENGL 102 / ENGL 103	4
ENGL 110 Oral Communications	4

Social Sciences (12 units) UNITS

PS 101 American Institutions	4
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4
One Lower-Division Social Sciences Elective	4

Humanities (16 units) UNITS

Four Lower-Division Humanities Electives	16
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Mathematics & Natural Sciences (12 units) UNITS

MATH 101 College Algebra	4
One Natural Science Elective	4
One Math or Science Elective	4

Technology (4 units) UNITS

MGT 160 Computer Applications	4
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Electives (4 units) UNITS

Free Electives	4
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Business Core (32 units)

Management (20 units) UNITS

MGT 105 Business Management	4
MGT 120 Business Law I	4
MGT 164 Spreadsheets	4
Select one: ECON 101 / ECON 102	4
MATH 120 Statistics	4

Accounting (12 units) UNITS

ACCT 101 Accounting I	4
ACCT 102 Accounting II	4
ACCT 103 Accounting III	4

Department of Business

Minor in Business Administration (32 Units)

MANAGEMENT EMPHASIS

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 a management emphasis for non-business majors. The minor provides students broad, non-specialized exposure to business, which may offer entry-level employment skills for a wide range of jobs.

Minor Requirements (32 units)

Management & Accounting	UNITS
ACCT 101 Accounting I	4
ACCT 102 Accounting II	4
Select one: ECON 101 / ECON 102 Economics	4
MGT 105 Business Management	4
MGT 115 Business Communication	4
MGT 205 Principles of Marketing	4
MGT 270 Financial Management	4
One Upper-Division Management Elective	4

Department of Business

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

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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

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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.

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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.

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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.

Department of Business

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.)

Business 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 Business

Department of Court Reporting

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.

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.

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

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.

Department of Court Reporting

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.

Department of Court Reporting

Bachelor of Science in Court Reporting (181 Units)

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 & Electives (89 units)

Communications (16 units)

	UNITS
ENGL 101 Written Communications	4
ENGL 102 Advanced Written Communications	4
ENGL 103 Intensive Grammar	4
Upper-Division Communications Elective	4

Social Sciences (24 units)

	UNITS
PS 101 American Institutions	4
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4
LEGA 101 Introduction to the Legal System	4
Select one: PSY 101 / SOC 101	4
Two Upper-Division Social Sciences Electives	8

Humanities (16 units)

	UNITS
LIT 101 Introduction to Literature	4
Two Lower-Division Humanities or Literature Electives	8
One Upper-Division Humanities or Literature Elective	4

Mathematics & Natural Sciences (13 units)

	UNITS
Select one: MATH 100* / MATH 101	4
SCI 120/121 Human Biology with Lab	5
One Math or Science Elective	4

* MATH 100 may not satisfy math requirement for other majors.

Technology (4 units)

	UNITS
MGT 160 Computer Applications	4

Business/Legal Studies/Communications (4 units)

	UNITS
One Upper-Division MGT, LEGA, or Communications Elective	4

Electives (12 units)

	UNITS
Upper-Division Free Electives	12

Court Reporting Core (92 units)

Legal/Medical/Technical Modules (22 units)

	UNITS
MODL 1 Legal Terminology 1	2
MODL 2 Legal Terminology 2	2
MODM 1 Medical Terminology	2
MODM 2 Medical Terminology	2
MODM 3 Medical Terminology	2
MODC 1 Computer-Aided Transcription	2
MODC 2 Computer-Aided Transcription	2
Two Upper-Division CR, CRIM, or LEGA Electives	8
Machine proficiency requires completion of 200 SM and 180 M/V	

Core (4 units)

	UNITS
CR 290 Professional Practice & Ethics	4

Theory (18 units)

	UNITS
THY 101 Beginning Theory 1	6
THY 102 Intermediate Theory 1	6
THY 103 Advanced Theory/ Beginning Speed Building	6

Speed Building (48 units)

	UNITS
CRT 101 Speed Building 1	4
CRT 102 Speed Building 2	4
CRT 103 Speed Building 3	4
CRT 104 Speed Building 4	4
CRT 105 Speed Building 5	4
CRT 106 Speed Building 6	4
CRT 107 Speed Building 7	4
CRT 108 Speed Building 8	4
CRT 209 Speed Building 9	4
CRT 210 Speed Building 10	4
CRT 211 Speed Building 11	4
CRT 212 Speed Building 12	4

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%

Department of Court Reporting

Bachelor of Science in Court Reporting (181 Units)

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.

General Education & Electives (65 units)

Communications (4 units)

	UNITS
One Upper-Division Communications Elective	4

Social Sciences (20 units)

	UNITS
PS 101 American Institutions	4
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4
Select one: PSY 101 / SOC 101	4
Two Upper-Division Social Sciences Electives	8

Humanities (8 units)

	UNITS
One Lower-Division Humanities or Literature Elective	4
One Upper-Division Humanities or Literature Elective	4

Mathematics & Natural Sciences (9 units)

	UNITS
Select one: MATH 100 / MATH 101	4
Science with Lab Elective	5

Business/Legal/Criminal Justice (12 units)

	UNITS
Three Upper-Division MGT, LEGA, or CRIM Electives	12

Electives (12 units)

	UNITS
Upper-Division Free Electives	12

Court Reporting Core (116 units)

116 Units Awarded for CSR License and Reporting Experience

Department of Court Reporting

Associate in Science in Court Reporting (108 Units)

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 (24 units)

Communications (8 units)

	UNITS
ENGL 101 Written Communications	4
ENGL 103 Intensive Grammar	4

Social Sciences (8 units)

	UNITS
PS 101 American Institutions	4
LEGA 101 Introduction to the Legal System	4

Humanities (4 units)

	UNITS
One Lower-Division Humanities or Literature Elective	4

Mathematics & Natural Sciences (4 units)

	UNITS
SCI 120 Human Biology	4

Court Reporting Core (84 units)

Legal/Medical/Technical Modules (14 units)

	UNITS
MODL 1 Legal Terminology 1	2
MODL 2 Legal Terminology 2	2
MODM 1 Medical Terminology	2
MODM 2 Medical Terminology	2
MODM 3 Medical Terminology	2
MODC 1 Computer-Aided Transcription	2
MODC 2 Computer-Aided Transcription	2

Machine proficiency requires completion of 200 SM and 180 M/V

Core (4 units)

	UNITS
CR 290 Professional Practice & Ethics	4

Theory (18 units)

	UNITS
THY 101 Beginning Theory 1	6
THY 102 Intermediate Theory 1	6
THY 103 Advanced Theory/ Beginning Speed Building	6

Speed Building (48 units)

	UNITS
CRT 101 Speed Building 1	4
CRT 102 Speed Building 2	4
CRT 103 Speed Building 3	4
CRT 104 Speed Building 4	4
CRT 105 Speed Building 5	4
CRT 106 Speed Building 6	4
CRT 107 Speed Building 7	4
CRT 108 Speed Building 8	4
CRT 209 Speed Building 9	4
CRT 210 Speed Building 10	4
CRT 211 Speed Building 11	4
CRT 212 Speed Building 12	4

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%

Department of Court Reporting

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

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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 nwpn).

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)

Department of Court Reporting

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)

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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.

of-state reporters and previous CSR examinees. Students may attend online dictation classes and sit for qualifying examinations (if prerequisites are met).

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-

Department of Court Reporting

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)	PRIOR TO 200: Writing Across the Curriculum (HU Req)
	@ 200 1 JC @ 97.5% 1 2V @ 97.5% 2 4V (10") @ 97.5% (3 required with 2 @ 4V)	
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.

Department of Liberal Arts

The Department offers two Bachelor of Arts in Liberal Studies and an Associate in Arts in Liberal Studies. A minor in Community Studies is also offered. 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)
- Minor in Community Studies (28 units)

Department of Liberal Arts

Bachelor of Arts in Liberal Studies (181 Units)

The 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. Since the degree imparts breadth in its scope of subjects, 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 & Electives (181 units)

Communications (24 units)		UNITS
ENGL 101 Written Communications		4
ENGL 102 Advanced Written Communications		4
ENGL 103 Intensive Grammar		4
ENGL 110 Oral Communications		4
Select two: ENGL 201 / ENGL 202 / ENGL 210		8
Social Sciences (48 units)		UNITS
PS 101 American Institutions		4
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History		4
Select one: ECON 101 / ECON 102 Economics		4
PSY 101 Introductory Psychology		4
SOC 101 Introduction to Sociology		4
One Lower-Division Social Sciences Elective		4
Six Upper-Division Social Sciences Electives		24
Humanities (60 units)		UNITS
LIT 101 Introduction to Literature		4
PHIL 101 Introduction to Philosophy		4
Two Foreign Language Electives		8
Four Lower-Division Humanities Electives		16
Two Upper-Division Literature Electives		8
Five Upper-Division Humanities Electives		20
Mathematics & Natural Sciences (13 units)		UNITS
Select one: MATH 100 / Math Elective		4
One Natural Science Elective with Lab		5
One Math or Science Elective		4
Technology (4 units)		UNITS
MGT 160 Computer Applications		4
Electives (32 units)		UNITS
Free Electives		32

Department of Liberal Arts

Bachelor of Arts in Liberal Studies with Multiple Subject Education Concentration (181 Units)

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 & Electives (141 units)

Communications (20 units) UNITS

ENGL 101 Written Communications	4
ENGL 102 Advanced Written Communications	4
ENGL 103 Intensive Grammar	4
ENGL 110 Oral Communications	4
ENGL 202 Critical Thinking & Writing	4

Social Sciences (32 units) UNITS

PS 101 American Institutions	4
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4
Select one: ECON 101 / ECON 102	4
PSY 101 Introductory Psychology	4
SOC 101 Introduction to Sociology	4
One Lower-Division Social Sciences Elective	4
Two Upper-Division Social Sciences Electives	8

Humanities (40 units) UNITS

LIT 101 Introduction to Literature	4
PHIL 101 Introduction to Philosophy	4
Two Foreign Language Electives	8
Four Lower-Division Humanities Electives	16
One Upper-Division Literature Electives	4
One Upper-Division Humanities Electives	4

Mathematics & Natural Sciences (13 units) UNITS

Select one: MATH 100 / Math Elective	4
One Natural Science Elective with Lab	5
One Math or Science Elective	4

Technology (4 units) UNITS

MGT 160 Computer Applications	4
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Electives (32 units) UNITS

Free Electives	32
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Concentration (40 units)

Education Concentration (40 units) UNITS

EDCC 300 Foundation of Teaching in California	4
EDCC 350 Cultural Diversity	4
EDCC 351 Curriculum & Instruction for Diverse Elementary Settings	4
EDCC 352 Language and Literacy in Elementary Schools	4
EDCC 353 Mathematics Education in Elementary Schools	4
EDCC 354 Social Studies Education in Elementary Schools	4
EDCC 355 Science Education in Elementary Schools	4
EDCC 356 Multilingual Education in Elementary Schools	4
EDCC 377A Student Teaching Seminar	4
EDCC 377B Student Teaching Seminar	4

Note: Per rules established by the California Commission on Teacher Credentialing, students in a bachelor-degree program do not qualify to pursue an internship pathways, instead, they are limited to the student teaching pathway.

Department of Liberal Arts

Associate in Arts in Liberal Studies (93 Units)

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.

General Education & Electives (93 units)

Communications (16 units)		UNITS
ENGL 101 Written Communications		4
ENGL 102 Advanced Written Communications		4
ENGL 103 Intensive Grammar		4
ENGL 110 Oral Communications		4
Social Sciences (24 units)		UNITS
PS 101 American Institutions		4
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History		4
Select one: ECON 101 / ECON 102 Economics		4
Select one: PSY 101 / SOC 101		4
Two Lower-Division Social Sciences Electives		8
Humanities (16 units)		UNITS
LIT 101 Introduction to Literature		4
PHIL 101 Introduction to Philosophy		4
Two Lower-Division Humanities Electives		8
Mathematics & Natural Sciences (13 units)		UNITS
Select one: MATH 100 / MATH 101*		4
One Natural Science Elective with Lab		5
One Math or Science Elective		4
* 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)		UNITS
MGT 160 Computer Applications		4
Electives (20 units)		UNITS
College-level Free Electives		20

Department of Liberal Arts

Minor in Community Studies (28 Units)

A minor in Community Studies is open to any student enrolled in any baccalaureate degree program. The fundamental premise of the Community Studies minor is to emphasize the interdependence of the social sciences, education, management, and law in an integrated community system. The minor offers the student a better understanding of the collaborative process in critically addressing and resolving systematic 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.

Minor Requirements (28 units)

Required Courses (16 units)	UNITS
CS 101 Introduction to Community Studies	4
PSY 101 Introductory Psychology	4
CS 201 Social Research Methods	4
Select one of the following:	
LEGA 101 Introduction to the Legal System	4
MGT 105 Business Management	4
ECE 105 Child and Society	4
Upper-Division Electives (12 units with 8 units outside the major)	UNITS
Select from the following:	
ECE 225 Embracing Diversity in ECE	4
ECE 250 Chemical Dependency Issues in Families	4
ECE 255 Equity & Inclusion in ECE	4
ECE 260 Bilingual/Bicultural Education and Curriculum	4
LEGA 204 Criminal Law	4
LEGA 216 Family Law	4
LEGA 217 Administrative Law	4
LEGA 218 Workers' Compensation	4
LEGA 232 Employment Law	4
MGT 215 Public Relations	4
MGT 220 Organizational Behavior	4
MGT 230 Human Resources Management	4
CS/CRIM 280 Criminology	4
CS 292 Human Service Delivery	4
CS/CRIM 293 Police and Community Relations	4
CS 294 Deviant Behavior	4
CS 298 Social Stratification in American Society	4

Department of Liberal Arts

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 or ENGL 103, ENGL 110. An advanced writing course emphasizing research and

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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 or ENGL 103.
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 or ENGL 103.
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,

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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 or ENGL 103, 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

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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)

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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

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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

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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 or ENGL 103.

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/CRIM 280 Criminology (4 units)

Prerequisites: ENGL 102 or ENGL 103 with a C or better, CRIM 101 with a C or better, or by permission.*

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 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/CRIM 293 Police and Community Relations (4 units)

Prerequisites: ENGL 102 or ENGL 103 with a C or better, CRIM 101 with a C or better, or by permission.*

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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 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.

* 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.

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Department of Legal Studies

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)**
A Certificate of Completion in Paralegal Studies is available for students who complete the Bachelor of Arts in Legal Studies.
- **Associate in Arts in Legal Studies (92 units)**
- **Minor in Legal Studies (28 units)**

Note: For the Master of Legal Studies (MLS) program, please see the Department of Graduate Studies section.

Department of Legal Studies

Bachelor of Arts in Legal Studies (181 Units)

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 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 & Electives (113 units)

Communications (16 units)		UNITS
ENGL 101 Written Communications	4	
Select one: ENGL 102 / ENGL 103	4	
ENGL 110 Oral Communications	4	
One Upper-Division Communications Elective	4	
Social Sciences (20 units)		UNITS
PS 101 American Institutions	4	
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4	
One Lower-Division Social Sciences Elective	4	
Two Upper-Division Social Sciences Electives	8	
Humanities (20 units)		UNITS
Four Lower-Division Humanities Electives	16	
One Upper-Division Humanities Elective	4	
Mathematics & Natural Sciences (13 units)		UNITS
One Math Elective	4	
One Natural Science Elective with Lab	5	
One Math or Science Elective	4	
Technology (4 units)		UNITS
MGT 160 Computer Applications	4	
Electives (40 units)		UNITS
Free Electives	40	

Legal Studies Core (68 units)

Legal Studies (44 units)		UNITS
LEGA 101 Introduction to the Legal System	4	
LEGA 102 Torts	4	
LEGA 103 Contracts	4	
LEGA 160 Legal Terminology & Beginning Legal Research	4	
LEGA 161 Legal Office Procedures	4	
LEGA 204 Criminal Law	4	
LEGA 206 Legal Studies Capstone	4	
LEGA 207 Legal Research	4	
LEGA 210 Civil Litigation	4	
LEGA 212 Professional Responsibility	4	
LEGA 230 Evidence	4	
Legal Studies Electives (24 units)		UNITS
Select six from the following:		
LEGA 211 / LEGA 216 / LEGA 217 / LEGA 218 / LEGA 219 /		
LEGA 221 / LEGA 222 / LEGA 223 / LEGA 232 / LEGA 295 /		
CRIM 102 / CRIM 201 / CRIM 220 / HIST 210 / MGT 280		

Department of Legal Studies

Associate in Arts in Legal Studies (92 Units)

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 Associate in Arts degree in Legal Studies introduces and stimulates intellectual experience in major fields of knowledge and provides a foundation for further and more specialized education.

General Education & Electives (60 units)

Communications (12 units)	UNITS
ENGL 101 Written Communications	4
Select one: ENGL 102 / ENGL 103	4
ENGL 110 Oral Communications	4

Social Sciences (12 units)	UNITS
PS 101 American Institutions	4
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4
One Lower-Division Social Sciences Elective	4

Humanities (16 units)	UNITS
Four Lower-Division Humanities Electives	16

Mathematics & Natural Sciences (12 units)	UNITS
One Math Elective	4
One Natural Science Elective	4
One Math or Science Elective	4

Technology (4 units)	UNITS
MGT 160 Computer Applications	4

Electives (4 units)	UNITS
Free Electives	4

Legal & Business Core (32 units)

Management (12 units)	UNITS
MGT 115 Business Communication	4
MGT 150 Personal Financial Management	4
MGT 161 Word Processing	4

Legal Studies (20 units)	UNITS
LEGA 101 Introduction to the Legal System	4
LEGA 102 Torts	4
LEGA 103 Contracts	4
LEGA 160 Legal Terminology & Beginning Legal Research	4
LEGA 161 Legal Office Procedures	4

Department of Legal Studies

Minor in Legal Studies (28 Units)

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.

Minor Requirements (28 units)

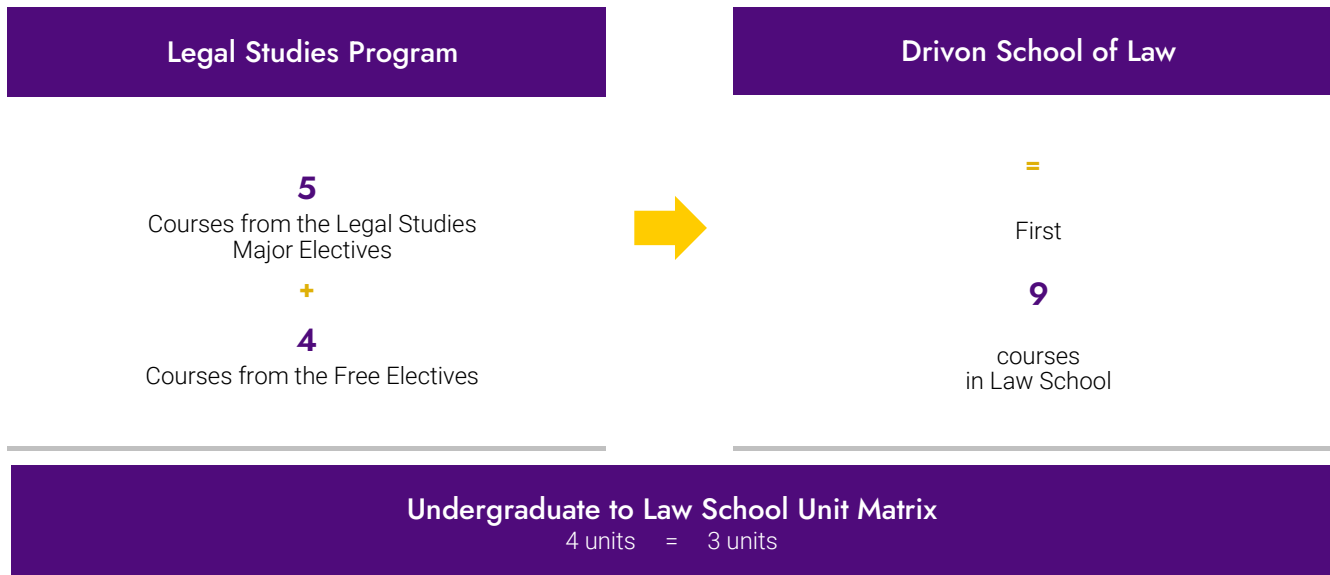
Legal Studies	UNITS
LEGA 101 Introduction to the Legal System	4
LEGA 102 Torts	4
LEGA 103 Contracts	4
LEGA 212 Professional Responsibility	4
LEGA 160 Legal Terminology & Beginning Legal Research	4
Two Upper-Division LEGA Electives	8

Department of Legal Studies

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.



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.

Department of Legal Studies

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 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 or ENGL 103 (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

Department of Legal Studies

appellate procedure are covered.

LEGA 212 Professional Responsibility and Client Contact (4 units)

Prerequisites: LEGA 101 and ENGL 102 or ENGL 103.
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 or ENGL 103.
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 or ENGL 103.
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 or ENGL 103.
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 or ENGL 103.
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 or ENGL 103.
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 or ENGL 103
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 or ENGL 103.
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 or ENGL 103.
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:

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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.

Department of Criminal Justice

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.

DEGREES OFFERED:

- Bachelor of Science in Criminal Justice (182 units)
- Associate in Arts in Criminal Justice (92 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

Department of Criminal Justice

Bachelor of Science in Criminal Justice (182 Units)

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.

General Education & Electives (105 units)

Communications (16 units)

	UNITS
ENGL 101 Written Communications	4
Select one: ENGL 102 / ENGL 103	4
ENGL 110 Oral Communications	4
One Upper-Division Communications Elective	4

Social Sciences (20 units)

	UNITS
PS 101 American Institutions	4
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4
One Lower-Division Social Sciences Elective	4
Two Upper-Division Social Sciences Electives	8

Humanities (20 units)

	UNITS
Four Lower-Division Humanities Electives	16
One Upper-Division Humanities Elective	4

Mathematics & Natural Sciences (13 units)

	UNITS
One College-Level Math Elective	4
One Natural Science Elective with Lab	5
One Math or Science Elective	4

Technology (4 units)

	UNITS
MGT 160 Computer Applications	4

Electives (32 units)

	UNITS
Free Electives	32

Criminal Justice Core (77 units)

Criminal Justice (49 units)

	UNITS
CRIM 101 Introduction to Criminal Justice	4
CRIM 102 Criminal Procedure I	4
CRIM 103 Ethics in the CJ System	4
CRIM 104 Report Preparation	4
CRIM 105 Critical Thinking in CJ	4
CRIM 201 Criminal Procedure II	4
CRIM 202 Evidence	4
CRIM 203 Multicultural Issues within CJ	4
CRIM 204 Criminal Justice Capstone	4
CRIM 205 Criminal Analysis	4
CRIM 200 Crime Scene Preservation Lab	1
CRIM 233 Crime Scene Preservation	4
Select one: LEGA 204 / MGT 220	4

Criminal Justice Electives (28 units)

	UNITS
Select three lower-division courses from the following:	12
CRIM 120 / CRIM 130 / CRIM 131 / CRIM 132 / CRIM 133 / CRIM 150 / CRIM 160	
Select four upper-division courses from the following:	16
CRIM 220 / CRIM 222 / CRIM 223 / CRIM 230 / CRIM 231 / CRIM 232 / CRIM 234 / CRIM 291 / CRIM 298 / CRIM/CS 280 / CS 293 / CS 294	

Department of Criminal Justice

Bachelor of Science in Criminal Justice (182 units)

LAW ENFORCEMENT—ONLINE COMPLETION PROGRAM

We 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:

	UNITS NEEDED
POST and AA in Criminal Justice	36
POST and AA in Any Subject	56
San Joaquin Delta AS Degree/POST	91
POST only	125

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.

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.

Department of Criminal Justice

Associate in Arts in Criminal Justice (92 Units)

This 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 56 units of required courses in the Liberal Arts, preparing them for working toward the Bachelor of Science in Criminal Justice.

General Education & Electives (60 units)

Communications (12 units)		UNITS
ENGL 101 Written Communications	4	
Select one: ENGL 102 / ENGL 103	4	
ENGL 110 Oral Communications	4	
Social Sciences (12 units)		UNITS
PS 101 American Institutions	4	
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4	
One Lower-Division Social Sciences Elective	4	
Humanities (16 units)		UNITS
Four Lower-Division Humanities Electives	16	
Mathematics & Natural Sciences (12 units)		UNITS
One Math Elective	4	
One Natural Science Elective	4	
One Math or Science Elective	4	
Technology (4 units)		UNITS
MGT 160 Computer Applications	4	
Electives (4 units)		UNITS
Free Electives	4	

Criminal Justice Core (32 units)

Criminal Justice (20 units)		UNITS
CRIM 101 Introduction to Criminal Justice	4	
CRIM 102 Criminal Procedure I	4	
CRIM 103 Ethics in the CJ System	4	
CRIM 104 Report Preparation	4	
CRIM 105 Critical Thinking in CJ	4	
Criminal Justice Electives (12 units)		UNITS
Select three lower-division courses from the following:	12	
CRIM 120 / CRIM 130 / CRIM 131 / CRIM 132 / CRIM 133 / CRIM 150 / CRIM 160		

Department of Criminal Justice

Minor in Criminal Justice (28 Units)

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 opening up career opportunities.

Minor Requirements (28 units)

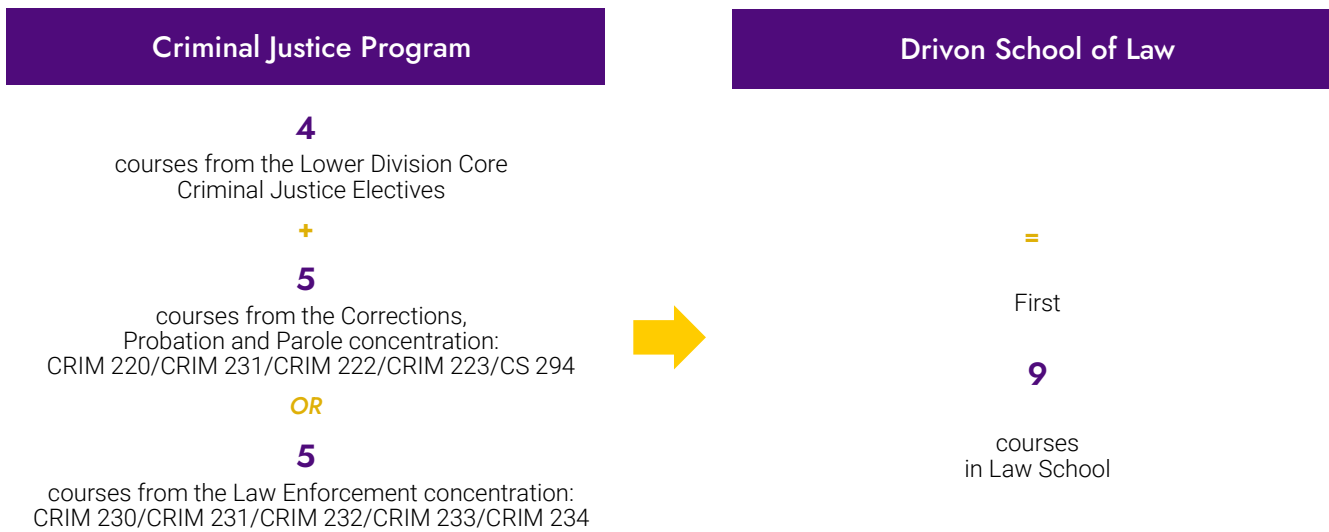
Criminal Justice	UNITS
CRIM 101 Introduction to Criminal Justice	4
CRIM 102 Criminal Procedure I	4
CRIM 103 Ethics in the CJ System	4
CRIM 104 Report Preparation	4
Select three of the following:	
CRIM 201 Criminal Procedure II	4
CRIM 202 Evidence	4
CRIM 203 Multicultural Issues within CJ	4
CRIM 205 Criminal Analysis	4
CRIM 231 Interview and Interrogation	4

Department of Criminal Justice

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.



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.

Department of Criminal Justice

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 Justice 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.

Department of Criminal Justice

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 I (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

Department of Criminal Justice

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 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 or ENGL 103 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 lectures 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 or ENGL 103 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 or ENGL 103 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 or ENGL 103 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 or ENGL 103, 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 or ENGL 103 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

Department of Criminal Justice

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 or ENGL 103 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 or ENGL 103 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 regard to the specific academic interests of students and the expertise of the instructor.

CRIM 223 Community Based Corrections (4 units)

Prerequisite: ENGL 102 or ENGL 103 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 230 Sexual Offenses and Offenders (4 units)

Prerequisite: ENGL 102 or ENGL 103 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 or ENGL 103 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 or ENGL 103 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 or ENGL 103 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 or ENGL 103 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/CS 280 Criminology (4 units)

Prerequisites: ENGL 102 or ENGL 103 with a C or better, CRIM 101 with a C or better, or by permission.*

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.

CRIM 291 Victimology (4 units)

Prerequisite: ENGL 102 or ENGL 103 with a C or better, CRIM 101 or LEGA101 or PSY101 with a C or better, or by

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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/CS 293 Police and Community Relations (4 units)

Prerequisites: ENGL 102 or ENGL 103 with a C or better, CRIM 101 with a C or better, or by permission.*

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.

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 or ENGL 103 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.

Department of Criminal Justice

Department of Early Childhood Education

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.

DEGREES OFFERED:

- Bachelor of Arts in Early Childhood Education (182 units)
- Associate in Arts in Early Childhood Education (92 units)
- Minor in Early Childhood Education (28 units)

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

Careers Related to Early Childhood Education

- Early Interventionist
- Program Director/Site Supervisor
- Teacher Educator
- Researcher
- Inclusion Specialist
- Infant/Toddler Teacher
- Preschool Teacher
- Licensing Specialist

Department of Early Childhood Education

Bachelor of Arts in Early Childhood Education (182 Units)

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 & Electives (105 units)

Communications (16 units)

	UNITS
ENGL 101 Written Communications	4
Select one: ENGL 102 / ENGL 103	4
ENGL 110 Oral Communications	4
One Upper-Division Communications Elective	4

Social Sciences (20 units)

	UNITS
PS 101 American Institutions	4
Select one: HIST 101 / HIST 102 / HIST 103 U.S. History	4
One Lower-Division Social Sciences Elective	4
Two Upper-Division Social Sciences Electives	8

Humanities (20 units)

	UNITS
Four Lower-Division Humanities Electives	16
One Upper-Division Humanities Elective	4

Mathematics & Natural Sciences (13 units)

	UNITS
One Math Elective	4
One Natural Science Elective with Lab	5
One Math or Science Elective	4

Technology (4 units)

	UNITS
MGT 160 Computer Applications	4

Electives (32 units)

	UNITS
Free Electives	32

Early Childhood Education Core (77 units)

Early Childhood Education (37 units)

	UNITS
ECE 100 Introduction to Early Childhood Education	4
ECE 101 Child Development	4
ECE 105 Child & Society	4
ECE 110 Curriculum Development	4
ECE 130 Infant & Toddler Care	4
ECE 150 Adult Supervision	4
ECE 206 Across the Life Span I	4
ECE 237 Administration I	4.5
ECE 238 Administration II	4.5

ECE Permit Pathway (40 units)

	UNITS
Lower-Division Internship in ECE: ECE 135/136/137/138/139	4
Lower-Division Internship in ECE: ECE 135/136/137/138/139	4
ECE 200 Language Development	4
ECE 207 Across the Lifespan II	4
ECE 215 Assessment Practices	4
ECE 225 Embracing Diversity in ECE	4
ECE 240 Advanced Internship in ECE	4
ECE 255 Equity & Inclusion in ECE	4
ECE 260 Bilingual/Bicultural Education & Curriculum	4
ECE 270 Professionalism in ECE	4

Department of Early Childhood Education

Associate in Arts in Early Childhood Education (92 Units)

The Early Childhood Education program equips students to pursue and advance in careers involving educating and caring for young children. Courses also meet education requirements for various California permits.

General Education & Electives (60 units)

Communications (12 units)		UNITS
ENGL 101 Written Communications	4	
Select one: ENGL 102 / ENGL 103	4	
ENGL 110 Oral Communications	4	
Social Sciences (12 units)		UNITS
PS 101 American Institutions	4	
Select one: HIST 101 / HIST 102 / HIST 103	4	
One Lower-Division Social Sciences Elective	4	
Humanities (16 units)		UNITS
Four Lower-Division Humanities Electives	16	
Mathematics & Natural Sciences (12 units)		UNITS
One Math Elective	4	
One Natural Science Elective	4	
One Math or Science Elective	4	
Technology (4 units)		UNITS
MGT 160 Computer Applications	4	
Electives (4 units)		UNITS
Free Electives	4	

Early Childhood Education Core (32 units)

Early Childhood Education (24 units)		UNITS
ECE 100 Introduction to Early Childhood Education	4	
ECE 101 Child Development	4	
ECE 105 Child & Society	4	
ECE 110 Curriculum Development	4	
ECE 130 Infant & Toddler Care	4	
ECE 150 Adult Supervision	4	
ECE Internships (8 units)		UNITS
Lower-Division Internship in ECE: ECE 135/136/137/138/139	4	
Lower-Division Internship in ECE: ECE 135/136/137/138/139	4	

Department of Early Childhood Education

Minor in Early Childhood Education (28 Units)

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.

Minor Requirements (28 units)

Early Childhood Education	UNITS
ECE 101 Child Development	4
ECE 105 Child & Society	4
Select one of the following:	
ECE 110 Curriculum Development	4
ECE 140 Math & Science Curriculum	4
ECE 155 Children's Literature & Curriculum	4
ECE 206 Across the Life Span I	4
ECE 207 Across the Life Span II	4
Select two of the following:	
ECE 200 Language Development	4
ECE 225 Embracing Diversity in ECE	4
ECE 245 Children at Risk	4
ECE 255 Equity & Inclusion in ECE	4
ECE 260 Bilingual/Bicultural Education & Curriculum	4

Department of Early Childhood Education

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 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 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 (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.

Department of Early Childhood Education

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

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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 with preschool age children. 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 preschool age children. 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

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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 may be used as a Humanities elective.)

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

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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 Embracing 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 diversity. 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

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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 Equity and 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

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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.

Department of Early Childhood Education

Department of Graduate Studies

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

Department of Graduate Studies

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.

Department of Graduate Studies

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:

- A completed graduate application, available on the University web site.
- 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
- 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.
- 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

General Policy

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

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selected Humphreys core MBA courses. Only unit credit potentially could be given; no grade point credit could be given.

MBA IT Program International Student Policy

For international students, the MBA IT program is taught on a cohort schedule with courses offered in a predetermined sequence in order to meet the federal full-time enrollment requirement. For this reason, courses cannot be transferred into the program because transferring in courses would mean that a student would not be enrolled full time for one or more terms, thus jeopardizing the student's visa status.

Starting the MBA Program

General Policy

Students may start the MBA program any quarter.

MBA IT Program International Student Policy

Students start and proceed through the MBA program on a cohort basis with students who start the same quarter. To meet federal full-time enrollment and other visa requirements, MBA IT program international students must take courses in a predetermined sequence, including quarters off, based on their cohort start date.

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.

Department of Graduate Studies

Master of Business Administration (52 Units)

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

MBA Requirements (52 units)

MBA Core (32 units)

	UNITS
MBA 301 Financial Accounting	4
MBA 305 Marketing Management*	4
MBA 306 Macroeconomics: Business Conditions*	4
MBA 320 Organizational Behavior*	4
MBA 321 Data Analysis for Decision-Making*	4
MBA 345 Operations & Supply Chain Management*	4
MBA 370 Corporate Financial Management*	4
MBA 385 Strategic Management Capstone	4

*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.

Concentration: General Business (20 units)

	UNITS
MBA 303 Managerial Accounting for Decision-Making	4
MBA 307 Microeconomics: Decision-Making	4
Select three of the following:	
MBA 317 Internet Marketing	4
MBA 380 Business Law: Issues in the Legal Environment of Business	4
MBA 391 Business Leadership	4
MBA 395 International Management	4
MBA 396 Internship	1-4
MBA 397 Seminar on Selected Business Topics I	1-4
MBA 398 Seminar on Selected Business Topics II	1-4
MBA 399 Seminar on Selected Business Topics III	1-4

Concentration: Information Technology (20 units)

	UNITS
MBA 303 Managerial Accounting for Decision-Making	4
MBA 307 Microeconomics: Decision-Making	4
MBA 317 Internet Marketing	4
MBA 393 Networking in Business Environments	4
MBA 394 Data in Business Environments	4

Concentration: Organizational Leadership (20 units)

	UNITS
MBA 330 Human Resources Management	4
MBA 389 Negotiation and Conflict Resolution	4
MBA 390 Change Management	4
MBA 391 Business Leadership	4
MBA 395 International Management	4

(If MBA 395 already has been taken in another concentration, take MBA 317: Internet Marketing (4 units))

If students enroll in more than one concentration, courses taken for one concentration cannot be used for another concentration.

Department of Graduate Studies

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.

Department of Graduate Studies

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.

Department of Graduate Studies

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:

- A completed graduate application, available on the University web site.
- 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 on 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.

Department of Graduate Studies

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.

Department of Graduate Studies

Master of Legal Studies (40 Units)

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

MLS Requirements (40 units)

Master of Legal Studies Core (32 units)		UNITS
MLS 300 Introduction to Law/Legal Writing		4
MLS 301 Legal Research and Writing		4
MLS 310 Contracts I		4
MLS 311 Contracts II		4
MLS 312 Contracts III		4
MLS 320 Torts I		4
MLS 321 Torts II		4
MLS 322 Torts III		4
Electives (4 units)		UNITS
Select one of the following:		
MLS 323 Adv. Torts		4
MLS 331 Educational Law		4
MLS 335 Juvenile Law		4
MLS 340 Business Association I – Agency		4
MLS 341 Income Tax		4
MLS 342 Employment & Labor Law		4
MLS 343 Immigration Law		4
MLS 345 Sales		4
MLS 340 Workers' Compensation		4
MLS 355 Bankruptcy		4
MLS 360 Family Law		4
MLS 375 Local Government		4
MLS 380 Disability Law		4
Capstone Project (4 units)		UNITS
MLS 399 Capstone Project		4

Department of Graduate Studies

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 120 and 121.

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 323 Adv. Torts (4 units)

This course provides an overview of issues commonly encountered in tort practice, with emphasis on California law. Topics covered include: medical and legal malpractice; emotional distress; business torts and bad faith; insurance issues; wrongful termination; wrongful death; and apportionment of damages among multiple tortfeasors.

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.

Department of Graduate Studies

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.

MLS 341 Income Tax (4 units)

Topics covered include: taxable income; gross income; adjusted gross income; business and non-business deductions and credits; capital gains and losses; basis for depreciation and gain or loss; and taxable and non-taxable exchanges.

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 343 Immigration Law (4 units)

Introduce the vast field of immigration law by examining: the history of U.S. immigration law and policy, sources of immigration law, the administrative structure of immigration law, the different types of immigrant and non-immigrants, grounds of inadmissibility and removability of foreign nationals, overview of removal proceedings and relief from removal, citizenship, and voluntary and involuntary loss of citizenship. The course will also provide you with an introduction to our country's asylum and refugee laws. This class is geared towards acquiring basic concepts and a basic understanding of immigration law and policy, to allow the student to intelligently discern the different classes of foreign nationals and understand the implications of certain conduct and events in the status of the foreign national. Due to the time constraints and nature of this class, the focus of the course is on a

survey of the law. Even if you never plan to practice immigration law for a living, it is almost certain that you will run into someone who has an immigration problem. This course will introduce you to the very basics of immigration and asylum law, and to the complex changes brought about by IIRIRA and the events of 9/11.

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 350 Workers' Compensation (4 units)

Topics covered include: an evaluation of the workers' compensation system; employer-employee relationships; injuries arising out of and in the course of employment; earnings; temporary disability benefits; permanent disability benefits; medical benefits; subrogation; and relevant procedure.

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 360 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 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.

MLS 380 Disability Law (4 units)

The course covers the legal and practical aspects of representing adult disabled persons at the administrative

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level regarding claims for Social Security Disability and Supplemental Security Income benefits. It will also provide an overview of representation of such clients in federal court and other types of benefits available for people with disabilities.

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 facts similar to those found in a moot court case.

Department of Graduate Studies

Master of Arts in Teaching with Multiple Subject Teaching Credential (MAT)

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:

- A completed graduate application, available on the University web site.
- 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 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
- 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.
- Verification of negative Tuberculosis test reading or proof of pending verification.
- A Certificate of Clearance, or a photocopy (front and back) of a valid CCTC-issued permit or teaching/services credential.
- 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.
- 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

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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 satisfies 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 in 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)

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- 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 is 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

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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 Pathway is available only to students who have already earned the bachelor degree. 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.

Department of Graduate Studies

Master of Arts in Teaching (52 Units)

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.

MAT Requirements (52 units)

Block I Courses: Pre-Service (12 units)

	UNITS
These courses must be passed before Clinical Practice and Seminar courses	
EDCC 300 Foundations of Teaching in California	4
EDCC 351 Curriculum and Instruction for Diverse Elementary Settings	4
EDCC 352 Language and Literacy in Elementary Schools	4

Block II Courses: Core Subjects (20 units)

	UNITS
EDCC 350 Cultural Diversity	4
EDCC 353 Mathematics Education in Elementary Schools	4
EDCC 354 Social Studies Education in Elementary Schools	4
EDCC 355 Science Education in Elementary Schools	4
EDCC 356 Multilingual Education in Elementary Schools	4

Block III Courses: Clinical Practice / Seminars (8 units)

	UNITS
EDCC 377A and 377B Student Teaching Seminar OR EDCC 372A and 372B Teaching Internship Seminar	8

Floating Block Courses (12 units)

	UNITS
These courses may be taken at any stage of the program.	
EDUC 301 Research Methods	4
EDUC or EDAD Electives	8

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.

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Master of Arts in Teaching with MSTC Courses

EDCC 300 Foundations of California Education (4 units)

This course creates the framework for the candidates to 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-

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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.

Department of Graduate Studies

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 are currently credentialed (PK-12) from California need only to complete the online application. Verification of credential will be made through the state database. No transcripts or other documentation is needed. If admitted to the program, these students will receive some “transfer” credit for their teacher preparation education and exam passage that will apply toward completion of the program.

Applicants to the Master of Arts in Education program without a teaching credential (PK-12) 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:

- A completed graduate application, available on the University web site.
- 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

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 18. This residency requirement must be completed within the five-year maximum allowable time frame for coursework completion. The final 18 units of the program cannot be transfer units and, therefore, must be completed at Humphreys University.

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Master of Arts in Education (44 Units)

For non-credentialed students, the MAEd program features a capstone project of two 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.

MAEd Requirements (44 units)

MAEd Core (26 units)

	UNITS
EDUC 301 Research Methods	4
EDUC 303 Curriculum Design and Evaluation	4
EDUC 305 History of Education in America	4
EDUC 307 Theories of Achievement and Learning	4
EDUC 347 Program Planning for Educators	2
EDUC 397 Capstone: Gathering and Processing Data	4
EDUC 398 Capstone: Analysis and Conclusions	4

Electives (18 units)

	UNITS
Select any of the following:	
EDAD 330 Universal Design for Learning	4
EDAD 333 Linguistics for Educators	4
EDAD 334 Intercultural Communication for Educators	4
EDAD 335 Language, Culture, and Learning	4
EDAD 336 Leadership in Education	4
EDAD 337 Diversity in Education	4
EDAD 339 Federal Law in Education	4
EDAD 343 Special Education Law	2
EDAD 350 The Trauma-Informed Educator	2
EDAD 351 Advanced Reading Instruction Strategies and Practices	2
EDAD 352 Teaching the Student with Autism	2
EDAD 353 Philosophies of Education	2

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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 communities. Students analyze the 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.

Department of Graduate Studies

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.

The course examines the philosophical underpinnings of education and the relationships between various philosophies and the curriculum, students, teachers, and other facets of education.

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 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)

Faculty

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, Liberal Arts
 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

Faculty

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

Donna Bell

Degrees: Master of Science, CSU Hayward, 1990, Education;
Master of Science, CSU Sacramento, 1997, Social
Work
Dept: Early Childhood Education

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

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

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

Faculty

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

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: BCLAS, 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

Faculty

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

Linda Payne

Degree: Master of Arts in Education, Azusa Pacific University, 2012, Educational Counseling
 Cert: Single Subject Credential: Social Science
 Dept: Graduate Studies

Stanislav Perkner

In Memoriam
 Degree: Doctor of Philosophy, Comenius University, Czechoslovakia, 1982, History
 Dept: Liberal Arts
 Title: Professor Emeritus

Julie Porta

Degree: Master's Degree in Adult/Teacher Leadership, University of Phoenix, 2010; Bachelor of Science in Liberal Studies/ Minor in Communications, California State University, Stanislaus, 1999
 Cert: Multiple Subjects Teaching Credential, General Science Teaching Credential
 Dept: Graduate Studies: Teaching Credential Program

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

Gary Shelton

Degree: Doctor of Philosophy, Capella University, 2009, Organization and Management
 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 Sondeno

Degree: Bachelor of Arts, Child Development
 Cert: Education Administrative Credential, CLAD, Clear Multiple Subject Teaching Credential
 Dept: Graduate Studies: Teaching Credential Program

Faculty

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

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

Julie Walker

Degree: Master of Arts, CSU Stanislaus, 2004, History

Cert: Diploma of Spanish—National University of Mexico

Dept: Liberal Arts

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

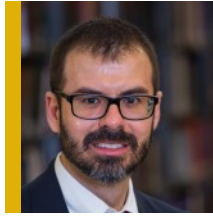
Dept: Graduate Studies

Faculty

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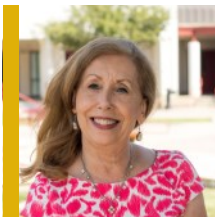
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President



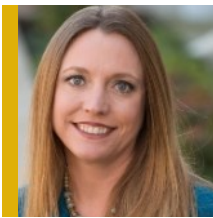
Matthew S. Reynolds
Dean of the Law School



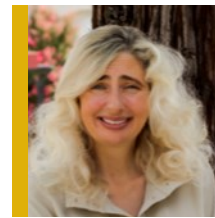
Jess Bonds
Provost



Cynthia S. Becerra
Dean of Undergraduate Studies



Lisa Kooren
Dean of Institutional Research,
Director of Modesto Campus



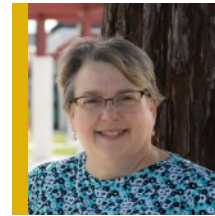
Donna Roberts
Associate Dean of Academic
Administration



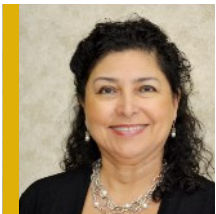
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Director of Financial Aid



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